

# ARCHDIOCESE OF LOUISVILLE HANDBOOK FOR CATHOLIC SCHOOLS

ARCHDIOCESE



OF LOUISVILLE

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2021





OFFICE of the ARCHBISHOP

## ARCHDIOCESE OF LOUISVILLE

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August 16, 2022

My Dear Sisters and Brothers in Christ:

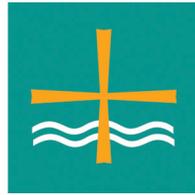
Greetings in the Lord! After careful review, I make these policies operative in our Catholic elementary schools, effective August 16, 2022.

Catholic schools are a vital part of our commitment to lifelong education and formation in the Archdiocese of Louisville. This *Handbook* is designed to guide the operation of our schools, and it will be of most value when the policies contained within it are observed by all who minister in Catholic schools. Therefore, it is important for pastors, principals, school boards, teachers, and school organizations to become familiar with this *Handbook*. The Superintendent of Catholic Schools and archdiocesan staff are available to assist you with this effort.

I thank our Superintendent of Schools, Dr. Mary Beth Bowling, and all who worked with her to develop this *Handbook*. Their gifts of time and talent are greatly appreciated! Know that I remain,

Sincerely in the Lord,

Most Reverend Shelton J. Fabre  
Archbishop of Louisville



ARCHDIOCESE  
OF LOUISVILLE

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,

Dr. Mary Beth Bowling  
Superintendent of Schools

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# ARCHDIOCESE OF LOUISVILLE

## Mission

*We are the Catholic Church in Central Kentucky, disciples of Jesus Christ, rich in our tradition and growing in our diversity, striving for fullness of life in God. Led by the grace of the Holy Spirit and in communion with the Bishop of Rome, our mission is to proclaim and live the good news of Jesus Christ by:*

**Worshipping** God in word and sacrament.

Witnessing and sharing our faith.

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

**Promoting** holiness of life through continuing conversion.

**Fostering** justice and mercy for all God's people.

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

## Goals

To awaken and affirm a vibrant Catholic faith, arising from the celebration of the Eucharist and our response to the Gospel of Jesus Christ.

To create a more evangelizing church as we invite all people to become missionary disciples who live out the Good News of Jesus Christ.

To celebrate the new and growing breadth of diversity in our Church.

To seek out and empower leadership for ministry and evangelization.

To advance excellence in and accessibility to lifelong Catholic formation and education for all members of the Body of Christ, the Church.

To be responsible stewards of the human and material resources with which our Archdiocese has been blessed.

*Strategic Plan, Archdiocese of Louisville, 2020*

**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 Personnel Office  
May, 2007

**Archdiocese Of Louisville  
Policies and Procedures Resource Documents (01/21)**

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.

<b>Document, Handbook, Manual</b>	<b>Description of Document</b>	<b>Contact Person(s)</b>
Curriculum Guide (June 2020)	Addresses design, implementation, and assessment of the local curriculum and contains curriculum frameworks for religion language arts, mathematics, science, social studies, world language, art, music, physical education, technology, and library/media.	OCS – Curriculum and Instruction Coordinator
Guidelines for the Formation and Certification of Catechists Handbook (2018)	Articulates guidelines regarding the archdiocesan catechist certification process	OFF – Coordinator for Catechist Certification
Handbook for Catholic Schools (2021)	Outlines school policies	OCS – Superintendent
Intervention Protocol (August 2020)	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.	OCS – Assistant Superintendent of Schools
Personnel Policies and Procedures (July 2017)	Identifies personnel policies and procedures for archdiocesan employees	Personnel – Coordinator for Personnel Services
Principal’s Performance Review (2018)	Describes goal setting and evaluation of principals	OCS – Assistant Superintendent of Schools
Principal Search Packet (2021)	Describes process to guide pastors and search committees in the steps to begin and complete a principal search process	OCS – Assistant Superintendent of Schools
Principal Professional Growth Plan (2018)	Describes standards, goal setting, and evaluation process for principals	OCS—Assistant Superintendent of Schools
Professional Growth Plans for Educators (2017)	Describes standards for educators, administrators, and library/media specialists	OCS – Assistant Superintendent of Schools

<b>Document, Handbook, Manual</b>	<b>Description of Document</b>	<b>Contact Person(s)</b>
Emergency Management Resource Guide (2021)	Describes creating, reviewing, and updating a school's emergency and crisis response plan	OCS – Superintendent
Supervision Manual (2020)	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	OCS – Assistant Superintendent of Schools
Financial Policies and Procedures Manual (2020)	Describes archdiocesan financial policies and procedures	Finance – Chief Financial Officer
Sacrament Guidelines (2007, 2008)	Describes guidelines for sacramental preparation	OFF – Elementary Catechesis Consultant
Religion Curriculum Framework (2018)	Articulates religious education standards and indicators	OCS – Curriculum and Instruction Coordinator
Library Media Handbook (2019)	Describes guidelines for library media programs and library media specialists	OCS – Technology and Curriculum Consultant
Guide to Student Recruitment (Annually)	Contains all current student recruitment policies, procedures, and timelines	OCS – Curriculum and Instruction Coordinator
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)**

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## COMMUNITY RELATIONS

### WORKING TOGETHER IN CATHOLIC SCHOOLS

1000

Catholic schools in the Archdiocese of Louisville work in partnership with parents and their school communities to promote a shared responsibility for the education of each child. The principles and expectations below help us all to achieve this critical partnership.

#### **This partnership recognizes:**

- Parents as the primary and continuing educators of their children.
- The contribution that parents make by valuing the Catholic identity of our schools.
- The shared responsibility for the moral, spiritual, emotional, and social development of students in our schools.

