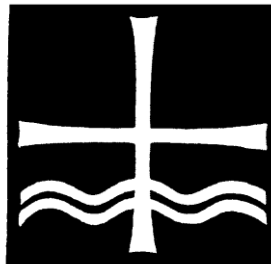
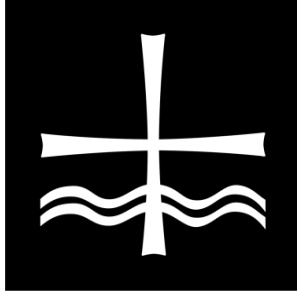


ARCHDIOCESE OF LOUISVILLE
HANDBOOK FOR CATHOLIC SCHOOLS



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AUGUST 2010
(Updated August 2014)



ARCHDIOCESE OF LOUISVILLE

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August 2010

Dear Catholic School Leaders,

When Jesus considered how to influence his peers most effectively, he decided to teach and back up teaching with actions of love and concern for others. This, he knew, was the most lasting way to implant values and to challenge others to reach their greatest potential. Jesus didn't have a handbook. As we strive to work together to continue his ministry of education, however, we need some policies to unify our efforts.

The *Handbook for Catholic Schools* contains policies that will help our schools become centers where faith and learning come together. The Catholic school is unique because it is an academic community within a religious community.

It is our hope that pastors, principals, school board members, parents and teachers will use the policies that are contained in this handbook to build a spirit of mutual trust and understanding. The policies are guidelines for sharing the responsibilities of educating our children.

We also hope that through these policies the mission of the Catholic schools will be accomplished: to serve and engage young people in response to the call of Jesus Christ to “teach all nations.”

Sincerely,

Leisa Schulz
Superintendent of Schools

TABLE OF CONTENTS

Letter from Archbishop ii

Letter from Superintendent of Schools iii

Mission and Goals of Archdiocese of Louisville 5

Mission of the Office of Lifelong Formation and Education 6

Mission of Catholic Schools 7

Addendum to Handbook for Catholic Schools 8

Community Relations (Series 1000) 11

Administration (Series 2000) 25

Business and Non-Instructional Operations (Series 3000) 35

Personnel (Series 4000) 40

Students (Series 5000) 106

Instruction (Series 6000) 140

ARCHDIOCESE OF LOUISVILLE

Mission

We are the Catholic Church in Central Kentucky, a community of believers rich in our tradition and in our diversity, striving for fullness of life in God. In communion with the Bishop of Rome, our mission is to proclaim the good news of Jesus Christ by:

Worshipping God in word and sacrament.

Teaching and sharing our faith.

Serving human needs,
especially those of the poor and oppressed.

Promoting holiness of life through continuing conversion.

Fostering reconciliation and harmony among all God's people.

We commit ourselves to thankfulness through responsible stewardship of all God's gifts.

Values

In the pursuit of this mission we choose to emphasize these particular values:

The **goodness of God** manifested in all creation.

The **dignity of the person** called to wholeness in Jesus Christ.

The **power of community** committed to prayer, collaboration and service.

Goals

- To identify, claim, and celebrate our vibrant Catholic faith, grounded in the life, death, and resurrection of Jesus Christ.
- To help form and support, with the power of the Holy Spirit, an evangelizing faith in Jesus Christ.
- To embrace the diversity of culture in responding to God's love.
- To call forth and empower servant-leaders for ministry.
- To promote excellence in Catholic formation and education for all ages to build up the Body of Christ, the Church.

- *Strategic Plan, Archdiocese of Louisville, 2009*

-

ARCHDIOCESE OF LOUISVILLE
Office of Lifelong Formation and Education

Mission

To provide ministerial support for the formation and education of the whole person in the context of deepening spirituality grounded in Catholic beliefs, traditions, and values.

Vision

In communion with servant leaders, we become a Church incarnate of Christ.

Values

We value

- The person and message of Jesus Christ
- The dignity of every person
- The developmental nature of faith
- The sacredness of life
- The communal dimension of our faith
- The lifelong process of Catholic formation and education

**Archdiocese of Louisville
Catholic Schools
Mission Statement**

The Catholic schools of the Archdiocese of Louisville exist to serve and engage young people in response to the call of Jesus Christ to “teach all nations.” In partnership with families and parishes, we seek to form our students, and through them, transform our world in light of the Gospel message. Our diverse community of schools, each with its own unique history, spirit, and tradition, prepares our graduates to live their faith as maturing adults and provide Christian leadership for Church and society.

Vision Statement

As stewards of Catholic education, our community of schools leads the way to a just and life- giving future without limits. Through collaboration, our faith and learning communities empower each other to learn our Catholic teachings, achieve academic excellence, embrace diversity, accept challenges, take risks, and seek God’s image in self and others.

We are called to transform ourselves, one another, and the world through the Gospel of Jesus Christ in this complex time of rapid change.

ADDENDUM

Archdiocese of Louisville Handbook for Catholic Schools

1. All policies referring to administration, personnel, or student matters contained in the handbook are stated in language pertaining to single parish elementary schools. According to the current governance model and the language contained herein, the pastor or canonical delegate oversees and is responsible for the total school program as part of the parish's mission. This includes areas such as administration, personnel, and student disciplinary matters.
2. Beginning in 2004, a new governance model emerged with the creation of regional schools. According to the governance structure of the regional school, a board of limited jurisdiction oversees and is responsible for the total program, including administrations, personnel, and student matters. Pastors of the parishes that are part of a regional school are official members of the board of directors. However, pastors or pastoral administrators are not solely responsible in the way they are in the single parish school model. Members of the Boards of Directors must be appointed by the pastors of the parishes who comprise the regional schools. New board members are expected to attend an archdiocesan workshop conducted by the Superintendent of Schools in August each year.
3. In cases in which the governance model is a regional school board of directors, the proper roles of pastors and board chairpersons are determined by the local sponsorship agreement, covenant, and bylaws. Therefore, all references to "pastor/canonical delegate/pastoral administrator" in *The Handbook for Catholic Schools* are to be interpreted based on the local sponsorship agreement, covenant, and bylaws.

Approved by the Office of Personnel and Planning
May, 2007

**Archdiocese Of Louisville
Policies and Procedures Resource Documents (08/14)**

In addition to *The Handbook for Catholic Schools*, the following archdiocesan publications contain pertinent policy statements, regulations, practices, procedures, and programs. These publications are cited in applicable policies in *The Handbook for Catholic Schools*. Please reference all of these publications when verifying and formulating policy.

Document, Handbook, Manual	Description of Document	Contact Person(s)
Communications Handbook (September 2000)	Includes a media contact list, communication principles and guidelines, publicity and advertising, dealing with the media, crisis communications, etc.	ACC— Chief Communications Officer
Curriculum Guide (August 2014)	Addresses design, implementation, and assessment of the local curriculum and contains curriculum frameworks for language arts, mathematics, science, social studies, foreign language, art, music, physical education, technology, and library/media.	OLFE – Curriculum Coordinator
School Improvement through Long-Range Planning (2009)	Describes process to formulate school improvement and long-range plans	OLFE – School Planning Consultant
Formation and Education Committee Guidelines (1995)	Outlines purpose and procedures for the Parish Pastoral Council	OLFE – Director of Faith Formation
Guidelines for the Formation and Certification of Catechists Handbook (2013)	Articulates guidelines regarding the archdiocesan catechist certification process	OLFE – Coordinator for Catechist Certification
Handbook for Catholic Schools August 2010	Outlines school policies	OLFE – Superintendent
Intervention Protocol (May 2003)	Outlines the process of addressing students with special learning needs and contains documents necessary in following the protocol, including the School Strategy Plan and the 504 Plan.	OLFE – Assistant Superintendent of Schools
Personnel Policies and Procedures (July 2009)	Identifies personnel policies and procedures for archdiocesan employees	Personnel – Coordinator for Personnel Services
Physical Education Curriculum Guide (2009)	Describes comprehensive physical education curriculum	OLFE – Curriculum Coordinator
Principal's Performance Review (2003)	Describes goal setting and evaluation of principals	OLFE – Assistant Superintendent of Schools
Principal Search Packet (2010)	Describes process to guide pastors and search committees in the steps to begin and complete a principal search process	OLFE – Assistant Superintendent of Schools
Professional Growth Plans for Educators (2001)	Describes standards for educators, administrators, and library/media specialists	OLFE – Superintendent

Document, Handbook, Manual	Description of Document	Contact Person(s)
School-Centered Emergency Management and Recovery Guide (March 2001)	Describes creating, reviewing, and updating a school's emergency and crisis response plan	OLFE – Superintendent
Supervision Manual (1997)	Describes the dynamics of supervising school employees; also includes an explanation of the policies and steps for probation, intensive assistance, and termination, as well as forms to use for observations, conferences, or disciplinary actions	OLFE – Assistant Superintendent of Schools
Financial Policies and Procedures Manual (2010)	Describes archdiocesan financial policies and procedures	Finance – Chief Financial Officer
Food Service Handbook (2002)	Describes policies and guidelines for food service programs	Finance – Food Service Director
Sacrament Guidelines (2007, 2008)	Describes guidelines for sacramental preparation	OLFE – Elementary Catechesis Consultant
Religious Education Guidelines (1998)	Articulates religious education guidelines	OLFE – Elementary Catechesis Consultant
Library Media Handbook (2009)	Describes guidelines for library media programs and library media specialists	OLFE – Technology and Curriculum Consultant
Visual Arts Curriculum Guide (2010)	Describes comprehensive art education curriculum	OLFE – Curriculum Coordinator
Music/Performing Arts Curriculum Guide (2010)	Describes comprehensive music education curriculum	OLFE – Curriculum Coordinator
Foreign Language Curriculum Guide (2011)	Describes comprehensive foreign language curriculum	OLFE – Curriculum Coordinator
Guide to Student Recruitment (Annually)	Contains all current student recruitment policies, procedures, and timelines	OLFE – Curriculum Coordinator
Religious Education Correlation Guide (2004)	Correlates religious education content throughout the curriculum	OLFE – Curriculum Coordinator, Elementary Catechesis Consultant
Restoring Trust: The Sexual Abuse Policies of the Archdiocese of Louisville (2013)	Articulates sexual abuse policies	Personnel – Coordinator for Personnel Services

COMMUNITY RELATIONS (Series 1000)

HANDBOOKS.....	1100
School Policies and Handbook for Catholic Schools.....	1110
Parent/Student Handbook.....	1120
Faculty/Staff Handbook.....	1130
Directory of Catholic Schools.....	1140
Regions of the Archdiocese.....	1150
PARISH COMMITTEES.....	1200
Parish Council.....	1210
Formation and Education Committee.....	1220
Consultative School Board.....	1230
School Board and Parish Finance Council.....	1231
School Board and Parent Teacher Organizations.....	1232
Parent Teacher Organizations.....	1240
Regional Boards of Limited Jurisdiction.....	1250
ORGANIZATIONS.....	1300
National Catholic Education Association.....	1310
Ohio Catholic Education Association.....	1320
National Council for Private School Accreditation.....	1330
Kentucky Non-Public School Commission.....	1340
Catholic Conference of Kentucky.....	1350
Kentucky League for Educational Alternatives.....	1360
Church's Role in Political Action.....	1361
Academy of Catholic Educators.....	1370
FEDERAL PROGRAMS.....	1400
Title I.....	1410
Title II.....	1420
Title III.....	1420.1
SCHOOL BUS TRANSPORTATION.....	1500
DEVELOPMENT.....	1600
Fund Raising Activities.....	1610
PUBLIC RELATIONS.....	1700
Marketing and Public Relations.....	1720
O.L.F.E. Personnel Visits to the Schools.....	1730
Flag Display.....	1740
Open House at Schools.....	1750
Catholic Schools Week.....	1760
Recruitment for Catholic Schools.....	1770
Public and Catholic Schools.....	1780
Media Contacts.....	1790
SOLICITATION FROM OUTSIDE ORGANIZATIONS.....	1800
Soliciting Funds from School Personnel.....	1810
Advertising and Promotion of Commercial Products.....	1820
Military Recruiters.....	1830

COMMUNITY RELATIONS

HANDBOOKS 1100

SCHOOL POLICIES AND HANDBOOK FOR CATHOLIC SCHOOLS 1110

Each school will develop written policies and procedures to supplement and/or make specific the Archdiocesan guidelines contained in this HANDBOOK FOR CATHOLIC SCHOOLS. These policies and procedures may not contradict Archdiocesan policies or procedures. In the absence of local school policies, Archdiocesan policies will govern situations.

PARENT/STUDENT HANDBOOK 1120

Each school will develop policies and procedures for parents and students. These policies and procedures will be contained in a parent-student handbook. Parents are required to sign a statement that they have read the handbook and agree to be governed by the rules and regulations stated in the handbook. These policies or procedures may not contradict Archdiocesan policies or procedures. In the absence of local school policies, Archdiocesan policies will govern the situation.

FACULTY/STAFF HANDBOOK 1130

Each school will develop a faculty/staff handbook outlining policies and procedures for teachers. These policies and procedures may not contradict Archdiocesan policies or procedures. In the absence of local school policies, Archdiocesan policies will govern the situation.

DIRECTORY OF CATHOLIC SCHOOLS 1140

The Office of Lifelong Formation and Education annually publishes a current directory of Catholic schools in the Archdiocese of Louisville. This directory is distributed to all Catholic schools and educational centers at the beginning of the school year.

REGIONS OF THE ARCHDIOCESE 1150

The schools of the Archdiocese are divided into regions. The schools have the opportunity to meet in regions to discuss planning, professional development opportunities, retreats and other activities.

PARISH COMMITTEES 1200

PARISH COUNCIL 1210

The parish pastoral council is responsible for assisting the pastor in establishing parish goals and programs.

FORMATION AND EDUCATION COMMITTEE 1220

The formation and education committee is one of the coordinating committees of the parish pastoral council. Along with the administration, worship and service committees, it operates in a spirit of collaboration to foster the overall mission and goals of the parish. It has a direct voice on the parish council and represents all formation and education boards, committees and teams.

CONSULTATIVE SCHOOL BOARD

1230

The consultative school board works in the context of the parish's mission statement, programs, and parish policies that are established by the pastor and the parish pastoral council. It is the responsibility of the board, through the formation and education committee, to bring to the attention of the parish pastoral council all those matters which are broader than the education programs for which the board is responsible. Also, through the formation and education committee, the board should provide a regular means of communication with the parish pastoral council about educational programming, accomplishments and needs. (*A Primer on Educational Governance in the Catholic Church, 1990, p.23*)

Because a Catholic school involves a significant amount of energy and resources of the parish's overall ministry of lifelong formation and education, it is particularly important that there be clarity regarding the relationship of the school board to the formation and education committee. The following statements are offered to assist in the clarification of the roles of the two bodies in any given parish:

- The responsibilities of the school board (articulated in section 2231) are accomplished within the larger context of the responsibilities and work of the formation and education committee.
- The school board works to ensure that the school mission fits in with the parish's vision for formation and education, as articulated by the formation and education committee.
- The school board shares the long-range plan of the school with the formation and education committee.
- The school board works to see that its religious education program, sacramental preparation programs and family life programs are in synchronization with any parish-wide policy for formation and education.
- The school board submits a tentative school budget for each upcoming fiscal year to the formation and education committee.
- The school board reports to the formation committee on the completion of goals and objectives based on the school's long-range plan and overall results of student performance based on assessment.

SCHOOL BOARD AND PARISH FINANCE COUNCIL

1231

The parish finance council is responsible for assisting the pastor in administering the temporal goods of the parish. The consultative school board is governed by the financial policies that are established by the finance committee. The consultative school board provides information about educational needs and programming to the finance committee, through the formation and education committee, and request parish funds through the mechanism established by the parish finance committee. The board does not have responsibility for determining the amount of parish funds in support of the education programs; however, it is the primary advocacy group for parish funding of the education programs and it has responsibility for the effective use of parish funds allocated for educational purposes.

In general, the finance council is responsible for the total amount of money spent on education; the board is responsible for articulating the need and determining how the money is spent. (*A Primer on Educational Governance in the Catholic Church, CACE/NCEA, 1990, p.24-25*)

SCHOOL BOARD AND PARENT TEACHER ORGANIZATIONS

1232

At the parish level, the respective roles of the Parent Teacher Organization and parish School Board must be carefully distinguished. In the Archdiocese, the parish School Board is a consultative board to the pastor and a subcommittee of the Formation Committee of the Parish Council. It is concerned with policy recommendations pertaining to the parish school. The school/parent organization is responsible for maintaining good communications between the home and school, for providing a vehicle through which parents can provide service to the school (i. e., volunteers and fund-raising), for offering a mechanism for parent education and for serving as a structure for political action when needed (i. e., letter writing, phone calls, visits to legislators). The board works closely with the officers of the parent organization in order to understand more fully parent needs and concerns. It works with parent fund-raising groups to coordinate the overall financing programs of the school. It uses the communication mechanism of the parent organization to report to school families about board activities. (*A Primer on Educational Governance CACE/NCEA, 1990, p.25-27*)

PARENT TEACHER ORGANIZATIONS

1240

Every school is urged to form an organization for parents and teachers. The purpose of such a group is to foster better communication and to establish a means for coordinated activities on the part of the total school community.

The role of parents in the formation of their children is considered primary by the Church. Therefore, an organization such as a local Parent Teacher Organization assumes an important role in the continuing cooperation of parent educators and professional teachers. Principals are expected to work closely with the leadership of the Parent Teacher Organization.

The five major activities of Parent Teacher Organizations are to:

1. promote communication;
2. provide parents and teachers with information;
3. promote good will and cooperation;
4. direct and coordinate parental support; and
5. organize political action of parents as advocates on local, state, and federal legislation that affects Catholic schools.

REGIONAL BOARDS OF LIMITED JURISDICTION

1250

Regional elementary schools within the Archdiocese of Louisville are governed by boards of limited jurisdiction that oversee and are responsible for the total program, including administration, personnel, and school matters. Pastors of the parishes that are part of the regional school are official members of the board of directors. However, pastors or pastoral administrators are not solely responsible in the way they are in the single parish school model. Members of the Boards of Directors must be appointed by the pastors of the parishes who comprise the regional schools. New board members are expected to attend an archdiocesan workshop conducted by the Superintendent of Schools in August each year.

In cases in which the governance model is a regional school board of directors, the proper roles of pastors and board chairpersons are determined by the local sponsorship agreement, covenant, and bylaws. Therefore, all references to “pastor/canonical delegate/pastoral administrator” in *The Handbook for Catholic Schools* are to be interpreted based on the local sponsorship agreement, covenant, and bylaws.

ORGANIZATIONS

1300

NATIONAL CATHOLIC EDUCATION ASSOCIATION (N.C.E.A.) **1310**

N.C.E.A. is an important national affiliation for Catholic schools to maintain. Work done through this organization is guided by national Catholic policy groups. Every school is urged to hold membership in the N.C.E.A.

OHIO CATHOLIC EDUCATION ASSOCIATION **1320**

The Ohio Catholic Education Association is comprised of representatives from Ohio, Kentucky, Indiana and West Virginia. The OCEA Conference takes place every two years in Ohio. It brings together educators and catechists to share ideas, obtain new information and receive input for new and innovative programs.

NATIONAL COUNCIL FOR PRIVATE SCHOOL ACCREDITATION **1330**

The National Council for Private School Accreditation is dedicated to the accreditation process as a viable and responsible means of establishing witness of school excellence. NCPSA is committed to accreditation based on the concept of voluntary peer recognition; that is, the principle that institutions sharing common purposes and distinctions are better able to assist one another in achieving academic excellence and responsiveness to their respective publics and the nation.

Specifically, the purposes of the National Council for Private School Accreditation include the following:

- 1) to encourage the accreditation process as an organizational witness of credibility for the preschool, elementary and secondary private school sector, as characterized by voluntary peer recognition based on accepted and published standards of excellence;
- 2) to provide national leadership and communication for private school accreditation through the recognition and voluntary association of credible and responsible private school accrediting associations; and
- 3) to recognize, encourage and improve the quality and diversity of private preschool, elementary and secondary education, including, but not necessarily limited to, the development of educational and research activities, services and opportunities related to accreditation.

The Kentucky Nonpublic Schools Commission is approved by the National Council for Private School Accreditation.

KENTUCKY NON-PUBLIC SCHOOLS COMMISSION (02/04) **1340**

Schools in the Archdiocese of Louisville are to be certified through an accrediting agency recognized by the Kentucky Non-Public Schools Commission. The Kentucky Non-Public Schools Commission (KyNPSC) believes that the parents in the Commonwealth of Kentucky have a responsibility and a right to choose how their children are educated. This freedom of choice allows for a variety of alternatives to public education. The Kentucky Non-Public Schools Commission is the official group that speaks for these alternatives. It is an organization whose purpose is to address common concerns of non-public schools in the Commonwealth of Kentucky and to communicate these concerns to the Commissioner of Education and the Kentucky State Board of Education.

The Commission is responsible for overseeing the certification of nonpublic schools in the Commonwealth of Kentucky. The process includes a self-study of the school with sections

that address all areas of school accountability. A school improvement process is also included that continually challenges the schools to better meet the needs of the students they serve.

The entire certification process is considered to be a constructive exercise for the school to improve the educational process.

CATHOLIC CONFERENCE OF KENTUCKY

1350

The Catholic Conference of Kentucky represents the Catholic community working together to do the things committed to us both internally and externally. The conference was created by the bishops of Kentucky to advance the mutual public policy and pastoral interests of the Archdiocese of Louisville and the Dioceses of Covington, Lexington and Owensboro. The conference's Board of Directors is composed of the four Catholic bishops of Kentucky. Conference policy related to public affairs is developed by committees representative of the four dioceses, with each committee focusing on key areas of Church political concerns. Positions of public policy developed by the committees and endorsed by the conference's Board of Directors are advocated in Kentucky and the nation's capital. In Kentucky, conference representatives work in Frankfort with the general assembly, governor and state agencies. In Washington, D.C., the primary public policy effort of the Conference is directed toward Kentucky's delegation to the U.S. Congress.

KENTUCKY LEAGUE FOR EDUCATIONAL ALTERNATIVES (K.L.E.A.)

1360

The Kentucky League for Educational Alternatives (KLEA) is the grassroots political involvement program for parents of children attending Catholic schools in Kentucky. KLEA provides updates and takes political action initiatives on legislative issues affecting entitlements for Catholic school parents and students.

CHURCH'S ROLE IN POLITICAL ACTION

1361

Parishes and other section 501(c) (3) church organizations are prohibited from participating in political campaign activity. Thus, certain political activities that are entirely appropriate for individuals may not be undertaken by church organizations or their representatives. The USCCB Office of General Counsel provides detailed guidance on what is allowed and not allowed under the law. This detailed guidance is available at www.usccb.org/ogc.

The Church does not and will not engage in partisan politics.

In order to avoid violating the political campaign activity prohibitions, parishes, other church organizations, and their representatives should remember these guidelines:

- Do not endorse or oppose candidates, political parties, or groups of candidates, or take any action that reasonably could be construed as endorsement or opposition.
- Do not make available the use of church facilities, assets, or members for partisan political purposes.
- Do not authorize distribution of partisan political materials or biased voter education materials (those that support or oppose – or exhibit bias for or against – any candidate or party) on church property, in church publications, or at church activities. Only distribute materials published directly by the United States Conference of Catholic Bishops or by the Catholic Conference of Kentucky.
- Do not invite or permit only selected candidates to address your members. Before inviting candidates, make sure such events are consistent with USCCB and CCK policy. If so, it is important that all candidates be invited.

If you have any questions about what is allowed, call the Catholic Conference of Kentucky at (502) 875-4345. Please remember that the IRS rules against political campaign activity also apply to materials posted on parish or other church organization web sites.

ACADEMY OF CATHOLIC EDUCATORS (A.C.E.) (08/14)

1370

The Academy of Catholic Educators is the local professional body of the Archdiocese of Louisville for elementary school principals, teachers, librarians and counselors. All such individuals automatically become members when they accept employment with the Archdiocese.

Persons are encouraged to participate in ACE activities as a means of involving the energy and wisdom of its members in strengthening the teaching profession and educational programs within the schools. Yearly payment of a small voluntary dues fee, which is used for scholarships, educational donations, postage, printing, etc., is requested.

Senators will be relieved from school duty during the day to attend 4-5 general meetings per year without loss of pay, personal leave or sick leave.

The Academy of Catholic Educators and Archdiocesan officials will operate in a spirit of Christian collegiality to achieve mutually beneficial goals.

ACE will be a voice of direction and leadership for excellence in Catholic education. Its goals are:

- to promote professional learning of educators;
- to continue to foster the image of the organization;
- to voice teacher concerns in all areas;
- to collect and disseminate information; and
- to promote unity among Catholic educators.

FEDERAL PROGRAMS

1400

Participation in federal programs of students enrolled in Catholic schools located in Jefferson County will normally be coordinated by the Office of Lifelong Formation and Education. Resources are pooled, and services, materials, and professional development are based on archdiocesan and school plans. In Catholic schools located in counties other than Jefferson County, the Office of Lifelong Formation and Education can assist as a resource in establishing communication with the appropriate local public educational agency.

TITLE I

1410

The Title I Federal Program is a program that provides supplemental educational and related services to educationally disadvantaged children. The program is provided to the Catholic schools through vans, computers, and third-party on-site instructional services. It is administered through the local public school agency.

TITLE II (02/04)

1420

The Title II Federal Program is designed to strengthen teacher quality through professional development. The program is administered through the local public school agency.

TITLE III (08/10)

1420.1

The Title III Federal Program is designed to provide support to students with limited English proficiency.

SCHOOL BUS TRANSPORTATION

1500

KRS 158.115 permits, but does not require, county governments to subsidize from general funds the school bus transportation of children attending non-public schools in accordance with the state's compulsory school attendance laws. In general, non-public school students must meet the same criteria as do local public school students to receive the service. Participation of students enrolled in Catholic schools located in Jefferson County will normally be coordinated by the Office of Lifelong Formation and Education. Participation of students enrolled in Catholic schools located in counties other than Jefferson is coordinated by the appropriate authority at each school establishing a liaison with the appropriate local public educational agency or county government. The Office of Lifelong Formation and Education can assist as a resource in establishing communication with the appropriate local public educational agency.

DEVELOPMENT

1600

Development is a concept that is based on a program of systematic growth. It has three functions: planning, communications and fund-raising.

"The overall concept of development holds that the highest destiny of an institution can be realized only by a total effort on the part of the institution to analyze its philosophy, to crystallize its objectives, to project them into the future, and to take the necessary steps to realize them." This is the definition prepared by Gonser, Berger, Tinker, and Stuhr for development. It is the best explanation of the purposes for development and what is necessary for success.

The focus for development in the schools of the Archdiocese on the Annual Fund and Planned Giving reflects the idea that all schools are encouraged to take part in the development process.

FUND-RAISING ACTIVITIES

1610

Principals should be in close consultation with the pastor, parish school board and PTO regarding fund-raising events. All school fund-raising activities must be approved by the principal and pastor. Fund-raising should not impede the regular school program or parish activities. The school should work within the stewardship guidelines of the parish.

Fund-raising, both professional and ethical, can provide opportunities for good stewardship. There are two types of fund-raising, indirect and direct.

Indirect fund-raising, also called amateur fund-raising because it is done by volunteers, takes place when people purchase goods or services such as candy, games of chance, cookies, etc., and net profits go to the cause or organization.

Direct fund-raising involves a direct request for a gift to an organization. It requires finding people with the potential and interest to give. A relationship has to be built. Direct fund-raising requires: 1) finding prospects with the ability to give; 2) cultivating/building the relationship; and 3) finding someone to make the request.

PUBLIC RELATIONS

1700

MARKETING AND PUBLIC RELATIONS

1720

The Office of Lifelong Formation and Education should be informed of marketing campaigns and public relation efforts in order to provide assistance when possible.

O.L.F.E. PERSONNEL VISITS TO THE SCHOOLS (02/04)

1730

Representatives of the Office of Lifelong Formation and Education will visit schools regularly.

FLAG DISPLAY

1740

The flag of the United States is displayed outside the school building when school is in session and weather permits. Every classroom displays the flag. The salute to the flag is part of the opening exercises each morning.

OPEN HOUSE AT SCHOOLS

1750

Schools are encouraged to have open house annually, during which the public may visit. Occasions such as Catholic Schools Week and American Education Week would be appropriate times.

CATHOLIC SCHOOLS WEEK

1760

All schools of the Archdiocese will observe Catholic Schools Week with activities for students, parents, teachers and the parish.

RECRUITMENT FOR CATHOLIC SCHOOLS (08/10)

1770

The Office of Lifelong Formation and Education shall join with the Catholic elementary and high schools to promote and facilitate recruitment programs for Catholic schools. Principals of both elementary and high schools are expected to work cooperatively to assure compliance with these guidelines. The Office of Lifelong Formation and Education insists on the strict observance of the following guidelines and responsibilities. The Guide to Student Recruitment is updated annually and contains all current policies, procedures, and timelines.

The Office of Lifelong Formation and Education will:

1. vigorously explore ways to promote Catholic education in a unified fashion;
2. participate in an on-going public relations campaign to promote Catholic education and all events at Catholic schools;
3. work to promote community financial support for Catholic education at all levels;
4. provide schools and parishes all information concerning the placement test for Catholic high schools;
5. encourage the Catholic School Athletic Association (CSAA) to provide positive support for Catholic education in elementary school athletics;
6. provide the names and addresses of fifth, sixth and seventh grade students enrolled in elementary schools and religious education programs to high schools **no later than July 1** and, in the Fall, provide a list of sixth, seventh and eighth grade students enrolled in the elementary school and religious education programs **no later than October 1**;
7. schedule all recruitment visits of high schools to middle schools;
8. identify areas for policy review, as needed;
9. evaluate each recruitment season and share the results with appropriate school personnel;

The Catholic High Schools will:

1. engage in an on-going public relations campaign, promoting with the public media all events and happenings of our schools;
2. observe all directives of the Catholic School Athletic Association (CSAA) and the Kentucky High School Athletic Association (KHSAA) with regard to contacts with student athletes;
3. discuss recruitment guidelines with all high school personnel and insist on the strict observance of these guidelines;
4. explain the availability of financial assistance to prospective students and their parents and encourage application for financial assistance when appropriate;
5. present all recruiting efforts and materials in a positive manner, explaining the strengths and benefits of their schools, while refraining from all negative comments or comparisons with other schools;
6. approach Catholic parents and students enrolled in Catholic schools and religious education programs to give them information needed to make an informed choice about a Catholic high school;
7. follow the master schedule for middle school classroom visitation and reschedule visits, if necessary, directly with the schools involved;
8. distribute **only appropriate, informational materials** at middle school classroom visits (no novelty items, gifts or prizes);
9. invite seventh and eighth grade students to shadow on days when their school **is not** in session (or with appropriate approval and documentation when school is in session) - eighth grade students should shadow in the fall and seventh grade students in the spring;
10. initiate **no written or verbal communication** with eighth grade students once they have taken the placement test at their selected schools unless an agreement has been reached with the family;
11. forward Catholic school recommendation forms to OLFE as soon as the STS labels arrive. Send public school forms with scores directly to the school. Send forms from private Catholic schools, other private schools, and public schools directly to those schools along with a cover letter and cal-stik label with test scores;
12. send a list of students who took the placement test to all other gender-appropriate high schools the **Tuesday after the placement test**;
13. transfer placement test scores to another school when a written request is made; and
14. report any and all guideline violations immediately to the school in question and the Office of Lifelong Formation and Education if matters need to be discussed with principals and/or heads of schools.

The Elementary Schools will:

1. promote all efforts for the continuation of Catholic education in a positive manner;
2. discuss recruitment guidelines with elementary school personnel and athletic coaches and insist on their strict observance;
3. communicate these policies to middle school parents;
4. display and/or distribute Catholic high school materials in an equitable manner;
5. decline requests by any other school or school system, public or private, to recruit Catholic school students, to provide student lists, to display or distribute any materials, and/or to provide for visits, etc., to release transcripts and records only at the written request of parents;
6. provide (via e-mail) to the Office of Lifelong Formation and Education the names and addresses of **fifth, sixth, and seventh grade** students in early **May** and **update that list** in the Fall, **no later than September 1**;
7. follow the centralized visitation schedule for recruitment visits and **ensure that students are on time and supervised by a teacher during the visits** and request changes in the visitation schedule directly with the participating school(s);
8. encourage students (**seventh and eighth graders only**) to shadow at Catholic high schools on days when the elementary school **is not in session** and encourage seventh grade students to shadow in the Spring, leaving the Fall opportunities for eighth graders who are trying to choose a high school;
9. complete Information Forms for eighth grade students and return to the high schools by **mid-January**, while maintaining the confidentiality of the Placement Test scores that are to be given to students by the high schools; and
10. report any and all guideline violations immediately to the school in question and the Office of Lifelong Formation and Education if matters need to be discussed with principals and/or heads of schools.

PUBLIC AND CATHOLIC SCHOOLS

1780

Catholic and public schools have as their goals the education of children; therefore, they should work together in every possible way to provide this education in an atmosphere of cooperation.

MEDIA CONTACTS (02/04)

1790

The Archdiocese of Louisville Archdiocesan Communications Center has developed the following guidelines to assist schools in working with the media. The most important thing to remember is that schools have a choice about talking to the media. If you do not wish to do so, politely tell them or call the archdiocesan Communications Office, and they will return the reporter's calls. The Archdiocesan Communications Office always returns reporters' calls. If you have questions or concerns, call the Chief Communications Officer or the Superintendent of Schools. Please refer to the Archdiocese of Louisville Communications Handbook for additional information.

Media Interview Guidelines

1. School and parishes are private property, and you do not have to allow the media access to your buildings. However, you cannot stop them from interviewing people on public access roads or sidewalks.
2. It certainly is appropriate for pastors and principals to talk with the reporters about their school, its history, and its contributions.
3. It also is fine for the pastors and/or principals to recommend other adults (teachers, parents, alumni) for reporters to contact. However, you should obtain the other person's permission before giving out his or her name and phone.
4. Reporters are not to interview children at school. We have always cautioned against allowing reporters to have access to children in difficult or emotional situations. If reporters call parents directly, parents have the right to make their children available for interviews if they wish.
5. Still photos or video can only be taken with the permission of the principal. We prefer that file photos and video be used if possible.
6. If still photos or video footage is taken, the principal should already have photo/video release forms on file for the students. Many principals collect these forms as part of the registration process at the beginning of the school year.
7. We recommend that you only permit photos or video of school activities that feature groups of students, such as school plays, science or social studies fairs, etc. (These are activities that you may have invited the media to attend in any case.) We do not recommend that reporters, photographers, and videographers be permitted to go into classrooms or to move around the school.

If you decide to do an interview, please keep in mind your rights:

1. You have the right to determine the time and location of the interview. Especially in difficult or emotional situations, it is best to find an interview area away from the incident and away from students.
2. You have a right to request in advance the topics to be covered. Reporters will not tell you the exact questions, but they should be willing to inform you about general subject areas.
3. In preparing for the interview, identify 2 or 3 key points or messages that you want to convey. Make sure you have supporting facts for each of these points. You have the right to "bridge" to any of these points during an interview. For instance, let's say that a reporter asks about a popular program that has had to be cut at your school. Answer the question and then bridge to one of your main points. "Yes, parents are disappointed that we cannot offer this program next year, but it is important to note that this decision was made after a six month study by a committee of parents and faculty." The underlined statement is known as a "bridge." It allows you to honestly answer the question while communicating important information related to the issue at hand.
4. Another good preparation technique is to prepare the toughest questions you can think of related to the interview topic and practice your answers with a colleague. Members of the Communications Center staff also are available to assist with this process.
5. You have the right to set your own pace and give yourself time to think before answering questions. If a television interview is being conducted, you can ask the reporter to stop and repeat a segment if you are not comfortable with a particular

question and answer. If a print reporter calls, request information about the topic he or she is investigating and then ask if you can call back after you have had some time to formulate your main points and acquire related facts. If reporters show up on site you can escort them to a suitable location and ask them to wait until you have had time to prepare a statement and think about your main messages.

6. You have the right to respectfully challenge and correct questionable facts, assumptions, and dubious sources of information.
7. You have the right to speak only for your own organization and not the whole Church or other parish communities.

SOLICITATION FROM OUTSIDE ORGANIZATIONS **1800**

SOLICITING FUNDS FROM SCHOOL PERSONNEL **1810**

A number of civic organizations seek to solicit funds from teachers for charitable causes. Ultimately, the school principals are responsible for judging the validity and priority of each appeal and how they want their school to become involved.

ADVERTISING AND PROMOTION OF COMMERCIAL PRODUCTS **1820**

Promotion of commercial and educational products by school personnel is discouraged.

MILITARY RECRUITERS (02/04) **1830**

In 2001-02, Congress passed legislation that requires high schools to provide military recruiters, upon request, access to secondary school students and directory information on those students. Both the *No Child Left Behind Act of 2001* and the *National Defense Authorization Act for Fiscal Year 2002* reflect these requirements.

In accordance with those Acts, military recruiters are entitled to receive the name, address, and telephone listing of juniors and seniors in high school. Providing this information is consistent with the *Family Educational Rights and Privacy Act*, which protects the privacy of student education records. Student directory information will be used specifically for armed services recruiting purposes and for informing young people of scholarship opportunities.

Private secondary schools that receive funds under the ESEA are subject to 10 U.S.C. 503. However, private schools that maintain a religious objection to service in the Armed Forces that is verifiable through the corporate or other organizational documents or materials of that school are not required to comply with this law.

Private secondary schools that do not receive funds under the ESEA are not subject to these recruiter requirements. Private secondary schools whose students or teachers receive services under ESEA programs, but the schools do not receive any ESEA funds, are not considered to be recipients of funds under the ESEA and are not subject to the military recruiter requirements.

Catholic elementary and secondary schools in the Archdiocese of Louisville receive services through ESEA, but the schools themselves do not receive funds.

The United States Catholic Conference of Bishops (USCCB) endorses a cooperative working relationship between private schools and military recruiters.

Each secondary school should follow its policy for releasing directory information on its students.

ADMINISTRATION (Series 2000)

CANON LAW AND CATHOLIC SCHOOLS	2100
Archbishop	2110
ADMINISTRATIVE PERSONNEL.....	2200
Office of Lifelong Formation and Education	2210
The Office of Lifelong Formation and Education Leadership Team	2211
Superintendent	2213
Functions of the Superintendent	2213.1
Assistant Superintendent of Schools.....	2213.2
Consultants of the Office of Lifelong Formation and Education.....	2214
Pastor	2220
School Board	2230
Responsibilities of the School Board.....	2231
Parish Catechetical Leader	2280
INCLEMENT WEATHER.....	2300
Delayed Schedule	2310
Early Dismissal.....	2311
Extreme Heat Conditions	2312
EMERGENCY PROCEDURES	2400
Coordination with Community Agencies	2410
Police	2411
Fire Protection	2412
Health and Sanitation	2413
Drills	2420
Fire Drills.....	2421
Severe Weather (Storm/Tornado) Drills.....	2422
Earthquake Drills.....	2423
Emergency Plan.....	2430
Bomb Threats	2440
Trespasser/Intruder on Property.....	2450
OPENING NEW SCHOOLS AND CLOSING EXISTING SCHOOLS	2500
Closing a School Building	2510
DESIGNATION AS A CATHOLIC SCHOOL	2600
SCHOOL CERTIFICATION	2700
School Improvement Through Long Range Planning.....	2710

ADMINISTRATION

CANON LAW AND CATHOLIC SCHOOLS

2100

Canon 803 Section 1

"A Catholic school is understood to be one which is under the control of the competent ecclesiastical authority or of a public ecclesiastical juridical person, or one which is, in a written document, acknowledged as Catholic by the ecclesiastical authority."

Section 2

"Formation and education in a Catholic school must be based on the principles of Catholic doctrine."

Section 3

"No school, even if it is in fact Catholic, may bear the title 'Catholic school' except by the consent of the competent ecclesiastical authority."

Canon 804 Section 1

"The formation and education in the Catholic religion provided in any school, and through various means of social communication, is subject to the authority of the Church. It is for the Episcopal Conference to issue general norms concerning this field of activity and for the diocesan Bishop to regulate and watch over it."

Section 2

"The local Ordinary is to be careful that those who are appointed as teachers of religion in schools, even non-Catholic ones, are outstanding in true doctrine, in the witness of their Christian life, and in their teaching ability."

Canon 805

"In his own diocese, the local Ordinary has the right to appoint or to approve teachers of religion and, if religious or moral considerations require it, the right to remove them or to demand that they be removed."

ARCHBISHOP

2110

The Second Vatican Council redefined the role of the bishops in the Dogmatic Constitution on the Church and the Decree on the Bishops' Pastoral Office in the Church. Both documents clarify the Bishops' role as "true and authentic teachers of the faith." In his function as teacher, the Most Reverend Bishop is the director of the Catholic Schools in the Archdiocese.

Canon 806 Section 1

The diocesan Bishop has the right to watch over and inspect the Catholic schools situated in his territory, even those established or directed by members of religious institutes. He also has the right to issue directives concerning the general regulation of Catholic schools; these directives apply also to schools conducted by members of a religious institute, although they retain their autonomy in the internal management of their schools.

Section 2

Those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other schools in the area.

ADMINISTRATIVE PERSONNEL 2200

OFFICE OF LIFELONG FORMATION AND EDUCATION 2210

The Office of Lifelong Formation and Education oversees administration in the areas of Catechesis, Elementary and Secondary Schools, and Youth and Young Adult Ministry.

THE OFFICE OF LIFELONG FORMATION AND EDUCATION LEADERSHIP TEAM 2211

The Office of Lifelong Formation and Education Leadership Team provides overall direction for the Archdiocesan education and formation efforts as they are articulated in the pastoral letter on lifelong formation and education, church documents and diocesan policies.

The Office of Lifelong Formation and Education Leadership Team coordinates the implementation of the objectives and action steps of the Archdiocesan Strategic Plan as it pertains to Lifelong Formation and Education and facilitates ongoing planning for the agency.

SUPERINTENDENT 2213

The Superintendent is appointed by and accountable to the Archbishop of the Archdiocese of Louisville.

FUNCTIONS OF THE SUPERINTENDENT 2213.1

The Superintendent provides overall leadership, direction and support to those engaged in the ministry of Catholic school education through consultation and cooperation with the Office of Lifelong Formation and Education personnel and school leaders, through the identification of strengths and needs of Catholic schools and through the development of programs and services to foster quality and excellent Catholic education.

The Superintendent provides leadership to the personnel of the Office of Lifelong Formation and Education school team, including supervision, evaluation, management and delegation of responsibilities.

The Superintendent is responsible for the formulation, promulgation and interpretation of policies pertaining to the operation of Catholic schools and for overseeing school/parish compliance with established policies, including compliance with federal, state and local regulations applying to non-public schools.

ASSISTANT SUPERINTENDENT OF SCHOOLS (08/14) 2213.2

The Assistant Superintendent of Schools assists the Superintendent of Schools with providing leadership, direction, and support to those engaged in the ministry of Catholic school education through consultation and cooperation with archdiocesan personnel and school leaders to foster quality Catholic school education. The Assistant Superintendent of Schools also provides special assistance in the areas of inclusive education and professional learning for Catholic school principals.

CONSULTANTS OF THE OFFICE OF LIFELONG FORMATION AND EDUCATION (08/14) 2214

The consultants of the office serve as resources in the areas of curriculum, planning, professional learning, special education, catechesis, youth ministry, catechumenate, media/technology and federal programs. Each year a directory is provided to parishes and schools that specifies archdiocesan services to schools.

PASTOR

2220

The pastor, appointed by the bishop, has the rights and responsibilities specified by Canon Law. As administrator of the parish, the pastor holds an important role in relation to the parish school. Most of the educational responsibilities of this role the pastor delegates to the school principal and faculty, who collaborate with the Archdiocesan school officials. He does, however, maintain certain responsibilities related to the school.

By virtue of his position as spiritual leader of the parish community, the pastor is responsible for those matters within the school which affect religious education, worship, and the spiritual welfare of the students. It is the pastor's duty to see that the teachings of the Church are clearly and accurately presented.

The pastor is also the canonical administrator of the parish. He is usually the agent of the civil corporation and the person who enacts local policy. The pastor is responsible, in consultation with the board, for hiring, supervising, and (with the assistance of the Office of Lifelong Formation and Education) evaluating the principal. (*Building Better Boards, 1993, p.52*)

Collaboration and cooperation are encouraged between the Pastor/Archbishop's delegate and those who share the ministries of teaching: principal, teachers, school board members, parish school of religion teachers, etc. The Pastor shows his interest in the parish school by:

1. maintaining visibility in the school when possible;
2. having special liturgies according to the season of the year;
3. promoting faith community and other activities that his pastoral concern and initiative will suggest;
4. giving support and encouragement to principals, teachers and students;
5. being present at student activities when possible; and
6. attending the school board's meetings when possible.

SCHOOL BOARD (02/04)

2230

Each Catholic school in the Archdiocese of Louisville shall have a local school board or a Board of Total Catholic Education which functions as a subcommittee of the Formation and Education Committee of the parish. These boards are consultative to the pastor.

The school board is called into being by the pastor and the local parish and given its mission to provide quality Catholic education for all those children in the parish whose parents desire to take advantage of such an opportunity. To be a school board member, then, is more than just a job and is distinctly different from a political commitment. It means accepting a mission and bringing to that mission one's talents, wisdom, experience, faith life and good will. It also implies a willingness to accept and an eagerness to seek information, training and spiritual formation. School boards have specific areas of responsibility.

RESPONSIBILITIES OF THE SCHOOL BOARD

2231

1. **Attendance** at orientation and yearly update sessions provided by the Office of Lifelong Formation and Education;
2. **Planning** establishment of a school mission statement consistent with the parish mission statement, goals, future plans;

3. **Policy Development** is formulation of policies which give general direction for administrative action. Policy development is the role of the board. Implementation of the policy is accomplished by established directives of the principal of the school.

The function of the school board is to recommend policy, not to administer the school.
4. **Financing** development of plans/means to finance the educational programs, including tuition and development and fund-raising plans; allocation of resources according to a budget; monitoring those plans;
5. **Public Relations** communication with various publics about the programs and attention to their needs and concerns, recruitment of students and promotion of the education programs;
6. **Evaluation** determination as to whether goals and plans are being met, evaluation of its own function and effectiveness. The School Board does not evaluate individual staff members or students.
7. **Development** of a constitution and by-laws for the board. This constitution must be reviewed by the pastor, members and principal at least every 3 years. Updates or changes in the constitution must be approved by the Office of Lifelong Formation and Education; and
8. **Utilization** of Building Better Boards - A Handbook for Catholic Education by Lourdes Sheehan RSM, Ed. D., published by NCEA, as a means of enhancing board members' knowledge.

PARISH CATECHETICAL LEADER

2280

The parish school is an integral part of the parish religious education program. It requires cooperation among those commissioned to this task, i.e., pastor, associate, deacon, principal of the parish school, director of religious education and the formation committee of the parish council. It is important that there be a close working relationship between the principal of the school and the Parish Catechetical Leader.

Every parish needs a coherent, well-integrated catechetical plan which provides opportunities for all parishioners, infants through adults, to encounter the gospel message.

Regarding total religious education, the PCL and principal must consult and keep each other informed on a regular basis.

The PCL will serve as a resource for school religion teachers in areas of prayer and liturgy, instructional materials and other areas of a religious nature.

The principal may serve as a resource for the parish catechists in educational methodology.

The function of the PCL is to initiate the planning for the preparation and celebration of the sacraments in cooperation with the principal.

The principal will invite the PCL's participation in the school's self-study in the area of Catholic identity.

The principal and the PCL will promote and practice the sharing of resources, i.e., personnel, parish buildings, materials, equipment and current programs that affect all areas of instruction.

INCLEMENT WEATHER

2300

The decision to close schools due to weather conditions will be announced via radio and TV for the Catholic schools of Jefferson County. Catholic schools outside Jefferson County will follow the local public school closing announcements.

One of the following announcements will be made:

- 1. all Catholic elementary and high schools in Jefferson County are **OPEN;**
- 2. Catholic elementary and high schools in Jefferson County will be **OPEN BUT ON A DELAYED SCHEDULE;**
- 3. all Catholic elementary and high schools in Jefferson County are **CLOSED.**

DELAYED SCHEDULE

2310

Each administrator, after consultation with the local school board or an equivalent decision-making group, will determine a **DELAYED SCHEDULE** for the individual school. Written notice about how the school will react to all inclement weather announcements will be given to all persons affected by the decision.

EARLY DISMISSAL (05/03)

2311

No public announcements will be made about early dismissal in Jefferson County Catholic elementary schools except in the case of extreme emergency (i.e., city emergency, chemical leaks/spills, etc.). Each administrator, after consultation with the local school board or equivalent decision-making group, will determine an early dismissal policy and communicate it in writing to all persons affected by the decision.

Should inclement weather develop during the course of a school day, the Superintendent’s office will make a decision regarding an early dismissal for Catholic high schools in Jefferson County. If an early dismissal is necessary, the Superintendent’s office will contact the high schools and radio and television stations with the announcement, “Catholic high schools in Jefferson County will dismiss at 1:30 p.m. If inclement weather conditions necessitate a change in the 1:30 p.m. early dismissal time, the Superintendent’s office will make that decision and communicate the dismissal time to the high schools and radio and television stations..

EXTREME HEAT CONDITIONS

2312

The decision to close school due to extreme heat conditions will be made at the local school level.

Each administrator, after consultation with the local school board or equivalent decision-making group, will determine whether the school schedule will be altered due to extreme heat conditions. Once a decision has been made to alter the school schedule, written notice when possible will be given to all persons affected by the decision.

EMERGENCY PROCEDURES

2400

COORDINATION WITH COMMUNITY AGENCIES

2410

POLICE

2411

Properly designated parish or school authorities are responsible for liaison and coordination with appropriate police agencies for site security, traffic control, crowd control, etc., as needed during routine, special or emergency operations or events.

FIRE PROTECTION 2412

Properly designated school authorities are responsible for liaison and coordination with local fire protection agencies for appropriate compliance with applicable fire safety codes and for appropriate response to fire safety inspection reports.

HEALTH AND SANITATION 2413

Properly designated parish authorities are responsible for liaison and coordination with appropriate agencies to institute and maintain health and sanitation measures.

DRILLS 2420

In accordance with local and state laws, emergency drills must be held during the school year.

FIRE DRILLS (02/04) 2421

In accordance with requirements of state law, all schools shall hold at least two fire drills the first two weeks of a school term and eight additional fire exit drills per year.

The Office of Lifelong Formation and Education shall provide a form for reporting all fire drills. A report of each fire drill shall be completed and kept at the individual school's office, and drills shall be listed on the Drill Schedule and Log in the School-Centered Emergency Management and Recovery Guide.

Please refer to School-Centered Emergency Management and Recovery Guide Response section "Fire" for additional information.

SEVERE WEATHER (STORM/TORNADO) DRILLS (02/04) 2422

Two severe weather drills shall be held each year, including one in March.

Reports of these drills shall be sent to the Superintendent at the Office of Lifelong Formation and Education on the drill Schedule and Log in the School-Centered Emergency Management and Recovery Guide.

Please refer to School-Centered Emergency Management and Recovery Guide Response section "Weather Emergencies" for additional information.

EARTHQUAKE DRILLS (02/04) 2423

Two earthquake drills shall be held each year.

Reports of these drills shall be sent to the Superintendent at the Office of Lifelong Formation and Education on the Drill Schedule and Log in the School-Centered Emergency Management and Recovery Guide.

Please refer to School-Centered Emergency Management and Recovery Guide Response section "Earthquake" for additional information.

EMERGENCY PLAN (02/04) 2430

Each school must have a crisis plan which includes plans for preparedness, response, and recovery. Please refer to the Archdiocese of Louisville's School-Centered Management and Recovery Guide for specific emergency procedures, model plans, and other information related to school emergencies. School emergency plans are to be reviewed and updated annually.

Each school is to submit a copy of their plan (chapter 4, School Planning, pp. 6-19) to OLFE each year.

BOMB THREATS (02/04)

2440

If a telephone or written bomb threat is received, immediate procedures are:

1. evacuate the building;
2. call 911;
3. inform the Superintendent at the Office of Lifelong Formation and Education.

TRESPASSER/INTRUDER ON PROPERTY (02/04)

2450

In the event that an intruder attempts to enter or enters the building or property, call 911, determine whether to initiate lockdown procedures, and take measures to keep subject away from students and building.

Please refer to School-Centered Emergency Management and Recovery Guide Response section “Trespasser/Intruder” for additional information.

OPENING NEW SCHOOLS AND CLOSING EXISTING SCHOOLS (02/04)

2500

The Office of Lifelong Formation and Education acknowledges the responsibility of each parish to make a local decision regarding the following changes in school structure:

1. opening or closing a parish/school;
2. consolidation/merging of parish/school;
3. addition or elimination of any grades (K-12) in a school.

At the same time, the Office of Lifelong Formation and Education recognizes that the decision of a parish has implications for the total Archdiocesan community.

As a part of planning, each pastor/school board responsible for a school shall establish a plan for the existence/structural change of the school. If the pastor sees a need to consider structural change, he shall notify the Superintendent at the Office of Lifelong Formation and Education. Notification shall be made by October 1, preceding implementation, so that there is sufficient time to permit a formal evaluation of the school plan with the consultant for planning. The final decision is to be made by the pastor with consultation with the school board and parish/pastoral council.

The pastor shall notify the Superintendent by April 1, preceding implementation. At that time, the school board shall provide OLFE with a written report.

GUIDELINES:

1. When the Superintendent is notified by the pastor of a proposed structural change, the Superintendent shall notify the Archbishop, archdiocesan staff, and the OLFE Advisory Board.
2. The Superintendent shall provide for evaluation of the school and shall do everything possible to assist the pastor and local school/parish community in reaching its decision.
3. The Superintendent shall report to the OLFE Advisory Board on the status of the evaluation and shall report the final decision.
4. In its report notifying the OLFE Advisory Board of its decision, the pastor

shall respond in writing to the following questions:

- What is the rationale for the change?
- In what ways did the school/parish consult the Office of Lifelong Formation and Education on the change prior to the decision?
- In the event of closing of grades or a school, how will the parish provide for the religious education of these students?

CLOSING A SCHOOL (02/04)

2510

Proper procedures, available from the superintendent, are to be followed when closing a school building.

DESIGNATION AS A CATHOLIC SCHOOL

2600

A school is designated as a Catholic school in the Archdiocese of Louisville when it is recognized as Catholic by the Archbishop and it is certified by the Kentucky Non-Public Schools Commission (KYNPSC) or an accrediting agency recognized by the KYNPSC.

Canon 803 That school is considered to be Catholic which ecclesiastical authority or a public ecclesiastical juridic person supervises or which ecclesiastical authority recognizes as such by means of a written document.

It is necessary that the formation and education given in a Catholic school be based upon the principles of Catholic doctrine; teachers are to be outstanding for their correct doctrine and integrity of life.

Even if it really be Catholic, no school may bear the title Catholic school without the consent of the competent ecclesiastical authority.

Canon 806 The diocesan bishop has the right of vigilance over and visitation of the Catholic schools located in his territory, even those schools which have been established or are being directed by members of religious institutes; he is likewise competent to issue prescriptions dealing with the general regulation of Catholic schools; such prescriptions are also operative for those schools which are directed by religious, with due regard for their autonomy regarding the internal management of their schools.

The directors of Catholic schools, under the vigilance of the local ordinary, are to see to it that the instruction given in them is at least as academically distinguished as that given in the other schools of the region.

SCHOOL CERTIFICATION (02/04)

2700

Schools in the Archdiocese of Louisville are to be certified through the Kentucky Non-Public Schools Commission (KYNPSC) or an accrediting agency recognized by the KYNPSC.

SCHOOL IMPROVEMENT THROUGH LONG RANGE PLANNING (02/04)

2710

All schools are to implement and update, on an annual basis, school improvement plans that focus on instructional improvement and consistent growth in student faith formation and academic achievement. Schools are to create an annual process to analyze student achievement indicators and other data sources to create specific goals, objectives, and action steps focusing on continuous school improvement. School improvement plans are to be part of long range planning efforts that are regularly shared with pastors, pastoral councils, school boards, administrators, faculty/staff, and school/parish communities.

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS (Series 3000)

FINANCE..... 3100
Non-Profit Tax Exemption 3110
Chart of Accounts for Schools..... 3120
School Budget 3130
Purchasing 3140
Vendors' Representatives..... 3150

CHILD NUTRITION PROGRAMS 3200
Purpose of Child Nutrition Programs 3210
Principal and Child Nutrition Programs 3220
Food Service Manager 3230
Program Guidelines for Child Nutrition Programs 3240
Wellness Policies on Physical Activity and Nutrition 3250

TRANSPORTATION 3300
Passenger Vans 3310

SCHOOL TUTORING ON ARCHDIOCESAN FACILITIES 3400

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS
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FINANCE (02/04) 3100

Please refer to the Archdiocese of Louisville Financial Policies and Procedures Manual for all policies and procedures related to finance in parishes and schools.

NON-PROFIT TAX EXEMPTION (02/04) 3110

As members of the Archdiocese of Louisville, Catholic schools are tax exempt. Purchases using the tax exempt number are to be authorized by the pastor or principal.

Administrators must be aware that certain school income may be subject to unrelated business income reporting laws. Any questions should be referred to the Archdiocesan Finance Office.

CHART OF ACCOUNTS FOR SCHOOLS 3120

The chart of accounts for all schools will be in compliance with the Archdiocesan accounting system.

SCHOOL BUDGET 3130

Annual budgets must be developed for elementary schools by the local school board and a copy sent upon request to the Superintendent.

PURCHASING 3140

Principals need to rely on reputable businesses with proven records of service. Principals with doubts about an agency's reliability should call the Better Business Bureau or the Superintendent at the Office of Lifelong Formation and Education.

VENDORS' REPRESENTATIVES (02/04) 3150

On-site school staff is responsible for all purchasing.

Names and addresses of parents, students and staff members are never to be given to agents, sales representatives, vendors, or other solicitors.

CHILD NUTRITION PROGRAMS (08/14) 3200

The Archdiocese of Louisville administers a non-profit food service program for all schools. Schools must abide by the agreement and conditions set forth in the National School Lunch, School Breakfast, Special Milk and USDA Commodity Distribution Program(s). Participation in the National School Lunch Program prohibits participation in the Special Milk Program.

Free and reduced price meals (lunch and breakfast) are available to students determined to be eligible. The application form for free/reduced meals is made available to each family at the beginning of the school year. Eligibility is determined by family size and the current gross family income.

The Child Nutrition Program is a benefit to be realized from the federal dollar resource. Science and health professionals agree that there is an important relationship between proper nutrition and the child's ability to develop both physically and intellectually. These programs are designed to make available nutritious and affordable meals to all students according to regulations and guidelines set forth by the Food and Nutrition Service of the United States Department of Agriculture. Because this is a federal program, all revenue received is restricted to the use of the Child Nutrition Program/Food Service Program designed for the benefit of the children.

PURPOSE OF CHILD NUTRITION PROGRAMS 3210

The primary goal of our Child Nutrition Program is to serve nutritious, appealing, low-cost meals to all of our students.

PRINCIPAL AND CHILD NUTRITION PROGRAM (08/14) 3220

The principal is responsible for the Child Nutrition Program at the local level.

Effective communication is essential between the principal and the food service manager. Consistent monitoring of the financial position, menus, food quality, participation, etc., is evident in a successful program.

A policy statement on the local Child Nutrition Program must be updated annually. All records pertaining to the Child Nutrition Program (food service) must be kept on file for three years plus the current year. The policy statement contains:

1. eligibility criteria for free and reduced meals;
2. sample letter to parent/guardian announcing available programs;
3. application form;
4. sample letter of notification of eligibility to parent/guardian; and
5. collection procedure used in the school to ensure protection of the identity of the child who is eligible to receive free or reduced meals.

FOOD SERVICE MANAGER (02/04) 3230

Duties and qualifications for a food service manager are defined in the Archdiocese of Louisville Food Service Handbook.

PROGRAM GUIDELINES FOR CHILD NUTRITION PROGRAMS (02/04) 3240

Federal regulations, program requirements, financial and nutritional information and guidelines are outlined in the Archdiocese of Louisville Food Service Handbook (07-31-02).

WELLNESS POLICIES ON PHYSICAL ACTIVITY AND NUTRITION (08/06) 3250

The Archdiocese of Louisville is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Archdiocese of Louisville that:

- The Archdiocese of Louisville will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in

developing, implementing, monitoring, and reviewing archdiocesan-wide nutrition and physical activity policies.

- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our archdiocese will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program, and after-school snacks).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

To achieve these policy goals:

Monitoring

The superintendent or designee will ensure compliance with established archdiocesan nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the superintendent or designee.

School food service staff, at the school or archdiocesan level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the archdiocese will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the archdiocese has not received a SMI review from the state agency within the past five years, the archdiocese will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on archdiocesan-wide compliance with the archdiocese's established nutrition and physical activity wellness policies, based on input from schools within the archdiocese. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the archdiocese.

Policy Review

As part of that review, the archdiocese will review nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The archdiocese, and individual schools within the archdiocese, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

TRANSPORTATION (02/04)

3300

PASSENGER VANS (02/04)

3310

The National Transportation Safety Board has determined that 10-15 passenger vans have a poor safety record. The Archdiocese of Louisville insurance carrier, Catholic Mutual, has recommended that dioceses discontinue use of 10-15 passenger vans. Therefore, the Archdiocese of Louisville is implementing the following policy effective July 1, 2002:

- Effective July 1, 2002, 10-15 passenger vans may not be purchased, leased, rented, etc.
- As of July 1, 2003, 10-15 passenger vans will not be permitted to be used for any parish, school, or archdiocesan function.
- Locations using 10-15 passenger vans should make arrangements to discontinue their use as soon as possible, but no later than July 1, 2003.
- 10-15 passenger vans are defined as those vehicles designed for this purpose. Adding or eliminating seats does not alter requirement.

SCHOOL TUTORING ON ARCHDIOCESAN FACILITIES (07/10)

3400

The Archdiocese of Louisville will allow teachers presently under contract, and other active employees to work as independent contractors to operate in the schools to provide academic tutoring, and other services such as art and music lessons after hours without the liability insurance requirement with the restriction that only Archdiocesan students may be tutored at Archdiocesan locations.

These services are only those considered outside of required duties and may only be offered with the permission of the local administrator (i.e. principal or pastor).

All safe environment practices must be followed under this independent contractor policy – no exceptions. The required Code of Conduct is found in the Archdiocese of Louisville document: “Restoring Trust: The Sexual Abuse Policies of the Archdiocese of Louisville”.

Teachers should understand that they will have no coverage under the Archdiocesan Certificate should a claim be made against them personally. However, teachers may purchase insurance for personal coverage through a carrier of their choice at their own expense.

Payment for tutoring services should be handled directly between the teacher and parent. The parish/school will not be involved in fee collections or payments.

PERSONNEL

(Series 4000)

PERSONNEL 4000
Personnel in Catholic Schools 4010

CERTIFIED PERSONNEL: DEFINITION 4100
Principal..... 4110
Qualifications 4111
Hiring Process 4112
Functions 4113
Annual Goal Setting/Employment Verification..... 4114
Principal Performance Review 4115
Evaluating the Principal’s Job Performance and Leadership..... 4116
Assistant Principal 4120
Hiring Process 4121
Qualifications 4122
Functions 4123
On-Site Coordinator/School Counselor 4130
Qualifications 4131
Hiring Process 4132
Job Description..... 4133
Coordinator of Curriculum/Grade Levels 4140
Teachers as Coordinators..... 4141
Teachers..... 4150
Full-time Teacher 4151
Part-time Teacher 4152
Transferring from the Archdiocese 4152.1
Timesheets..... 4152.2
Teacher Recruitment and Selection 4153
Non-Discrimination Policy 4153.1
Hiring Foreign Nationals 4153.2
Responsibilities and Procedures for Hiring 4154
Teacher Duties..... 4155
Meetings 4155.1
Religion Teacher Responsibilities 4155.2
Teachers of Health, HIV/AIDS Curriculum, Alcohol and Drugs Curriculum..... 4155.3
Non-School Employment 4156
Conflict of Interest..... 4156.1
Employment of Relatives 4156.2
Lunch Period 4157
Personnel Records 4158
Verification of Employment 4158.1
Calendar Requirements for Certified Personnel 4159
Contract Considerations 4160
Contract Procedures for Employment..... 4161
Teachers Under Contract at Another Catholic School..... 4162
The Catholic Teacher and Marriage Outside the Church 4163
Limited Contract..... 4164
Personnel Placement Time Schedule 4164.1
Job Sharing 4164.2
Contract Cancellation 4165
Employee Resignation 4166
Reduction in Force Policy 4167
Terminations 4168
Non-Renewal of Contract 4169

NON-CERTIFIED PERSONNEL	4200
Wages	4201
Disciplinary Action for Non-Contract Employees	4202
Teacher Assistant.....	4203
School Secretary	4204
STANDARDS FOR PROFESSIONAL CONDUCT AND RESPONSIBILITIES FOR SCHOOL	
EMPLOYEES.....	4300
Dress	4310
Code of Ethics	4311
Confidentiality	4311.1
Conduct.....	4312
Responding to Student Misbehavior.....	4313
Harassment	4314
Steps for Dealing with Harassment	4314.1
Investigative Procedures.....	4314.2
Policies on Sexual Offense/Abuse	4315
Abuse.....	4315.1
Professional Learning	4316
Continuing Education for Teachers	4316.1
Teacher Performance Appraisal Process	4316.2
Faculty Planning Time.....	4316.3
State Requirements for Principals.....	4316.4
Catechist Requirements	4316.5
COMPENSATION AND BENEFITS	4400
Compensation to Religious.....	4410
Benefits: Certified and Non-Certified Personnel.....	4420
Worker's Compensation Insurance	4421
Archdiocesan Benefits Program	4422
Social Security.....	4423
Unemployment Compensation Exemption	4424
Liability Insurance.....	4425
Retirement Plan	4426
Absence	4427
Sick Leave	4427.1
Personal Days	4427.2
Death in the Immediate Family	4427.3
Maternity/Paternity/Adoption.....	4427.4
Unpaid Absence.....	4427.5
Leaves.....	4428
Family and Medical Leave Act of 1993	4428.1
Jury Duty	4428.2
Military Leave	4428.3
Short-term Military Leave (two-week summer camp)	4428.4
Documentation for Employee Leave	4428.5
Sabbaticals.....	4428.6
Salary Guides for Principals and Teachers	4429
Lane Changes on Salary Scale.....	4429.1
Principals' Salary	4429.2
HEALTH AND SAFETY	4500
Medical Examination.....	4510
School Employees with a Communicable Disease	4511
School Employees Infected with HIV/A.I.D.S.	4512

HIV Antibody Negative.....	4513
Work Place Environment.....	4514
Tobacco Use.....	4515
Substance Abuse.....	4516
Policy.....	4516.1
Disciplinary Action for Substance Abuse.....	4516.2
Obligation to Notify.....	4516.3
Chemical Dependency.....	4516.4
Chemical Dependency (Illness).....	4516.5
Chemical Abuse.....	4516.6
DISCIPLINARY ACTION REGARDING SCHOOL EMPLOYEES.....	4600
Probation.....	4610
Consequences of Probation.....	4610.1
Suspension.....	4620
Termination.....	4630
Grievance Procedures.....	4640
TEMPORARY PERSONNEL.....	4700
Definition.....	4710
Substitute Teachers.....	4720
Student Teachers.....	4730
Volunteers.....	4740

PERSONNEL

PERSONNEL 4000

PERSONNEL IN CATHOLIC SCHOOLS 4010

Beyond the common goal of all schools to develop literate, responsible citizens for our society, Catholic schools strive to develop a Catholic identity that interacts harmoniously with secular goals of lifelong learning. This dimension transforms the school into more than a community of learners. It also becomes a community where a common faith and set of values are shared.

Personnel in Catholic schools must understand their connection to the parish and the Archdiocese. Church and school employees accept the mission of the Catholic Church to witness the message of Gospel values, to serve, to form community and to worship together as a faith community. School employees must understand and believe the basic doctrines of the church and follow a Christian code of ethics. Adults who work in schools must model basic beliefs and values of the Catholic church. Catholic school employees are role models for children and parents.

CERTIFIED PERSONNEL: DEFINITION (08/10) 4100

Certified personnel are employees who have a valid certificate from the Education Professional Standards Board of the Kentucky Department of Education. It is the responsibility of certified employees to continue education to fulfill state requirements to maintain current certification. In order to retain certified status, a teacher must apply to the Education Professional Standards Board of the Kentucky Department of Education for appropriate certificate renewal every five (5) years before June 30th of the year of expiration. All renewal applications must be signed by the Superintendent or Superintendent Designee for the Archdiocese before being sent to Frankfort. Some teachers with lifetime certification are not required to re-apply for valid certificates.

A school is not required to rehire a certified person whose certificate has been revoked or whose certificate has expired.

PRINCIPAL 4110

As an educational leader, a principal directs and coordinates planning, implementation and evaluation of the total educational program based on the written philosophy and mission of the school.

The primary goal of a school principal is to promote the Catholic educational development of staff and students. As a leader of a religion-based school, a principal proclaims, witnesses, and shares the Gospel message as announced by Jesus Christ and lived out in the Catholic Church.

A principal is the administrative officer of the school and a member of the local school education/formation board. A principal's responsibility is to implement the policies of the Archdiocese and the local school board.

QUALIFICATIONS

4111

A principal must have a master's degree, Kentucky principal certification or working toward his or her instructional leadership certification. A principal must have or be actively working towards an advanced catechist certificate. A principal must be a practicing Catholic in good standing with his/her parish.

The ideal candidate must have a minimum of four (4) years, teaching experience, preferably in a Catholic school. Any variation due to unusual circumstances must be approved by the Personnel Office at the Chancery or the Superintendent of Catholic Schools at the Office of Lifelong Formation and Education.

References must be on file and must include previous employers, a criminal record check and any pertinent educational records. A principal must sign a contract with the parish or school.

HIRING PROCESS (08/10)

4112

A principal is selected by the pastor or pastoral administrator, or board of directors of a regional school, subject to archdiocesan approval. They may choose to consult with the local school board or equivalent group before making a final decision. They can ask other persons in parish leadership positions to be a part of the search process. Additionally, they may choose representatives from the school board, the formation committee, PTO, faculty, parish council, parish-at-large and parents to serve on a principal search committee.

Pastors/pastoral administrators/regional school boards must consult with the Assistant Superintendent for assistance in beginning a principal search process. They must also contact the Personnel Office prior to hiring any person who was previously employed by another parish, school or agency in the Archdiocese.

FUNCTIONS (08/10)

4113

A principal is directly accountable to the pastor/pastoral administrator or the board of directors for regional schools for the performance of his/her duties.

A principal serves as an educational leader, as the supervisor and enabler for school personnel and as general administrator of the total school program. As school leader, a principal participates in building a Christian community and provides leadership to create a unique sense of mission, purpose and identity as a Catholic school. A principal's major responsibilities are to direct, guide, coordinate and evaluate the total educational program of the school within the framework of policies and guidelines of the Archdiocese and the local school board.

In the Archdiocese of Louisville, a principal is responsible for strong religious and instructional leadership. A principal must integrate Catholic values and goals into every aspect of school climate. A principal must motivate faculty and students to excellence. A principal must establish policies and procedures that create an orderly and safe environment. A principal is responsible for sound financial management as specified by the pastor/pastoral administrator/regional board of directors.

The Office of Lifelong Formation and Education organizes the responsibilities of the principal into the following three areas/roles, which provide the focus of the principal's annual goal-setting and performance review:

- I. **SPIRITUAL** The principal is responsible for developing the following areas as spiritual leader: faith development; building Christian

community; moral and ethical development; history and philosophy (of local and archdiocesan schools).

- II. EDUCATIONAL The principal is responsible for leadership, curriculum and instruction.
- III. MANAGERIAL The principal is responsible for the daily operation of the school by providing personnel management, institutional management, financial and developmental management.

Pastors/pastoral administrators/regional school boards are to develop a job description for the principal which specifically outlines expectations, committee memberships, and meeting attendance for the local situation.

(See Appendix IV A for the complete text of the Job Description).

ANNUAL GOAL-SETTING/EMPLOYMENT VERIFICATION (08/10)

4114

Annual goal-setting is an essential component of professional growth and evaluation process for a principal. It is a process to ensure that responsibilities are met. It provides an opportunity for positive professional development in response to personal needs and the needs of the community being served. In order for a principal to provide vision and direction for the school, he/she needs to determine annual goals which will be mutually agreed upon by the pastor/pastoral administrator/regional board and principal. These goals can be based on a principal's most recent principal's performance review.

The annual goal-setting process should also address any other areas for personal/professional improvement which are needed for effective leadership. Prior to the beginning of each school year, using the formative goal-setting instrument, a principal consults with the pastor/pastoral administrator or regional school board about desirable goals, prepares annual goals and decides how to achieve the goals in measurable outcomes.

This document is a tool with which the principal's performance will be reviewed at the end of the school year.

This document is also the official record of a principal's employment verification information each year.

PRINCIPAL PERFORMANCE REVIEW (08/10))

4115

The Principal Performance Review (PPR) is another essential component of professional growth and development and evaluation for the principal. The PPR is a means of ensuring that responsibilities are met, concerns are addressed, and the needs of the school community are being served. The performance factors identified in the PPR relate to the local and archdiocesan job descriptions for principal, and to the annual goals set by the principal.

Performance Review Process

No later than May 1, the pastor/pastoral administrator/regional school board meet to complete the PPR process. The following are examples of how the process may be completed:

- Pastors/pastoral administrators/regional school boards meet with their principal to discuss all areas. At that time, they complete the PPR document.
- Pastors/pastoral administrators/regional school boards and principals complete separate PPR documents. They then meet to discuss individual ratings and assessments. One final document is completed, combining points from each individual's assessment. Areas of disagreement on ratings can be noted.

- Pastors/pastoral administrators/regional school board chairpersons may solicit input from other appropriate members of the school/parish community regarding the principal's performance.
- Pastors of regional school boards must have the opportunity to provide input in the PPR process.

The Personnel Office provides copies of the Principal Performance Review document to pastors/pastoral administrators/regional school board, and principals each year. Signed copies are given to the principal, Assistant Superintendent, the pastor or regional school board. Original documents stay in the local files.

**EVALUATING THE PRINCIPAL'S JOB PERFORMANCE AND LEADERSHIP
(08/10)**

4116

When a pastor/pastoral administrator/regional school board (including the covenant pastors) has concerns about a principal's leadership competency or job performance, the following job procedures must be followed:

Level 1 WARNING

The pastor/pastoral administrator/regional school board meet with a principal to share concerns. At the meeting, state the concern clearly; state what change needs to occur; and state the timeline for the principal to show improvement.

The pastor/pastoral administrator/regional school board puts the main points of this discussion in writing; sign this document and keep a copy. A copy must be sent to the Assistant Superintendent.

Support must be provided to the principal by maintaining confidentiality.

Level 2 PROBATION

After a period of warning in which the principal is given time to demonstrate improvement or change, the pastor/pastoral administrator/regional school board can take the step of placing the principal on probation. This is an official period of warning usually from 30-90 days. It is used when there are legitimate concerns about a pattern of ineffective performance or behavior. Pastors/pastoral administrators/regional school board chairperson must consult with the Assistant Superintendent about the probationary process. Principals must be notified in writing of the probation, with the terms and conditions of the probation specified on the document. Specific outcomes for failure to meet the terms of the probation must be stated in the document. Generally, pastors/pastoral administrators/regional board chairpersons must decide on one of the following actions:

- a) end the probation period;
- b) continue the probation period for a specified period;
- c) inform the principal that his/her contract will not be renewed for the upcoming year.

The decision must be based on the success or failure of the principal to satisfactorily complete the terms of the probation.

LEVEL 3 SUSPENSION

The pastor/pastoral administrator/regional school board takes this action when it is decided that a period of time is needed from which to remove

the principal from the school setting to allow time for an investigation. This action is taken after the principal is accused of serious wrongdoing. Suspension may be with or without pay. Consultation with the Archdiocese is required prior to this step.

LEVEL 4 TERMINATION

The pastor/pastoral administrator/regional school board takes this action when it has been determined that the principal has failed to address the job performance/leadership issue or as a consequence of serious misconduct or scandal. Consultation with the Archdiocese is required prior to this step.

A principal who is not returning is expected to collaborate with the incoming principal for a smooth transition. It is the new principal's responsibility to hire new teachers and assign teacher positions.

ASSISTANT PRINCIPAL

4120

It is recommended that schools with an enrollment of 400 or more students and a staff of 15 or more hire an assistant principal. Schools with enrollment under 400 should designate a faculty member as teacher-in-charge during the absence of the principal.

HIRING PROCESS

4121

The assistant principal of the school is selected by the principal, subject to the pastor's/pastoral administrator's/regional school board's approval. The candidate for assistant principal is to be a practicing Catholic in good standing with his/her parish. The assistant principal, as a school co-leader, must be able to give witness to the truths and values for which Catholic education strives. Before the assistant principal's contract is offered, the principal consults with the Assistant Superintendent and/or Personnel Office at the Archdiocese of Louisville.

QUALIFICATIONS

4122

The assistant principal must have a master's degree, and be working toward Kentucky principal certification, and have achieved or be actively working towards an advanced catechist certificate. It is recommended that the candidate pursue leadership training (examples: EILA credits and other professional administration workshops).

The assistant principal must have a minimum of five years of successful teaching experience or performing administrative duties in a Catholic school.

References must be on file and must include previous employment, a criminal record check, and other pertinent educational records, including a copy of the teaching certificate, current transcripts, and appropriate medical forms.

FUNCTIONS

4123

The assistant principal serves with the principal as a parish educational leader and as the co-administrator of the school program. As a school leader, the assistant principal participates in building a Christian community, and provides leadership to help create a unique sense of mission, purpose, and identity as a Catholic school.

The principal will provide a job description for the assistant principal unique to the individual school. The assistant principal assists the principal in promoting the Catholic educational development of students. The assistant principal performs such administrative duties as are delegated to him/her by the principal and is directly accountable to the

principal. Some duties may include the teaching of some classes. In the absence of the principal, the assistant principal is in charge of the management and administration of the school.

- I. SPIRITUAL In cooperation with the principal and parish leadership, work with religious education and sacramental programs, sacramental and liturgical experiences, and other activities that contribute to a Christian environment and the building of a faith community for staff and students; nurture spiritual growth for faculty, staff, students families; review and actively promote the school's philosophy and goals in cooperation with principal and faculty; encourage and support school-wide service programs; and promote the concept of stewardship as a way of life.
- II. EDUCATIONAL Support the principal in the administration of the school's academic program and services, including standardized testing; assist the principal in supervising teachers and staff; assist in coordinating in-service workshops, conferences and faculty meetings; serve as a Chair of an Intern Committee, in appropriate cases; and assist in identifying students with differing abilities and needs and provide for their support.
- III. MANAGERIAL Support the policies and guidelines contained in the archdiocesan and local school handbooks; act as principal in his/her absence; assist with routines such as preparing reports and other forms of communications, and designing master schedules; coordinate student services; assist with purchasing or financial reporting; assist with the distribution of teaching materials and supplies; facilitate emergency drill practices and file appropriate reports; help prepare and present reports and information for local boards; cooperate with the local parish/school authority on short and/or long range planning; and assist in providing an environment that is safe, conducive to learning and promotes self-discipline.
- IV. COMMUNICATOR/RELATER Demonstrate positive interpersonal relationships with students, faculty/staff, parents, pastor/parish staff, community. Report to the principal, facts or information that could impact the well being and reputation of the school or its students.
- V. PROFESSIONAL Achieve and maintain at least an advanced catechist certificate; hold a valid Kentucky Teaching certificate and be actively working toward Kentucky Administrative Certificate; acquire appropriate hours of required approved in-service; attend meetings that are required by the Office of Lifelong Formation and Education and the local parish/school community; demonstrate a sense professional responsibility.

ON-SITE COORDINATOR/SCHOOL COUNSELOR

4130

The on-site coordinator/school counselor collaborates with the school, the family, and parish community in the development of the whole child-academically, socially, spiritually. It is important that the on-site coordinator/school counselor supports children and their families in each of these areas, thus promoting the Catholic vision of the family as "the domestic church," "the church of the home."

QUALIFICATIONS

4131

The on-site coordinator/school counselor is a professional with special expertise in the areas of human development, personality formation, family systems, educational environments,

approaches to appraisal, life-skills training, community resources, and professional ethics.

Credentials, for the on-site coordinator/school counselor may be earned in a variety of disciplines, including School Guidance and Counseling, Art Therapy, Marriage and Family Therapy, Psychology, and Social Work. This person shall hold a master's degree or a doctorate in one of these fields and may also have licensure or certification of clinical skills. Experience in classroom or clinical settings will be considered along with formal credentials. The on-site coordinator/school counselor is prepared to intervene in the school setting with individuals, families, and small and large groups.

The on-site coordinator/school counselor works with parents, educators, other professionals and community members to provide comprehensive developmental programs in a learning environment so that all students will develop academic and social competence. This can include developing positive self-esteem, decision-making skills, collaborative problem-solving skills, responsible citizenship, and employability skills.

HIRING PROCESS

4132

The principal, in consultation with the pastor/pastoral administrator/regional board chairperson, may wish to consider the particular needs of the students and their families and hire an on-site coordinator/school counselor with the professional preparation and the skills best suited to meet these needs. The principal may consult the Family Ministries Office of the Archdiocese, which screens and keeps a roster of candidates for counseling positions, and must also inform the Personnel Office and/or the Assistant Superintendent before making a hiring decision.

The on-site coordinator/school counselor is accountable to the school principal.

JOB DESCRIPTION

4133

When formulating the specific job description for an individual school, the principal may consider the particular needs of that school and the length of time the counselor/coordinator will spend in the school.

The job description may include but is not limited to the following:

I COUNSELING

1. Demonstrates concern for the needs and growth of each student. This includes working with classroom teachers, faculty, staff, and families to identify students with special academic learning needs.
 - Personally - facilitates programs and activities and provides assistance to students and/or their families in support of the students' personal growth, psychological insight and developmental skills, the development of positive self-esteem and the acquisition of a range of coping strategies.
 - Socially - promotes exploration and changes toward acceptable interaction with peers and assists in the understanding of the relationship between academics and the world of work.
2. Facilitates communication between school and home.
3. Provides and/or coordinates individual, family, group, and classroom intervention and problem-solving within the school community.
4. Coordinates psychological testing services for students.
5. Refers students' problems to appropriate professionals.

II SPIRITUAL

1. Participates with students and their families, faculty and staff in activities that build faith community in the school.
2. Cooperates with principal, faculty, and staff to articulate and actively promote the schools' mission statement, philosophy, and goals.

III ADMINISTRATIVE

1. Coordinates and monitors student services as directed by the principal.
2. Serves as principal's designee to coordinate archdiocesan and/or school-wide initiatives and programs.
3. Assists in providing an environment that is physically and emotionally safe and conducive to learning.
4. Abides by the policies and guidelines contained in the Archdiocese of Louisville Handbook for Catholic Schools and local school handbook.
5. Collaborates with the archdiocesan Student Services Team in delivering services and programs.

IV PROFESSIONAL

1. Keeps current credentials, licensure, continuing education (EILA/CEU), and professional affiliations.
2. Demonstrates a sense of professional responsibility.
3. Attends to ethical issues of good professional care.
4. Attends to liability issues such as appropriate release of information, case documentation, confidentiality, dual-relations, and scope of practice ethics.

COORDINATOR OF CURRICULUM/GRADE LEVELS

4140

TEACHERS AS COORDINATORS (08/10)

4141

Primary, intermediate, middle school coordinators or levels chairpersons as well as curriculum coordinators are to be selected under the direction of the principal. They should plan and work in collaboration with the faculty.

Principals can appoint teachers to serve as coordinators for the three levels of the educational program: primary, intermediate, and middle. Additionally, teachers can be appointed to serve as curriculum and/or special needs coordinators. Principals need to consider teachers who have expertise in these specific areas.

TEACHERS

4150

"Prime responsibility for creating the unique Catholic school climate rests with the teachers, as individuals and as a community." (*The Religious Dimension of Education in a Catholic School*, #26.) Teachers must share the Gospel message announced by Jesus Christ and lived out in the Catholic church. Teachers, as educational leaders, must give witness to the truths and values of Catholic education. For this reason, teacher selection and development are critical tasks for a principal.

"Teacher" refers to individuals who are responsible for planning and implementing full or part-time classroom instruction.

Teachers are directly responsible to the principal. A teacher is obligated to observe the policies, regulations, and procedures of the particular school in which he/she is employed, as well as the policies, procedures, and regulations promulgated by the Archdiocese of Louisville.

FULL-TIME TEACHER (08/11)

4151

Full-time teachers work the regular hours of the school day. As full-time teachers, persons are expected to teach 175 (one hundred seventy-five) days, consisting of a minimum of 6 (six) hours of instruction per day and a total of **1,062 instructional hours per year**. All teachers must sign a contract. The terms of the contract include 6 (six) professional days and 4 (four) paid holidays. The four paid holidays are Labor Day, Thanksgiving Day, Christmas Day, and Memorial Day. For purposes of determining experience, teachers must verify **140 days** of actual instruction for a year of experience. P-T-S conference days count as a day of instruction. Holidays, sick days, personal days, faculty meetings, snow days, etc., or professional days are not included.

The salary for a full-time teacher must be determined by the principal according to the diocesan Teachers' Salary Model implemented in the spring of 2011. Teachers with 15 or more years of experience will be in Level 3 of the salary model. Teachers' certification rank is no longer used to place teachers at a certain level of salary.

Principals must require full-time teachers to submit timesheets to verify hours worked. Diocesan benefits, including retirement contributions, are based on the number of teaching hours.

Teachers who are classified as "temporary" while working as a short-term or long-term sub, are not eligible for employee benefits.

Teachers may transfer 10 (ten) years of teaching experience from another school system. Teachers with experience in the Archdiocese of Louisville will receive full credit for their experience.

PART-TIME TEACHER (08/11)

4152

Part-time teachers work either a limited number of hours per day, a limited number of days, or only part of the school year. Part-time teachers may also job-share part of a teaching assignment with another part-time teacher. Principals must approve any part-time or job-share arrangement. Each part-time teacher must sign a contract.

The salary for part-time teachers must be computed using the new Teachers' Salary Model (Spring, 2011). The contract amount will be determined by a percentage of the hours that part-time teachers are expected to work. For example, a part-time teacher who works three days per week is only working 3/5th's (three-fifths) of the school week. Therefore, the calculation will be based on 3/5th's (three-fifths) of the salary that would be offered to a full-time teacher with the same education credentials and experience.

A teacher working in two or more schools on a part-time basis will not automatically receive diocesan benefits. A part-time teacher must work at least 20 hours per week to receive benefits. The principals at the sharing schools must agree prior to offering a contract to a part-time teacher. The principals must also consult with parish/school business managers to determine which parish or school will be responsible for payroll and maintaining benefits. This agreement must be documented in writing so that both employers are clear about their payroll obligations.

For purposes of determining experience, the following must be used for part-time teachers who work only a limited number of days in a five-day week:

- 140 days of instruction is equal to one year of experience.
- 90 days of instruction is equal to ½ (one-half) year of experience.
- 89 or fewer days of instruction do not count for experience.

- P-T-S conference day counts as a day of instruction. Holidays, sick days, personal days, snow days, etc., faculty meetings, or professional days do not count as days of instruction.

For part-time teachers who instruct only part of a day, the following must be used to determine experience:

- A minimum of 840 hours per year is equal to one year of experience.
- 525 hours of instruction per year is equal to ½ (one-half) year of experience.
- Fewer than 525 hours of instruction do not count for experience.
- P-T-S conference day counts as a day of instruction. Holidays, sick days, personal days, snow days, etc., faculty meetings, or professional days do not count as days of instruction.

Principals must require part-time teachers to submit timesheets to verify hours worked. Diocesan benefits, including retirement contributions, are based on the number of teaching hours.

Absences and leaves for part-time teachers are pro-rated for the time they actually work. In other words, they will receive a percentage of the benefit based on the number of hours they work.

Principals must consult with their parish/school business managers and the Office of Personnel and Planning to determine each part-time teacher’s benefits for sick days, etc.

Part-time teachers who are classified as “temporary” or who are working as short-term or long-term subs are not eligible for employee benefits.

TRANSFERRING FROM THE ARCHDIOCESE (08/10) 4152.1

Teachers who leave their employment with schools in the Archdiocese will be compensated for the balance of the residual pay owed them under their contracts. Teachers who quit or who submit a letter of resignation before fulfilling their contracts will only be paid the amount owed them at the time of their departure based on a daily rate and the number of days worked.

TIMESHEETS (08/10) 4152.2

All school employees, including administrators and teaching staff, are required to complete a timesheet for each pay period. Each timesheet must be an accurate verification of actual days worked, including sick leave time or any other paid leave time. A work timesheet is an official record of attendance on the job, and is required to support payroll records. Parish bookkeepers are responsible for maintaining a file of each employee’s timesheet, signed by the employee and the principal.

TEACHER RECRUITMENT AND SELECTION 4153

A teacher is an important person in bringing the mission and goals of the Archdiocese into the life of the school. Therefore, a principal must make every effort to hire certified, competent and qualified teachers who are also practicing Catholics. The Assistant Superintendent assists schools in the hiring process. The Assistant Superintendent maintains active applicant files for teaching positions. A principal may also keep his/her own application file to fill vacancies. The Assistant Superintendent maintains a process for the recruitment and selection of teachers.

A principal should give first consideration to teachers from an archdiocesan school that has closed or downsized before hiring other applicants to fill vacancies.

NON-DISCRIMINATION POLICY

4153.1

The Archdiocese of Louisville does not discriminate against any employee for reasons of race, color, sex, physical handicap, age or national origin. It fully supports and practices the principle of Equal Employment Opportunity. This means it is policy to recruit, hire, train, promote, demote, terminate and pay employees without regard to age, sex, race, religion, handicap or national origin and to ensure that all employees are treated equally in all other aspects of human resource practices and policies.

There are job assignments within the Archdiocese where religious background and education are valid qualifications for the job.

HIRING FOREIGN NATIONALS (08/10)

4153.2

Principals who have interviewed qualified applicants for a teaching position, or for a support staff position must ensure that an individual is registered with immigration officials and has a valid document for working in the United States before employment can be offered.

RESPONSIBILITIES AND PROCEDURES FOR HIRING

4154

1. The Archdiocese of Louisville will:

- a. recruit applicants from regional universities as needed;
- b. maintain files of applications, transcripts and references;
- c. keep a list of applicants available to principals upon request;
- d. provide opportunities for principals to review applicants' files;
- e. provide appropriate in-service training for principals in regard to teacher selection; and
- f. follow criminal records check procedures.

2. The local school principal as the agent of the pastor/pastoral administrator/or regional board of directors must:

- a. ensure that all certified and non-certified applicants have completed the archdiocesan professional application form or general application form, and that it is on file at the Assistant Superintendent's Office;
- b. request that all applicants submit a copy of transcript of credits, Kentucky teaching certificate or statement of eligibility, and a resume with the names and addresses of professional references;
- c. check references, including the most recent employer;
- d. conduct an interview that deals with the school's and applicant's philosophy, goals and objectives, as well as the expectations of the position being considered;
- e. consult with the pastor/pastoral administrator/regional school board before finalizing a decision about employment or making a verbal or written commitment;
- f. notify all applicants in a timely fashion after a position is filled;
- g. provide Personnel Office/and or the Assistant Superintendent with the name of the person to whom a position is being offered. Principals are required by archdiocesan policy to check with the Archdiocese before hiring a former employee of the Archdiocese;

- h. verify that a criminal records check has been completed and that a written document is on file that proves this was completed. It is not necessary for principals to obtain criminal record checks for teachers or other employees who are transferring from one Catholic school in the Archdiocese to another in the Archdiocese. The bookkeeper from the former school needs to provide a copy of the CRC to the new school for the employee's files;
- i. for teachers and/other school employees who are coming from another school outside the Archdiocese, a national criminal record check must be obtained and the results kept in the employees' files;
- j. verify in writing that the person has received the Safe Environment Training prior to employment;
- k. require proof of valid health examinations and tuberculin test;
- l. offer a contract if the candidate is the best applicant for position. A contract cannot be signed with a teacher who is already under contract to another school for a given term without a written release from the employer or a letter of resignation from the teacher.

TEACHER DUTIES (08/10)

4155

A teacher must work cooperatively with the pastor/pastoral administrator/regional school board, principal, and all immediate supervisors to carry out the educational policies of the Archdiocese and the local school. Each school can determine specific job-related duties for its teaching staff. However, the following list of duties is regarded as general expectations for any teaching employee:

- 1. to abide by the policies and procedures contained in archdiocesan and local school handbooks;
- 2. to report suspected child abuse to the civil authorities. Failure to report suspected child abuse to civil authorities is a Class B misdemeanor punishable by law and is grounds for the termination of employment and/or the termination of a volunteer relationship with a diocesan entity (from *Restoring Trust: The Sexual Abuse Policies of the Archdiocese of Louisville*);
- 3. to accept and follow the terms of the contract for employment;
- 4. to make a positive effort to integrate Catholic beliefs and moral values into all aspects of the curriculum;
- 5. to follow the school's curriculum;
- 6. to prepare for each lesson with written plans that a principal reviews periodically;
- 7. to maintain a positive learning climate in the classroom through appropriate classroom management techniques;
- 8. to cooperate with the principal in the goal setting and the teacher performance appraisal process;
- 9. to participate in activities with other faculty members that help to build faith community in the school;

10. to maintain regular communication with parents through parent/teacher/student conferences, report cards and telephone calls;
11. to report situations immediately to the principal in which a student or adult is injured or harmed while on school property;
12. to actively supervise students in all situations;
13. to sponsor co-curricular activities as directed by a principal;
14. to attend teacher in-service meetings that are required by the Office of Lifelong Formation and Education and the local school administration;
15. to earn a minimum of twelve in-service hours from approved programs each school year;
16. to accept non-teaching duties within the school as assigned, such as playground or cafeteria duty, monitoring hallways, bus duty and/or attendance at parish functions, as needed and requested by a principal;
17. to attend the Safe Environment training workshops when hired as a new teacher or employee in the Archdiocese, and submit a signed card accepting the Code of Conduct for Church Personnel;
18. to abide by the Code of Conduct for Church Personnel (**See Appendix IV-B**).

MEETINGS (08/14)

4155.1

School employees are required to attend meetings scheduled for them by either the Office of Lifelong Formation and Education, the Archdiocese Office of Personnel and Planning, or the local school administration.

Teaching staff must attend school on days designated on the calendar as conference, professional learning, or professional days. In addition to the minimum days required, a principal may require attendance at other meetings or professional development days. Faculty meetings promote good communication, build a community spirit and facilitate smooth operation of the school. It is important that teaching personnel attend these meetings. A principal may excuse teaching personnel from faculty meetings or professional learning days for valid reasons such as illness or family emergencies. Each principal can determine the requirement for non-teaching employees.

RELIGION TEACHER RESPONSIBILITIES (08/10)

4155.2

CANON 780: "Local ordinaries are to see to it that catechists are duly prepared to fulfill their tasks correctly, namely, that continuing formation is made available to them, that they acquire proper knowledge of the Church's teaching, and that they learn the Catholic teaching more fully and practice it more suitably."

"The religion teacher is the key, the vital component, if the educational goals of the Catholic schools are to be achieved. The effectiveness of religious instruction is tied closely to the personal witness given by the teacher; this witness is what brings the content of lessons to life." (*The Religious Dimension of Catholic Education in a Catholic School*. #96).

The following policies apply to religion teachers:

1. Only a practicing Catholic can teach religion or sacraments at any grade level.
2. Schedules must be arranged so that Catholics teach religion in a sacramental grade if a non-Catholic is hired to teach other subjects at the same grade level.
3. Administrators, religion teachers and family life teachers must obtain the advanced level of catechist certification, as defined by the Office of Lifelong Formation and Education and must work toward this certification at the rate of 30 clock hours every two years. This requirement starts in the second year of experience in the Archdiocese.
4. After achieving advanced certification, religion teachers must earn 15 clock hours every other year to maintain catechist certification. They are encouraged to complete courses beyond the advanced level.
5. A principal must maintain accurate records of participation in catechist certification courses.
6. At any level, college courses towards a major in religious studies or a master's degree in religious studies can substitute for the required catechist certification courses. Participation in the archdiocesan Lay Ministry Program can also substitute for the catechist certification courses.
7. New teachers who teach sacrament preparation in either First Eucharist, First Reconciliation or Confirmation are required to attend special workshop(s) presented for those sacraments when the workshops are available.
8. A principal and teacher involved in sacramental preparation need to collaborate closely with the parish director of religious education and the pastor in planning the sacrament celebration.
9. Non-Catholic teachers need to attend "Introduction for Non-Catholic Teachers" workshop sponsored by the Office of Lifelong Learning and Formation each fall.
10. Non-Catholic teachers may not teach religion or sacrament classes. **(08/10)**

(See Diocesan guidelines for the preparation and celebration of the sacraments.)

**TEACHERS OF HEALTH, HIV/AIDS CURRICULUM,
ALCOHOL AND DRUGS CURRICULUM**

4155.3

A principal must keep the teacher responsible for curriculum areas of health, HIV/AIDS, alcohol/drugs updated through available archdiocesan training sessions.

NON-SCHOOL EMPLOYMENT (08/10)

4156

Employment beyond the regular school workday must not interfere with an employee's professional responsibilities and duties associated with school employment. A teacher or other school employee with a second job must uphold the terms of the contract or the job without a conflict of dual employment.

CONFLICT OF INTEREST (08/10)

4156.1

Employees must avoid situations that present actual, perceived or potential conflict between their interest and the interest of the Archdiocese. A conflict of interest refers to a situation in which financial or personal considerations may compromise or have the appearance of

compromising the objectivity that is essential for effective decision making. The implementation of this policy implies a continuing requirement that all personnel make prompt disclosure to their supervisor or other appropriate official of any fact or circumstance that may involve a conflict of interest. Disclosure can assist in resolving honest doubts as to the propriety of a particular relationship or course of conduct. Any activities that create the appearance of a conflict of interest should be avoided.

EMPLOYMENT OF RELATIVE (08/10)

4156.2

The Archdiocese of Louisville parishes, schools and agencies make every effort to select qualified individuals for each job opening. All relatives and friends recommended by employees must meet the same employment requirements as other persons applying for the same positions.

In no circumstances should an employee be placed in a position where they will have direct supervision of or evaluate the performance of a relative.

LUNCH PERIOD

4157

A principal must provide a duty-free lunch period for at least 30 minutes for each employee. This includes teacher assistants, secretaries, and other support staff.

PERSONNEL RECORDS (08/10)

4158

The Office of Personnel and Planning maintains a contract file on each principal and teacher. Local principals must keep a separate administrative file for each teacher and for other school support staff. An employee may review his/her file upon request. Employee files cannot be removed from the principal's office or the Chancery.

Employment File Contents for Certified Personnel (local level):

- | | |
|--|---|
| General application form | Contracts of employment |
| Valid Kentucky teaching certificate | Final Appraisal reports |
| Catechist certificate | Medical Examination and
Tuberculin Tests |
| Official transcript of credits | Resume |
| Verification of past employment from other districts | |
| Goal-Setting documents | |
| Disciplinary documents of probation, suspension | |

Access to personnel records is limited to the individual employee, the local school principal, pastor/pastoral administrator and the Office of Personnel and Planning, or the Superintendent's office as needed. Access by any other person(s) will be granted only with written authorization from the individual. Teachers wishing to view their files at the Chancery must call the Office of Personnel and Planning for an appointment. Local principals need to implement procedures for local access to personnel records.

Personnel records must be kept on file at a school for five years after termination. Best practice is to hold them in an off-site file, such as the parish office, permanently. Inactive or former school contract records are on file at the Chancery. **When a parish school closes or combines with another school due to declining enrollment, or regionalization, school employee files need to be moved to the local parish office. (08/10)**

VERIFICATION OF EMPLOYMENT (08/10)

4158.1

The Superintendent's Designee is responsible for signing official verification of employment forms for former teachers and principals in the Archdiocese. Principals who receive

verification of employment forms from public school districts or other Catholic schools outside the Archdiocese must submit those forms to the Assistant Superintendent's Office.

CALENDAR REQUIREMENTS FOR CERTIFIED PERSONNEL (08/10)

4159

The term "school year" refers to the period of time within the contract year when a teacher is expected to be available for meetings, in-service programs, teaching, and conferences. Kentucky law currently mandates a minimum of one hundred seventy-five (175) instructional days. Six (6) additional days may be used for professional and/or in-service programs. Four (4) additional days may be identified as paid holidays. Paid holidays are identified on the current archdiocesan school calendar. School contracts must show the minimum period of time (by dates) that a teacher works between August and June. Local schools may decide to date contracts earlier than August 12 and/or later than June 12. The Archdiocese and/or the principal can require teachers to participate in activities such as meetings and in-services before the school year begins and after the school year ends.

Teacher assistants report to work or meetings as determined by the principal. Teacher assistants are expected to be paid for time at meetings before or after the normal school hours.

For professional days scheduled within the contract year, a principal needs to try to follow these recommendations:

1. Solicit in-put from teachers about August and June meetings and in-services.
2. Schedule August meetings and programs as close as possible to registration day. Additional time may be required for archdiocesan meetings.
3. Specify expectations and duties of teachers for the beginning and end of the year.
4. Assign extra activities and jobs to teachers as equitably as possible.

CONTRACT CONSIDERATIONS

4160

CONTRACT PROCEDURES FOR EMPLOYMENT

4161

State of Kentucky Law: Criminal Record Check

The Archdiocese has established and implemented uniform policies and procedures regarding criminal background information checks to review the fitness of individuals involved in the care, ministry and education of our children.

Any individual, over 18 years old, who has or accepts a paid or volunteer position with an archdiocesan parish, school or agency, who have regular contact with children or youth will submit to a criminal background check. Persons already in these positions, whether they are volunteers or employees, will be required to submit to criminal background checks as a condition of their continued work on behalf of the parishes, schools and agencies of the Archdiocese. Childcare workers are also required to submit to a Central Registry Check.

This policy shall include, but not be limited to, teachers, youth workers, janitors, coaches, Scout leaders, Catholic School Athletic Association (CSAA) volunteers and all persons involved with supervisory or disciplinary power over a minor.

It is recommended that background checks be repeated every five (5) years.

TEACHERS UNDER CONTRACT AT ANOTHER CATHOLIC SCHOOL

4162

An elementary or high school principal who interviews a teacher already under contract with another Catholic school should advise the principal of the other school of the interview with the teacher as a professional courtesy. A principal must seek a reference from the teacher's current principal before making a final decision. It is best if a reasonable time period for the transition can be worked out between the two principals. A teacher leaving one Catholic school to go to another one is expected to give two (2) weeks notice. A contract becomes binding when it has been signed by all parties.

THE CATHOLIC TEACHER AND MARRIAGE OUTSIDE THE CHURCH

4163

A Catholic teacher who marries or remarries outside the Church can be dismissed if this action becomes a matter of public concern or scandal to the Catholic community.

It is the responsibility of authorities at the local parish/school level to implement this policy in relation to a teacher's status in the local community.

Officials in the Archdiocese will not attempt to discover which teachers are in irregular marriages. The Office of Personnel and Planning is available to consult with local parishes/schools in the application of the policy.

LIMITED CONTRACT (08/10)

4164

Teacher and principal contracts are limited employment contracts. This means they are year-to-year, however, teachers may presume annual renewal of contract after teaching four consecutive years at the same school unless the teacher's job performance has not been satisfactory. Principals would be expected to communicate specific areas of concern as soon as possible to allow time for improvement. It is the principal's decision as to whether satisfactory improvement/progress has been made before offering a contract. Principals must notify teachers in writing **no later than May 1** of non-renewal or termination of contract. They must also notify the teachers **no later than May 1** of any of the other following situations/conditions:

1. There is reduction in work force necessitated by a change in enrollment. A principal must give each employee a letter to sign acknowledging this notification. (See **Appendix IV - C.**)
2. There is a reorganization/regionalization or closing of schools.

PERSONNEL PLACEMENT TIME SCHEDULE (08/10)

4164.1

To assure orderly and fair reassignment opportunities, parishes and regional schools must adopt a placement timetable in accordance with the following:

A pastor/pastoral administrator/regional school board chairperson must notify a **principal** not being rehired in writing **no later than April 1**. Without written notification, a principal may presume employment for another year. A principal who does not expect to return must notify the pastor/pastoral administrator/regional school board in writing **no later than April 1**.

A principal must notify a **teacher** not being rehired in writing **no later than May 1**. Without written notification from the principal, a teacher may presume employment for another year. A teacher who does not expect to return must notify the principal in writing **no later than May 1**.

All contracts should be signed on or before **June 1**. The Personnel Office must also receive a copy of all signed contracts.

JOB SHARING

4164.2

Job sharing is an employment arrangement in which two or more employees share the same job/position and have equal responsibilities and duties in completing the job. The agreement to permit job-sharing is made by the pastor and principal. They must determine the impact this decision will have on student learning. It is a principal's responsibility to ensure that job-sharing is a positive experience for all involved. In addition, the principal must supervise both persons who are in a job-sharing arrangement. Individual schools must have clear policies and procedures for the job-sharing arrangement. Schools can consult with the personnel coordinator for assistance.

CONTRACT CANCELLATION

4165

A contract may be cancelled at any time by the parish or regional school for sufficient cause, which includes but is not limited to:

- a. violation of archdiocesan or school policies;
- b. failure to carry out reasonable directions given;
- c. inability to carry out required duties;
- d. incompetence in the performance of duties;
- e. serious offense against Catholic morality or involvement in a public crime or scandal;
- f. conduct unbecoming a school employee in the Archdiocese;
- g. failure to report suspected child abuse to civil authorities;
- h. presenting false information or credentials in order to obtain the job.

EMPLOYEE RESIGNATION

4166

An employee who chooses to leave his/her position must submit a signed letter of resignation to the principal and the pastor/pastoral administrator. If a resignation occurs before the school year begins or ends, an employee must give at least two weeks' notice. This gives a principal time to look for a replacement or arrange for a substitute. A copy of the resignation letter must be sent to the Office of Personnel and Planning and to the parish bookkeeper for the employee's personnel file. A signed contract for the next year is considered a commitment to work. Breaking a signed contract when negotiating a contract with another district is unprofessional behavior. A change in faculty should be noted on the "Notification of Faculty Change Form." (See **Appendix IV - D**)

REDUCTION IN FORCE POLICY (08/10)

4167

Parish and school administrators have the right to reduce the number of staff positions if this becomes necessary.

The criteria for deciding which contract employees to retain and which to release is as follows: (For a sample letter for reduction of staff, (See **Appendix IV - E**).

1. Job performance: What is the overall level of performance of the teacher? Has the teacher ever been on probation or suspension? Are there problems with regular attendance at school, being at school on time, accepting extra duties, communicating with parents, supervising students;
2. Credentials: What is the level of certification? K-8, K-5; 1-8. Special education endorsement? Principals need to determine whose certification best meets the learning needs of the students;
3. Length of employee's employment in the school: How long has the teacher been in the current school that is making staff reductions;
4. Years of service in the Archdiocese: If the person has had a break in service, this cannot be counted for total years of service in the Archdiocese. Service as a teacher in schools other than in the Archdiocese are not considered for this decision.

Principals and pastors/pastoral administrators must consult with the Assistant Superintendent's Office before making final decisions about reduction in staff.

TERMINATIONS

4168

Principals must notify the Assistant Superintendent of Schools or the Archdiocesan Personnel Office prior to terminating any employee for cause or through a job elimination. The Archdiocese of Louisville liability insurance carrier requires this notification and review. Archdiocesan staff members can assist supervisors with implementing the steps necessary for terminations to be lawful.

NON-RENEWAL OF CONTRACT (08/10)

4169

A principal can decide to inform a teacher of "**Non-Renewal of Contract**". This action allows a teacher to complete the contract through the end of the school year. Non-renewal is a decision not to invite a teacher back to teach in a particular school. Teachers' contracts are limited, that is, they are renewed from year-to-year. When a teacher has been offered a contract with the same parish for four consecutive years, he/she can probably expect promise of renewal in the future. However, principals are not obligated to renew a teacher's contract each year if performance of duties is unsatisfactory. Generally, principals can decide after one year that a teacher is not working out and decide not to offer a contract for the following year without stating a reason. However, principals who decide not to renew a teacher's contract, thereafter must state in writing the reason(s) for the decision. This decision would be made only after a teacher has been given sufficient notice of deficiencies with a chance for improvement. A principal must contact the pastor/pastoral administrator and the Assistant Superintendent and/or Personnel Office before taking non-renewal action. Appropriate documentation is required for non-renewal of contract, including written records of teacher observations and evaluation of performance.

NON-CERTIFIED PERSONNEL

4200

Non-certified personnel are employees who do not need a valid certificate from the Education Professional Standards Board of the Kentucky Department of Education to be eligible for their jobs. Non-certified employees may include employees such as school secretaries, bookkeepers, teacher assistants, specialty curriculum assistants or aides, day care or after school care workers, cafeteria workers and janitors/maintenance workers.

Non-certified employees are essential to the functioning and climate of quality Catholic education. They must demonstrate values of respect, professionalism, confidentiality, care

and concern for each person. A non-certified employee is generally classified as “non-exempt.” The principal is the immediate supervisor of non-certified persons.

Non-certified applicants will be hired at the local level according to the process outlined in the *Archdiocesan Personnel Policies and Procedures Manual*.

According to archdiocesan policy, any employee who is 18 years of age or older must submit a criminal record check, an updated medical examination and tuberculin test upon initial employment in a school.

A principal is required to:

1. check with the Personnel Office before hiring;
2. ensure that a current criminal records check has been completed before hiring;
3. check references;
4. provide a job description to an employee;
5. provide an employee a compensation/flexible benefits statement, as well as all manuals, brochures regarding employment in the Archdiocese
(See **Appendix IV-F**);
6. orient a new employee;
7. advise an employee that he/she must follow the policies found in the *Archdiocesan Personnel Policies and Procedures Manual* and the *Archdiocesan Handbook for Catholic Schools*, as appropriate;
8. supervise and evaluate non-certified employees on a regular basis, with written documentation (See **Appendix IV - G**);
9. require that the employee attends the Safe Environment workshop, and to submit a signed card accepting the archdiocesan policies on sexual abuse, including the Code of Ethics.

WAGES

4201

Wages for non-certified employees must at least meet the current minimum wage as set forth by the federal government. The local parish may decide the level of increase yearly or match the archdiocesan increment. Wages for part-time employees will be pro-rated according to the hours worked.

DISCIPLINARY ACTION FOR NON-CONTRACT EMPLOYEES (08/10)

4202

If the need for disciplinary action arises for a non-contract employee, it will be addressed at the time of the employee’s infraction. Clearly defined job descriptions, clarification of lines of supervision, and periodic evaluation will minimize the need for such measures. Continuing communication between supervisor and employee will help prevent infractions and will build a good working relationship.

All infractions should first be addressed at the lowest level of supervision, at which time the employee will be advised of unsatisfactory performance and/or behavior by the immediate supervisor. The use of written warnings for serious violations of specific infractions is encouraged. The documentation should be signed by both the supervisor and the employee

and placed in the employee's personnel file. If the employee's service continues to be unsatisfactory, dismissal will be considered. Improvement should also be documented in the file.

TEACHER ASSISTANT (08/10)

4203

A teacher assistant is an adult who works under the direct supervision of the teaching staff in performing non-instructional duties. They are expected to have at least a high school diploma or a G.E.D. certificate to qualify for the position.

A teacher assistant has the same legal status and protection as a certified teacher in the performance of non-teaching duties such as lunchroom supervision, hall monitoring, leading students in recreational activities, monitoring restrooms, preparing and organizing instructional materials and equipment.

A principal must inform a teacher assistant of his/her responsibilities with regard to student supervision when a teacher assistant is the only adult present in an area with students.

Teacher assistants are expected to abide by the sexual abuse policies of the Archdiocese, as well as the Code of Conduct. (*See Restoring Trust: The Sexual Abuse Policies of the Archdiocese of Louisville*) (**See Appendix IV-B**).

SCHOOL SECRETARY

4204

Qualifications for secretary must include but are not limited to: High school diploma, advanced writing skills, computer skills and organizational skills. A secretary will work under the direction and supervision of the principal in performing duties. A principal must develop a specific job description for a school secretary. Depending on the supervisory/managerial responsibility of a school secretary, a school secretary is generally classified as a "non-exempt" employee based on revised Wage and Hour Laws. Non-exempt employees must be paid time and a half for overtime compensation. Important duties/responsibilities for a secretary are: (08/10)

- to follow local and archdiocesan policies and procedures, including the sexual abuse policies;
- to carry out the job description as defined by the school principal;
- to provide documentation, i.e., criminal record check, sexual abuse card;
- to observe working hours as directed by the principal;
- to demonstrate effective verbal and written communication skills and other skills needed to perform duties assigned;
- to maintain confidentiality relating to all written/verbal communication;
- to report any situation that occurs to the principal that can have repercussion with parents, students, faculty and the parish at large;
- to participate in activities that help to build a faith community in the school;
- to be evaluated by the appropriate school administrator;
- to set goals for performance to be evaluated by the principal.

STANDARDS FOR PROFESSIONAL CONDUCT AND RESPONSIBILITIES FOR SCHOOL EMPLOYEES

4300

DRESS

4310

Appearance is important in a school setting. Principals and teachers must present themselves

in appropriate attire. Faculty handbooks are required to explain the school's dress code for staff in detail.

CODE OF ETHICS

4311

Catholic school employees must realize the call to higher moral standards and ethics in dealings with others and in our profession. Children see these individuals as role models. A Code of Ethics is provided in **Appendix IV -H**. A Code of Conduct for Church Personnel is also provided in **Appendix IV- B**.

CONFIDENTIALITY (08/10)

4311.1

Employees are not to disclose without proper authorization, or outside the normal execution of their job responsibilities, any confidential matters that come to their attention as a result of their employment with the Archdiocese of Louisville. Confidential information includes, but is not limited to the following:

1. tuition and financial aid
2. personnel and payroll matters
3. relationships between parents, businesses and benefactors
4. student grades and disciplinary actions

CONDUCT

4312

A Catholic school employee contributes to the public and private image of a school. An employee must behave in ways that support the values of Gospel living. To act in any other way is contrary to the purposes and beliefs of a Catholic school and parish community. Disrespectful and unprofessional actions are unacceptable. School employees must interact with each other, parents and students with kindness, compassion, fairness and respect. School employees are expected to behave with respect and professional integrity regardless of how others behave towards them.

RESPONDING TO STUDENT MISBEHAVIOR (08/10)

4313

In responding to a student's misbehavior, a school employee must work with the child in a manner that shows respect for a child's dignity, vulnerability, as well as learning and social differences. It is against archdiocesan policy for an employee to use any form of corporal punishment, physical restraint, unwarranted group punishments, public scoldings, and/or any other type of physical or emotional response that may cause mental or physical harm to the child and/or the child's reputation.

HARASSMENT (08/10)

4314

It is against archdiocesan policy for a school employee to engage in any type of harassment. This policy applies to part-time and full-time employees and volunteers. The following categories describe specific behaviors that are in **direct violation** of archdiocesan policy. There could be other behaviors not on this list that are also in the category of harassment. School officials must check with the Office of Personnel and Planning regarding any suspicion of harassment. Principals and pastors/pastoral administrators are expected to follow the guidelines stated in the *Restoring Trust: The Sexual Abuse Policies of the Archdiocese of Louisville* in establishing a safe environment for working and learning.

The Archdiocese does not condone any form of harassment. All employees are to be treated with dignity and respect. Harassment in any form is prohibited. The prohibition against acts of harassment applies to all regular, temporary, part-time, full-time employees or volunteers, consultants, clergy, vowed religious and lay persons.

- **Sexual harassment:** unwelcome sexual advances, requests for sexual favors, pornographic materials and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
 1. Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment;
 2. Submission to or rejection of such conduct by an individual is used as the basis of employment decisions affecting such individual;
 3. Such conduct has the purpose or effect of unreasonable interference with an individual's work performance or of creating an intimidating, hostile or offensive working environment.
- **Verbal harassment:** includes derogatory comments, jokes, or slurs; can include belligerent or threatening words spoken to another employee.
- **Physical harassment:** includes unwanted physical touching, contact, assault, deliberate impeding or blocking movements, or any intimidating interference with normal work or movement.
- **Racial harassment:** includes racial or ethnic remarks/cartoons, unusual assignments, segregation in the workplace, or excessive supervision.
- **Visual harassment:** includes derogatory, demeaning, or inflammatory posters, cartoons, written words, drawings, novelties, or gestures.

STEPS FOR DEALING WITH HARASSMENT (08/10)

4314.1

(NOTE: If you believe you are being/have been harassed, you can choose to begin at either step 1, 2, or 3 of the following procedure.)

1. If you believe you have been harassed, you may elect to express your displeasure to the individual harassing you before notifying the appropriate authority of his or her conduct. If the person harassing you does not cease the conduct that is objectionable to you, you must report the harassment to your immediate supervisor.
2. If the harassment continues, or if you are not comfortable or able to approach the alleged harasser, you should report the harassment to your immediate supervisor unless the alleged harasser is the immediate supervisor or you are otherwise uncomfortable in bringing the complaint to your immediate supervisor.
3. If you do not wish to report the harassment to your immediate supervisor, you should notify the administrator, e.g., pastor, principal, director. If the alleged harasser is the administrator, you should report the harassment to the archdiocesan Personnel Office.
4. A complaint regarding harassment becomes formal when the person allegedly being harassed prepares and signs a written statement describing the harassment and naming the alleged harasser.
5. Upon receipt of the complaint, the administrator or the archdiocesan Personnel Office will initiate an investigation of the complaint. This will include a meeting with the person alleged to have harassed, sharing with that person the nature of the allegations as well as the name of the person bringing the allegation.
6. A written report of the findings of the investigation will be made available to the appropriate parties involved as well as the archdiocesan Personnel Office. The report will include an opinion and conclusion as to whether harassment occurred, as well as other relevant information. Based on the results of the investigation, the archdiocesan Personnel Office, in consultation with the appropriate supervisor, will determine what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context and seriousness of the harassment, and can include

all disciplinary actions up to and including immediate termination. Likewise, if a complaint of harassment is found to be false, the archdiocesan Personnel Office and/or the person(s) accused reserve the right to redress the complaint.

7. Complaints of harassment and written reports of investigation are entered into and are kept separate from employee personnel files. The administrator and the archdiocesan Personnel Office will keep complaints of harassment confidential to the extent confidentiality is consistent with the need to investigate and, if appropriate, redress the employee's complaint.
8. Appeals about the process, findings and resulting decisions of the investigation may be brought to the archdiocesan due process.

The Archdiocese will not condone or authorize any kind of retaliation against any employee who has made a claim of harassment.

INVESTIGATIVE PROCEDURES (08/10)

4314.2

“When an accusation of sexual abuse is made, the archdiocesan investigation will proceed with a high level of pastoral care, compassion, and confidentiality for the person making the accusation, the accuser's family, and for the person who has been accused.” (ref. *Restoring Trust: Sexual Abuse Policies in the Archdiocese of Louisville*) (2003)

Please refer to the *Restoring Trust* document (2003) (p. 7-8) for the specific steps that will be taken during an investigation of sexual abuse allegations.

POLICIES ON SEXUAL OFFENSE/ABUSE

4315

ABUSE

4315.1

The Catholic schools of the Archdiocese are bound by the state and local laws for reporting child abuse and neglect.

Failing to report is a crime punishable by law.

1. KRS 620.990 Anyone acting upon reasonable cause in the making of a report in good faith shall have immunity from civil or criminal liability. KRS 620.050 (1). No privilege, except attorney-client or clergy/penitent is grounds for failing to report. (See Appendix IV-I)
2. KRS 620.030 of Kentucky law states that "any person who knows or has reasonable cause to believe that a child is dependent, neglected or abused shall immediately cause an oral or written report to be made to a local law enforcement agency, or the Kentucky state police, the cabinet or its designated representative, the Commonwealth's attorney by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect, or abuse shall promptly make a report for investigation."
3. A **dependent child** is one who is under improper care, custody and control due to no fault of the parent. An **abused child** is one who is physically, sexually or emotionally abused or exploited or at risk of being physically, emotionally or sexually abused or exploited. A **neglected child** is one who is not provided with adequate care, supervision, food, clothing, shelter, education and medical care necessary for his/her well-being. KRS 600.020
4. A report may be made to the Crimes Against Children Unit, (502) 574-2465, to the Child Protective Services in Louisville, (502) 595-4550, or to the National Center at 1-800-752-6200. Individuals may also call 911.
5. A report may be followed by a visit to the school from Child Protective Services if

the agency personnel determine there is enough information to investigate. A principal must cooperate with the investigator. A principal should request to see appropriate identification. If a child gives permission, a principal may remain in the room while a student is interviewed. A principal is not required to inform the child's parents of the interview by Child Protective Services. **In the event that CPS arranges for a minor child to be transported from school to a safe place pending its investigation, the principal is not required to inform the parents. It is CPS' responsibility to communicate to parents as to the location of the child. (08/10)**

6. A principal must report unprofessional behavior or comments from a CPS investigator to the director of the Child Protective Services Agency.

PROFESSIONAL DEVELOPMENT (08/14)

4316

“Professional learning” means those experiences that systematically, over a sustained period of time, enable educators to acquire and apply understanding, knowledge, skills, dispositions, and abilities they need to help all students achieve at higher levels and increase teacher effectiveness in the classroom.

Professional learning focuses on student and educator standards; is related to the specific roles of educators and administrators and the contexts in which they work; is aligned with individual professional growth plans and the school and/or archdiocesan instructional improvement plan(s); and is based on and measured by both qualitative and quantitative data on students, educator and system. Professional learning should be regularly evaluated for its impact on increased teacher effectiveness and improved student academic achievement.

Professional learning activities can include, but are not limited to activities that:

- improve and increase teachers' knowledge of the academic subjects they teach, and enable teachers to become highly qualified in those subjects
- give teachers and administrators the knowledge and the skills to enable students to meet the Archdiocesan Curriculum Framework achievement standards
- advance teachers' understanding of best practices and effective instructional strategies, methods and skills
- improve classroom management skills
- provide training in methods of improving student behavior and identifying early and appropriate interventions
- improve teachers' ability to integrate technology into the curriculum and instruction
- include instruction on the use of data and assessments to inform and instruct classroom practice
- provide instruction in methods of teaching children with special needs
- give teachers of limited English-proficient students the knowledge and skills to provide instruction and appropriate language and academic support to those students
- help teachers and administrators to work more effectively with parents

CONTINUING EDUCATION FOR TEACHERS (08/14)

4316.1

1. All full-time teachers are required to participate in a minimum of 18 hours of professional learning per year. Part-time teachers must take a minimum of 9 hours of professional learning hours per year. These hours must be taken between June 1 and May 31 of the following year.
2. In addition to the 18-hour minimum requirement, a principal may require teachers to attend additional professional learning opportunities.
3. The Archdiocese of Louisville teacher contract and school calendar contain up to 6 days (36 hours) that may be designated for professional learning and count toward the 18 hour minimum requirement at the discretion and approval of the principal. Each principal is to determine, identify, and communicate the professional learning expectations, schedule, etc. to faculty and staff members.

4. Principals may excuse teachers who fulfill their 18 hours per year minimum requirement at times outside the approved school calendar from attendance on the designated professional learning days in the annual archdiocesan school calendar.
5. Persons participating in Office of Lifelong Formation and Education and other archdiocesan professional learning experiences must submit the appropriate verification of attendance (i.e. attendance certificates) to the principal.
6. Faculty and staff who wish to participate in professional learning experiences offered by agencies other than the Archdiocese of Louisville must have prior approval from the principal to attend, and the appropriate verification of attendance must be submitted to the principal after the experience.
7. Professional learning up to the 18-hour minimum **must** be taken outside designated school instructional days. Professional learning that is taken during designated school instructional days may be recorded, at the discretion and pre-approval of the principal, as part of the teacher's professional learning record, but will not count toward the 18 hour minimum requirement.
8. To receive professional learning credit from OLFE, an individual or series of programs/workshops/courses/webinars must be a minimum of three hours per topic and presented by persons with appropriate educational/professional credentials, unless prior approval has been granted by the appropriate archdiocesan staff person.
9. All courses offered by OLFE for catechist training and college courses taken toward a degree in religious education will be approved for professional learning and may count toward the 18-hour minimum at the discretion and pre-approval of the principal.
10. Regular college courses taken to meet state certification requirements or a change in certification/rank/job status will not satisfy the Archdiocesan 18-hour minimum professional learning requirement. College courses taken for enrichment can be exceptions to this requirement at the discretion and pre-approval of the principal and may count as a maximum of 6 hours of professional learning toward the 18-hour minimum.
11. School employees who serve as presenters of professional learning programs may receive a maximum of 6 professional learning hours per year for their work. Teachers serving on standards committees or teams to review instructional materials sponsored by OLFE can receive a maximum of 12 hours of professional learning credit for their work.

TEACHER PERFORMANCE APPRAISAL PROCESS (08/10)

4316.2

Principals are required to complete a "Final Appraisal Report and Employment Verification" for each teacher. It can be a collaborative report that serves to improve the quality, variety and effectiveness of the learning experience in the classroom. It should also combine the teachers' goals on the Professional Growth Plan. Teachers are encouraged to plan goals around the Professional Teacher Standards adopted by the Archdiocese of Louisville. A principal has the right to prioritize standards for each teacher. A teacher is expected to work toward proficiency in the standard(s). **Principals must use this form to document areas of concern about job performance and professional conduct that were addressed during the year, as well as periods of probation and suspension. (08/10)**

Both the principal and teacher must sign the final report. A copy is provided to the individual and kept in the administrators' and teacher's files.

A principal must also complete a "Final Appraisal Report and Employment Verification" at any time in the year when a teacher leaves or terminates the contract.

A principal cannot share copies of a teacher's Final Appraisal with other principals or with any person so requesting. If a teacher freely provides others with a copy of the Final Appraisal, this is permissible.

FACULTY PLANNING TIME

4316.3

Faculty planning time should be set aside to give faculty members an adequate opportunity to plan and evaluate an instructional program. Faculty planning time can be arranged as it best fits the needs of individual schools.

Each school needs to provide for faculty planning time in a way that does not greatly inconvenience families. A principal needs to give teachers an opportunity to meet in order to assess the effectiveness of the instructional program.

When schools use planning sessions that modify the school day or school calendar, schools must have permission from the local school board before modifying the archdiocesan calendar.

The integrity of the six-hour instructional day must be preserved. If two half-days are used for planning, one additional day must be added to the calendar.

A principal is urged to explore the most productive ways to free faculty for effective planning. Some possibilities could involve supervision of large-group activities by teachers of one level while teachers on another level are planning. Regional planning activities sponsored by different schools in the region are also an option.

Faculty planning time may vary from school to school depending on local needs.

STATE REQUIREMENTS FOR PRINCIPALS

4316.4

The Kentucky Department of Education requires at least three years' teaching experience and Rank II before an individual may be employed as a principal. An approved course of studies toward an administrative certificate and a principal internship are also required. Administrators who are certified in another state need to contact the Education Professional Standards Board at the Kentucky Department of Education for information about obtaining Kentucky certification.

To keep the administrative portion of the certification valid, the administrator is required to complete 21 hours of professional learning per year as approved in the Effective Instructional Leadership Training Program (EILA). Certificates of EILA attendance must be sent to the Professional Learning Office at the Office of Lifelong Formation and Education for the credits to be posted in the individual's personnel file.

CATECHIST REQUIREMENTS

4316.5

Beginning with the second year of experience in the Archdiocese, school administrators will take 30 clock hours per year in catechist certification courses recognized by the Office of Lifelong Formation and Education until they have earned the advanced catechist certificate.

After achieving advanced certification, administrators must maintain certification every other year by earning 15 clock hours, or work toward master certification at this same rate. Courses toward master certification are highly encouraged.

School records of participation in catechist certification courses will be maintained by the principal/PCL and verified by the religious education certification coordinator at the Office of Lifelong Formation and Education.

At any level, college courses in theology, scripture, catechesis, or pastoral theology can substitute for appropriate catechist certification courses. Participation in the archdiocesan Lay Ministry Program may also substitute for appropriate catechist certification course. In all cases, application must be made to the religious education certification coordinator at the Office of Lifelong Formation and Education for certification credit.

COMPENSATION AND BENEFITS 4400

COMPENSATION TO RELIGIOUS (08/12) 4410

Religious order teachers under contract with a school receive the same salary as lay teachers based on the salary model. Parishes and regional schools must pay a retirement contribution to religious communities. Religious order teachers are eligible to receive disability benefits through the archdiocese. However, they are not paid FICA benefits.

BENEFITS: CERTIFIED AND NON-CERTIFIED PERSONNEL 4420

WORKERS' COMPENSATION INSURANCE 4421

School employees, religious and lay, certified and non-certified, are covered by Workers' Compensation insurance for job-related injury, disease or death, according to Kentucky law.

An employee, or a person acting in an employee's behalf, will notify a principal of the occurrence of a job-related injury, disease or death. A principal should notify the pastor and parish bookkeeper for steps to follow to file the claim. A principal must also inform officials at the Office of Personnel and Planning that the school has filed a Workers' Compensation claim.

ARCHDIOCESAN BENEFITS PROGRAM 4422

The archdiocesan benefits program is revised annually. Detailed information is presented to parish bookkeepers. Bookkeepers are expected to provide the information to employees. Each school employee is required to complete an archdiocesan Benefit Enrollment Form at the time of hire and each fall during open enrollment. It is the responsibility of employees to notify parish bookkeepers immediately when they have a significant life-changing event, such as marriage, birth of a child, divorce, death of a spouse or dependent, adoption or illness.

SOCIAL SECURITY 4423

All employees participate in Social Security as provided by law.

UNEMPLOYMENT COMPENSATION EXEMPTION 4424

Employees are not eligible to receive unemployment compensation related to their work with the Archdiocese of Louisville. The Kentucky Supreme Court (May 26, 1981) held that Church and Church-related schools that do not have separate legal existence are exempt from the coverage of the Federal Unemployment Tax Act.

LIABILITY INSURANCE 4425

The Archdiocese of Louisville carries liability insurance to protect itself and its personnel in most job-related circumstances. An employee is expected to exercise reasonable precaution and care when fulfilling the duties of the job.

RETIREMENT PLAN (08/10)

4426

Employees who have completed one full year of service and who work a minimum of 720 hours or more per year are eligible to participate in the archdiocesan employees retirement plan. The employer contribution is a percentage of the employee's annual salary.

Participants in the Plan will receive quarterly statements of their account. Participants can also access their accounts online.

As a participant in the Archdiocese of Louisville Flexible Benefits Program, an employee is entitled to certain rights and protection under the Employee Retirement Income Security Act of 1974 (ERISA). ERISA provides that all Plan Participants shall be entitled to:

1. Examine, without charge, at the Plan Administrator's office all plan documents and copies of all documents filed by the Plan Administrator with the U.S. Department of Labor, such as detailed annual reports and plan descriptions.
2. Obtain copies of all Plan documents and other plan information upon written request to the Plan Administrator. The Administrator may make a reasonable charge for the copies.
3. Receive a summary of the plan's annual financial report.

ABSENCE

4427

SICK LEAVE (08/10)

4427.1

The Archdiocese realizes that inability to work because of illness or injury may cause economic hardship. Consequently, regular full-time employees (30+ hours per week) will receive paid sick time based on the employee earning one (1) sick day per month worked. This means that employees can earn a maximum of ten (10) or twelve (12) sick days per year since they work for either ten (10) months or twelve (12) months.

An employee has paid sick leave available for personal illness, spouse or child's illness, or a parent's illness.

An employee will continue to receive all benefits during sick leave.

Prolonged absence required by a physician is not considered sufficient cause for termination unless it lasts beyond twelve (12) weeks.

A physician's statement may be required for frequent illnesses, illness exceeding three (3) consecutive days' absence or job performance adversely affected due to illness.

A part-time school employee earns sick time in proportion to the number of total hours worked. For example, an employee who works three days a week earns three (3) hours of sick time per month. This is based on a fifteen (15) hour work week for that person, divided by five (5) days in a regular work week. Therefore, at the end of the school year, a part-time employee who works three (3) out of five (5) days will have earned thirty (30) hours of paid sick time.

Effective July 1999, the maximum number of sick days that regular, full-time employees can accrue (carry in the bank) is sixty (60).

When an employee's accrued paid sick leave is used up, his/her salary is deducted at a daily

rate of 1/185th of total salary.

Archdiocesan policy does not permit employees to “loan” unused sick days to other employees or to “buy” sick days from individuals.

Effective June 2000, departing employees who have reached age 55, and who have worked for the Archdiocese of Louisville for a minimum of ten consecutive years, will receive pay for one-third of the accrued sick days at their daily rate of pay at the time of retirement.

An employee is required to submit a time sheet verifying work attendance, absences and personal days to the principal on a regular basis.

A principal is required to complete a “Verification of Employment and Sick Leave” report for all certified employees at the end of the school year. Copies must be kept in the teachers’ files. It is recommended that a principal also prepare a report for all other school employees that specifies the number of sick days used and the number accrued for the next school year.

An employee may transfer accrued sick days from one position to another position within the Archdiocese. The most recent employer is expected to submit accurate documentation to the new employer regarding the number of used and accrued sick days.

If there has been a break in employment with the Archdiocese for more than one (1) full year, no accumulated sick days may be carried over.

PERSONAL DAYS

4427.2

A full-time school employee has two (2) personal/retreat days available in addition to sick leave days. Personal days may be used at the employee's discretion. An employee should make a request at least two (2) work days in advance; a principal may approve the request, provided it does not interrupt or impede the work program. Unused days convert to sick days up to the maximum allowed. Personal days do not accumulate.

A part-time school employee, including an employee who works a minimum of fourteen (14) hours per week, is allowed pro-rated personal days. This means they are allowed a portion of two (2) full days. Check with the local bookkeeper or Personnel Office for further explanation. The Personnel Office is also available for clarification or explanation.

DEATH IN THE IMMEDIATE FAMILY

4427.3

An employee is granted up to three (3) paid days from work immediately following the death of a father, mother, wife, husband, son, daughter, brother or sister, grandparent, grandchild, or in-law (father, mother, sister, brother, son, daughter).

Other requests for bereavement absence will be handled on an individual basis.

MATERNITY/PATERNITY/ADOPTION (08/10)

4427.4

Eligible school employees may be granted a leave of absence up to twelve (12) weeks under FMLA for the birth/adoption of a child. The employees must submit a written request for FMLA leave. One (1) of the twelve (12) weeks is paid maternity leave. The remaining weeks will be unpaid. However, accrued sick leave may be used in place of the remaining unpaid days, if applicable. FMLA can be taken within a twelve (12) month period beginning at the birth/placement of the child and expiring twelve (12) months from the date of birth/adoption.

For employees who are not eligible for FMLA, maternity/paternity/adoption leave may be granted for six (6) weeks for the birth/adoption of a child. One (1) of those weeks is paid maternity leave and the remaining weeks will be unpaid. However, accrued sick leave may be used in place of the remaining unpaid days, if applicable. This type of leave must be taken immediately following the birth/placement of the child.

Parish bookkeepers/business managers and the Personnel Office can provide employees with information about their eligibility.

UNPAID ABSENCE

4427.5

Absences not covered by policies outlined herein are subject to forfeiture of one day's pay for each day's absence equivalent to 1/185 of the contract employee's salary or one day's pay based on **hourly wages for other employees**. For principals, this would be equivalent to a percentage of 185 days plus the additional days for opening and closing school. (03/06)

LEAVES

4428

FAMILY AND MEDICAL LEAVE ACT OF 1993 (08/10)

4428.1

The Family and Medical Leave Act of 1993 (FMLA) entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave each year for specified family and medical reasons. An employee must request the FMLA-qualifying leave in writing and must explain the reasons for it to allow the employer to determine if the days asked for qualify as FMLA. To be eligible to request FMLA, the employee must have worked a full year for the Archdiocese of Louisville, and have worked at least 1,250 hours during the twelve months prior to the start of the FMLA leave and does not include any paid or unpaid leave.

If the employer grants FMLA leave, the employer must designate it so and promptly inform the employee within two working days. Any designation of paid leave (sick days) must be made before the leave starts, unless the employer does not have sufficient information about the employee's reason for requesting FMLA. **The Family and Medical Leave Act of 1993** is in the appendix and lists rights/duties of employees/employers in more detail.

The U. S. Department of Labor's Employment Standards Administration administers and enforces FMLA for all private, state, and local government employees and some federal employees.

The law contains provisions on employer coverage; employee eligibility for the law's benefits; entitlement to leave, maintenance of health benefits during leave, and job restoration after leave; notice and certification of the need for FMLA leave; and, protections for employees who request or take FMLA leave. The law also requires employers to keep certain records.

A leave beyond twelve (12) weeks will not be granted except for extreme circumstances and may never last beyond ninety (90) working days. Inability or failure to return to work with a doctor's written release that the employee can perform the job for which he or she was hired after the twelve work weeks will result in automatic cancellation of a contract or termination of employment.

Furthermore, promise of employment or contracts for the following school year may not be offered to an employee who is on leave, without a doctor's written authorization, that the employee is able to resume all duties at the beginning of the school year.

An employee on FMLA will continue to receive the Archdiocese's employee benefits.

Before granting FMLA, a principal must consult with the archdiocesan Personnel Office. (See Appendix IV-K) and (Appendix IV-L)

JURY DUTY

4428.2

The Archdiocese recognizes an employee’s civic obligation to serve as a juror. A full-time employee or a regular part-time employee will continue to receive their regular salary. Fees received by an employee for performing jury duty will be in addition to their normal salary. If jury duty terminates on any day at noon or earlier than noon, an employee is expected to return to work for the remainder of the day.

MILITARY LEAVE

4428.3

A full-time employee ordered to active military service is granted an unpaid leave of absence.

Upon completion of the period of active military service, an employee is reinstated provided he/she satisfies the requirements set forth in the Vietnam Era Veterans' Readjustment Assistance Act of 1974.

SHORT-TERM MILITARY LEAVE (Two-Week Summer Camp)

4428.4

An employee required to participate in the reserve training program receives the difference between base military pay and archdiocesan pay for a two-week period each year, providing gross archdiocesan pay exceeds gross military pay. An employee who engages in required military training during a regular vacation period receives the regular vacation pay and any supplemental pay due based on the above computation.

Upon return from summer camp, an employee must present to the principal a certified statement of the military pay received for the period of training.

In all cases of military leave, including periods of short-term training, a copy of the employee's military orders should be placed in his/her personnel file.

DOCUMENTATION FOR EMPLOYEE LEAVE

4428.5

Any employee leave must be noted on the employee's final review document and appropriate documentation attached.

SABBATICALS

4428.6

The Archdiocese of Louisville does not grant sabbaticals for administrators or teachers.

SALARY GUIDES FOR PRINCIPALS AND TEACHERS (08/11)

4429

A new salary model for teachers was approved in the spring of 2011. Catholic elementary teacher salaries are no longer determined by the former public school model of experience and rank. The Archbishop and Priests’ Council approved the new salary model to be effective with the contracts for the school year 2011-12. The change was instituted following the work of diocesan officials and a committee of principals, as well as review by a committee of pastors and teachers.

Every elementary school is required to implement the new salary model unless an exception is authorized by officials at the Office of Personnel and Planning.

CHANGES IN THE NEW SALARY SCALE (08/11)

4429.1

Under the new model, salaries are divided into one of three levels. Within each level, a range from the *minimum* salary for that level, to the *maximum* level in that range is determined. A *mid*-point between the minimum and maximum is identified in each level to allow greater flexibility for assigning individual salaries.

The following levels must be used to determine elementary salaries:

- Level 1- Elementary Teacher
Certified or Non-certified
Bachelor's degree
- Level 2- Elementary Teacher
Certified
Master's degree
- Level 3- Elementary Teacher
Certified
Master's degree
15 or more years' experience

Teachers' salaries can move within the ranges based on the position (class size, subject area, availability of aide, etc.), and school's/parish's financial ability to pay. Movement can also occur based on a teacher's years of service, job performance or achievement of stated goals, etc. Additional credentials, such as a doctorate level of education may also support movement within a range.

The percent of increase in the ranges will be determined each year by diocesan officials after appropriate consultation.

Teachers who earn educational credits beyond the minimum required by the Kentucky Education Professional Standards Board (EPSB) in order to be certified are expected to present documentation to their principals verifying their current certification status. Certification renewal and application forms are available to teachers online at www.kyepsb.net. The assistant superintendent verifies employment for all certification applications.

PRINCIPALS' SALARY (08/10)

4429.2

Principals' salaries are determined by the pastor/pastoral administrator/board of directors. Their salaries are agreed on by applying the salary range model for elementary school principals. In order to agree on the salary for principal, the following must be considered: local job description, size of school, scope of work, number of employees supervised, and credentials required. The Archdiocese recommends a range of salaries from low to high, with the medium figure as the point of reference.

Salary may not be reduced for punitive reasons. Salary should be adjusted yearly in accord with annual recommendations from the Archdiocese.

The Personnel Office is available for consultation.

HEALTH AND SAFETY

4500

MEDICAL EXAMINATION

4510

A medical examination and tuberculin test are required upon initial employment in a school.

A school employee with positive tuberculin reactors is required to comply with the recommendations of the local Board of Health for further evaluation and treatment of the

indicated tuberculosis infection. (See Appendix IV - J)

A school employee who is diagnosed with a communicable or infectious disease during a routine medical examination must comply with the rules and regulations of the local Board of Health.

SCHOOL EMPLOYEES WITH A COMMUNICABLE DISEASE 4511

Local school authorities must report all known or suspected cases of communicable disease of an employee immediately to the local health department. The employer must follow all requirements of the health department.

SCHOOL EMPLOYEES INFECTED WITH HIV/AIDS 4512

A school employee infected with HIV/AIDS is allowed to work so long as he/she is physically able. Sick leave and medical/disability benefits are extended to the employee infected with AIDS in the same manner as to the employee with any other illness. The employee has the right to privacy and respect.

HIV ANTIBODY NEGATIVE 4513

No special procedures will be required for an individual who is HIV antibody negative, regardless of the HIV status of any of his/her family members.

WORK PLACE ENVIRONMENT 4514

Catholic schools are committed to a safe environment that promotes and models both well-being and the care and concern of Christ for all employees. Creating such an environment challenges Catholic school personnel to model a wholesome life. It requires school administrators to establish clear expectations for the behavior of personnel that will lead to productive and spiritually rewarding involvement in the educational ministry of the Archdiocese.

TOBACCO USE 4515

Tobacco use by employees is discouraged as both a health risk and as inappropriate modeling for students in a school dedicated to being drug free. School administrators must provide a smoke-free environment for students and its employees.

SUBSTANCE ABUSE 4516

An employee under the influence of drugs or alcohol on the job poses serious safety and health risks to himself/herself and to others as well. The possession, use or sale of an illegal drug also violates the law.

The Archdiocese has a vital interest in maintaining safe, healthful and efficient working conditions for its employees. It believes its own well-being is dependent upon the physical and psychological health of its employees. Accordingly, it is the expectation of the Archdiocese, and inherent in the offer of employment, that an employee must present himself/herself to the workplace fit for duty.

The Archdiocese also recognizes that an employee who experiences problems of substance abuse needs professional help to overcome the problem. It is the Archdiocese's desire to assist such an employee in his/her efforts to seek counseling and treatment directed toward rehabilitation.

POLICY: 4516.1

- a. Misuse or being under the influence of alcohol or any controlled substance while on

archdiocesan property or performing archdiocesan business is prohibited.

- b. Possession, use or sale of an illegal drug by an employee violates the law and is prohibited.
- c. Upon being arrested for an alcohol or drug-related offense, an employee must notify the principal within forty-eight (48) hours. Depending upon the public knowledge of the incident and the degree to which the employee's work has been affected, an employee may be required by the principal to have an alcohol/drug assessment at a specified center and to have the results forwarded to the principal. The results of the assessment will determine further action by the principal. Refusal to have an assessment may result in immediate termination.
- d. An employee arrested for a Driving Under the Influence (DUI) offense during work hours or while carrying out job responsibilities will be suspended and termination may result.
- e. The use or being under the influence of any legally obtained drug by any employee while performing archdiocesan business or while on archdiocesan property is prohibited to the extent that such use or influence may affect the safety of co-workers or members of the public, the employee's job performance, or the safe, efficient and exemplary operation of the archdiocesan parish, agency or school.

An employee may continue to work, even under the influence of a legally obtained drug, if the supervisor determines that the employee does not pose a threat to his/her own safety or the safety of co-workers, and that the employee's job performance and the expectations of exemplary behavior are not significantly affected by the legal drug.

DISCIPLINARY ACTION FOR SUBSTANCE ABUSE

4516.2

Violation of the policy shall result in disciplinary action against the employee, up to and including termination. An employee may be required to participate in a drug abuse assessment or rehabilitation program approved by the Personnel Office.

OBLIGATION TO NOTIFY

4516.3

An employee convicted of violating a criminal drug statute shall notify a principal no later than 48 hours after such a conviction. If an employee fails to notify the principal, then the employee will be suspended without pay pending the results of an investigation.

CHEMICAL DEPENDENCY

4516.4

A legally used drug such as alcohol or a prescription drug may be abused and may cause chemical dependency.

CHEMICAL DEPENDENCY (ILLNESS)

4516.5

Chemical dependency may exist when an individual's repeated, abusive consumption of alcohol or other drugs interferes with the proper performance of an employee's duties. The Archdiocese of Louisville recognizes alcoholism and other chemical dependencies as human physical illnesses that demand enlightened concern and action. Unless successfully treated, the illness is progressive and fatal.

A principal shall be alert for signs of chemical abuse and possible chemical dependency and shall take steps to intervene. If chemical abuse/dependency is suspected, then a professional assessment may be requested, if appropriate. A professional assessment is a screening

process conducted by a facility that specializes in the treatment of chemical dependency. The principal may request that the results of the assessment be reported to the school. Any further decisions regarding an employee may depend upon the results of the professional assessment. The Office of Personnel and Planning will be notified when the principal suspects such chemical abuse/dependency.

If an employee's behavior indicates chemical abuse/dependency inside or outside of the workplace, the principal will take the following steps:

- Document and discuss with an employee any changes in the employee's performance and/or relative to the school's professional standards.
- Request that an employee undergo professional assessment and treatment as an alternative to probation or termination, and provide the principal the report of the outcome of the assessment. The principal may request the results to be reported within seven (7) days.
- If the professional assessment indicates chemical dependency, an employee is expected to enter a treatment program
- The Office of Personnel and Planning, if requested, will offer assistance to the individual school communities in the exercise of their responsibilities to be alert for possible chemical dependency, to intervene and to recommend appropriate treatment if chemical dependency is indicated.

CHEMICAL ABUSE

4516.6

This occurs when alcohol or other chemical use results in drunkenness or in the temporary impairment of the mental, emotional and/or physical competencies expected for normal social exchange or for activities like driving an automobile.

DISCIPLINARY ACTION REGARDING SCHOOL EMPLOYEES (08/10)

4600

As the instructional leader of the school, a principal's most important responsibility is to supervise and evaluate teachers and staff. Principals have a right to expect that employees can demonstrate competency, dependability, skill, cooperation, good judgment and appropriate behavior. However, from time to time, principals may have to deal with personnel situations that require disciplinary action. It is recommended that attempts at the resolution begin at the lowest level.

In most cases, a principal can solve the problem by gathering the facts, analyzing them and discussing them with the employee. Most employees will appreciate the feedback and make the appropriate change. When this does not work, a principal must decide if disciplinary action is needed.

Local school boards do not have the authority or the responsibility to discuss or initiate disciplinary actions taken by a principal or pastor/pastoral administrator against an employee. In fact, personnel matters involving specific school or parish employees should not be the topic of discussion at local board meetings. It is the principal's and pastor/pastoral administrator's responsibility to inform the local board of this policy.

A principal is authorized to determine the disciplinary action that is appropriate for the situation and the employee. **Before** placing a contract employee on probation, or suspension or before termination, a principal must inform the pastor/pastoral administrator and the

Assistant Superintendent's Office and/or the Personnel Office.

An employee does not have the right to refuse any disciplinary action decided by a principal.

A principal may not discuss any disciplinary action taken against a school employee with school parents, parishioners, visitors to the school, family members, or members of the media. An employee has the right to expect privacy and confidentiality with regard to disciplinary actions.

Principals are cautioned not to discuss one teacher's poor job performance with another teacher unless that teacher has personal knowledge about the teacher's job performance (KTIP resource teacher). A principal may discuss an employee's performance only with the person's immediate supervisor or the pastor/pastoral administrator, or archdiocesan officials. For example, a principal may find it necessary to discuss concerns about a cafeteria worker with the lunchroom manager, or concerns about a teacher assistant with the supervising teacher.

A **disciplinary action** may be as simple as a principal requesting an explanation for behavior from a teacher or staff member. Principals are urged to hold a private conversation with an employee whose behavior is being questioned. The purpose is simply to state what was observed by or reported to the principal. A principal can issue a **verbal warning** and inform an employee the behavior must not happen again. Documentation could be a calendar entry on the principal's appointment book about the meeting or an actual note to an employee requesting a conference.

Based on an employee's response, or the specific situation, a principal can decide if a **written reprimand** is needed. If a principal decides to take this action, a signed statement that identifies the problem to the employee would go in the employee's file. A principal must furnish a copy to the employee and keep one in his/her files. Since this is regarded as a serious disciplinary action, a principal must contact the Assistant Superintendent's Office about the situation. A principal must also inform the pastor/pastoral administrator when such action is taken.

A principal may decide to remove a written reprimand from an employee's file if the employee finishes the year satisfactorily. However, this is done at the discretion of the principal.

When an employee's behavior is a violation of archdiocesan or school policies, a principal must document each **conference** that addresses the concern. A summary of the conference must be given to the employee and a copy must be kept in a principal's file. A principal must put each request for a conference in writing as well as any follow-up recommendations for the employee. It is not necessary to send a copy of each conference summary with an employee to the Superintendent's Office, or the Personnel Office.

PROBATION

4610

When principals have concerns about a contract employee's work performance, attitude, working relationship with other employees, communication skills, or any other areas pertaining to their job duties, they can place the employee on "**Probation.**"

Probation applies to a definite period of time during which a contract employee must show evidence of improvement. A principal determines where improvement is needed and how long the probation will last. It must be for a period of no less than thirty days. A principal must meet with the contract employee who is being placed on probation to inform him/her of the terms of the probation, including consequences for unsuccessful performance during probation. Appropriate written forms must be used. (See Supervision Manual). At the end

of the formal period of probation, the principal must decide if an employee satisfactorily improved. The principal must meet with an employee throughout the probation and when it ends. The principal must inform a pastor/pastoral administrator, and the Personnel Office **before** taking such a step. Copies of the probation notification document must be distributed to the employee, the pastor/pastoral administrator, the Personnel Office and Assistant Superintendent's Office. A copy must also be kept in a principal's local files.

CONSEQUENCES OF PROBATION (08/10)

4610.1

Generally, there are three possible consequences at the end of a probation period:

- End of the probation period due to desired improvement
- Continuation of the probation period for an extended time
- Termination of employment and/or contract non-renewal

SUSPENSION

4620

When principals determine that an employee's work performance or conduct has violated archdiocesan policies or has damaged the reputation of the school/parish, they can decide to put the employee on "**Suspension.**" This action means that a principal decides to remove an employee from his/her work duties despite a record of satisfactory work performances or because of serious allegations against the employee. A principal must determine if the suspension is "with pay" or "without pay." When a principal decides to suspend an employee, he/she must notify the pastor/pastoral administrator, Personnel Office, and the Assistant Superintendent's Office **before** taking such action.

Appropriate documentation is required including written records of employee performance and classroom observations if the employee in question is a teacher. Copies of documentation and notification of suspension must be on file.

TERMINATION (08/10)

4630

When principals have sufficient evidence, and after they have consulted with the pastor/pastoral administrator, the Assistant Superintendent and/or Personnel Office, "**termination**" is considered an appropriate disciplinary action. You must notify the Assistant Superintendent of Schools or the Archdiocesan Personnel Office prior to terminating any employee for cause or through a job elimination.

Termination is a type of action to resolve a problem, and should be used as a last resort. There are four common forms of termination of employment. They are as follows:

Resignation: generally done by the action of the employee and with the consent of the employer. A letter of resignation is verification of the employee's intention to end employment. A letter from the employer should acknowledge the resignation and indicate the ending date of employment and the last date of pay and benefits.

Workforce reduction: a process of eliminating a position with the understanding that no one will be hired to fill the vacancy. A written notice of thirty (30) days or more must be given to the employee.

Non-renewal of contract: this type of termination may be used for contract employees; written notification is given by the specific contract renewal deadline that an employment contract will not be renewed for the next school year.

Termination for cause: this is the most severe form of discipline. This action is taken when the employee's actions are a direct violation of policy, including, but

not limited to sexual abuse, sexual harassment, false credentials, physical or mental incompetence; immoral conduct; public scandal, conviction of a crime.

Termination can mean: 1) an employee is dismissed immediately without warning; or 2) an employee is given two-weeks' notice to leave the position; 3) a non-contract employee is given two-weeks' notice to leave the position; or 4) a non-contract employee is dismissed without warning.

Appropriate documentation is required, including written records of work performance. Copies of termination documents must be distributed to the employee, the pastor/pastoral administrator, Assistant Superintendent, and the Personnel Office. A principal must also keep a copy in his/her files.

GRIEVANCE PROCEDURES (08/10)

4640

Catholic school administrators, teachers and staffs, by the nature of their positions, are expected to work out disagreements or conflicts in a manner that demonstrates a spirit of cooperation, respect, and courtesy. Principals, as the local authority of the schools, are obliged to try to resolve employee conflicts as quickly and as judiciously as possible.

The order of reporting to resolve a conflict or grievance is as follows:

Step one-Attempt to resolve between parties: An employee must try to resolve a conflict or disagreement at **the lowest level**. This means that an employee must either speak directly to the principal about the situation or address the concern in a note to the principal. A principal's responsibility is to take the time to meet with such an employee to help him or her understand a decision or action.

Step two-If an employee thinks his/her conflict was not satisfactorily addressed in the first step, he/she can contact the **pastor/regional school board chairperson** to request a meeting to discuss the situation, or write specific concerns to the pastor/regional school board chairperson in a letter. An employee must also inform the principal that this step has been taken. It is the pastor/pastoral administrator's responsibility to contact the employee to discuss the grievance. After meeting with the employee, the pastor/pastoral administrator/regional school board chairperson decides what action to take. He may also decide no action is needed.

Step three-If an employee thinks that steps one and two have not satisfactorily addressed the grievance, he/she can make a formal request to speak to or meet with an **official at the Office of Personnel and Planning**. When this step is taken, an employee must inform the principal, pastor/pastoral administrator/regional school board chairperson. It is the Personnel official's responsibility to set up a meeting with the employee to hear the grievance. Personnel officials decide who else may need to attend the meeting with the employee. After meeting with the employee, personnel officials decide what action needs to be taken. They may also decide that no further action is needed.

Step four-If an employee has followed steps one, two and three, and still thinks that officials have not satisfactorily addressed the grievance, he/she can submit the grievance to the archdiocesan **due process board**. Specific procedural steps must be followed to request a DPB hearing. The Office of Personnel and Planning can advise an employee of the appropriate procedures. It is the responsibility of the Due Process Board to set up a meeting, with the employee to hear the grievance, and/or to request written documentation from the employee, the pastor/pastoral administrator, and the principal. After meeting with an employee and/or after reviewing written documentation submitted by the parties who are involved, the archdiocesan due process board can decide that no further action is necessary. The DPB can also decide on specific actions to resolve the grievance.

The pastor/pastoral administrator /regional school board chairperson retains the authority to intervene at any stage of a complaint or grievance, provided such intervention seems more likely to bring a just and speedy resolution to the problem.

If a breach of archdiocesan policy has occurred, either the Superintendent’s Office and/or the archdiocesan Personnel Office has the authority to intervene to address the problem in hopes of resolving it.

When an employee decides to take a grievance to the next higher level, all such appeals must be made in writing within a reasonable time (no longer than two weeks). If, at any level, a formal meeting or hearing is requested, all persons involved must agree to **full disclosure** of all pertinent information to the person or agency conducting the meeting or hearing. The hearing body is bound to maintain confidentiality of all information.

The archdiocesan Office of Personnel and Planning and representatives of the Office of Lifelong Formation and Education may meet with both sides in a dispute to search for a satisfactory resolution. Officials of these two agencies may also appoint an ad-hoc committee to conduct a hearing if they feel that could resolve the disagreement. They may recommend that the due process board hear the dispute when no resolution seems possible.

TEMPORARY PERSONNEL 4700

DEFINITION 4710

Temporary personnel are those who work in the school for a limited period of time, such as substitute teachers, student teachers, volunteers, etc. They do not sign contracts, nor are they eligible for the flexible benefits program.

SUBSTITUTE TEACHERS (08/10) 4720

A principal is responsible for implementing procedures for covering classroom instruction when a teacher or teacher assistant is absent.

The best practice is to hire substitute teachers with valid teaching certification. The Archdiocese of Louisville requires that substitute teacher applicants have a minimum of sixty (60) college credits in order to apply in the Archdiocese. Each applicant must submit an application form and pay for a criminal record check. The Assistant Superintendent’s Office reviews each substitute teacher application and qualifications. When the CRC is satisfactory, and the person has submitted a signed sex abuse card, the person’s name is added to the archdiocesan substitute list.

The Assistant Superintendent’s Office updates the archdiocesan substitute list monthly. Revised lists are sent to each Catholic school principal. All persons on the archdiocesan sub list have been approved.

A principal can use the names from the substitute list when he/she needs someone to cover classes. However, a principal can also rely on substitutes who are familiar and who live close to the school. **Principals who use persons who are not on the archdiocesan sub list must obtain an application from them, do a criminal record check, and have signed verification of attendance at the safe environment training. These documents must be on file at the local parish and school offices.**

In some absences like FMLA, maternity/paternity leave or jury duty, a principal may need a long-term substitute teacher. For such situations, the Assistant Superintendent’s Office will assist a principal in finding a qualified substitute teacher. For the sake of the students, it is

not advisable to switch from one substitute to another during a long-term teacher absence. For long-term temporary hires, a school may continue to pay a daily rate without a contract or to pay with a contract on a pro-rated basis. The employee cannot receive any archdiocesan benefits, even though he/she assumes all the responsibilities of the regular teacher. A substitute teacher is considered a *temporary hire* and is not entitled to benefits. The salary is based on 1/185th times the number of days contracted.

A principal in an elementary school may find it necessary to use teacher assistants as substitute teachers when no other person is available. It is recommended that when this is the practice, a principal uses teacher assistants with classes with which they are comfortable and effective. For example, a second grade teacher assistant would be effective with the second grade class. She may not be as effective with an eighth grade class. It is not advisable for a teacher assistant to act as the teacher for more than a day or two at a time. It is strongly recommended that teacher assistants supervise students in non-instructional settings, such as in the lunch room, cafeteria, hallway, restrooms and on the playground.

When a qualified teacher assistant is used as a substitute for a teacher on a regular basis, he/she can be paid for that work over and above the teacher assistant salary. A principal must submit documentation to the parish bookkeeper so that the pay for substitute work is separated from the pay for teacher assistant. Payroll checks cannot be written directly from the school account.

A principal can rely on in-house substituting and require that teachers cover each other's classes during their planning times. No extra compensation can be paid.

A principal must notify the Assistant Superintendent's Office when he/she receives complaints or has concerns about any person on the archdiocesan substitute list.

STUDENT TEACHERS

4730

Local universities and colleges often request that Catholic schools in the Archdiocese provide supervising teachers for student teachers. Some of our local Catholic schools are willing to provide this field experience for student teachers.

However, a principal must treat student teachers as temporary employees even though they usually receive no compensation for their experience. A principal must decide which teacher will work with a student teacher and make the assignment according to the appropriate certification and experience of the supervising teacher.

A supervising teacher's responsibility is to direct and supervise the student teacher while he/she works with students as a classroom instructor. It is also a supervising teacher's responsibility to evaluate the student teacher's performance and to work with the university or college supervisor. A supervising teacher must also keep the principal informed of the student teacher's performance.

A principal's responsibility is to orient the student teacher to the school's policies and procedures, and to inform the staff that a student teacher will be working in the building.

VOLUNTEERS (08/10)

4740

A volunteer is any one who works in the school setting without being paid for such service to the school. Volunteers may be school parents who work with Parent Teacher Organization committees, grandparents who are available to work with children to help out staff, senior citizens who belong to the parish and who are available to share time with the school, or high school students who perform service projects.

A regular volunteer must submit to the appropriate state criminal record check (CRC), as well as attend Safe Environment workshops, and provide emergency information to the principal. A principal is responsible for the supervision of volunteers.

A principal must provide orientation for all volunteers. This orientation must include a review of school policies, procedures and legal considerations as they pertain to the volunteers' time in the school.

A principal has the authority and right to dismiss a volunteer who violates policies and procedures of the school or whose actions harm the good name and reputation of the school.

ARCHDIOCESE OF LOUISVILLE
JOB DESCRIPTION FOR CATHOLIC SCHOOL PRINCIPALS

ROLE: PRINCIPAL AS SPIRITUAL LEADER

Faith Development

- F1. Nurtures the faith development of faculty and staff through opportunities for spiritual growth
- F2. Ensures quality Catholic religious instruction of students
- F3. Provides opportunities for the school community to celebrate faith
- F4. Supports and fosters consistent practices of Christian faith.

Building Christian Community

- B1. Fosters collaboration between the parish(es) and the school
- B2. Recognizes, respects, and facilitates the role of parents as primary educators
- B3. Promotes Catholic community

Moral and Ethical Development

- M1. Facilitates the moral development and maturity of children, youth and adults
- M2. Integrates gospel values and Christian ethics into the curriculum, policies, and life of the schools

History and Philosophy

- H1. Knows and appreciates the history and purpose of Catholic schools
- H2. Utilizes church documents and Catholic guidelines and directives
- H3. Develops and implements statements of school philosophy and mission that reflect the unique Catholic character of the school

ROLE: PRINCIPAL AS EDUCATIONAL LEADER

Leadership

- L1. Demonstrates symbolic and cultural leadership skills in developing a school climate reflecting Catholic identity
- L2. Applies a Catholic educational vision to the daily activities of the school
- L3. Promotes healthy staff morale
- L4. Recognizes and fosters leadership ability among staff members
- L5. Interprets and uses research to guide action plan
- L6. Identifies and affects needed change
- L7. Attends to personal growth and professional learning

Curriculum and Instruction

- C1. Demonstrates a knowledge of the content and the methods of religious education
- C2. Knows of the developmental stages of children and youth
- C3. Recognizes and appreciates cultural and religious differences
- C4. Provides leadership in curriculum development, especially for the integration of Christian values
- C5. Demonstrates an understanding of a variety of education and pedagogical skills
- C6. Recognizes and reasonably accommodates the special learning needs of children within the inclusive classroom
- C7. Supervises instruction effectively
- C8. Demonstrates an understanding of effective procedures for evaluating the learning of students
- C9. Demonstrates the ability to evaluate the general effectiveness of the learning program of the school

ROLE: PRINCIPAL AS MANAGERIAL LEADER

Personnel Management

- P1. Recruits, interviews, selects and provides an orientation for school staff
- P2. Knows and applies principles of adult learning and motivation
- P3. Knows and applies the skills of organizational management, delegation of responsibilities, and communication skills
- P4. Uses group process skills effectively with various school committees
- P5. Manages conflict effectively
- P6. Evaluates staff

Institutional Management

- IM1. Provides for an orderly school environment and promotes student self-discipline
- IM2. Understand Catholic school governance structures and works effectively with school boards
- IM3. Recognizes and understands the importance of the relationship between the school and archdiocesan offices

- IM4. Recognizes the importance of the relationship between the school and religious congregation(s)
- IM5. Implements school and archdiocesan policies
- IM6. Knows civil and canon law as it applies to Catholic school
- IM7. Understands and implements state requirements and government-funded programs applicable to Catholic school
- IM8. Understands the usefulness of current technologies

Finance and Development

- D1. Demonstrates skills in planning and managing the school's financial resources toward developing and monitoring an annual budget
- D2. Understands the basic strategies of long-range planning and applies them in developing plans for the school
- D3. Provides for development in the broadest sense, including effective public relations programs (parish, church, and broader community) and a school marketing program
- D4. Seeks resources and support beyond the school and parish

NOTE: Each pastor is to develop a job description for the principal which specifically outlines expectations, committee memberships, meeting attendance for the local situation.

This job description was adapted from Formation and Development for Catholic School Leaders, published by USCC. Copyright 1993.

Appendix IV - B

Code of Conduct for Church Personnel

Because of the many programs and services parishes, schools and other Church organizations sponsor, the Catholic Church is a major youth-serving organization in our community. As such, we must model effective safeguards and proactive initiatives in our safe environment programming. The following “Code of Conduct” is meant to assist employees and volunteers who work with young people to employ good sense and best practices in their ministries.

These policies relate to ministry or employment-related circumstances and should be understood in that context. Obvious exceptions exist for employees and volunteers with families.

As someone who ministers to young people I will:

- Maintain a professional role and be aware of the trust and power I possess as a minister to young people.
- Avoid physical contact when alone with a minor. Physical contact with young people can be misconstrued, especially in private settings.
- Never touch a young person in a sexual way or other inappropriate manner.
- Report any suspected child abuse (sexual, physical, neglect) to the authorities.
- Avoid being alone with a minor in a residence, rectory, sleeping facility, locker room, rest room, dressing facility or other closed rooms.
- Never take an overnight trip alone with a minor.
- Avoid driving alone in a vehicle with a young person.
- Never share a bed with a minor.
- Avoid providing overnight accommodations for minors in rectories or private homes.
- Avoid meeting privately with minors in areas where there is no window or where the door cannot remain open. If one-on-one pastoral care of a minor is necessary (e.g. Sacrament of Reconciliation), avoid meeting in isolated environments.
- Never introduce sexually explicit or pornographic topics, vocabulary, music, recordings, films, games, web sites, computer software or entertainment.
- Never provide alcohol, drugs or tobacco to a minor.
- Never use alcohol when engaged in ministering to minor.
- Never use, possess or be under the influence of illegal drugs.
- Refrain from giving inappropriate or expensive gifts to young people.
- Ensure that all activities (extracurricular, catechetical, youth ministry, scouting, athletics, etc.) for which I am responsible have been approved in advance by the appropriate administrator.
- Have an adequate number of adults present at events. A minimum of two adults must always be present during activities for minors.
- Release young people only to parents or guardians, unless the parent or guardian has provided permission allowing release to another adult.
- Obtain written parental permission, including a signed medical release form, before taking minors away from the parish, school, or agency for events, field trips, etc. Permission slips should include the type, location, dates, and times of the activity and emergency contact numbers.
- Exercise caution in communicating with young people through e-mail or through the Internet. Only share work/ministry related e-mail addresses with minors. Do not participate in chat rooms with minors unless they have been created for a particular ministry or employment related circumstance.
- Never engage in the physical discipline of minors or in discipline that frightens or degrades them. Discipline should be handled in coordination with a supervisor and parents.

Appendix IV – C

**Archdiocese of Louisville
Notification of Contract Non-Renewal**

Name: _____ School: _____

Address: _____ Address: _____

A contract for the above named person will not be offered for _____ - _____ due to the official closing of the school at the end of the current school year June 30, _____

(Signature of Pastor/Pastoral Administrator (Date)

(Signature of Principal (Date)

Distribute as follows: (Original) _____ Pastor
(Copies) _____ Employee
_____ Principal
_____ Personnel Office

Appendix IV - D

Notification of Faculty Change

Name of School: _____ Address _____

Principal Signature _____

WITHDRAWAL

Name	Date Leaving	SSN	Grade/ Subject	Reason for Withdrawal

REPLACEMENT**

Name	Date Starting	SSN	Grade/ Subject	Address/Phone No.

**** If this is a new employee to Archdiocese of Louisville, please send teaching certificates, CRC, a completed application, transcripts and medical information along with this form to the Personnel Office below.**

NAME CHANGE

Maiden name	Married Name	SSN	New Phone	New Address

ADDRESS CHANGE

Name	SSN	New Phone	New Address

Please complete and return this form to:

Archdiocese of Louisville
Flaget Center
Judy Thomas, Assistant Superintendent of Schools
1935 Lewiston Drive
Louisville KY 40216

Appendix IV - E

(Parish letterhead)

NOTIFICATION OF CONTRACT DEADLINE EXTENSION

Due to uncertainty about staffing and enrollment for the _____ - _____ school year, a decision regarding the principal's and teachers' contracts cannot be made in accord with the timeline established by the Archdiocese of Louisville in The Handbook for Catholic Schools.

As pastor I agree to extend the contract deadlines date by thirty (30) days to allow time for this decision.

Therefore, by signing this document, the principal and teachers understand that no commitment is made by the local parish to extend the current contract beyond the present _____ - _____ school year.

Pastor's Signature: _____ Date: _____

Principal or teacher's signature: _____ Date: _____

Original to Pastor; copies to principal and teachers, and Assistant Superintendent.

Appendix IV – F (05/14)
COMPENSATION STATEMENT
2014/2015 SCHOOL YEAR

PARISH/SCHOOL:

EMPLOYEE:

POSITION:

HOURLY RATE:

WORK SCHEDULE:

HOURS PER WEEK

DAYS PER WEEK

FROM: **A.M. /P.M. TO** **A.M./P.M.**

REPORT TO WORK ON:

All employee benefits are in accordance with the Archdiocese of Louisville Personnel Policies and Procedures Manual and the Employee Benefits Program and Summary Plan Description.

Employees shall be expected to abide by the regulations and policies of the parish/school, the State Department of Education, and the Office of Lifelong Formation and Education.

Employee Signature: _____ Date: _____

Pastor or Supervisor: _____ Date: _____

Appendix IV - G

**NON-INSTRUCTIONAL SCHOOL STAFF
PERSONNEL EVALUATION**

Year Date: _____ - _____

School: _____

Employee: _____

SSN: _____ Position: _____

Evaluation Date: _____

Evaluation Completed by: _____

Evaluator's Position: _____

Evaluation Scale: 1 – Excellent 2 - Above Average 3 – Average 4 - Improvement Needed

Attendance	1	2	3	4
Punctuality	1	2	3	4
Personal appearance--appropriateness for position	1	2	3	4
Cooperation with co-workers	1	2	3	4
Cooperation with administration.....	1	2	3	4
Observation of health and safety procedures	1	2	3	4
Conscientiousness toward performance of duties	1	2	3	4
Performance with minimum of supervision	1	2	3	4
Initiative demonstrated.....	1	2	3	4
Quality of work completed (neatness, completeness, thoroughness)	1	2	3	4
Attitude towards work (willingness to improve, loyalty).....	1	2	3	4

Appendix IV – G (continued)

Non-Instructional Evaluation
Page 2

Notable Strengths _____

Areas that need improvement or recommendations _____

The signature of the staff person below may not necessarily reflect agreement, but does reflect an awareness of the content of this report.

Employee Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Comments from Employee if desired _____

Appendix IV - H

CODE OF ETHICS

PREAMBLE

(by Catherine T. McNamee, CSJ, President, National Catholic Educational Association)

The whole question of values has been an important topic in educational circles in recent years -- in both the public and the private sectors.

During this period of much ethical and moral debate, we in Catholic education stand ready with many contributions to make to the Church and to the nation as we share the vision and values which inform and inspire our teaching ministry.

This Code of Ethics for the Catholic School Teacher is a concise guide by which to re-examine those values and renew that vision as it relates to on-going commitment to students, parents, community, and profession. "To some has been given the gift of teaching ..." This gift carries with it both great responsibilities and great personal and spiritual rewards.

PRINCIPLE I: COMMITMENT TO THE STUDENT

As Catholic school educators we believe that students, like ourselves, are pilgrim people, making their journey through this life with a constant focus on the next. As Christian Catholic educators, we have a special responsibility to encourage each student to achieve his/her maximum potential. We work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfilling our obligation to the student, we are called to:

1. Help students see the relevance of a Christian value system in their daily lives.
2. Help students learn to relate human culture and knowledge to the news of salvation.
3. Show Christian concern about the joys and problems of each student.
4. Speak with charity and justice about students even when called upon to discuss sensitive matters.
5. Work with students in preparing liturgies, paraliturgies and other religious programs.
6. Respect confidential information concerning students and their homes.
7. Plan appropriate service projects for students that will develop their sense of responsibility to the community.
8. Enable students to grow in a sense of self-worth and accountability by selecting activities which promote the positive self-concept as becomes a maturing Christian.
9. Develop the students' knowledge and understanding of the subject(s) for which we are responsible, without suppression or distortion.
10. Refuse remuneration for tutoring students assigned to our classes and reject any other use of our students for personal financial gain.

PRINCIPLE II: COMMITMENT TO PARENTS

As Catholic school educators we believe children are influenced by home, community and a society in which attitudes toward Christian values are often challenged. Parents, the source from whom children and youth derive their values, entrust their children to the Catholic school to instruct, complement and intensify the education and formation begun in the home. We are called to assist these parents in fulfilling their obligation for the Christian formation and education of their child; therefore, we will:

1. Respect parents' fundamental human right to know, to understand, and to share in decisions that affect the education of their child by:
 - Assuring parents of a commitment to ongoing education as a professional educator and informing them, upon request, of educational qualifications.
 - Keeping parents apprised of the curriculum and method of instruction.
 - Providing opportunities for parents to help shape classroom and school policies and keeping them well informed regarding all current policies.
2. Develop educational programs and activities to enhance family life as well as the home-school relationship.
3. Respect any confidential information which parents share.
4. Report to parents their child's progress regularly and as needed, in a spirit of charity, with professional accuracy and honesty.

Appendix IV – H (continued)

PRINCIPLE III: COMMITMENT TO THE COMMUNITY

As Catholic school educators, we believe the school community is both an agent of appropriate change and a preserver of basic tradition. We consider the school community an integral part of the parish whose people it serves, and a vital force for preparing future civic and Church leaders. In fulfilling our obligation to our apostolic profession, we are called to:

1. Promote the peace of Christ in the world by:
 - Modeling peaceful solutions to community conflicts.
 - Encouraging a spirit of cooperation and avoiding the extremes in competition.
 - Developing skills which will enable students to interact with society for a better world.
2. Cooperate wholeheartedly in the continued building of parish and spirit by:
 - Emphasizing the integral nature of the Catholic school within the parish and community.
 - Assisting communication concerning parish resources, needs and events.
 - Modeling active participation in one's own parish.
3. Develop student potential for constructive Christian leadership within the American democracy by:
 - Ensuring an adequate understanding of history and its lessons.
 - Providing opportunities for taking responsible moral positions on current issues.
 - Offering instruction and practice in leadership skills.
4. Contribute to the well-being of the area in which the school is located by:
 - Reflecting the philosophy of the school in one's attitudes and actions.
 - Manifesting respect and appreciation for the work of educators in other schools and systems.
 - Encouraging in students a respect for the person and property of their neighbors.
 - Avoiding inappropriate school activities that disturb the peace and order of the community.

PRINCIPLE IV: COMMITMENT TO THE PROFESSION

As Catholic school educators we believe that professional excellence in Catholic schools directly influences our Church, country and world. We strive to create a Christian environment which promotes sound moral and professional judgment. Through our spirit of joy and enthusiasm, we encourage others to join us in our apostolate of teaching in a Catholic school.

In fulfilling our responsibilities as professional educators we are called to:

1. Maintain professional standards by:
 - Preserving the reputations of colleagues, administrators and students.
 - Safeguarding the exchange of confidential information.
 - Refusing to use the classroom to further personal ends through the sale of any goods, products or publications.
 - Refraining from using the school as a platform for one's own beliefs which are not in accord with the school philosophy or Church teaching.
 - Overseeing the duties of non-professionals, making sure they assume only those responsibilities appropriate to their role.
 - Assisting in the orientation of educators new to a position and/or school.
 - Considering the obligations of the teaching contract as binding in a most serious manner, conscientiously fulfilling the contract.
 - Terminating unexpired contracts only because of serious reasons, with the consent of both parties, and after sufficient notice.
 - Upholding the authority of the school when communicating with parents, students, and civic community.
 - Presenting honest, accurate professional qualifications of self and colleagues when required for professional reasons.

Appendix IV – H (continued)

2. Seek and encourage persons who live a life consonant with Gospel values and Catholic Church teachings to pursue the apostolate of teaching by:
 - Modeling the faith life and witnessing to the faith community on the parish, diocesan, national and world levels.
 - Exemplifying the teachings of Jesus Christ by dealing with children and adults in true love and justice.
 - Exhibiting knowledge of the Church documents, especially "To Teach as Jesus Did," "Sharing the Light of Faith," and "The Catholic School."

1982 National Catholic Educational Association, Washington, DC, Fifth Printing, 1993

Appendix IV – I

Child Abuse Reporting Contacts

County	Phone Number	Agency Name
Adair	270-384-4731	Protection and Permanency
Barren	270-651-8396	Protection and Permanency
Bullitt	502-955-6591 or 502-543-7051	Child Protective Services
Casey	606-787-8369	Protection and Permanency
Clinton	606-387-6655	Protection and Permanency
Cumberland	270-894-3834	Protection and Permanency
Green	270-932-7484	Community Based Services
Hardin	270-766-5099	Protection and Permanency
Hart	270-524-7111	Protection and Permanency
Henry	502-845-2922	Henry Co. Social Services
Jefferson	502-595-4550 or 502-574-2465	Crimes Against Children
Larue	270-358-4175	Protection and Permanency
Marion	270-422-3942	Protection and Permanency
Meade	270-422-3942	Protection and Permanency
Metcalf	270-487-6701	Protection and Permanency
Monroe	270-487-6701	Protection and Permanency
Nelson	502-348-9048	Protection and Permanency
Oldham	502-222-9472	Protection and Permanency
Russell	270-343-3512	Protection and Permanency
Shelby	502-633-3530	Protection and Permanency
Spencer	502-477-8807 or 502-477-8808	Protection and Permanency
Taylor	270-465-3549	Protection and Permanency
Trimble	502-255-3236	Protection and Permanency
Washington	859-336-9395	Protection and Permanency

Appendix IV – I (continued)

Community Resources – Sexual Abuse

The Advisory Support Center <i>Elizabethtown rape crisis center</i>	877-672-2124
Archdiocese of Louisville <i>Family Counseling Services</i> <i>Healing the Hearts of Catholics Support Group</i> <i>Clergy Support Group</i>	502-636-1044
The Caring Place <i>Center for abused women and children serving Marion, Nelson, Taylor, and Washington counties</i>	270-692-9300
Caritas Peace Center <i>Treatment and counseling for victims and offenders</i>	502-451-3330
Center for Women and Families <i>Provides services to victims of domestic violence and sexual abuse</i> <ul style="list-style-type: none"> • Bullitt County • Jefferson County • Shelby County 	877-803-7577 Toll Free 502-538-0212 502-581-7222 502-633-7800
Children First Crisis Services <i>Provides crisis response for child sexual abuse victims and their families</i>	502-584-8505
Family and Children’s Counseling Centers <i>Family counseling at a variety of locations</i>	502-893-3900
The Family Place <i>A child abuse treatment agency</i>	502-636-2801
Seven Counties Services, Inc. <i>Treatment and counseling for victims and offenders</i>	502-589-1100

Appendix IV - J

MEDICAL EXAMINATION OF SCHOOL EMPLOYEES*

Name _____

Address _____ Telephone _____

SSN _____ DOB _____ Sex _____

Applicant with or Employed by _____

HISTORY

Medical (All serious medical & psychiatric diseases: Diabetes, Epilepsy, Heart Disease, etc.)

Surgical (All major operations) _____

Traumatic History (Serious accidents or injuries) _____

Family History (TB, Epilepsy, Diabetes, etc.)

PHYSICAL

- | | |
|-----------------------------|--------------------------|
| 1. General Appearance _____ | 7. Blood Pressure _____ |
| 2. Eyes _____ | 8. Lungs _____ |
| 3. Ear, Nose & Throat _____ | 9. Abdomen _____ |
| 4. Teeth & Gums _____ | 10. Nervous System _____ |
| 5. Thyroid _____ | 11. Extremities _____ |
| 6. Heart _____ | 12. Other _____ |

TESTS

Tuberculin or X-ray _____ Positive _____ Negative _____

CERTIFICATION OF MEDICAL EXAMINATION

This is to certify that I have examined _____, and find him/her free of communicable disease and any physical or mental disabilities that might interfere with performing his/her duties, except as follows: _____

_____, MD
Date of Examination _____ Signature _____

Appendix IV – K

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or call to active duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least one year, for 1,250 hours over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA;
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer.

FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.



For additional information:
1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627
WWW.WAGEHOUR.DOL.GOV



U.S. Wage and Hour Division

U.S. Department of Labor | Employment Standards Administration | Wage and Hour Division

WHD Publication 1420 Revised January 2009

Appendix IV – L

**Archdiocese of Louisville
Employee Request for Leave
Under the Family and Medical Leave Act (FMLA)**

The following form must be completed by you and returned to the parish/school/agency business manager/bookkeeper, to serve as your request for job protected time off under the Family and Medical Leave Act (FMLA).

In general, to be eligible for FMLA, an employee must have worked for at least 12 months, and have worked at least 1,250 hours in the 12 months preceding the leave request.

Your FMLA leave entitles you to unpaid, job-protected leave for up to twelve work weeks. In addition, all of your benefits will be maintained. (Your portion of such benefits will remain your responsibility). If applicable, you may choose to use any or all of your accrued paid leave to cover some or all of the FMLA leave taken.

If your request for FMLA leave is due to a serious illness of your own, then you are required to supply a doctor's note releasing you to work under the same capacity and with the same job responsibilities prior to leave on your expected return date, in order to continue your employment.

If you have any questions or concerns, feel free to contact your local business manager/bookkeeper.

Appendix IV – L (continued)

**Archdiocese of Louisville
Employee Request for Leave
Under the Family and Medical Leave Act (FMLA)**

Date: _____

Parish or Agency Name: _____

Parish or Agency Address: _____

Attention: _____

This serves as my request for leave under the Family and Medical Leave Act. I am requesting leave for the following reason:

_____ The birth of a child, or placement of a child with me for adoption or foster care.

_____ A serious health condition of my own.

_____ A serious health condition of my spouse/child/parent that requires my care.

_____ A qualifying situation that arose out of the fact that my spouse/son or daughter/parent is on active duty or called to active duty status in support of a contingency operation as a member of the National Guard or Reserves.

_____ I am the spouse/son or daughter/parent/next of kin of a covered service member with a serious injury or illness.

I understand that additional information may be requested of me by my employer to support my reason for leave.

I would like for my FMLA leave to begin on _____, and I am requesting

_____ days of leave or _____ weeks of leave or _____ other.

Sincerely,

Employee Name

Employee Signature

(Should you need or want to provide additional information, please attach to this request form.)

STUDENTS (Series 5000)

ENROLLMENT	5100
Admission.....	5110
Philosophy of Admission to Catholic Schools.....	5111
Suggested Priority of Admission	5112
Non-Discrimination Policy	5113
Ages of Admission	5114
Admission of Special Needs Students	5115
International Students and Exchange Visitors (SEVIS)	5116
Immigration Status and Catholic School Enrollment	5116.1
Registration.....	5120
Annual Registrations	5121
Registration Documentation	5122
First Day Enrollment	5123
Enrollment Statistical Reports	5124
Attendance	5130
Compulsory Attendance	5131
Recording Attendance	5132
Census Cards	5133
Absence	5134
Tardiness.....	5135
Truancy.....	5136
Graduation	5140
Graduation Documentation.....	5141
Destination of Students.....	5142
Graduation Exercises	5143
RECORDS.....	5200
Family Educational Rights and Privacy Act (Buckley Amendment)	5210
Who Has a Right to Records	5211
Annual Notification of the Right to Inspect Records.....	5212
Right to Request that a Record be Amended.....	5213
Right to a Hearing.....	5214
Consent Needed Before a Student Record Is Released.....	5215
Recording the Release of Student Records	5216
Emergency Situations	5217
Conflict of Law.....	5218
Permanent Records	5220
Permanent Record Folder	5221
Filing Permanent Records.....	5222
Clinical Records	5223
Health Record.....	5224
Transfer of Records	5225
HEALTH	5300
Health Requirements	5310
Health Regulations	5311
Contagious Conditions	5312
Meningococcal Disease	5312.1
Medical Examinations	5313
Initial Enrollment	5313.1
Sixth Grade Medical Examination.....	5313.2
Eye Exam for Elementary School Entry.....	5313.3
Immunizations	5314

Religious Exemption to Immunization Requirements	5314.1
Tuberculin Screening.....	5315
Vision, Hearing, and Scoliosis Screening.....	5316
Cumulative Health Record	5317
Emergency Information Form for Students	5318
Communicable Disease	5320
HIV/AIDS.....	5321
Students Infected with HIV/AIDS	5321.1
Right to Privacy of Person with HIV/AIDS	5321.2
HIV Antibody Negative.....	5321.3
HIV Antibody Positive	5321.4
Panel for HIV Positive Individuals.....	5321.5
Confidentiality of HIV Positive Individuals	5321.6
Illegal Drugs	5330
Referral Counseling for Alcohol/Drug Use Problems	5331
Specific Health Concerns	5340
Medication.....	5341
Asthma Medications	5341.1
Death of a Student or Teacher	5342
Pregnancy	5343
Marriage of Minors.....	5344
SAFETY	5400
School Environment	5410
Physical Plant	5411
School Arrival and Dismissal Plan	5412
Unauthorized Visitors	5413
Accidents	5414
Reporting Accidents	5414.1
Bloodborne Pathogen Exposure Control Plan	5415
Asbestos.....	5416
Nonsmoking Policy for Children's Services	5417
Pesticide Application in Schools	5418
Release of Students.....	5420
Releasing Students During School Hours.....	5421
Releasing Students to Police.....	5422
Non-Custodial Parents	5423
Specific Safety Concerns.....	5430
Child Abuse	5431
Missing Children	5432
Firearms and Dangerous Weapons	5433
DISCIPLINE	5500
Establishing Guidelines	5510
Code of Conduct.....	5511
Supervision of Students	5512
Meeting Documentation	5513
Effective Disciplinary Action	5514
Acceptable Methods of Changing Inappropriate Behavior.....	5520
Detention	5521
Unacceptable Methods of Changing Inappropriate Behavior.....	5530
Corporal Punishment	5531
Striking a Student	5532
Probation and Suspension.....	5540
Probation.....	5541

Suspension.....	5542
In-School Suspension	5542.1
Out-of-School Suspension.....	5542.2
Dismissal	5543
Specific Issues	5550
Search and Seizure.....	5551
Harassment	5552
Criminal Gang-Like Activity.....	5553
Threatening Behavior	5554
Grievance Procedures	5560
Dress	5600

STUDENTS

ENROLLMENT **5100**

ADMISSION **5110**

PHILOSOPHY OF ADMISSION TO CATHOLIC SCHOOLS **5111**

The mission of Catholic schools is to assure that Catholic truths and values are fully integrated into the daily life and academic program of the student. All students will participate fully in the religion program of the school. Catholic schools offer a variety of programs and opportunities for students. Schools are encouraged to continue outreach efforts to attract culturally diverse student and teacher populations.

SUGGESTED PRIORITY OF ADMISSION **5112**

1. Children of active parishioners:
 - a. children from parish families with children already enrolled;
 - b. oldest child just reaching school age;
 - c. children of new parishioners who are transferring from a Catholic school, or from an area where a Catholic school was not available, but who participated fully in the religious education programs offered.
2. Children from non-parish families with students already enrolled.
3. Other Catholic children if the designated parish authority judges the intent and motivation to be in accord with the purposes of Catholic education.
4. Non-Catholic students may be admitted if, on the basis of personal interview, the designated parish authority judges the intent and motivation to be in accord with the purposes of Catholic education.
5. In the resolution of individual applications, pastors (or properly designated parish authorities) and principals are authorized and urged to make exceptions to the normal priority status in these cases:
 - a. for the sake of furthering racial integration of the school;
 - b. when strict adherence to the guidelines is judged inadequate or unjust.

NON-DISCRIMINATION POLICY **5113**

The schools of the Archdiocese of Louisville will not discriminate against otherwise qualified applicants on the basis of sex, race, disability, color, nationality or ethnic origin in the administration of their educational policies, admission policies, scholarship and loan programs and athletic or other school administered programs. Single sex schools may continue to accept only students of one sex in accordance with federal law.

AGES OF ADMISSION **5114**

Children shall be five (5) years of age by October 1 of the current school year to enter Kindergarten.

Children shall be six (6) years of age by October 1 of the current year and must have attended a certified kindergarten or comparable preparatory program to enter first grade.

Effective with the 2017-18 school year, children shall be five (5) years of age by August 1 of the current school year to enter Kindergarten.

Effective with the 2017-18 school year, children shall be six (6) years of age by August 1 of the current school year and must have attended a certified kindergarten or comparable preparatory program to enter first grade.

ADMISSION OF SPECIAL NEEDS STUDENTS (02/04)

5115

Prior to admitting a student with a diagnosed disability, our schools must consider:

1. The severity and degree of the disability.
2. The level of support needed from special services or any special equipment the student may require.
3. The number of students with disabilities currently enrolled in an assigned class. It is recommended by the Archdiocese that no more than 10-15% of students with disabilities be enrolled in any one classroom.
4. An individual school's resources such as available support personnel, class size, accessibility of school facilities, etc.

Principals may engage the services of the Assistant Superintendent to assist in making a determination of whether a student's educational needs can best be met in a particular school setting. Please see Archdiocese of Louisville Intervention Protocol for additional information.

INTERNATIONAL STUDENTS AND EXCHANGE VISITORS (SEVIS) (02/04)

5116

OLFE, through the superintendent's office, processes all paperwork for international students and exchange visitors for schools in the Archdiocese of Louisville through the Student and Exchange Visitor Information System (SEVIS).

Each school should designate a SEVIS contact that will work with the student, parent/guardian, and archdiocese to complete, process, communicate, update, and verify all information required by SEVIS.

Schools are to implement the procedures below to facilitate the I20 process for international students.

- Before an I20 form can be completed, the student must be formally accepted by the school and in compliance with all the school's admission requirements.
- The school forwards a copy of the student's acceptance letter to the superintendent's office at the time of acceptance. The letter should identify the parent/guardian in the United States that will be acting on behalf of the student in the SEVIS process. A copy of the legal guardian's authority to act on behalf of the student/parent is also required.
- The parent/guardian and SEVIS school representative will work with the superintendent or designated staff person to complete the computerized I20 form via the SEVIS system.
- The I20 form is completed and printed out for appropriate signatures. The parent/guardian sends the form to the parent/student in the home country. The parent/student presents the I20 form to the U.S. embassy in the home country to receive a visa for entry to the United States.
- When the student arrives in the United States and begins classes, the superintendent's office will contact the school to verify the student's attendance and will update the student's initial status to active status.
- The student's attendance must be updated each semester, and the superintendent's office will contact the school to verify the student's attendance.
- Students wishing to return home during school breaks and summer vacations must have the signature of the superintendent on their I20 form. Please refer students and their

parent/guardians to the superintendent's office to make the necessary arrangements.

Please direct all questions regarding international students to the superintendent's office.

IMMIGRATION STATUS AND CATHOLIC SCHOOL ENROLLMENT (08/08)

5116.1

This section addresses some frequently asked questions concerning the enrollment of non-citizens in parochial schools under federal immigration law. These questions have recurred more frequently in light of the mandatory implementation of the Student Exchange Visitor Information System (SEVIS). SEVIS requires that all parochial schools or dioceses register electronically on the Form I-17 if they want to accept non-immigrant foreign students who are typically granted the F-1 visa by federal authorities.

1. Is there a federal law that prohibits the matriculation (admission) of children who have no documented immigration status?

No, there is no federal law requirement that parochial schools verify the immigration status of prospective or actual students. The Supreme Court has stated that undocumented children are "indistinguishable" from legally resident non-citizen children for purposes of education. Therefore, schools (public or parochial) are not required to ask any immigration questions or insist that a student provide proof of immigration status. *Plyler v. Doe*, 457 U.S. 202, 102 S.Ct. 2383, 72 L.Ed. 2d 786 (1982).

2. May the parochial school enroll and allow a person on a B-1/2 tourist visa to attend classes?

No, it is a violation of the B-1/2 tourist visa to attend classes with that particular immigration status. If the student attends classes under these circumstances, it could result in a cancellation of that visa. In addition, a B-1/2 visa does not permit a child to return to the United States after a vacation back in their home country. Students with an F-1 student visa are able to arrange for vacation time in their home countries.

3. What should the parochial school inform a parent who wants their child with a B-1/2 tourist to attend a parochial school?

If a family is considering changing a B-1/2 tourist visa for an F-1 student visa, they should consult with an immigration lawyer to help understand the implications of requesting such a change in immigration status. Should the family decide to request the change of immigration status, the parochial school can assist them to apply for the student visa by issuing the Form I-20, which is evidence that the would be student has duly matriculated (been admitted) in a school that is authorized to accept foreign students under SEVIS. It often takes several months for the INS to process and approve such applications. Again, during this period the student may not attend classes in the school.

REGISTRATION

5120

ANNUAL REGISTRATIONS

5121

Each school shall have two registrations annually, a pre-registration in February and a final registration in August. Enrollment statistics must be reported to the Office of Lifelong Formation and Education by September 15th.

REGISTRATION DOCUMENTATION

5122

When a student enrolls for the first time in any Kentucky elementary or secondary school, the school must, in writing, notify the person enrolling the student that within thirty days the person

must provide either:

1. The original of the student's birth certificate from the Office of Vital Statistics. The billfold size copy, the hospital record of birth, and fax copies are not considered official documents. Schools are to retain a photocopy of the original birth certificate for the student's file;
2. Or, other reliable proof of the student's identity and age, with an affidavit of inability to produce a copy of the birth certificate.

If the person enrolling the student does not provide the necessary documentation within 30 days, then the school shall notify the person in writing that he/she must comply in 10 days or the case shall be referred to the Kentucky State Police Missing Child Center and local law enforcement officials for a missing person investigation.

Within 14 days of admitting a transfer student from another Kentucky school, the principal shall request from the previous school a certified copy of the student's record.

Any school receiving a request for a record that has been flagged as being that of a missing student shall not forward the record, but shall notify the Kentucky State Police Missing Child Center and the Office of Lifelong Formation and Education.

FIRST DAY ENROLLMENT (02/04)

5123

Principals will report first day enrollment to the Office of Lifelong Formation and Education before 5:00 p.m. EDT on the first day of classes.

ENROLLMENT STATISTICAL REPORTS (02/04)

5124

Each year principals shall record enrollment and other statistical data on the Elementary/Secondary School Data Report form by the Monday following Labor Day. These forms are to be emailed to the Superintendent's office at the Office of Lifelong Formation and Education by September 15.

ATTENDANCE

5130

COMPULSORY ATTENDANCE

5131

Kentucky law KRS 159.010 requires that each parent, guardian or other person residing in the state and having in custody or charge any child who has entered the primary school program, or any child between the ages of six (6) and sixteen (16), shall send the child to a regular public day school or private, parochial or church regular day school for the full term that the public school of the district in which the child resides is in session, or to the public school that the board of education of the district makes provision for the child to attend. A child's age is between six (6) and sixteen (16) when the child has reached his sixth birthday and has not passed his sixteenth birthday.

RECORDING ATTENDANCE

5132

Daily attendance records will be kept for each student and a daily report will be given to the principal. Every student enrolled in the school will be included in the records and is a member of that school until permanent withdrawal. A student is considered absent unless officially withdrawn. The student is marked absent until returning to school.

Attendance records will be maintained by the local school office for three years.

School attendance records are to be kept on an automated system.

At the end of each school year, an attendance report, listing aggregate days membership/absence may be requested by the Superintendent at the Office of Lifelong Formation and Education by June 15th.

CENSUS CARDS **5133**

Census cards will be completed on each student using the student's legal name, address, birth, and grade and the cards will be sent to the local public school district. If the local public school district uses a different process for collecting this data, the Catholic school will comply with this process.

ABSENCE **5134**

Students may need to be away from school for illnesses or family situations that arise. These are to be documented as absences. A written excuse stating the reason for absence and signed by the parent or guardian shall be required for all absences.

All written excuses shall be kept on file for one school year.

Parents/guardians will be encouraged to make appointments for private medical or dental services outside of school time.

Local school personnel are encouraged to make arrangements with the parents for continued education for students who are absent for an extended period of time. (See Section 6225.)

TARDINESS **5135**

Tardiness shall be defined as the arrival of a student after the beginning of the school day.

Each school shall have a policy to address excessive tardiness.

TRUANCY **5136**

Kentucky law KRS 159.50 defines a truant as any child who has been absent or tardy for more than three days without a valid excuse.

All truants shall be reported by the principal to the Director of Pupil Personnel of the appropriate public school district.

The principal will notify the Superintendent at the Office of Lifelong Formation and Education.

GRADUATION **5140**

GRADUATION DOCUMENTATION **5141**

Documentation of satisfactory completion of the elementary school program, signed by an appropriate school official, shall be provided to graduating students. The final progress report will ordinarily be used to document satisfactory completion of the elementary school program.

DESTINATION OF STUDENTS 5142

The Destination of Students form will be sent to the Superintendent/s at the Office of Lifelong Formation and Education for students completing grade 8. If the school terminates at grades 6 or 7, the form is used for those students.

GRADUATION EXERCISES 5143

Elementary school graduation or closing exercises should feature a religious or liturgical ceremony and stress the student's need and responsibility, as members of the parish, to continue active participation in a parish faith community. Any activities related to the graduation shall be simple, inexpensive and nondiscriminatory. Guidelines for dress for graduation shall be outlined in the individual school handbook. Recognition of class or individual achievement may be included in the graduation ceremony.

RECORDS 5200

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (BUCKLEY AMENDMENT) 5210

The handling of students' records shall follow the federal regulations which implement the Family Educational Rights and Privacy Act of 1975. The following paragraphs contain the important elements of these regulations:

WHO HAS A RIGHT TO RECORDS 5211

All educational agencies and institutions shall give full rights to either parent unless the agency has been provided with evidence that there is a court order, state statute, or other legally binding document that specifically revokes such rights. Upon reaching the age of 18, a former student gains the same rights as granted to the parent concerning access rights to his/her student records. Such students are categorized as "Eligible Students."

ANNUAL NOTIFICATION OF THE RIGHT TO INSPECT RECORDS 5212

Each educational agency or institution shall annually notify parents of students currently in attendance, and eligible students, if any, that they have a right to inspect and review their student education records; the right to request the amendment of those records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; and the right to consent to, or decline from, allowing disclosure of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations authorize disclosure without consent.

RIGHT TO REQUEST THAT A RECORD BE AMENDED 5213

If a parent or eligible student believes that the education records pertaining to that student contain information that is inaccurate, misleading, or in violation of the student's right to privacy or other rights, he/she may ask the educational agency or institution to amend the records. Upon receipt of such a request, the educational agency shall decide to amend the records in a reasonable time or to notify the parent or eligible student of the agency's decision not to amend the records. If the educational agency or institution decides not to amend the records, it shall inform the parent or eligible student of its decision, and of his/her right to a hearing.

RIGHT TO A HEARING **5214**

If a hearing is requested, the following requirements must be met: (a) the educational agency or institution shall hold the hearing within a reasonable time, not to exceed five days after it has received the request; (b) the educational agency or institution shall give the parent or eligible student at least three days' advance notice of the date, time and place of the scheduled hearing; (c) the hearing may be conducted by any appropriate individual, including an official of the agency or institution who does not have a direct interest in the outcome of the hearing; (d) the educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised; and (e) the educational agency or institution shall provide a written explanation of its decision within a reasonable period of time after the hearing, not to exceed three days. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of that evidence and the rationale upon which the decision is based.

CONSENT NEEDED BEFORE A STUDENT RECORD IS RELEASED **5215**

The educational agency shall normally obtain a signed and dated written consent of a parent or eligible student before it discloses personally identifiable information from the student's education records. The only exception is if the disclosure is limited to other school officials whom the agency or institution has determined to have legitimate educational interest.

RECORDING THE RELEASE OF STUDENT RECORDS **5216**

An educational agency shall maintain a record of each request of access to, and each disclosure of, personally identifiable information from the education records of any student. That information shall be maintained with the education records of the student as long as those records are maintained. For each request or disclosure, the records shall include the parties who have requested or received personally identifiable information and the legitimate interests those parties had in requesting or obtaining the information.

EMERGENCY SITUATIONS **5217**

An educational agency or institution may disclose personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

CONFLICT OF LAW **5218**

If an educational agency or institution determines that it cannot comply with the Act due to a conflict with state or local law, it shall notify the U. S. Department of Education within 45 days, giving the text and citation of the conflicting law.

PERMANENT RECORDS **5220**

PERMANENT RECORD FOLDER **5221**

A permanent record of the educational history of each student who has attended a school in the Archdiocese shall be maintained. No notation of clinical reports or comments about the personal life of the student shall be part of the permanent record.

Permanent record folders shall include:

1. standardized test scores;
2. progress reports;

3. applicable performance portfolios; and
4. other pertinent academic information.

FILING PERMANENT RECORDS

5222

The permanent record will be filed in the home school's office as follows:

1. Active current file - the Permanent Record folder for all current students;
2. Inactive current file - permanent records or copies of permanent records of students who attended the school or transferred to another school;
3. "Dead file" - permanent records of students as they complete grade eight. These records are ready for **microfilming (?)** when requested by the Office of Lifelong Formation and Education;
4. Microfilm Copies of Permanent Records - The Office of Lifelong Formation and Education shall direct the **microfilming (?)** of the Permanent Records in the "Dead file" in each school.

Subsequently, the original Permanent Records shall be destroyed, and microfilm copies will be maintained, with one copy in the Office of Lifelong Formation and Education and a duplicate copy in the home school.

CLINICAL RECORDS

5223

An individual folder, separate from the permanent record folder, shall be kept for a student's reports from psychological or clinical evaluations. These reports are confidential and will remain in the home school and will be returned to the parent/guardian when the student leaves the school, unless the parent/guardian requests in writing that they be transferred to another school. Additional parental permission must be given to transfer any records in regard to any information, including psychological evaluations and/or strategies implemented, in relation to any special education services received by the student while attending the school.

It is understood that parents are to make full disclosure to their child's school concerning all pertinent education and medical records and all previous assessment information.

HEALTH RECORD

5224

A health record for each student, with accurate and current information, shall be kept in a school file in a place designated by the principal. When a student transfers to another school or enters high school the card will be sent to the new school.

TRANSFER OF RECORDS

5225

Students who have attended a school in the Archdiocese or who are transferring from another system will be admitted and given such standing as their official record warrants.

If a student transfers to another school, the officials of the receiving school have a "legitimate educational interest," and the student's records will be transferred with parental consent forms.

When a student applies for a transfer to another school, the procedures are as follows:

The principal of the receiving school will:

Request that the parents/guardians of the applicant sign the Request and Release Form for Records, authorizing transfer of records from the former school.

The principal of the sending school will:

1. Send the transfer form and records directly to the new school upon receiving the Request and Release Form for Records.

As a general rule, a child shall not be accepted unless financial responsibilities in the previous school/parish have been satisfied, or the parents have signed an agreement to meet these responsibilities. In difficult cases the parish leaders are asked to dialogue, with special care for the general good and spiritual welfare of both the student and the family. The decision of the pastor will be final.

2. Transfer records as follows:
 - a. Elementary Schools
 1. Request Release Form for Records
 2. Transfer to Archdiocese of Louisville Catholic Elementary School: Send **original** Permanent Record Folder including standardized test scores. (A copy of the permanent record card is kept at the sending school.) Transfer to Public/Other School Systems: Send **copy** of Permanent Record Folder including standardized test scores. (The original permanent record card is kept at the sending school.)
 3. Copies of the Progress Report
 4. Health Record and Immunization Record
 5. Applicable Performance Portfolios
 6. Reading and Math Records, if applicable
 - b. High Schools
 1. Request Release Records form
 2. Copy of the Permanent Record Folder including standardized test scores
 3. Health Record and Immunization Record
 4. Applicable performance portfolios
3. Maintain all records if not requested by the receiving school.
4. Require additional parental permission to transfer any records in regard to any information, including psychological evaluations and/or strategies implemented, in relation to any special education services received by the student while attending the sending school. Clinical records not requested by the receiving school are to be returned to the parent/guardian.
5. Record the student's work to date on the Progress Report and place in the Permanent Record Folder if a transfer occurs before the end of the school year.

HEALTH

5300

HEALTH REQUIREMENTS

5310

HEALTH REGULATIONS **5311**

The health regulations as established by the Kentucky Department of Education shall be followed in all applicable areas.

CONTAGIOUS CONDITIONS **5312**

Contagious conditions such as strep throat, conjunctivitis, scabies, lice and ringworm must be treated according to the Department of Health regulations.

MENINGOCOCCAL DISEASE **5312.1**

HB 475 requires schools to communicate information to parents of students in grades 6-12 about meningococcal disease. The Kentucky Department of Education (KDE) has created a model letter, and the Archdiocese of Louisville has adapted it for Catholic schools to use to fulfill this annual reporting requirement. A copy of the model letter may be obtained from the Superintendent's office at OLFE. Catholic schools are to develop effective annual means to communicate the required information on meningococcal disease to parents.

MEDICAL EXAMINATIONS **5313**

INITIAL ENROLLMENT (08/10) **5313.1**

A medical examination shall be required of each child within one (1) year prior to, or one month following, his/her initial enrollment in school. An initial enrollee is one who enters the school at the lowest level from another state, private school, county or local public school district.

SIXTH GRADE MEDICAL EXAMINATION **5313.2**

A medical examination shall be required of each student prior to entering sixth grade. The medical examination shall be reported on forms prescribed by the Department of Education and will include: a medical history, record of immunization, assessment of growth and development and general appearance, physical assessment, including hearing and vision screening, and recommendations to the school regarding health problems that may require special attention in classroom or physical education activities.

EYE EXAMINATION FOR ELEMENTARY SCHOOL ENTRY (02/04) **5313.3**

Effective with the 2004-05 school year, Archdiocese of Louisville Catholic elementary schools require proof of a vision examination by an optometrist or ophthalmologist be submitted to the school no later than January 1 of the first year that a three (3), four (4), five (5), or six (6) year old child is enrolled. Vision examination information may be reported on the Kentucky/Archdiocese of Louisville Eye Examination Form for School Entry.

IMMUNIZATIONS **5314**

All parents, guardians and other persons having care, custody or control of any child shall have the child immunized against diphtheria, tetanus, poliomyelitis, pertussis, rubella, mumps, hepatitis B and hemophilus influenza disease in accordance with testing and immunization schedules established by regulations of the Cabinet for Human Resources. Additional immunizations may be required by the Cabinet for Human Resources through the promulgation of an administrative regulation pursuant to KRS Chapter 13A, if recommended by the United States Public Health Service or the American Academy of Pediatrics. All parents, guardians and other persons having care, custody or control of any child shall also have any child found to be infected with tuberculosis tested, examined and treated according to administrative regulations of the Cabinet

for Human Resources promulgated under KRS Chapter 13A. The persons shall also have booster immunizations administered to the child in accordance with the regulations of the Cabinet for Health and Family Services.

Local school boards shall require all vaccinations and immunizations as required by law or regulations.

All public or private primary or secondary schools and preschool programs shall require a current immunization certificate for any child enrolled as a regular attendee, as provided by administrative regulation of the Cabinet for Human Resources, promulgated under KRS Chapter 13A, to be on file within two (2) weeks of the child's attendance.

RELIGIOUS EXEMPTION TO IMMUNIZATION REQUIREMENTS (02/04)

5314.1

The Archdiocese of Louisville has no religious prohibition against immunization, and in fact, the Archdiocese of Louisville encourages immunizations and requires, through its archdiocesan and school policies, compliance with all applicable immunization and health requirements.

Effective January 1, 2003, "bona fide" providers such as physicians, local health department, and medical facilities will issue religious exemptions for immunization requirements rather than school officials. The specific Kentucky Administration Regulation (KAR) reads as follows: "A physician, local health department, or medical facility administering immunizations shall, upon receipt of a written sworn statement from the parent or guardian of a child, issue a "Certificate of Religious Exemption" from the requirements of Section 2 of this administrative regulation, in compliance with KRS 214.036." (902 KAR 2:060)

Parents/guardians seeking a religious exemption are to go to a "bona fide" provider of immunizations. If the parent/guardian meets the established criteria, the provider will issue a religious exemption certificate.

If a parent/guardian presents a religious exemption certificate, the parent/guardian is required to have notarized the "Waiver and Release for Certificate of Religious Exemption." Once the religious exemption from the "bona fide" provider and Waiver and Release have been properly completed and returned to the school, the student may be admitted if they have met all of the school's admission requirements.

TUBERCULIN SCREENING (02/04)

5315

Effective July 15, 1998, a PPD (tuberculin) skin test is no longer required for students entering into Kentucky schools.

VISION, HEARING, AND SCOLIOSIS SCREENING

5316

All school boards shall adopt a program of continuous health supervision for all school enrollees. Such supervision shall include scheduled screening tests for vision, hearing, scoliosis, height and weight.

An effective mechanism for referral and appropriate follow-up of any apparent abnormality noted by screening assessment or teacher observation shall be recorded on school health records.

CUMULATIVE HEALTH RECORD

5317

Each elementary and secondary school shall initiate a cumulative health record for each pupil entering school. The record shall be maintained throughout the pupil's attendance and shall be on forms prescribed by the Department of Education. The record shall include screening tests related

to weight and height, vision and hearing, scoliosis and findings and recommendations of physicians and dentists, including an immunization record. A follow-up by the proper health or school authorities shall be made if necessary.

EMERGENCY INFORMATION FORM FOR STUDENTS **5318**

Principals shall keep available current Emergency Information Forms for students. These forms shall contain pertinent information regarding persons to contact in case of accident or illness.

The school will arrange for parents to update emergency information each year. Parents are asked to send updates through the year as these occur.

COMMUNICABLE DISEASE **5320**

Local school authorities shall report all known or suspected cases of communicable disease immediately to the local health department and the Superintendent at the Office of Lifelong Formation and Education, and follow all requirements of the health department.

HIV/AIDS **5321**

The Catholic Church, as a community of faith, shares in the experience and challenge of HIV/AIDS: "When one member suffers, all members suffer" (1 Cor. 12:36). The Catholic Church in the Archdiocese of Louisville, along with the Church in other dioceses, continues to suffer with persons who have endured the pain, debilitation, isolation and death resulting from HIV/AIDS. At the same time, it also shares the trauma of family members, friends and associates who have been devastated by the suffering and death of loved ones. It is from this community of faith that young people, as indeed the whole civic community, can learn a compassionate response for all suffering members, including those who suffer from the effects of HIV/AIDS.

STUDENTS INFECTED WITH HIV/AIDS **5321.1**

A student infected with HIV/AIDS shall be allowed to attend school and other classes as long as the student poses no reasonable risk to himself/herself or to other persons in the school.

RIGHT TO PRIVACY OF PERSON WITH HIV/AIDS **5321.2**

The right to privacy of the infected individual, student or employee, shall at all times be respected.

HIV ANTIBODY NEGATIVE **5321.3**

No special procedures will be required for an individual who is HIV antibody negative, regardless of the HIV status of any of his/her family members.

HIV ANTIBODY POSITIVE **5321.4**

When a child attending school in the Archdiocese is determined to be HIV antibody positive or when a child known to be HIV antibody positive is considered for school admission, the fact will be reported to the Communicable Disease Branch of the Kentucky Department for Health Services. The commissioner for Health Services or his/her designee will assemble a panel and designate the chairperson.

1. The panel, consisting of the child's parent/guardian; the child's physician; the physician from the local board of health; and the school superintendent or designee (with consent of parent/guardian) will be called together.

2. Unless the child's parent/legal guardian wishes otherwise, the panel meeting will be conducted anonymously -- that is, the parent/legal guardian, child, and proposed school will not be named during the meeting.
3. The child's clinical history to date will be reviewed by the panel and a determination will be made as to whether he/she is well enough to carry on classroom responsibilities and whether he/she poses any risk to other persons at the school.
 - (a) NO RISK: If the child poses no risk, school attendance without restriction will be allowed and medical confidentiality will be maintained.
 - (b) RISK: If the child has a possible risk factor for transmission (such as scratching, biting or lack of control of bodily secretions, etc.), an alternative educational setting/activity restriction will be considered and the most appropriate option consistent with public protection will be selected. In such a case the superintendent will oversee arrangements for a student's education.

PANEL FOR HIV POSITIVE INDIVIDUALS

5321.5

1. The panel should meet to review its earlier decision at the beginning of each school year.
2. The child's physician should also notify the Communicable Disease Branch when any significant change in the child's condition is noted.
3. The panel will reconsider the suitability of the child's continuing or resuming the responsibilities of the classroom.

CONFIDENTIALITY OF HIV POSITIVE INDIVIDUAL

5321.6

The school will respect the right to privacy of the AIDS or HIV-infected individual.

1. The panel will decide if any person in the school has a direct need to know that the child is infected.
2. If any individuals are deemed to have such a need, the superintendent or designee will be informed of the child's identity and, WITH THE CONSENT OF THE PARENT/LEGAL GUARDIAN, the superintendent or designee will inform those persons.
3. Confidentiality requirement will be made clear to such persons.

ILLEGAL DRUGS (02/04)

5330

The possession, use, sale, or distribution of illegal drugs or alcohol is subject to disciplinary action. If students bring to or from school, or have in their possession at school or on school grounds, or before, during or after a school-sponsored event, during or after school hours, any illegal drugs or alcohol, look-alikes, or paraphernalia, they are subject to disciplinary action which may include dismissal from school.

Possession/Use of Illegal Drugs or Alcohol When a student is found in possession or under the influence of alcohol or other illegal drugs, look-alikes, or paraphernalia on the way to or from school, at school, or before, during or after a school-sponsored event:

1. The substance will be taken away from the student.
2. Parent/guardian will be called to take the student home unless emergency help is necessary.
3. The superintendent and/or the Safe & Drug Free Schools Coordinator is notified and consulted.
4. A conference with the student, parent/guardian, and school officials will take place.
5. Law enforcement authorities will be informed.
6. A professional assessment for chemical dependency is required, and the student may be suspended from school pending the results of the assessment.
7. Assessment results, disciplinary history, and other pertinent information is reviewed by school officials to determine subsequent disciplinary measures which may include consequences in accordance with the school's code of conduct, suspension/reinstatement with stipulations, and/or dismissal from school.

Distributing/Selling Illegal Drugs or Alcohol

If a student is found distributing or selling illegal drugs or alcohol, look-alikes, or paraphernalia on the way to or from school, at school, or before, during or after a school-sponsored event:

1. Parent/guardian will be called to take the student home.
2. Law enforcement authorities will be notified.
3. The superintendent and/or Safe & Drug Free Schools Coordinator is notified and consulted.
4. The student will be dismissed from school.

Suspected Possession/Use/Distributing/Selling of Illegal Drugs or Alcohol When an administrator suspects that a student may be using, distributing, in possession of, or selling illegal drugs or alcohol, the administrator will meet with the student, discuss the situation and contact the parent/guardian. If a suspicion is confirmed, the school will follow its policies. If no evidence is found to support the expressed concern, the matter will be dropped.

Professional Assessment and Treatment When a professional assessment is required, the Safe and Drug Free Schools Office can provide the family a list of certified chemical dependency counselors/agencies that can be chosen for the assessment. Should a parent/guardian refuse the professional assessment or the recommended treatment, the student may be dismissed from school.

REFERRAL COUNSELING FOR ALCOHOL/DRUG USE PROBLEMS 5331

Contact Family Counseling for alcohol/drug use assessment and counseling information.

SPECIFIC HEALTH CONCERNS 5340

MEDICATION 5341

Medication should be given at home when possible. If school personnel are giving medications, they should receive appropriate preparation for the administration of medication and recording of medication. They should also receive appropriate supervision.

The person supervising the administration of medication must keep a written record. All medication given must be documented on a medication log. Records must contain the legal signature of person(s) administering medication and be kept on file in the student's cumulative health record. Documentation should be complete and reflect beginning and ending dates and rotations of missed doses and absences. Medication recording sheets should be filed in a student's cumulative health folder when completed, or when medication is changed or discontinued. (See **Appendix V - B**)

All medication must be stored in a secure, locked, clean container or cabinet accessible only to the responsible authorized school personnel.

All medication should be sent to school in its original container with the prescription label attached which includes the physician's directions for dispensing the medication. KRS 218A.210 states, "A person to whom or for whose use any controlled substance has been presented, sold, or dispensed by a practitioner or other persons authorized under this chapter, may lawfully possess it only in the container in which it was delivered to him by the person selling or dispensing the same."

A signed "authorization to give medication" form from the parent is required for school personnel to give medication to a student. The information on the form should include: name of student; (2) name, address and phone number of physician; (3) type of medicine; (4) dosage; (5) time of day for dosage; (6) reason medication is to be given; (7) possible reactions or side effects of medicine; (8) release from liability and (9) parent's telephone at home, work and an emergency number. (See Appendix V - C)

Prescription medication should be accepted on an individual basis and administered only as prescribed on the physician's or dentist's authorization. The original prescription or refill must be provided by the parent and include the student's name, date, medication, dosage, strength and directions for use, which include frequency, duration and route of administration, prescribing physician and pharmacy name and address.

Non-prescription (over-the-counter) medication may be accepted on an individual basis as provided by the parent or legal guardian, provided a completed authorization to give medication form is on file. Prolonged use of non-prescription medication should be discouraged. Physician or health care provider approval is required for use of non-prescription medication. The medication should be in the original container.

Emergency medication must be administered as per written protocol approved and signed by a physician or local health officer and parent. Individual protocols (explicit instructions) are needed to address those students with a history of systemic reaction to known allergens (anaphylaxis) and other medical conditions which would require the administration of emergency medications.

ASTHMA MEDICATIONS

5341.1

In 2002, the General Assembly passed KRS 158 that permits the self-administration of medications by a student with asthma if the student's parent or guardian:

- Provides written authorization for self-administration to the school.
- Provides a written statement from the student's health care practitioner that the student has asthma and has been instructed in self-administration of asthma medications. The statement shall also contain the following information: name and purpose of medications, prescribed dosage, time(s) when the medications are to be regularly administered and under what additional special circumstances the medications are to be administered, and the length of time for which the medications are prescribed.
- The statement shall be kept on file by the school.
- The parent/guardian of the student shall be informed that the school and its employees and agents shall incur no liability as a result of any injury sustained by the student from the self-administration of asthma medications. The parent/guardian shall sign a statement acknowledging that the school shall incur no liability and the parent/guardian shall indemnify and hold harmless the school and its employees against any claims relating to the self-administration of asthma medications.

- The permission for self-administration of medications shall be effective for the school year in which it is granted and shall be renewed each following school year.

DEATH OF A STUDENT OR TEACHER **5342**

In keeping with our faith tradition, the subject of death, dying and grieving should be a part of the regular religion curriculum. In the event of the death of someone closely connected with the school or parish community, there are resources available to help the students and faculty work through the grief process. Counselors from Family Counseling (636-1044), *ArchResponse*, Archdiocese of Louisville, are available to meet with the faculty and students.

PREGNANCY **5343**

In view of our Catholic teaching on respect life, students shall not be dismissed for pregnancy.

MARRIAGE OF MINORS **5344**

Generally, marriages between teenagers are to be discouraged because statistical evidence indicates that the probability of permanence in such marriages is greatly reduced.

1. Rarely, if ever, will the Church give permission for marriage for anyone under eighteen.
2. If either party is not yet nineteen years old, the Church will consider marriage only after consultation with parents and after a favorable recommendation from a counselor approved by the Archdiocese.

If Catholic students marry without following the marriage guidelines of the Archdiocese, they may not attend the Catholic schools of the Archdiocese of Louisville.

SAFETY **5400**

SCHOOL ENVIRONMENT **5410**

PHYSICAL PLANT **5411**

The local school administration shall provide and maintain a physical environment that is conducive to the health and safety of school children. It shall be the responsibility of all schools to comply with current laws and regulations applicable to all public buildings pertinent to health, sanitation and safety. In accordance with current regulations and standards from authorities having jurisdiction, it shall be the responsibility of schools to establish:

1. an adequate supply of water of safe, potable, sanitary quality;
2. a sanitary disposal of sewage, other water carried waste and solid waste;
3. adequate toilet and lavatory facilities and other sanitary fixtures;
4. adequate heating, lighting and ventilation in all school buildings;
5. adequate facilities and equipment in cafeterias and lunch rooms;
6. supervision of general sanitation and safety of the school buildings, grounds and playground equipment; and

7. adequate first aid facilities;
8. adequate control of air pollutants.

The principal shall institute protective procedures to ensure student safety by planning programs of instruction in such matters as traffic safety, dealing with strangers, reporting safety hazards on school grounds, bus safety, first aid, drugs, etc.

SCHOOL ARRIVAL AND DISMISSAL PLAN **5412**

Each school will develop a plan to create a safe and orderly environment during arrival to and dismissal from school. Where the city or county provides school traffic guards, the principal will cooperate in planning dismissal schedules.

Where students are transported to school, a plan will be established to ensure safety and avoid disruption of traffic.

UNAUTHORIZED VISITORS **5413**

Precautionary means will be taken to guard against unwanted visitors within the school building. If it is necessary to lock outside doors during school hours, they must be easily opened from the inside in case of emergency.

It is essential that school officials have a plan for responding to unauthorized visitors. All teachers and staff must be made aware of this plan.

ACCIDENTS **5414**

REPORTING ACCIDENTS **5414.1**

The principal or designee shall be notified immediately of any accident that occurs on school premises. The principal shall notify the parent/guardian and arrange for emergency medical aid if necessary. School personnel must remain with the injured child until the parent/guardian arrives. Every accident, no matter how minor, shall be documented on the Student Report. **(See Appendix V - D)**

This report will be completed in duplicate; one copy will be sent to the Superintendent at the Office of Lifelong Formation and Education and the second copy will be retained in the school file.

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN **5415**

The Occupational Safety and Health Administration (OSHA) has implemented "Occupational Exposure to Bloodborne Pathogens" (29 CFR. 1910.1030), which requires agencies to develop a Bloodborne Pathogen Exposure Control Plan. This includes local school districts. Occupational exposure is defined as reasonable anticipated exposure to blood or other potentially infectious materials (OPIM) as the result of performing job duties. Therefore, some employees in your school will be involved. In schools, employees who might be covered by the OSHA standard could include school nurses and those certified in first aid. Other employees who could be covered include custodians, teachers, secretaries, coaches and special education teachers. Any employee who has involvement with blood or body fluids or designated duties involving bloodborne pathogens should be included. An exposure control plan and training are required for each district.

The Archdiocese of Louisville has adopted the "Bloodborne Pathogens Exposure Control Plan for Schools" developed by SafetyLine. This Exposure Control Plan can easily be implemented by one person. Schools/parishes may wish to assign specific duties to individuals, but the responsibility for implementation falls back on the Plan Administrator and ultimately on the school board or administrator of the school.

The responsibilities of the Plan Administrator fall into five general areas:

1. Make sure that the school follows the policies and procedures set out in the plan.
2. Make sure that employees receive training on bloodborne pathogens and the Exposure Control Plan.
3. Implement the hepatitis immunization program. (If the school has any medical personnel on staff, it must offer them free hepatitis immunization within ten days of employment.)
4. Implement the post-exposure incident procedures following an exposure incident.
5. Keep the required training records and medical records on each employee with occupational exposure.

Please refer to the SafetyLine "Bloodborne Pathogens Exposure Control Plan for Schools" for complete information.

The Archdiocese of Louisville sponsors training for all who may be exposed to bloodborne pathogens. Review the Safetyline Plan at school. (See **Appendix V - E**)

ASBESTOS

5416

In addition to our commitment to excellence in education, the Archdiocese of Louisville schools are also committed to assuring a safe and healthy learning environment for our students and staff by maintaining compliance with all laws and regulations pertaining to health and the environment. The Asbestos Hazards Emergency Response Act, or AHERA, requires comprehensive management of asbestos left in a school building through a detailed process which includes notifications, training, maintenance and proper handling, removal and disposal of asbestos in school buildings.

The Archdiocese has a moral obligation as well as a legal mandate to meet these compliance components and has developed a system to fully implement all requirements of the AHERA law. The Archbishop has assigned an individual to the official position of Local Educational Agent Designee. In addition, the Archbishop has assigned a "Responsible Person" at each school to manage that school's asbestos program, and that Responsible Person reports directly to the assigned LEA Designee.

When implemented properly, the system that the Archdiocese has in place provides an environment that is safe with respect to potential asbestos exposure and meets all requirements for AHERA compliance.

NON-SMOKING POLICY FOR CHILDREN'S SERVICES

5417

Schools are to be in compliance with the Non-smoking Policy for Children's Services set forth in the Pro-Children Act of 1994, which states that: (a) "No person shall permit smoking within any indoor facility owned or leased or contracted for and utilized by such person for provision of

routine or regular kindergarten, elementary or secondary education or library services for children," and (b) "No person shall permit smoking within any indoor facility (or portion thereof) owned or leased or contracted for by such person for the provision by such person of regular or routine health care or day care or early childhood development (Head Start) services to children or for the use of the employees of such person who provides such services, except that this section shall not apply to (1) any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to drugs, or alcohol, and (2) any private residence."

PESTICIDE APPLICATION IN SCHOOLS (02/04)

5418

Effective July 1, 2002, 302 KAR 29:050 Section 12 requires each school district to implement an integrated pest management program with a primary goal of controlling dangerous and destructive pests with the judicious use of pesticides.

If schools and child care centers in the Archdiocese of Louisville apply pesticides, they are to check with the pest control companies they use to verify if the chemicals and methods used are governed by the regulations. The regulation lists the following exemptions:

- germicides, disinfectants, bactericides, sanitizing agents, water purifiers, and swimming pool chemicals used in normal cleaning activities;
- personal insect repellants;
- human or animal ectoparasite control products administered by qualified health professional or veterinarians;
- manufactured pest or gel bait insecticides placed in areas where humans or pets do not have reasonable access to the bait.

If the pest control chemicals and methods used are covered by the regulations, schools must implement an integrated pest management program including the following:

Advance notification of pesticide use

At the start of each semester or school year segment, a verifiable notice shall be sent or given to all staff members, health professionals, and parents or guardians of school children concerning twenty-four (24) advance notifications of pesticide applications. Schools must maintain a registry of those requesting advance notification.

Notification content

The advance notification shall include:

- The anticipated date of possible pesticide application. (If special circumstances arise and the advance notice is not provided as required, such as the emergency application of pesticides to control organisms that pose an immediate health threat or that may be disruptive to a normal learning environment, the school shall provide the notice as soon as possible. In this situation, the notice shall explain the reasons why advance notice was not provided and what pesticide was applied.)
- A description of the general location of the pesticide application.
- The routine scheduled service, a description of pests encountered, the brand name of the pesticides applied, a list of active ingredients, and pesticide application method.
- A telephone number that parents and staff can use to contact the school for more information.

Qualifications for pesticide applicators

Persons who apply pesticides in schools shall be certified under Category 7(a), General Pest and Wood-destroying Organisms, and Category 7(b), Integrated Pest Management, to apply pesticides. Applicators currently holding a Category 7(a) certification on the effective date of this administrative regulation shall receive their Category 7(b) certification without additional examination.

Schools and childcare centers may contact the Superintendent's office for copies of model notification letters and forms.

RELEASE OF STUDENTS **5420**

RELEASING STUDENTS DURING SCHOOL HOURS **5421**

A student shall not be released from school during school hours into the custody of any person other than those listed on the EMERGENCY INFORMATION FORM FOR THE STUDENT. Identification of the person to whom the child is released must be verified.

Parents/guardians shall be notified by telephone to make suitable arrangements when it is necessary to send a student home because of illness or for another reason. Documentation of this notification shall be made.

Students shall not be sent on errands off the school grounds or sent home for books, homework, etc.

Students shall not be released to speak with anyone other than school staff, Child Protective Services or police officers during school hours. In all other cases the parent/guardian is first notified.

Students must be released through the school office.

RELEASING STUDENTS TO POLICE **5422**

Observe the following if a police officer asks to speak with a student:

1. Ask for identification to verify that the person is a police officer. The officer is not required to present a warrant to speak with a student, but will be asked to wait until parents are notified and given reasonable time to come to the school.
2. Phone the parent/guardian and ask the parent/guardian to come to the school to be present with the student during the interview. If the parent/guardian cannot come, the principal or designee will be asked to sit in for the interview "in loco parentis." However, the police officer has the discretion to grant or deny the request.
3. Ask the officer to present a warrant for arrest before removing the student from the school. If the student has been involved in some suspected illegal activity immediately prior to the police arrival on campus or while the police officer is present the principal must contact the parent/guardian to come to the school.
4. If the parent/guardian cannot come, the principal or designee must accompany the student to the police station.
5. Contact the Superintendent within 24 hours if a student is arrested.

NON-CUSTODIAL PARENTS **5423**

Schools may ask all divorced parents to furnish the school with a court certified copy of the custody section of the divorce decree. This information will help the school in determining when, if ever, the child can be released to the non-custodial parent.

SPECIFIC SAFETY CONCERNS **5430**

CHILD ABUSE (02/04)

5431

As stated in KRS 620.030, ‘any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause an oral or written report to be made to a local law enforcement agency, or the Kentucky state police, the cabinet, or its designated representative, or the Commonwealth’s attorney by telephone or otherwise.’”

This reporting requirement includes all clergy, employees, and volunteers. When the accusation involves church personnel, such a report also must be forwarded to the Chancellor of the Archdiocese.

Persons making a report should provide the following information:

1. the names and addresses of the child and his or her parents or other persons who have custodial responsibility for the child;
2. the child’s age;
3. the nature and extent of the child’s suspected dependency, neglect, or abuse, including any previous charges of dependency, neglect, or abuse, if known;
4. the name and address of the person who is allegedly responsible for the abuse or neglect; and
5. any other information that will be helpful to the child abuse investigator.

No internal investigation shall be initiated before this report is made to the authorities and to the Chancellor. Failure to report suspected child abuse to the civil authorities is a Class B misdemeanor punishable by law and is grounds for the termination of employment and/or the termination of a volunteer relationship with a diocesan entity. The only exceptions to this requirement involve information learned within the Sacrament of Reconciliation or within an attorney-client relationship. [KRS 620.050(3)]

Please refer to “Restoring Trust: The Sexual Abuse Policies of the Archdiocese of Louisville” for additional information.

MISSING CHILDREN

5432

Kentucky State Law regarding missing children shall be followed.

According to state law the following actions will be taken:

1. State:
The Kentucky Department of Education shall officially notify the school of the disappearance of a child registered in that school.
2. Local School:
 - a. Upon notification by the Department of Education of a child's disappearance, the principal will flag the record of the missing child in such a way that whenever a copy of or information regarding the child's record is requested, the principal will be alerted to the request and will report the request to the Kentucky State Police Missing Child Center.

Upon finding the missing child, the Department of Education will notify the principal to remove the flag from the student's record.
 - b. Within 14 days after admitting a transfer student from another Kentucky school, the principal shall request from the previous school a certified copy of the student's record.

Any school receiving a request for a record that has been flagged as being that of a missing student shall not forward the record but shall notify the Kentucky State Police Missing Child Center.

FIREARMS AND DANGEROUS WEAPONS

5433

KRS Chapter 527 reads as follows: "A person is guilty of unlawful possession of a weapon on school property when he knowingly deposits, possesses, or carries, whether openly or concealed, for purposes other than instructional or school-sanctioned ceremonial purposes, or the purposes permitted in subsection (3) of this section, any firearm or other deadly weapon, destructive device, or booby trap device in any public or private school building or bus, on any public or private school campus, grounds, recreation area, athletic field or any property owned, used, or operated by any board of education, school, board of trustees, regents, or directors for the administration of any public or private educational instruction. The provisions of this section shall not apply to institutions of postsecondary or higher education."

The Kentucky Penal Code, Section 500.080, states that "deadly weapon" means:

- a. any weapon from which a shot readily capable of producing death or other serious physical injury may be discharged; or
- b. any knife other than an ordinary pocket knife or hunting knife; or
- c. billy, nightstick, or club; or
- d. blackjack or slapjack; or
- e. nunchaku karate sticks; or
- f. shuriken or death star; or
- g. artificial knuckles made from metal, plastic or other similar hard material.

While the Kentucky Penal Code, Section 500.080, does not define hunting knives or pocket knives as "deadly weapons," these knives should not be permitted in schools unless prior permission has been obtained from the administrator and the items are used for instructional purposes.

Each chief administrator of a public or private school shall display about the school in prominent locations, including, but not limited to, sports arenas, gymnasiums, stadiums and cafeterias, a sign at least six (6) inches high and fourteen (14) inches wide stating: "UNLAWFUL POSSESSION OF A WEAPON ON SCHOOL PROPERTY IN KENTUCKY IS A FELONY PUNISHABLE BY A MAXIMUM OF FIVE (5) YEARS IN PRISON AND A TEN THOUSAND DOLLAR (\$10,000) FINE."

Failure to post the sign shall not relieve any person of liability under this section.

Should a student be in violation of the above policy, the following steps should be taken:

1. the parent/guardian is contacted;
2. the student is dismissed from school;
3. the police are called;
4. superintendent is notified; and
5. the reason for dismissal is noted on the student's permanent record.

DISCIPLINE

5500

ESTABLISHING GUIDELINES

5510

CODE OF CONDUCT **5511**

School authorities shall establish guidelines for the behavior of students on school premises, on field trips or during other activities where students are representing the school community. Each school shall have a written code of conduct that is published in the Parent-Student Handbook.

SUPERVISION OF STUDENTS **5512**

Supervision of students is required at all times. Supervision is a mental as well as physical act. If an emergency necessitates that an adult has to leave the classroom, students should be told periodically what they are to do if no adult is present. Principals shall require that the procedure for behavior in the absence of an adult be included in classroom rules.

MEETING DOCUMENTATION **5513**

Any meeting regarding discipline, placement or change in curriculum should be properly documented. Attendees at the meeting should be given a copy of the appropriate documentation within one week.

EFFECTIVE DISCIPLINARY ACTION **5514**

Positive approaches to discipline need to be stressed. The following guidelines are given as a way to achieve positive results.

1. Disciplinary action must be individualized, constructive and proportionate to the act. The student must understand what he/she has done and the consequences of the act.
2. Such action must be applied as soon as possible after the act, with careful deliberation by the proper authority.

ACCEPTABLE METHODS OF CHANGING INAPPROPRIATE BEHAVIOR **5520**

Procedures for changing inappropriate behavior should follow this sequence as a normal rule:

1. a teacher conference with student to seek an understanding and solution.
2. consequences, such as extra work, detention, etc.
3. a conference including teacher, student and principal.
4. a plan for improvement formulated; consequences set up, such as time out with supervision, time out, loss of privileges, etc.
5. a conference with parents.
6. a probation period put into effect. Behavior contracts may be utilized during the probationary period.
7. suspension in/from school (depending on local discretion).

In applying all of these procedures, school authorities are expected to be sensitive to the age of the child and the gravity of the offense.

DETENTION **5521**

Detention is considered an acceptable means of discipline. Detention shall not occur without prior notification of the parents. Students who are detained shall be provided adequate supervision.

UNACCEPTABLE METHODS OF CHANGING INAPPROPRIATE BEHAVIOR **5530**

Christian respect for the dignity of each person precludes actions such as:

1. sarcasm, ridicule, public humiliations;
2. personal indignities such as striking or pulling ears, hair, clothes, etc.;
3. indiscriminate punishment of all students in a class;
4. time out without supervision; and
5. unreasonable/lengthy written punishment (i.e., I must not... 500 times).

CORPORAL PUNISHMENT **5531**

Corporal punishment is not allowed in schools of the Archdiocese.

STRIKING A STUDENT **5532**

In the event that a teacher should strike a student or use inappropriate physical restraint, the teacher shall inform the principal immediately and shall file a written explanation of the incident to the principal within 24 hours.

PROBATION AND SUSPENSION **5540**

When normal disciplinary procedures have failed, or in cases of exceptionally severe breaches of discipline, the principal shall administer probation or suspension as a disciplinary measure.

PROBATION **5541**

Probation is a disciplinary procedure by which a student is evaluated by the teacher and principal in regard to his/her attitude and behavior over a specified period of time. This procedure is followed in order to determine the student's resolve to remain in the school community:

1. The principal has a conference with the student and parent/guardian to advise them of reasons for probation, the plan of action (which may include counseling) and the time-length of the probation. The teacher(s) may be asked to attend. A written summary of this conference is sent to the parent/guardian, and the principal retains a copy.
2. The pastor is advised immediately.
3. After the period of probation, a second conference is held to determine whether the probation is to be terminated or extended.

SUSPENSION **5542**

Suspension is a disciplinary procedure by which a student is removed from the school/class for a specified period of time. Suspension gives the student an opportunity to realize that certain aspects of his/her attitude and behavior are unacceptable to the school community.

There are two types of suspension:

IN-SCHOOL SUSPENSION

5542.1

The student is temporarily removed from the class but remains in school under supervision.

OUT-OF-SCHOOL SUSPENSION

5542.2

The student is not permitted to be on school property for the duration of the suspension.

If, in the principal's judgment, suspension is necessary, he/she shall:

1. hold a conference with student and teacher;
2. inform the pastor;
3. call a conference with the parents and any others, as circumstances demand;
4. determine whether it will be in-school or out-of-school suspension; and
5. provide educational tasks for the student to complete.

DISMISSAL

5543

Dismissal is a disciplinary procedure by which a student is removed from the school. Dismissal is used in those cases where probation and suspension seem inadequate to effect the desired changes in the student's attitude and behavior.

If, in the principal's judgment, dismissal is necessary, he/she:

1. has a conference with student and teacher;
2. informs the pastor;
3. calls a conference with the parents and any others, as circumstances demand;
4. informs other persons who are affected by the decision, including School Board chairperson;
5. may allow parent/s to withdraw student;
6. provides guidance for transfer to another school;
7. sends a written statement of the measures taken and the reasons for the action to the Superintendent at the Office of Lifelong Formation and Education and to the parents.

Schools are advised to design a form that:

- records dates the above actions were taken and document reasons for the action;
- documents evidence of violation/s of a school's Code of Student Conduct; and
- provides line for principal's signature and date.

SPECIFIC ISSUES

5550

SEARCH AND SEIZURE

5551

Each Catholic school shall have a policy on searching students and/or seizing their possessions, and this policy shall be included in the Parent-Student Handbook.

"If a principal believes that a student is carrying a dangerous item on his or her person, the principal should ask the student for it. If the student refuses, the student can be asked to empty pockets, book bags, purses, etc. If the student still refuses, the principal must make a choice. Obviously, if the principal believes that persons are in danger, the principal will have to take whatever action appears necessary to gain possession of the item. If the situation permits, the best course for action would appear to be to contact the parent and have the parent come to school and conduct a search of the child. Obviously, such a procedure is a serious one and should be undertaken only in appropriately serious circumstances. Where possible, principals should contact the appropriate diocesan personnel or attorney for advice.

"Catholic schools and their personnel can be subject to tort suits of assault and battery and/or invasion of privacy if a student is harmed because of an unreasonable search. Carefully developed policies and procedures should guide any search and seizure; a common sense 'balancing test' should be applied in each case: is this search and its possible effects worth finding whatever it is that school officials are seeking? For example, an exhaustive search for a student's lost dollar does not seem worth the effort. After asking if anyone has seen the dollar, the teacher would be well advised to lend the student a dollar, if necessary, rather than to disrupt the educational process by a search. If the student has lost an expensive piece of jewelry, the teacher might conduct a more extensive search. Approach is most important. Saying to students, 'Let's all help Johnny look for his watch,' or 'Let's all look in our book bags to see if it could have fallen into one by mistake,' while the teacher examines his or her own bag, avoids the trauma of students being singled out for accusation.

"The dignity of each student and a commitment to treat everyone the way the educator would wish to be treated should be guiding principles in any search and seizure situation." (*The Law and the Catholic Schools: Approaching the New Millennium*, Sr. Mary Angela Shaughnessy, 1991, pp. 74-75.)

HARASSMENT

5552

The Schools of the Archdiocese do not condone any form of harassment. All individuals are to be treated with dignity and respect. Harassment in any form is prohibited. The prohibition against acts of harassment applies to all individuals involved in the school.

Sexual harassment includes unwelcome sexual advances. Requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly; (2) submission to or rejection of such conduct by an individual is used as the basis of decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonable interference with an individual's work performance or of creating an intimidating, hostile or offensive learning environment.

Verbal harassment includes derogatory comments, jokes or slurs: it can include belligerent or threatening words spoken to another individual.

Physical harassment includes unwanted physical touching, contact, assault, deliberate impeding or blocking movements or any intimidating interference with normal work or movement.

Visual harassment includes derogatory, demeaning or inflammatory posters, cartoons, written

words, drawings, novelties or gestures.

Each school should have a harassment policy and procedures to deal with harassment in place.

CRIMINAL GANG-LIKE ACTIVITY (9/97)

5553

Criminal gang-like activity will not be tolerated on school grounds or at any school-sponsored activity. Students will not wear/display explicit gang-like symbols. Violation may result in suspension and/or other appropriate action as deemed by the principal.

Criminal gang-like activity involving membership in a criminal street gang is defined as any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts.

Criminal gang-like behavior is addressed in other existing Archdiocesan policies. For example, Harassment (5552), Truancy (5136), Drugs (5330), Firearms (5433), Discipline (5500), Dress (5600), etc. Please refer to these and other appropriate policies for dealing with criminal gang-like behavior.

When student participation in criminal gang-like activity is suspected/observed on school grounds or at any school-sponsored activity, the following steps shall be taken:

1. the teacher or other person having the aforesaid information shall notify the principal of the school wherein the student is enrolled;
2. the principal, in consultation with appropriate resources, will gather information to make a determination of student involvement in criminal gang-like activity;
3. upon confirmation of student involvement in criminal gang activity, the student's parents or legal guardians shall be notified, appropriate action taken, and written documentation kept on file;
4. if activity cannot be confirmed and concerns exist about student behavior, the student's parents or legal guardians shall be notified, the concerns expressed to them and written documentation of notification kept on file;
5. local law enforcement should be notified if a criminal act occurs.

Additional guidance can be found in the response scenarios below.

Student in a gang

1. Being a gang member is not yet a crime in the state of Kentucky.
2. If an infraction of school rules or illegal act occurs, the primary concern should be the infraction or illegal act.
3. Address the infraction through school/Archdiocesan policy; address the illegal act through local law enforcement.

Student in a gang and wants out/Student is being pressured to join a gang

1. Person having the aforesaid information shall notify the principal of the school wherein the student is enrolled.

2. The student's parent or legal guardian shall be notified.
3. Local law enforcement and/or appropriate gang unit can be contacted for assistance.

Please consult the Superintendent and the Family Counseling Office for assistance in dealing with criminal gang-like activity.

THREATENING BEHAVIOR (02/04)

5554

Threatening behavior is defined as intentional statements, gestures, or actions meant to cause harm to another and/or damage to property. School officials may consider the following factors in deeming whether behavior is threatening: history of inappropriate behavior, circumstances surrounding the behavior, nature of statements/gestures/actions, developmental state of student, other relevant information.

Any behavior deemed threatening by school officials is inappropriate and will result in immediate suspension and may result in dismissal from school. Behaviors deemed threatening by school officials are to be addressed in the following manner:

1. Student exhibiting threatening behavior is removed from the situation and placed under the direct supervision of appropriate school personnel.
2. Student's parent/guardian is notified.
3. Student is suspended from school and may not attend any school activity or be present on school grounds.
4. School officials apprise pastor and Superintendent of Schools.
5. Should the threat concern death or serious physical injury to any student, teacher, volunteer, employee, or any other person reasonably expected to be on school property, or concern the use of a weapon of mass destruction on school property, the local authorities will be contacted. The individual(s) who have been threatened, as well as applicable parents/guardians, are to be notified as soon as possible.
6. Parent/guardian of student is required to seek and secure a mental health assessment conducted by an appropriately credentialed professional. Parent/guardian and/or school officials may consult with the Family Counseling office for assistance in determining an adequate mental health assessment.
7. Mental health assessment results and recommendations are shared with the principal who makes a final decision as to whether the student shall be allowed to return to school. In making the final decision, the principal considers not only the results of the mental health assessment but also any history of inappropriate behavior, the circumstances surrounding the threatening behavior, the nature of the threat, the developmental stage of the student, and other relevant information. Additionally, should the student be allowed to return to school, the decision may include conditions for reinstatement and follow up.
8. Please refer to School-Centered Emergency Management Guide, Response Section "Threat of Harm" for additional information.

False Threats

Any student falsely reporting threatening behavior is subject to disciplinary action which may

include suspension and/or dismissal from school as well as the reporting of the false threat to the local authorities.

Consultation

The Superintendent and Director of Family Counseling, are available to consult with schools dealing with threatening behavior.

GRIEVANCE PROCEDURES (02/04)

5560

Authority as exercised in the Catholic school system depends in a large measure upon a spirit of willing cooperation among administrators, staff and students. However, honest disagreements can, and sometimes do, occur between persons at various levels. For those instances when the persons involved cannot reach an agreement that is mutually satisfactory, the following guidance is offered.

Normal Level of Resolving Grievances

1. Students (Parents)
 2. Staff Person
 3. Principal
 4. School Board (Chairperson selects two members of the Board with approval of pastor as a hearing committee)
 5. Pastor
 6. OLFE/Superintendent (who may choose to form a hearing committee composed of OLFE board members and staff)
 7. Due Process Board of Archdiocese of Louisville
 8. Archbishop
- a. It is assumed that all personnel involved in a complaint situation will be attempting to find the simplest, most effective way to resolve differences.
 - b. Normally, disagreements or complaints should be discussed and resolved at the level closest to the disputed question. When either party involved chooses to appeal a decision to the next higher level, such appeal should be made in writing within a reasonable time frame (10 days to 2 weeks). If, at any level, a formal hearing process is sought, all persons involved must agree to full disclosure of all pertinent information to the board or committee that is conducting the hearing. The hearing body is bound to maintain confidentiality concerning all information received.
 - c. At the parish level, the pastor retains the right to intervene with authority at any stage of a complaint or grievance, provided such intervention seems more likely to bring a just and speedy resolution to the problem.
 - d. At any point, the Office of Lifelong Formation and Education is willing to offer counsel and advice, and may act as facilitator, but will not authoritatively intervene unless a breach of policy or official procedure has occurred.
 - e. When a matter is referred to the Office of Lifelong Formation and Education, a representative of the office will meet with both sides of the dispute to search for and propose a satisfactory resolution.
 - f. The Archdiocesan Personnel Office may also be of assistance in employee-related matters.

- g. The Office of Lifelong Formation and Education may appoint an ad-hoc committee to conduct a hearing should that approach be considered helpful.
- h. Unresolved disputes may be referred to the Archdiocesan Due Process Board.

DRESS

5600

Local school authorities shall establish guidelines regarding uniforms and dress codes.

APPENDIX V - B
 DAILY LOG FOR MEDICATION(S)
**This log intended for individual student records.*

School _____	Week of _____					Week of _____					Week of _____					Week of _____									
Student _____ Medicine _____ Dosage _____ Time _____	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F
Medicine _____ Dosage _____ Time _____																									
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Medicine _____ Dosage _____ Time _____																									

Signature _____

Appendix V - D
ACCIDENT REPORT

Each accidental injury which requires a doctor's attention or which kept a student out of school one-half day or more is to be reported on this form. The teacher/coordinator should complete the report when the Principal/Director is unable to do so.

WHO WAS HURT? _____

Name _____ Address _____

Age _____ Sex _____ School Attended _____ Grade _____

WHEN DID ACCIDENT HAPPEN?

Date: _____ Time _____ A.M. _____ P.M. _____

WHERE DID ACCIDENT HAPPEN?

At school? _____ If so, in building or on playground? _____

On the street? _____ If so, where? _____

Was this an automobile accident? _____

If on the street, was it on the way to school? _____ From school? _____

At home? _____ If so, was it in the house? _____ Outside house? _____

HOW DID ACCIDENT HAPPEN?

What was person doing when hurt? _____
(Playing baseball, crossing street, etc.)

Describe the accident _____

WHAT KIND OF INJURY WAS IT?

(Broken arm, fractured skull, cut finger, burn, etc.)

Was a doctor called? _____ If so, state his name and address: _____

Number of days kept from school _____

Signature of Teacher/Coordinator _____

Signature of Principal/Director _____

School/Parish _____

Please send a copy of this report to the Office of Lifelong Formation and Education as close to accident date as possible.

Appendix V - E

UNIVERSAL PRECAUTIONS IN SCHOOLS REGARDING BLOODBORNE PATHOGENS

Universal precautions (UP) are intended to prevent transmission of infection, as well as decrease the risk of exposure for school personnel and students. It is not currently possible to identify all infected individuals, thus precautions must be used with every individual. UP pertain to blood and other potentially infectious materials (OPIM) containing blood. These precautions do not apply to other body fluids and wastes (OBFW) such as saliva, sputum, feces, tears, nasal secretions, vomitus and urine unless blood is visible in the material. However, the OBFW can be sources of other infections and should be handled as if they are infectious. The single most important step in preventing exposure to and transmission of any infection is anticipating potential contact with infectious material in routine as well as emergency situations. Based on the type of possible contact, school personnel and students should be prepared to use the appropriate precautions prior to the contact. Diligent and proper hand washing, the use of barriers, appropriate disposal of waste products and needles and proper decontamination of spills are essential techniques of infection control. All individuals should respond to situations practicing UP followed by the activation of the school response team plan. Using common sense in the application of these measures will enhance protection of school personnel and students.

Hand Washing

Proper hand washing is crucial to preventing the spread of infection. Textured jewelry on the hands or wrists should be removed prior to washing and kept off until completion of the procedure and hands are rewashed. Use of running water, lathering with soap and using friction to clean all hand surfaces is key. Rinse well with running water and dry hands with paper towels.

- * Hands should be washed before physical contact with individuals and after contact is completed.
- * Hands should be washed after contact with any used equipment.
- * If hands (or other skin) come into contact with blood or body fluids, wash immediately before touching anything else.
- * Hands should be washed whether gloves are worn or not, and after gloves are removed.

Barriers

Barriers anticipated to be used at school include disposable gloves, absorbent materials and resuscitation devices. Their use is intended to reduce the risk of contact with blood and body fluids as well as to control the spread of infectious agents from individual to individual. Gloves should be worn when in contact with blood, OPIM or OBFW. Gloves should be removed without touching the outside of the gloves and disposed of after each use.

Disposal of Waste

Blood, OPIM, OBFW, used gloves, barriers and absorbent materials should be placed in a plastic bag and disposed of in the usual procedure. When the blood or OPIM is liquid, semi-liquid, caked with blood, is not absorbed in materials and is capable of releasing the substance if compressed, special disposal such as regulated waste is required. A band-aid, towel, sanitary napkin or other absorbed waste that does not have the potential of releasing the waste if compressed would not be considered regulated waste. It is anticipated schools would only have regulated waste in the case of a severe incident. Needles, syringes and other sharp disposable objects should be placed in special puncture-proof containers and disposed of as regulated waste. Bodily wastes such as urine, vomitus or feces should be disposed of in the sanitary sewer system.

Clean-up

Spills of blood and OPIM should be cleaned up immediately.

- * Wear gloves.
- * Clean up spill with paper towels or other absorbent material.
- * Use a solution of one part household bleach to one hundred parts of water (1:100), or other EPA approved disinfectant. Wash the area well.
- * Dispose of gloves, soiled towels and other waste in a plastic bag.
- * Clean and disinfect reusable supplies and equipment.

Laundry

Laundry with blood or OPIM is handled as little as possible with a minimum of agitation. It is bagged at the location. If it has the potential of releasing the substance when compacted, regulated waste guidelines should be followed. School personnel who have contact with this laundry should wear protective barriers.

Exposure

An exposure incident to blood or OPIM through contact with broken skin, mucous membrane or by needle or sharp stick requires immediate washing, reporting and follow-up.

- * Always wash the exposed area immediately with soap and water.
- * If a mucous membrane splash (eye or mouth) or exposure of broken skin occurs, irrigate or wash the area thoroughly.
- * If a cut or needle stick injury occurs, wash the area thoroughly with soap and water.

The exposure is reported immediately, the parent or guardian is notified, and the person exposed contacts a physician for further healthcare.

Resource: Haynie, Palfrey, Porter. (1989). Children Assisted by Medical Technology in Educational Settings: Guidelines for Care. "Guidelines for Care: Universal Precautions and Infection Control." (Project School Care, The Children's Hospital). Boston, Massachusetts. 17-19.

INSTRUCTION (Series 6000)

CURRICULUM DESIGN	6100
Curriculum Mission	6110
Curriculum Vision	6120
Curriculum Values.....	6120.1
Curriculum Goals	6120.2
Instructional Program of the School	6130
Curriculum Framework/Learner Outcomes	6140
Content Guidelines/Process Skills	6150
Instructional Materials	6160
Recommendation of Instructional Materials.....	6161
Pilot Programs	6162
Unit/Lesson Plans	6170
CURRICULUM IMPLEMENTATION	6200
Effective Use of Learner Time	6210
Archdiocesan Calendar.....	6211
Alternative School Schedule (Year Round Education).....	6211.1
School Day/School Year	6212
Summer School	6213
Homework	6214
School Organizational Patterns.....	6220
Organizational Plan	6221
Class Size.....	6222
Primary Program.....	6223
Home Schooling	6224
Homebound Instruction	6225
CURRICULUM ASSESSMENT	6300
Philosophy of Assessment	6310
Reporting Philosophy	6320
Student Assessment and Reporting Process	6330
Grading and Reporting	6340
Grade Scale.....	6341
Parent-Teacher-Student Conferences	6350
Promotion/Retention.....	6360
Standardized Testing	6370
Assessment of Catechesis Religious Education (ACRE)	6370.1
Standardized Test Class Record Sheets	6371
Readiness Assessments.....	6372
High School Placement Test.....	6373
Portfolio Guidelines.....	6380
SPECIAL EDUCATION.....	6400
Philosophy	6410
Intervention Protocol	6420
Admission of Special Needs Students	6430
Clinical Records	6440
Standardized Testing Accommodations	6450
High School Placement Testing Accommodations.....	6451
MEDIA/TECHNOLOGY	6500
Libraries.....	6510

Librarian/Media Specialist.....	6520
Library Media Assistant	6530
Computer Technology Resources	6540
Electronic Mail and Internet Access	6550
School Technology Plan	6570
Acceptable Use Policy	6580
Personal Electronic Devices	6590
CO-CURRICULAR ACTIVITIES.....	6600
Decisions About Participation in Co-Curricular Activities	6610
Field/Study Trips	6620
Trips/Activities Not Sponsored by the School.....	6621
Contests for Students	6630
Participation in Political Activities by Students	6640
Constitution and Citizenship Day	6650
RELIGION	6700
EXTRA CURRICULAR ACTIVITIES	6800
Participation.....	6810
School Mascots.....	6820

INSTRUCTION

CURRICULUM DESIGN 6100

CURRICULUM MISSION (08/14) 6110

Within the organizational structure of the Archdiocese of Louisville many groups work in the area of curriculum. The work of these groups is interconnected and supports lifelong formation and education.

Our curriculum mission is to develop and support exemplary Catholic education and faith formation through application of best practices in the teaching/learning process for all learners so they may teach and live as Jesus did, reach their highest potential, and carry out the mission of the Church.

This curriculum mission is accomplished by:

- making collaborative curriculum decisions that encompass Catholic beliefs, traditions and values.
- challenging schools, teachers and all learners to reach their highest potentials and function as Professional Learning Communities.
- using research and best practice to provide a guide for curriculum and assessments that can be adapted and enhanced at the local school and parish level.
- providing professional learning experiences that shape valuable initiatives and programs and guide teachers toward effective implementation of curriculum and assessment.

CURRICULUM VISION (08/14) 6120

Our curriculum vision is to create professional learning communities that develop and support exemplary Catholic education with a focus on Catholic beliefs and continuous improvement in student and adult achievement and faith formation.

Our vision will be accomplished through:

- the infusion of faith, principles, values, and social justice themes.
- a collaborative model of decision-making and sharing of knowledge and resources.
- professional learning communities in which individuals and groups view themselves and function as learners.
- application of best practices to all teaching/learning processes.
- a comprehensive plan for curriculum and assessment adapted and implemented to meet all learners' needs.
- professional learning identified and provided to support appropriate curricular initiatives.
- a Curriculum Planning Council maintained as a consultative body to assist with short term and long range district planning.

CURRICULUM VALUES (08/14) 6120.1

In order to advance our vision of creating Professional Learning Communities that develop and support exemplary Catholic education, continuous faith formation, and improvement in student and adult achievement, the curriculum values are:

- Catholic beliefs, traditions, and values
- the foundations and practices of Professional Learning Communities.

- respect and support for the individuality and the potential of all learners
- best practices in all teaching/learning processes.
- collaborative decision-making
- purposeful curriculum development and assessment.
- multiple approaches and strategies for differentiation in curriculum practices and initiatives.
- valuable and effective professional learning experiences to shape and support curricular initiatives.

CURRICULUM GOALS (08/14)

6120.2

In order to advance our vision, our goals are to:

- make curriculum decisions based on Catholic beliefs, traditions and values.
- implement the foundations and practices of Professional Learning Communities.
- engage in collaborative decision-making.
- implement multiple and effective curriculum practices, programs, norms and initiatives to invite and engage all learners.
- continue the development of a guide for curriculum and assessment with specific, clearly stated and challenging learning goals and standards for all learners.
- assist schools and parishes with curriculum development and assessment plans that focus on student and adult learning as the ultimate goal.
- engage in systemic analysis, goal setting and refinement of curriculum documents, programs and practices to focus on and monitor continuous improvement.
- provide quality and continuous professional learning to shape and support curricular initiatives.

INSTRUCTIONAL PROGRAM OF THE SCHOOL (08/14)

6130

The curriculum and instructional programs of the Catholic school are developed according to:

1. Current Catholic Church teaching and documents such as *The National Catechetical Directory*, *The General Directory for Catechesis*, *To Teach As Jesus Did*, etc.
2. Archdiocesan and school/parish statements on mission, visions, values, goals, and philosophy.
3. Student needs and school Instructional Improvement Plans.
4. *Archdiocese of Louisville Curriculum Guide*.
5. *Archdiocese of Louisville Curriculum Framework* including learner goals, academic expectations, essential understandings, guided questions, content guidelines, performance standards, assessment and technology in the following content areas:
 - Religion
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
 - Foreign Language
 - Visual Arts
 - Music/Performing Arts
 - Physical Education
 - Library Media
 - Technology

6. Other curricula and guidelines such as:
 - Correlation documents
 - Sacramental preparation programs
 - Intervention Protocol
7. Faculty expertise
8. Facilities

CURRICULUM FRAMEWORK/ LEARNER OUTCOMES 6140

All schools will use the Archdiocesan Curriculum Framework when designing, implementing and assessing instructional programs at the school level. Specific grade level indicators are included as part of the Archdiocesan Curriculum Framework. The indicators are not all inclusive. They are intended to give guidance in curriculum planning at the local school level.

CONTENT GUIDELINES/ PROCESS SKILLS 6150

Content Guidelines/ Process Skills for the specific content areas are included as support of the Archdiocesan Curriculum Framework. They are intended to give guidance in curriculum planning and assistance in aligning instructional materials at the school level.

INSTRUCTIONAL MATERIALS 6160

RECOMMENDATION OF INSTRUCTIONAL MATERIALS (08/14) 6161

Instructional materials for the specific content areas will be studied and evaluated by committees formed through the Curriculum Coordinator at OLFE.

The Superintendent at the Office of Lifelong Formation and Education will approve the adoptions after recommendations by the Review Committee. Instructional materials will be selected by schools from the Archdiocesan Recommended List.

An official recommendation packet will be sent to the principal of each school announcing the recommended instructional materials for Catholic schools and will include any special conditions related to the adoption. Complete information concerning the recommended instructional materials, including contract prices and gratis items will also be sent by publisher representatives to each principal.

Each school will be given a three-year period to implement the instructional materials at all grade levels.

PILOT PROGRAMS 6162

The Superintendent at the Office of Lifelong Formation and Education must issue an approved written statement before a school can implement a pilot program that deviates from the Curriculum Framework. Representatives from the school staff will consult with the Superintendent's staff when there is a need to implement a pilot program. The school should bring to this consultation a statement of need, of how the program will meet the need, and of how the program will be evaluated. Such decisions will be made in consultation with the local school board, i.e. weekly planning period, calendar changes, instructional materials, special programs and field studies.

UNIT/LESSON PLANS (6/99) 6170

The principal, who is responsible for all instruction as educational leader in the school, will regularly review the lesson plans of all teachers or appoint a designee to review the plans. Lesson plans are to be aligned with national standards and outcomes for each particular content area. The

Archdiocesan Curriculum Framework and Content Guidelines/ Performance Standards to give further direction to lesson plan development. Lesson planning should reflect educational research and incorporate strategies such as multiple intelligence and learning styles. Students needs, standards and objectives always form the basis for planning daily instruction, while textbooks and a variety of instructional materials should be used to implement these objectives. Unit/lesson plans will also include multiple approaches for assessing student achievement of the stated learning goals and objectives.

CURRICULUM IMPLEMENTATION 6200

EFFECTIVE USE OF LEARNER TIME 6210

ARCHDIOCESAN CALENDAR (02/04) 6211

The Office of Lifelong Formation and Education will prepare a common calendar for Catholic schools in Jefferson County. Schools are encouraged to follow the Archdiocesan calendar to minimize confusion and scheduling difficulties. In other counties, the principal will prepare the calendar based on the local public school calendar that is approved by the school board. It is expected that the calendar issued for Catholic schools in Jefferson County or the calendar approved in other counties will be followed.

If extraordinary circumstances arise that necessitate a calendar change at the local level, the change(s) must be approved by the local school board and pastor and be submitted to the Superintendent at the Office of Lifelong Formation and Education by June 15.

ALTERNATIVE SCHOOL SCHEDULE (YEAR ROUND EDUCATION) (08/14) 6211.1

Schools of the Archdiocese of Louisville may choose to develop and implement a year round school schedule. The year -round calendar must consist of 185 days, of which a minimum of 175 days must be used as instructional days (student attendance days). Of the remaining ten days, four are identified as "paid" holidays. The remaining 6 days may be used for professional learning..

The structure of the calendar must be approved by the Superintendent of Schools and fulfill the requirements found in the *Guidelines for Alternative School Schedules* that can be obtained from the Superintendent.

SCHOOL DAY/SCHOOL YEAR (08/09) 6212

Schools shall provide a minimum of 175 instructional days, including 1,062 instructional hours each school year for all students, including eighth graders.

A school may utilize an early dismissal schedule as long as the school calendar shows an equivalent of at least 175 days including 1,062 instructional hours.

The minimum school term required by Kentucky law for public schools is the equivalent of 177 6-hour instructional days (1,062 hours).

SUMMER SCHOOL (02/04) 6213

Any elementary or secondary school operating a summer school program for credit will adhere to the Kentucky Department of Education standards for accrediting summer schools.

The principal will notify the Superintendent at the Office of Lifelong Formation and Education by March 15 with information regarding the summer school session.

HOMEWORK (6/99)

6214

Homework policies of the school shall be printed in the **Parent-Student Handbook**. Homework must have meaning and value for the student's learning in school and at home. Individual assignments must be designed to meet the academic and developmental needs of the child.

Evening family activities are encouraged. Therefore, formal homework should follow the guidelines listed below:

Grades 1 - 2	30 - 40 minutes
Grades 3 - 4	40 - 50 minutes
Grades 5 - 6	60 - 75 minutes
Grades 7 - 8	75 - 90 minutes

SCHOOL ORGANIZATIONAL PATTERNS

6220

ORGANIZATIONAL PLAN

6221

The organizational plan of the schools in the Archdiocese of Louisville is based upon the school's mission, philosophy, instructional program and facilities. Organizational plans should be based upon effective research and follow a systematic pattern. The following are examples of organizational plans that may be utilized: PK, P-8, K-8, K-6, 9-12, primary program, continuous progress school, etc.

CLASS SIZE

6222

Recommended class sizes are:

29 students in K-3	A teacher assistant is recommended when primary grades have more than 25 students.
31 students in 4-6	
35 students in 7-8	

A local school may choose to reduce the recommended number of students per class.

It is recommended that schools that accept students with mild disabilities should admit no more than 10-15% to any given class, maintaining the same balance school wide.

PRIMARY PROGRAM

6223

The "primary program" organizational plan is characterized by multi-age groupings of children between the ages of five and eight, a nurturing environment with developmentally appropriate practices, flexible grouping, continuous progress, authentic assessment, thematic instruction, integrated curriculum and other instructional strategies that are appropriate. The "primary program" plan would not be adopted for financial reasons only. Schools considering the adoption of the "primary program" model must follow the guidelines contained in the **"Primary Program Handbook"** developed by the Office of Lifelong Formation and Education and should contact the Curriculum Consultant for further information.

HOME SCHOOLING

6224

Kentucky law KRS 159.160 requires all home schools to register with the local public school board of education. Students must continue in attendance in an approved school until the home school is registered with the local public school system's pupil personnel department.

Parents who wish to enroll previously home-schooled children in public, parochial or private school should follow the following procedure:

The parent contacts the school and advises school personnel that they are currently home schooling, and that they wish to place their child in this school. They ask for an appointment with an administrator who can evaluate the following material:

- a. transcript - record of credits earned by the student while attending the home school;
- b. portfolio - selection of student's best works in each subject;
- c. attendance manual - record of days and time taught;
- d. book list - record of materials used to teach and the copyright dates; and
- e. instrument used to screen student for grade placement.

When the student is accepted in the public, parochial or private school, the parent should notify, in writing, the local public school pupil personnel department.

HOMEBOUND INSTRUCTION

6225

In the event of serious illness, home instruction may be available for students through the local public school system. Parents and administrators can check with their local public school systems should home instruction be necessary for students.

CURRICULUM ASSESSMENT

6300

PHILOSOPHY OF ASSESSMENT (08/14)

6310

Assessment provides the opportunity to demonstrate success in accomplishing the mission of the Archdiocese of Louisville to educate and form the whole person – mind, body and spirit. Assessment is an integral part of the mission of Catholic education offered in the Archdiocese of Louisville as defined by the learning standards contained in the Archdiocese of Louisville Curriculum Guide. It is designed to be a comprehensive, multi-faceted analysis of each student's progress. Quality assessment is one part of a holistic system of learning and includes a varied and balanced combination of practices.

The purpose of assessment is to:

- guide instruction for the teaching process;
- measure growth and development in learning for the individual student;
- provide reliable and valid evidence of continuous student progress; and
- communicate meaningful information to students, parents, teachers, and other assessment users.

To fulfill our responsibility to our constituencies, catechetical and academic outcomes are assessed and this information is shared with various groups, including but not necessarily limited to:

- students and their parents/guardians;
- the parish community;
- the Archdiocese of Louisville; and
- the broader community.

REPORTING PHILOSOPHY (08/14)

6320

Recognizing that the parent is the primary educator of the child, teachers and parents work together as partners in the educational process to exchange information regarding the child's needs and progress. Communication between home and school is essential to ensure the student's success.

A variety of reporting methods, depending upon the method of assessment, can be used to communicate student progress. Examples of reporting methods include: Parent-Teacher-Student conferences, report cards, checklists/charts, notes, phone calls, portfolios, etc.

STUDENT ASSESSMENT AND REPORTING PROCESS

6330

A student assessment process shall be followed to facilitate the student's self-evaluation under the guidance of the teacher. This assessment process reports student progress through a variety of methods. The Parent-Teacher-Student conference and report cards are recommended methods of formal communication of student progress.

GRADING AND REPORTING

6340

Schools within the Archdiocese of Louisville have the option to use the report cards designed by the archdiocese or develop their own based on established criteria. A report card that is different than the archdiocesan one must be submitted to the Superintendent for approval by October 1.

GRADE SCALE

6340

The Archdiocese of Louisville utilizes a common percentage-based grading scale for grades 3-8. The scale is: A (93% or above), B (84% or above), C (75% or above), D (70% or above), U (below 70%).

PARENT-TEACHER-STUDENT CONFERENCES

6350

The Parent-Teacher-Student (PTS) Conference process primarily focuses on the total development of the student, including academic, spiritual, emotional, social and physical development.

Several steps are involved in the PTS Conference process. The more carefully these steps are conducted, the more effective the process will be for the individual student. The four parts of the process include:

- preparation on the part of the student, parents and teacher;
- the student-teacher conference;
- the parent-teacher-student conference; and
- follow-up.

The student plays the major part in this self-assessment process by formulating goals that show commitment to improvement. The student's goals are reviewed at each conference.

Additional information that may be shared at the PTS conference: portfolios, test results, daily work, behavioral observations, checklists, etc.

PTS Conferences may be held three times during the school year--early October, late January and at the end of the school year.

PROMOTION/RETENTION

6360

Academic consideration for progression will be determined on the basis of two or more of the following:

- 1. teacher evaluation of the pupil;
- 2. acceptable ability-related achievement of a pupil on a standardized test; and
- 3. pupil progress toward mastery of the Archdiocesan outcomes.

The teacher(s), principal, parents, and counselor will make decisions regarding retention. When retention is a possibility, communication with parents should begin no later than during the January conferences. Documentation of all conferences, phone calls and materials concerning retention will be recorded and kept, by the teacher, in the student's Strategy/504 file and initialed by the principal or the principal's designate.

When the parties involved cannot reach consensus, a child may be placed at the next level. The following is required:

- 1. documentation regarding the conditions (becomes part of the student's permanent file); and
- 2. signatures of teacher, parents and principal on documentation.

STANDARDIZED TESTING (02/04)

6370

Schools will administer the testing program in grades 3, 5, and 7 mandated by the Superintendent at the Office of Lifelong Formation and Education. Adaptations for students with disabilities should be implemented as determined by the assessment producer.

ASSESSMENT OF CATECHESIS RELIGIOUS EDUCATION (ACRE) (02/04)

6370.1

Students in grades 5, 8, and 11 in Catholic schools will participate annually in the Assessment of Catechesis Religious Education (ACRE). ACRE assesses students' knowledge of the Catholic faith, their beliefs, and their practices.

STANDARDIZED TEST CLASS RECORD SHEETS

6371

The most current class test data records will be filed in a place designated by the principal.

READINESS ASSESSMENTS (05/02)

6372

Each school shall establish a specific protocol defined by sound principles of child development for making school readiness decisions. This protocol shall include ample time for gathering student information from a variety of sources such as teacher observation, family interviews, student work samples, valid readiness tests, etc.

School readiness and placement decisions shall be based on multiple factors and consultation with a variety of individuals including, but not limited to, parents, parents, teachers, administrators, counselors, etc. Specific program design shall be ever changing, based upon the developmental levels of incoming students, and include instructional plans to address those students who may be considered at risk for early school success.

HIGH SCHOOL PLACEMENT TEST (02/04)

6373

The annual high school placement test will be given at each of the Catholic high schools.

Information regarding time, date, etc. is communicated to the elementary schools by the Superintendent at the Office of Lifelong Formation and Education.

Catholic high schools provide testing accommodations to students with special needs. To qualify for testing accommodations, a student must have a recognized disability determined by a current (within the past three years) formalized assessment. A request for these services must be made, in writing, by the elementary school, a minimum of three weeks prior to the high school placement test. This request should be on the appropriate form and must be signed by an administrator at the elementary school.

SPECIAL EDUCATION

6400

PHILOSOPHY (02/04)

6410

The Archdiocese of Louisville promotes a model of inclusion for children with mild disabilities in our schools. We believe that children with mild disabilities can be successful within the regular classroom setting when strategic teaching methods are utilized and appropriate accommodations are implemented. Unlike the public school system, private schools do not receive state and federal monies to fund special education programs. Therefore, we do not write or accept I.E.P.'s (Individualized Education Plans) as public schools are mandated to do. However, our schools are guided by an Archdiocesan Intervention Protocol, which is based upon Section 504 of the Rehabilitation Act – a civil right law requiring private schools to make student accommodations that are reasonable and are within a school's capability.

INTERVENTION PROTOCOL (02/04)

6420

For those students enrolled in our schools who are experiencing learning difficulties, a school Strategy Team meets to write a *Strategy Plan* which identifies specific goals and strategies which are directly related to the student's strengths and needs. The *School Strategy Plan* is shared with parents, teachers keep ongoing documentation of the teaching strategies they are utilizing as well as the results of those strategies, and the *Strategy Plan* is evaluated/revised after a designated period of time. If/When it is determined by the school Strategy Team, that formalized testing information is needed, a request for a psycho-educational assessment will be made.

For those students enrolled in our schools with a diagnosed disability, *Section 504 Plans* are written. The school will convene a meeting of a 504 Team whose members consist of school personnel, parents and the student-when appropriate. This team collaborates to identify the accommodations, which can be provided to enable the student to become a more successful participant in a particular class setting. These accommodations may include strategic teaching strategies, modified curriculum, and adjustments in grading practices. All members of the 504 Team are asked to sign an agreement stating the responsibilities and rights of all parties. Documentation is kept on student progress and reconvening dates are established to evaluate the *504 Plan*. It is required that current formalized assessment information be provided to the school and updated every 3 years.

If needed, archdiocesan consultants are available to consult with schools on particular students and to offer assistance after the following:

1. The initial parent/teacher meeting has been conducted.
2. All accompanying checklists have been completed.

3. A School Strategy Plan has been implemented for at least 4-6 weeks.
4. All team members in a reconvening meeting have reviewed the plan.

Please refer to the Archdiocese of Louisville Intervention Protocol and Appendix VI-A for more specific information.

ADMISSION OF SPECIAL NEEDS STUDENTS (02/04)

6430

Prior to admitting a student with a diagnosed disability, our schools must consider:

1. The severity and degree of the disability.
2. The level of support needed from special services or any special equipment the student may require.
3. The number of students with disabilities currently enrolled in an assigned class. It is recommended by the Archdiocese that no more than 10-15% of students with disabilities be enrolled in any one classroom.
4. An individual school's resources such as available support personnel, class size, accessibility of school facilities, etc.

Principals may engage the services of an archdiocesan consultant to assist in making a determination of whether a student's educational needs can best be met in a particular school setting.

CLINICAL RECORDS

6440

An individual folder, separate from the permanent record folder, shall be kept for a student's reports from psychological or clinical evaluations. These reports are confidential and will remain in the home school and returned to the parent/guardian when the student leaves the school, unless the parent/guardian requests in writing that they be transferred to another school. Additional parental permission must be given to transfer any records in regard to any information, including psycho-educational evaluations and or strategies implemented, in relation to any special education services received by the student while attending the sending school.

It is understood that parents are required to make full disclosure to their child's school concerning all pertinent educational and medical records and all previous assessment information.

STANDARDIZED TESTING ACCOMMODATIONS (6/99)

6450

Accommodations will be made on standardized testing for students with disabilities and will be implemented as determined by the assessment producer. To qualify for standardized testing accommodations, a student must have a recognized disability as determined by current (within the past three years) formalized assessment. In addition, the student's recognized disability and the appropriate testing accommodations must be documented on the student's 504 Plan, for a minimum of 30 days prior to testing.

HIGH SCHOOL PLACEMENT TESTING ACCOMMODATIONS (6/99)

6451

The annual high school placement test will be given at each of the Catholic high schools.

Information regarding time, date, etc. is communicated to the elementary schools by the Superintendent at the Office of Lifelong Formation and Education.

Catholic High Schools provide testing accommodations to students with special needs. To qualify

for testing accommodations, a student must have a recognized disability determined by a current (within the past three years) formalized assessment. A request for these services must be made, in writing, by the elementary school, a minimum of two weeks prior to the high school placement test. This request should be on the appropriate form and must be signed by an administrator at the elementary school.

MEDIA/TECHNOLOGY

6500

Catholic schools of the Archdiocese of Louisville realize the responsibility of assisting students in developing good habits for lifelong learning. We believe that it is essential to teach students to become independent learners, able to use all resources available to them. To this end, our schools will provide quality media, technology, and library resources and will educate students in the use of such tools.

LIBRARIES (02/04)

6510

Every school will provide a well-developed and well-maintained library in the school. The library facility serves primarily as the center for educational research and as a resource for teachers, students, and parents in achieving curriculum outcomes.

All schools will have access to the services of a certified library media specialist.

Schools with fewer than 250 students may employ the services of a certified library media specialist on a part time basis. They may also use an aide or volunteer who meets regularly with a library advisor.

Every school will provide books and media materials to support the instructional program. All materials will be

- consistent with the mission of the Catholic school
- supportive of the religious formation and intellectual, ethical, cultural, and social development of the student
- designed to give access to ideas essential to the development of students' critical thinking skills and decision-making processes.

Each school is required to keep an up-to-date inventory of all library materials and audio-visual equipment.

Weeding of the library and audio-visual resources should be completed under the direction of the media specialist at least every five years.

Each school is required to keep records of the circulation and location of media materials preferably using an automated catalog and circulation system.

Each school will provide access to CD ROM and Internet technology, as well as current print reference and periodical resources, for the purpose of research.

Each school board will establish a local policy to address the concerns of faculty, parents, or students who question the appropriateness of reading or electronic materials provided for student use.

Please refer to the Archdiocese of Louisville Library Media Handbook for more specific information.

LIBRARY/MEDIA SPECIALIST**6520**

The school library media specialist will hold Kentucky certification in Library Science/Media Technology. The library media specialist is responsible for the school library media program and is accountable to the principal of the school.

LIBRARY MEDIA ASSISTANT**6530**

The library media assistant will assist the librarian/media specialist. The library media assistant is accountable to the librarian/media specialist or to the principal if the school does not have a librarian/media specialist.

TECHNOLOGY RESOURCES (08/14)**6540**

The impact of technology has far reaching implications for educating young people. Catholic educators have a responsibility to provide their students with the tools that will allow them to become lifelong learners. The Catholic Schools of the Archdiocese of Louisville believe that digital age literacies must be integrated into all aspects of student learning.

Schools are expected to follow the guidelines in the Archdiocese of Louisville Curriculum Handbook "Technology Content Guidelines."

Schools are expected to provide hardware, software and Internet access for students and teachers according to the following standards:

- at least 1 teacher device with access to printing and multiple student devices using 2:1 students per device as a maximum number of students per device
- Internet access for all devices
- one projection device per classroom
- a digital scanner, a digital camera and a digital camcorder accessible to all teachers
- ability to send documents compatible with the latest version of Microsoft Office to OLFE and to other schools
- software and hardware to support the Technology Content Guidelines
- school administrative software that includes attendance, academic records, health records, and sacramental records
- electronic gradebook with capability to shared information with parent electronically

Schools are expected to employ a School Technology Coordinator with the following qualifications:

- has the ability to do in-house routine maintenance and troubleshooting of equipment
- will serve as the point of contact for servicing, repairing and purchasing equipment
- will serve as the point of contact for keeping the network in working order
- will purchase and install software
- will maintain, oversee and schedule the use of the technology lab and any mobile carts of devices
- will be a resource for teachers and students
- will serve as the point of contact for web page design and maintenance
- will be an active participant at Archdiocesan sponsored School Technology Coordinator meetings
- will be responsible for the professional development of teachers if a Technology Coach is not available

Teachers are expected to improve their technology skills to meet ISTE Technology Standards for Teachers:

- facilitate and inspire student learning and creativity
- design and develop digital age learning experiences and assessments
- model digital age work and learning
- promote and model digital citizenship and responsibility
- engage in professional growth and leadership

In addition, teachers are expected to use digital tools for communication with all stakeholders. The above standards for hardware, software, Internet access, STC qualifications and teacher skills are suggested guidelines for schools to follow to become educational facilities that promote lifelong learning with a focus on up-to-date technologies.

ELECTRONIC MAIL AND INTERNET ACCESS

6550

Access to Electronic Mail and the Internet will enable students to explore thousands of libraries, databases, and informational websites while exchanging messages with Internet users throughout the world. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access objectionable materials as well. We believe that the benefits to students from access to the Internet, in the form of information, resources and opportunities for collaboration, exceed any disadvantages. Filtering software is strongly recommended and is required by law for e-rate funding.

Communications that are transmitted by electronic mail or fax shall be directly related to instruction or sanctioned school activities.

Abusive, harassing or offensive messages must not be sent.

Appropriate language must be used at all times.

Students must not reveal their name and personal information to or establish relationships with "strangers" on the network, unless a parent or teacher has coordinated the communication.

There may be times that a student's picture might appear on the school's website. In this case only the first name of the student should be listed to protect that student's identity. A photo release should be kept on file for each student to insure parental permission for the use of students' photos.

Files and communications will be reviewed periodically to insure that users are using the system responsibly. Users should not expect that files stored on school servers will be private.

Teachers will select and guide students on the use of instructional materials on the Internet.

Internet access from outside the school is the domain of the parents or guardians.

SCHOOL TECHNOLOGY PLAN

6570

Each school is required to have a School Technology Plan on file in the office of the Technology Curriculum Consultant for OLFE. The School Technology Plan template must be used when developing the schools' plan.

ACCEPTABLE USE POLICY

6580

Each school must develop its own Acceptable Use Policy and User's Agreement to guide access to the use of electronic information resources according to its own needs. **(See Appendix VI - B through F)** By signing the user agreement, the student or staff member has agreed to abide by the school's policy governing access.

Schools will be responsible for supervising and monitoring access to the extent outlined in the user agreement. However, they will assume that the student or staff member is complying with policy and will not unreasonably monitor or control utilization of the network.

PERSONAL ELECTRONIC DEVICES (08/12)

6590

The Archdiocese of Louisville supports the safe and responsible use of personal electronic devices in ethical and legal ways. The use of these twenty-first century learning tools should be focused on academic learning whether as part of class work or as use by individuals before or after school. We encourage schools to embrace the use of personal electronic devices in their learning environments. The following provisions regarding personal electronic devices should be made for the safety and well-being of all students.

- All personal electronic devices – cell phones, eReaders, tablets, iPads, iPod touches, etc.-- should be placed in airplane mode while on school property. This allows the use of Wi-Fi on the devices that would be channeled through the school server and allow filtering of Internet material through the school filtering device.
- No downloads or purchases should be made on school property. Parents should supervise the downloading of all books and other material purchased on the Internet.
- Schools reserve the right to further limit the use of personal electronic devices to prevent disruption of their learning environments.
- Schools should provide a form that must be completed and returned to the school prior to the personal electronic device being brought to school. In this form the school will outline its parameters of use for the devices, its liability policy regarding the devices as well as repair services that will or will not be provided by the school.
- Equity should be a consideration in classroom use of any personally owned tools.

CO-CURRICULAR ACTIVITIES

6600

DECISIONS ABOUT PARTICIPATION IN CO-CURRICULAR ACTIVITIES

6610

Schools should make decisions, according to their missions and goals, about participation in religious, cultural and civic observances/activities.

FIELD/STUDY TRIPS

6620

Field trips must have an educational purpose, and a plan detailing the educational purpose of the field trip must be submitted to the principal. A parent request for participation must be signed and kept on file for each trip. **(See Appendix VI - G)** The educational purpose of the trip, special conditions regarding the trip, mode of transportation, ratio of students to adult chaperons and other pertinent information should be noted on the parent request for participation.

Procedures for checking forms for forgery should be in place. A student who does not have a signed permission form should not be allowed to go on the trip. A phone call from the parent should not be accepted in place of the signed form.

It is an excellent practice to include a copy of the school's permission form in the school handbook. Schools should not accept forms other than the one the school has adopted.

If parents are driving private cars, they should be told whether the school has insurance covering the use of private cars. If the school does not have insurance, parents should be notified of that fact and should understand that they can be held personally liable in the event of accident or injury. Parent volunteer drivers could be asked to furnish proof of possession of insurance. The

same cautions apply when teachers use their own cars. The use of cars driven by teachers is discouraged.

Field trips are privileges afforded to students; no student has an absolute right to a field trip. The school handbook should state that field trips are privileges and that students can be denied participation if they fail to meet academic or behavioral requirements.

Field trips take place within the context of an instructional day. Students who do not accompany their classes on field trips are expected to attend school. Arrangements for class assignments and supervision are to be made by the school.

To protect everyone involved in school trips, the principal shall insist: (1) that the school name be used only for educational trips on which school employees serve as chaperons; the principal or principal designate shall approve the chaperone(s) who will accompany the students on the field trip; (2) that the school rules be in force at all times; (3) that anyone who violates the rules will be sent home at the parents' expense; and (4) that the school maintain a supervisory role with regard to the trip. Any overnight field trip requires that the student's family present proof of health insurance. (See **Appendix VI - H**) (*Information obtained from Sr. Mary Angela Shaughnessy, 1993.*)

For students with medical problems, please complete the *Emergency Medical Form for Field Trip*. (See **Appendix VI -I**) and return to the school before the student participates in the field trip.

Overnight trips should be limited to no more than two nights. Exceptions to this policy will be submitted to the local school board and pastor for approval. A copy of the field trip educational plan will be sent to the Superintendent.

TRIPS/ACTIVITIES NOT SPONSORED BY THE SCHOOL

6621

Today it is not uncommon for Catholic school students to desire to take a school trip for the purposes of recreation. Very often parents organize the trip and teachers and other school personnel do not attend. Parents may believe that the school has no right to regulate the trip under these circumstances.

However, if the principal provides lists of student names and/or addresses, allows distribution of materials in the school, allows the school's name to be used, or participates in any other way in the planning of the trip, a court could find that the trip was school-sponsored, or at least approved, in the event of accident or injury. This situation could result in the school, as well as any supervising parents, being held liable for any injury.

CONTESTS FOR STUDENTS

6630

Throughout the year, schools will receive information regarding a variety of academic fairs and contests. Principals and teachers are urged to select activities that reinforce or extend their school curriculum.

PARTICIPATION IN POLITICAL ACTIVITIES BY STUDENTS

6640

It is permissible to take students, as part of the six-hour instructional day, to observe a political activity that is directly tied to the curriculum.

It is not permissible to take students from a class or a school during the six-hour instructional day to participate in a political campaign event that is not curricular in nature. Examples of this type of activity would include having students take an active role in a rally, such as having them sit on the stage, wear buttons, cheer, hold signs or participate in a pep band performance at the political rally.

CONSTITUTION AND CITIZENSHIP DAY (08/05) 6650

Educational institutions receiving federal funds are required to implement a program annually commemorating the signing of the U.S. Constitution on September 17 which has been designated as “Constitution and Citizenship Day.” Catholic schools in the Archdiocese of Louisville are encouraged to commemorate this day.

RELIGION 6700

All students (Catholic and those of other faith traditions) will participate in the basic religion program. Religious beliefs and customs of students active in other churches will be respected.

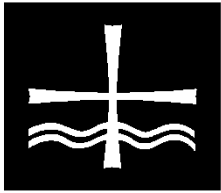
EXTRA CURRICULAR ACTIVITIES 6800

PARTICIPATION 6810

Participation in extra curricular activities and school sponsored clubs, i.e., Governor's Cup, Book Bee and Quick Recall, will be regulated by the local school.

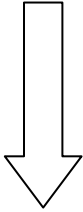
SCHOOL MASCOTS 6820

The Archdiocese of Louisville urges all schools to review the appropriateness of their symbols and mascots and recommends that all schools abandon the use of symbols and mascots that are offensive to any group of people.



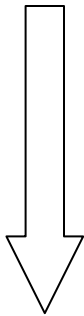
Archdiocese of Louisville Intervention Protocol

Internal Student Review Process



- Document specific concerns
- Collect work samples
- Conduct student interview
- Conference with parent
 - Share learning/behavior strengths and concerns
 - Share **Archdiocese of Louisville Intervention Protocol Policy Letter**
 - Share **Mind and Heart Assessment System**
 - Distribute **The ANSER* System** to teachers and parent
 - Obtain parent signature to begin the School Strategy Plan Process
 - Establish Strategy Team meeting within 2 weeks of conference
- Offer an informal screening to better target the student's strengths and weaknesses

Student Study/School Strategy Team Process

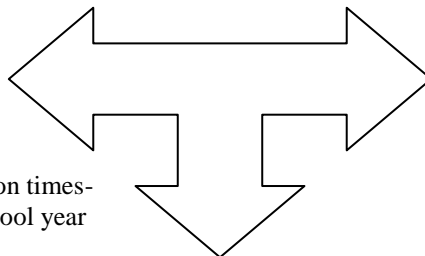


- Strategy team *may* consist of classroom teacher(s), principal, special educator, reading specialist, counselor, 504 coordinator, prior teachers, parents and student
- **Mind and Heart Assessment** consensus is obtained
- Team members share areas of strength/concern and collaborate to create a **Strategy Plan** (**Pre-conference Planning Form or Strategy Plan Prompt** may be used.)
- **Strategy Plan** is signed by all participants
- Reconvening dates are established
- **Student Evaluation Plan** completed if evaluation is warranted
- **Assessment Notification** form given to parent and to be returned within 2 weeks
- Schedule for informing parents of student progress is determined/forms are distributed to all service providers and parents
- **Documentation forms** are distributed to all service providers and parents
- Ongoing documentation is kept of the strategies utilized and student progress

Reconvene Strategy Team meeting

Continue with School Strategy Plan

- * Plan was met with success
- * Continue to monitor
- * Share strategies at transition times- at beginning of new school year



Re-strategize/Revise School Strategy Plan

- * Evaluate efforts
- * Reorganize strategies
- * Collaborate new strategies
- * Consult with Archdiocesan consultants if needed

Make referral for Student Evaluation

* Complete **Student Evaluation Plan**

* Complete appropriate items on **Referral Checklist**

* Explain assessment options

* Distribute **Assessment Notification** form with requested return within 2 weeks

* If assessment report indicates the

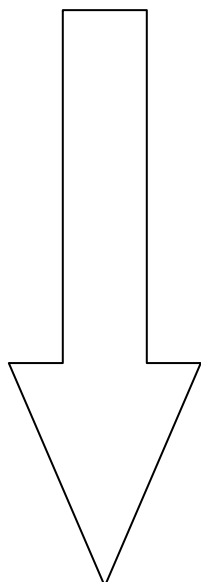
presence

of a disability, begin Section 504 Plan process

* When a recognized disability is not indicated in the assessment report, continue with/revise **School Strategy Plan**

* If permission for assessment is denied by parents, conference is held to evaluate student's present school placement

Student Study Section 504 Plan Process



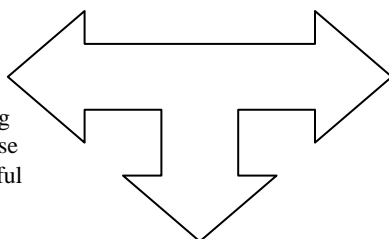
- Request a 504 Team meeting
504 Team consists of classroom teacher(s), principal, special educator, counselor, reading specialist, 504 coordinator, prior teacher(s) and parents (Archdiocesan Special Education Consultants may be asked to participate)
- Team members review all pertinent student information
(Pre-conference Planning Form may be used)
- Review and record assessment results
- 504 Team members collaborate to create a **Section 504 Plan (504 Plan Prompt** may be used)
Areas of concern are identified
Specific goals are written for each area of concern
Strategies are developed for each appropriate component
- Discuss and identify which testing accommodations if any are most relevant to the stated goal
- Section 504 Team members read and sign the **Archdiocesan Section 504 Agreement**
- 504 Team members decide on a reconvening dates
- Progress report dates are established and forms are distributed
- Schedule for informing parents of student progress is determined
- **Documentation forms** are distributed to all service providers and parents
- Ongoing documentation is kept of the strategies utilized and student progress

Reconvene 504 Team meeting

- Requests to reconvene the 504 Team for review of progress can be made by any team member at any time

Continue with 504 Plan

- * Plan was met with success
- * Continue to monitor
- * New plan is written at the beginning of each school year, continuing those accommodations that were successful



Re-strategize/Revise 504 Plan

- * Review individual strategies for each component
- * Collaborate new goals/strategies
- * Consult with Archdiocesan consultants if needed

Determining best school placement

- Documentation of implemented strategies is reviewed
- 504 Plan is evaluated for success
- 504 Team discusses present school placement
- Principal determines final decision for best school placement

INTERNET AND ELECTRONIC MAIL EMPLOYEE/VOLUNTEER USER AGREEMENT

Access to Electronic Mail and the Internet will enable teachers, other staff and volunteers to explore thousands of libraries, databases and other sites to plan instruction, deliver instruction or assess instruction. They will also be able to exchange messages with Internet users throughout the world for instructional purposes. While our intent is to make Internet access available to further educational goals and objectives, teachers may find ways to access objectionable materials as well. We believe that the benefits to teachers from access to the Internet, in the form of information, resources and opportunities for collaboration, exceed any disadvantages.

To that end, the Archdiocese of Louisville has set the following standards for using on-line information sources.

1. Teachers are responsible for good behavior on school networks, just as they are in the classroom. Communications on the network are often public in nature. The network is provided for users to conduct research and communicate with others. Access to network services is given to employees and volunteers who agree to act in a responsible manner. A signed employee/volunteer users agreement is required to be on file with the school. Access is a privilege -- not a right.
2. Network administrators may review files and communications to maintain system integrity and ensure that users are employing the system responsibly. Network storage areas may be searched under certain circumstances. Users should not expect that files stored on school servers will be private.
3. Access to information will be honored within reason. Teachers will use electronic resources for instruction and to communicate with other professionals and members of the school community regarding school business.
4. The following are not permitted:
 - Sending, receiving, or displaying offensive messages or pictures
 - Using obscene language
 - Harassing, insulting or threatening others
 - Damaging computer systems or computer networks
 - Changing network or system settings
 - Violating copyright laws and fair use laws
 - Submitting documents from the Internet as personal work
 - Using another person's password
 - Trespassing in someone else's folder, work or files
 - Intentionally wasting limited resources
 - Using the network for commercial purposes
 - Propagating chain messages
 - Making unauthorized downloads
 - Participating in personal chat or instant messaging
 - Using school devices or school networks to access social networking sites for non-instructional purposes.
5. Violations may result in loss of access as well as other disciplinary action.

INTERNET AND ELECTRONIC MAIL EMPLOYEE/VOLUNTEER
USER AGREEMENT

As a user of _____ School's computer network, I hereby agree to comply with its Internet and Electronic Mail rules and to communicate over the network in a responsible manner, while abiding by all relevant laws and restrictions.

Employee/Volunteer Name (Please print.) _____

Employee/Volunteer Signature _____ Date _____

INTERNET AND ELECTRONIC MAIL STUDENT USER AGREEMENT

Access to Electronic Mail and the Internet will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access objectionable materials as well. We believe that the benefits to students from access to the Internet, in the form of information, resources and opportunities for collaboration, exceed any disadvantages.

To that end, the Archdiocese of Louisville has set the following standards for using on-line information sources.

1. Students are responsible for good behavior on all digital devices and school networks, just as they are in the classroom. Communications on the network are often public in nature. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a responsible manner. Parent permission is required, and access is a privilege -- not a right.
2. Network administrators may review files and communications to maintain system integrity and ensure that users are employing the system responsibly. Network storage areas may be treated like school lockers; while generally private, they may be searched under certain circumstances. Users should not expect that files stored on school servers will be private.
3. Access to information will be honored within reason. During school hours, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility as they would when guiding their children with information sources such as books, periodicals, television, telephones, movies, radio and other potentially offensive media.
4. The following are not permitted:
 - Revealing personal information online (name, phone number, address)
 - Sending, receiving, or displaying offensive messages or pictures
 - Using obscene language
 - Harassing, insulting or threatening others
 - Damaging computer systems or computer networks
 - Changing network or system settings
 - Violating copyright laws
 - Submitting documents from the Internet as personal work
 - Using another person's password
 - Trespassing in someone else's folder, work or files
 - Intentionally wasting limited resources
 - Using the network for commercial purposes
 - Propagating chain messages
 - Making unauthorized downloads
 - Participating in chat or instant messaging for non-educational purposes
 - Accessing social networking sites on school computers or the school network without teacher permission
5. Violations may result in loss of access as well as other disciplinary action.

INTERNET AND ELECTRONIC MAIL STUDENT USER AGREEMENT
AND PARENT PERMISSION FORM

As a user of _____ School's computer network, I hereby agree to comply with its Internet and Electronic Mail rules and to communicate over the network in a responsible manner, while abiding by all relevant laws and restrictions.

Name of Student (Please Print) _____

Student Signature _____ **Date** _____

As the parent or legal guardian of the student signing above, I grant permission for my child to access networked computer services such as Electronic Mail and the Internet.

I understand that some materials on the Internet may be objectionable; however, I accept responsibility for guidance of Internet use by setting and conveying standards for my child to follow when selecting, sharing, researching or exploring electronic information and media.

Parent Signature _____ **Date** _____

Home Address _____ **Phone** _____

The above student and I have discussed the merits of using Electronic Mail and the Internet available through our school network. I find this student to be trustworthy and reliable and believe that he/she will comply with the school's rules and communicate over the network in a responsible manner, while abiding by all relevant laws and restrictions.

Teacher Signature _____ **Date** _____

Restrictions: (list any that apply)

Appendix VI – F

(08/14)

Photo, Video, Website Release

Please Print

Student Name: _____

School: _____

Home Address: _____

Home Telephone Number: _____

Parent/Guardian: _____

I, _____, parent or guardian of
_____, do hereby give and grant to

_____ School permission to use my child's name, photograph, and/or video image in publications, video productions, and/or school Internet website. I do further certify that I am of full legal capacity to execute the foregoing authorization and release.

Signature of Parent or Guardian: _____ Date: _____

Witness: _____ Date: _____

Appendix VI - G

FIELD TRIP REQUEST FORM

I request that _____ School allow my daughter/son to participate in the following field trip. I give my permission for (daughter/son name) _____ to attend and participate in:

Field trip to: _____

Approximate departure time and date: _____

Approximate return time and date: _____

Chaperons: _____

In consideration of the making of arrangements for the trip by the school, I hereby release and save harmless the school and any and all liability for any injuries, loss, or other claims arising or resulting from this trip.

Parent(s) Signature(s) _____

Date: _____

Appendix VI - H

HEALTH PROBLEM STATEMENT FOR FIELD TRIP

My child _____ is taking _____ for _____
(condition)
for _____
for _____

I request that he/she continue this treatment on the _____ Trip.

Special Instructions:

All medications must be given to the chaperons. The medication should be in the regular prescription container or bottle. In the case of non-prescription medication, dosage directions must be clearly stated giving the amount and time of dosage. We will **NOT** have a supply of Tylenol or other non-aspirin. If you wish your child to have any drugs, please send to us with directions as stated above.

Signature: _____ Date: _____

HEALTH INSURANCE Please send your card or a copy of the card FRONT AND BACK.
Copies can be made in the school office.

Company: _____

Policy Number: _____

Group Number: _____

Reminder: Neosporin, Band-aids, etc. will be taken by the chaperons.

Please return this form by _____. If the health status of your child changes and his/her medication status changes, a revised form must be filed immediately.

Note: No Pepto Bismo will be given to the students as it contains aspirin.

Appendix VI - I

EMERGENCY MEDICAL FORM FOR FIELD TRIP

I hereby give my permission for my child

birth date _____, to receive emergency medical treatment in the event of an accident or

illness while on a class trip with _____ School for date: _____.

Parent name (PRINT) _____

Home phone: _____

Home address _____

Work phone: _____

Work address: _____

Parent social security number (Mother): _____

Parent social security number (Father): _____

Insurance billing
address: _____

Insurance number: _____

Signature of Parent-Guardian/Date: _____

Before me, a Notary Public in and for the County and State, personally appeared _____, who
acknowledged that they did sign the foregoing instrument, and that the same is their free act and deed.

In testimony whereof, I have subscribed my hand at the _____ day
of _____

Notary Public
State of Kentucky
County of Jefferson

My commission expires: _____

INDEX

A

A.I.D.S.....	4730, 5321
Absences.....	4427, 5134
Unpaid.....	4427.5
Academy of Catholic Educators.....	1370
Acceptable Methods of Changing	
Inappropriate Behavior.....	5520
Acceptable Use Policy.....	6580
Accidents.....	5414
Student Report Re Accidents.....	5414.1
Administrative Personnel.....	2200
Admission.....	5110
Philosophy.....	5111
Priority.....	5112
Special Needs Students.....	5115, 6430
Advertising/Promotion, Commercial Products.....	1820
Advisory Board, OLFE.....	2212
Ages of Admission.....	5114
Alcohol.....	4516.1
Annual Goal Setting Process.....	4114
Annual Notification, Right to Inspect Records.....	5212
Archbishop.....	2110
Archdiocesan Calendar.....	6211
Asbestos.....	5416
AHERA.....	5416
Assessment Philosophy.....	6310
Assistant Principal.....	4120
Functions.....	4123
Hiring Process.....	4121
Qualifications.....	4122
Assistant Superintendent.....	2213.2
Attendance.....	5130
(Compulsory).....	5131
Records.....	5132

B

Bad Weather.....	2300
Benefits.....	4420, 4422
Birth Certificate.....	5122
Bloodborne Pathogens.....	5415
Boards of Limited Jurisdiction.....	1250
Bomb Threats.....	2440
Breakfast Program.....	3200
Buckley Amendment.....	5210 – 5218
Budget.....	3130
Bus Transportation.....	1500

C

Calendar.....	4159
Canon Law.....	2100
Canonical/Archbishop's Delegate.....	2221
Catechist Requirements.....	4316.5
Catholic Conference of Kentucky.....	1350
Catholic Identity.....	4110
Catholic School Designation.....	2600
Catholic Schools Week.....	1760
Catholic Teacher Marriage Outside Church.....	4163
Census Cards.....	5133
Certification School.....	2700
Certified Personnel.....	4100
Chart of Accounts for Schools.....	3120
Chemical Abuse.....	4516.6
Chemical Dependency.....	4516.4
Chemical Dependency (Illness).....	4516.5
Child Abuse.....	4315.1
Child Nutrition Programs.....	3200
Purpose.....	3210
Principal.....	3220
Program Guidelines.....	3240
Class Size.....	6222
Clinical Records.....	5223, 6440
Closing a School Building.....	2510
Co-Curricular Activities.....	6610
Code of Conduct.....	5511
Code of Ethics.....	4311
Conflict of Interest.....	4156.1
Communicable Disease.....	4511, 5320
Communication Between Home and School.....	6320
Compensation and Benefits.....	4400
Compensation to Religious.....	4410
Computer Technology Resources.....	6540
Conduct.....	4312
Confidentiality.....	4311.1
Conflict of Law.....	5218
Consent (for Release of Student Record).....	5215
Constitution and Citizenship Day.....	6650
Consultants, OLFE.....	2214
Contagious Conditions.....	5312
Content Guidelines.....	6150
Contests.....	6630
Contract Cancellations.....	4165
Contract Considerations.....	4160
Procedures for Employment.....	4161
Coordinator, Curriculum/Grade Levels.....	4140
Corporal Punishment.....	5531
Counseling for Alcohol/Drug Use Problems.....	5331

C (continued)

Criminal Gang-Like Activity	5553
Criminal Records Check	4161
Crisis Plan	2430
Curriculum Assessment	6300
Curriculum Framework	6140
Curriculum Goals	6120.2
Curriculum Implementation	6200
Curriculum Mission.....	6110
Curriculum Values	6120.1
Curriculum Vision	6120

D

Death in Immediate Family.....	4427.3
Death of a Student or Teacher.....	5342
Delayed Schedule	2310
Designation As A Catholic School	2600
Destination of Students	5142
Detention	5521
Development.....	1600
Director of Religious Education	2280
Directory	1140
Discipline	5500
Disciplinary Action Regarding School Employees.....	4600
Disciplinary Action Non-contract Employees.....	4202
Dismissal of Students	5543
Documentation	5513
Documentation for Employee Leave	4428.5
Dress	4310, 5600
Drills	2420
Driving While Under the Influence	4516.1
Drug-Tobacco Free Work Place	4514
Drugs.....	5330
Possession of Drugs.....	4516.1
Distribution of Drugs.....	4516.1
DUI	4516.1

E

Early Dismissal.....	2311
Earthquake Drills.....	2423
Effective Disciplinary Action	5514
Effective Instructional Leadership	
Training Program	4316.4
Effective Use of Learner Time.....	6210
Electronic Mail	6550
Emergency Information Form/Student	5318, 5421
Emergency Plan.....	2430
Emergency Procedures.....	2400
Emergency Situations.....	5217
Employee Resignation.....	4166
Employee with Second Job	4156
Employment of Relative	4156.2
Enrollment (First Day)	5123

E (continued)

Enrollment Statistical Reports.....	5124
-------------------------------------	------

Evaluating Principal’s Job Performance.....	4116
Extra Curricular Activities	6800
Extreme Heat Conditions	2312
Eye Exam.....	5313.3

F

Faculty Handbook	1130
Faculty Planning Time	4316.3
Family Educational Rights & Privacy Act ...	5210-5218
Family Life Programs.....	1230
Family/Medical Leave Act, 1993	4428.1
Federal Programs.....	1400
Field Trips.....	6620, 6621
Finance.....	3100
Firearms and Dangerous Weapons	5433
Fire Drills.....	2421
Fire Protection	2412
Flag Display.....	1740
Food Service Manager	3230
Formation and Education Committee	1220
Free/Reduced Price Meals.....	3200
Eligibility	3200
Full-time Teacher	4151
Fund-Raising Activities.....	1610

G

Gangs	5553
Grade Scale.....	6341
Grading and Reporting	6340
Graduation	5140
Documentation	5141
Exercises (Elementary School)	5143
Grievance Procedures.....	4640
Guns	5433

H

Handbook	1110, 1120, 1130
Harassment	4314, 5552
Steps for Dealing With Harassment.....	4314.1
Investigative Procedures	4314.2
Health and Sanitation	2413
Health Records	5224, 5317
Health Regulations	5311
Hearings.....	5214
Hearing Screening	5316
Heat Conditions	2312
High School Placement Test	6373
Accommodations.....	6451
Hiring Foreign Nationals.....	4153.2

H (continued)

Hiring Process for Principal	4112
Hiring Process for Teachers	4154
HIV/AIDS.....	4512, 5321

Confidentiality of HIV	
Positive Individual.....	5321.6
HIV Antibody Negative.....	4513, 5321.3
HIV Antibody Positive.....	5321.4
Panel.....	5321.5
Right to Privacy.....	5321.2
Students.....	5321.1
Home Instruction.....	6225
Home Schooling.....	6224
Homework.....	6214

I

Illegal Drugs.....	4516.1, 5330
Immigration Status.....	5116.1
Immunizations.....	5314
Immunization Record.....	5225
Inappropriate Behavior.....	5520, 5530
Inclement Weather.....	2300
Instructional Materials.....	6161
Instructional Program of the School.....	6130
Insurance Coverage.....	4422
International Students.....	5116
Internet Access.....	6550
Intervention Protocol.....	6420
Intruder on Property.....	2450

J

Job Description of Principal.....	4113
Assistant Principal.....	4123
On-Site Coordinator/Counselor.....	4133
Job Sharing.....	4164.2
Jury Duty.....	4428.2

K

Kentucky League for Educational Alternatives.....	1360
Kentucky Non-Public Schools Commission.....	1340

L

Lane Changes on Salary Scale.....	4429.1
Leaves.....	4428
Legal Drugs.....	4516.1
Lesson Plans.....	6170
Liability Insurance.....	4425
Librarian/Media Specialist.....	6520
Libraries.....	6510

L (continued)

Library Media Assistant.....	6530
Limited Contract.....	4164
Limited Jurisdiction.....	1250
Lunch Period.....	4157
Lunch Programs.....	3200

Principal.....	3220
Program Guidelines.....	3240
Purpose.....	3210

M

Marketing and Public Relations.....	1720
Marriage of Minors.....	5344
Marriage Outside the Church.....	4163
Mascots.....	6820
Maternity/Paternity/Adoption.....	4427.4
Media Contacts.....	1790
Media/Technology.....	6500
Medical Examination.....	4510
Initial Enrollment.....	5313.1
Sixth Grade.....	5313.2
Medication.....	5341
Meetings.....	4155.1
Meningococcal Disease.....	5312.1
Microfilm of Permanent Records.....	5222
Military Leave.....	4428.3, 4428.4
Military Recruiters.....	1830
Missing Children.....	5432

N

National Catholic Education Association.....	1310
National Council for Private School Accred.....	1330
Non-Catholic Teacher.....	4155.2
Non-Certified Employees.....	4200
Non-Certified Personnel.....	4200
Non-Custodial Parents.....	5423
Non-Discrimination Policy.....	4153.1, 5113
Non-Immigrant Students.....	5116
Non-Prescription Medications.....	5341
Non-Profit Tax Exemption.....	3110
Non-Renewal of Contract.....	4169
Non-School Employment.....	4156
Non-Smoking Policy.....	5417

O

Office of Lifelong Formation and Education.....	2210
Leadership Team.....	2211
Personnel Visits to the Schools.....	1730
Ohio Catholic Education Assoc.....	1320

O (continued)

On-Site Coordinator.....	4130
Hiring Process.....	4132
Job Description.....	4133
Qualifications.....	4131
Open House at Schools.....	1750
Opening/Closing Schools.....	2500
Organizational Plan.....	6221

P

Parent/Student Handbook..... 1120
Parent Teacher Organization..... 1232, 1240
Parent/Teacher/Student Conferences 6350
Parish Catechetical Leader..... 2280
Parish Finance Council..... 1231
Parish Pastoral Council 1210
Participation in Extra Curricular Activities 6810
Part-time Teacher 4152
Passenger Vans..... 3310
Pastor 2220
Pastoral Council..... 1220
Performance Appraisal Process 4316.2
Performance Assessment 6390
Permanent Records..... 5220
 Active Current File..... 5222
 Dead file..... 5222
 Filing..... 5222
 Inactive Current File..... 5222
Permanent Record Folder..... 5221
Personal Days 4427.2
Personal Electronic Devices..... 6590
Personnel 4000
Personnel in Catholic Schools: 4010
Personnel Placement Time Schedule 4164.1
Personnel Records 4158
Pesticide Application..... 5418
Physical Plant 5411
Pilot Programs 6162
Placement Test..... 6373
Police 2411
Policies 1110
Political Action..... 1361
Political Activities by Students 6640
Pregnancy 5343
Prescription Medications..... 5341
Primary Program 6223
Principal & Child Nutrition Programs 3220
Principal Performance Review..... 4115
Principal..... 4110
 Annual Goal Setting..... 4114
 Evaluating Principal’s Job Performance. 4116
 Functions 4113
 Hiring Process 4112
 Job Description..... Appendix IV-A
 Performance Review 4115
 Professional Development 4316
 Qualifications..... 4111
Privacy Act..... 5210
Probation 4116, 4610
Probation and Suspension 5540
Pro-Children Act of 1994..... 5417
Professional Learning..... 4316

Principals 4316.4
Teachers..... 4316.1
Progress Reports..... 5221, 6340
Promotion/Retention 6360
Public and Catholic Schools..... 1780
Public Relations..... 1700
Purchasing 3140
Purpose of Child Nutrition Programs 3210

Q

R

Readiness Tests 6372
Records 5200
Recruitment 1770
Reduction in Force Policy 4167
Regional Boards of Limited Jurisdiction 1250
Regions 1150
Registration..... 5120, 5121
Registration Documentation..... 5122
Release of Student Record 5216
Release of Students 5420
Releasing Students to Police 5422
Releasing Students During School Hours..... 5421
Religion..... 6700
Religion Teacher Responsibilities 4155.2
Religious Beliefs and Customs 6700
Religious Education Certification..... 4316.5
Reporting Philosophy: Assessment..... 6320
Request and Release Form for Records..... 5225
Resignation 4166
Retention..... 6360
Retirement Plan 4426
Right to Hearing 5214
Right to Privacy of Person with HIV/AIDS 5321.2
Right to Records..... 5211
Right to Request a Record be Amended..... 5213

S

Sabbaticals 4428.6
Safety 5400
Salary Scale 4429
Salary Guides: Certified Personnel 4429
School Arrival/Dismissal Plan 5412
 Day/Year..... 6212
 Environment 5410
School Board 1230, 1231, 1232, 2230
 Parent Teacher Organization..... 1231
 Parish Finance Council..... 1231
 Policy Development 2230
 Responsibilities..... 2231
School Budget 3130
School Bus Transportation..... 1500

School Certification.....	2700
School-Centered Emergency Plan	2430
School Closing.....	2510
School Counselor	4130
Hiring Process	4132
Job Description.....	4133
Qualifications.....	4131
School Food Service.....	3200
Handbook	3230
School Handbook	1100
School Improvement	2710
School Mascot	6820
School Placement Test	6373
Schools' Organizational Plan	6221
Scoliosis Screening.....	5316
Search and Seizure	5551
Secretary	4204
SEVIS	5116
Sexual Abuse	4315
Archdiocesan Policy.....	4315
Sick Leave	4427.1
Snow	2300
Social Security.....	4423
Solicitation from Outside Organizations	1800
Soliciting Funds from School Personnel	1810
Special Education	6400
Philosophy	6410
Special Education Protocol	6420
Special Needs Students: Admission.....	5115
Standardized Testing	6370, 6460
Accommodations.....	6450
Class Record Sheets	6371
Striking a Student	5532
Student Assessment and Reporting Process	6330
Student Behavior	4313
Student Teachers	4730
Substance Abuse.....	4516, 4516.1

S (continued)

Disciplinary Action	4516.2
Obligation to Notify	4516.3
Substitute Teachers.....	4720
Summer School	6213
Superintendent	2213
Functions of Superintendent	2213.1
Supervision of Students.....	5512
Suspension	4620
Suspension of Students.....	5542
In-school Suspension.....	5542.1
Out-of-school Suspension	5542.2

T

Tardiness.....	5135
Tax exemption.....	3110

Teacher	4150
Assistant.....	4203
Duties	4155
Full-time	4151
Interviewing When Under Contract.....	4162
Part-time	4152
Performance Appraisal Process	4316.2
Recruitment and Selection	4153
Teacher of Religion	4155.2
Health, HIV/AIDS Curriculum, Alcohol and Drugs Curriculum.....	4155.3
Technology Plan.....	6570
Technology Resources	6540
Temporary Personnel	4710
Termination	4168
Test Scores.....	5221
Testing Program	6370
Textbooks	6161
Threatening Behavior	5554
Title I.....	1410
Title II	1420
Title III.....	1420.1
Tobacco Use	4515
Tornado Drills	2422
Transfer of Records	5225
Transportation.....	1500/3110
Trespasser	2450
Truancy	5136
Tuberculin Screening	5315
Tuberculin Test.....	4510
Tutoring	3400

U

Unacceptable Methods of Changing Inappropriate Behavior.....	5530
Unauthorized Visitors	5413
Unemployment Compensation Exemption.....	4424
Uniforms	5600
Unlawful Possession of a Weapon.....	5433
Unpaid Absence	4427.5

V

Vaccinations	5314
Vans	3310
Vendors' Representatives	3150
Vision, Hearing, Scoliosis.....	5316
Visitors (Unauthorized).....	5413
Volunteers.....	4740

W

Wages: Non-Certified Personnel 4201
Weapons 5433
Wellness Policy 3250
Workers' Compensation Insurance 4421
Work Place Environment 4514

Y

Year-Round Education..... 6211.1