#### **Parents can expect that their child's school will:**

- Provide an excellent education based on the traditions of Catholic teachings.
- Strive to maintain a safe, secure, and welcoming environment for their children.
- Involve parents as the first educators in any decisions that affect their child's learning or well-being.
- Provide timely and accurate information about their child's progress.
- Respect a parent's working hours in terms of response times to emails and phone calls.
- Demonstrate respect for the privacy of families in all interactions, including through the use of technology and social media.

#### **The school can expect that parents will:**

- Actively support school policies and expectations.
- Work collaboratively with school leaders, teachers, and staff.
- Respect the skills, knowledge, and experience of school leaders and teachers.
- Demonstrate respect for the school and staff in all communications including digital technologies and social media.
- Contribute to the life of the school in ways that reflect their interests, skills, and experience.
- Fulfill their commitment to pay all fees in a timely manner, and in hardship circumstances, to actively work with the school to seek out mutually suitable arrangements for their payment.
- Respect a teacher's working hours in terms of response times to emails and phone calls.
- Request a formal meeting time with their child's teacher when there is a concern to be discussed.

#### **As integral partners in the life of school communities, the school with parents have a co-responsibility to:**

- Value and respect the Catholic identity of the school, its relationship to the parish community, and the teaching of Catholic beliefs.
- Model Christian values and support the mission of Catholic schools with all members of the school community.
- Value and respect the diversity and cultures within the school community.
- Contribute to a welcoming and inclusive school community.
- Support the child's learning at school and home.
- Contribute to consultation through the advisory board and participate in appropriate decision-making processes.
- Work toward resolving disagreements through respectful discussion and negotiation.
- Contribute to a culture where privacy and confidentiality are assured.
- Ensure respectful and caring relationships are reflected in the ways in which staff, students, and parents interact when engaging in sporting and extra-curricular activities.

- Acknowledge and support the work of the school advisory group and associated committees within the school and parish.

***Adapted from “Parent Charter for Catholic Schools in the Archdiocese of Canberra & Goulburn.” Permission received to use and adapt.***

**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 Catholic Schools 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 AND PASTORAL COUNCIL**

**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)*

#### **CONSULTATIVE SCHOOL BOARD AND PARISH FORMATION COMMITTEE**

**1230.1**

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 school's continuous improvement plan 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 continuous improvement 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 requests 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**

**UNITED STATES CATHOLIC CONFERENCE OF BISHOPS (USCCB)** **1305**

The United States Conference of Catholic Bishops (USCCB) is an assembly of the hierarchy of the United States and the U.S. Virgin Islands who jointly exercise certain pastoral functions on behalf of the Christian Faithful of the United States. The purpose of the Conference is to promote the greater good which the Church Offers humankind, especially through forms and programs of the apostolate fittingly adapted to the circumstances of time and place. This purpose is drawn from the universal law of the Church and applies to all the episcopal conferences which are established all over the world for the same purpose.

**NATIONAL CATHOLIC EDUCATION ASSOCIATION (NCEA)** **1310**

NCEA 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 NCEA.

**OHIO CATHOLIC EDUCATION ASSOCIATION (OCEA)** **1320**

The Ohio Catholic Education Association (OCEA) 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 (NCPSA)** **1330**

The National Council for Private School Accreditation (NCPSA) 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 (KyNPSC) is approved by the National Council for Private School Accreditation. Archdiocese of Louisville Catholic schools are members of NCPA by virtue of their membership in the KyNPSC.

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

**1340**

Schools in the Archdiocese of Louisville are to be accredited by an accrediting agency recognized by the Kentucky Non-Public Schools Commission (KyNPSC). The KyNPSC believes 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 KyNPSC 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 Board of Education.

The Commission is responsible for recommending the certification of nonpublic schools to the KBE in the Commonwealth of Kentucky. The certification process includes having schools accredited by agencies recognized by the KyNPSC being presented to the KBE on a regular cycle to receive certification as non-public schools in the state of Kentucky. The KyNPSC also has an accreditation process for non-public schools that 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.

**Cognia/ADVANC-ED & SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS) (08/20)**

**1345**

Cognia/AdvancED has quality standards and processes that meet the unique requirements for schools and school systems. With a balanced, systemic approach combining standards, stakeholder feedback and student performance to measure quality programs, relationships and results, Cognia/AdvancED systems-oriented accreditation process helps institutions make the most of their talents and resources. The Cognia/AdvancED process aligns accreditation with accountability, emphasizing learner outcomes when evaluating institutional quality.

**CATHOLIC CONFERENCE OF KENTUCKY**

**1350**

The Catholic Conference of Kentucky represents the Catholic community working 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 committee representatives 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.

**EDCHOICE KENTUCKY (EdChoice KY) (08/20)**

**1360**

EdChoice KY is a coalition focused on educating the Commonwealth of Kentucky on school choice opportunities such as scholarship tax credit programs, which allow individuals or businesses to receive a tax credit when they contribute to qualified non-profit organizations providing tuition assistance for low- and middle- income students attending non-public schools.

**CHURCH'S ROLE IN POLITICAL ACTION (07/17)**

**1361**

The Archdiocese of Louisville maintains status as a not-for-profit organization under section 501(c) (3) of the Internal Revenue Code. The Archdiocese, parishes, schools, agencies, and organizations included under this tax ruling may not participate or intervene in political campaigns on behalf of or in opposition to any candidate for political office, and the following restrictions must be strictly observed:

- No direct or indirect statement, verbal, or written, may be made supporting or opposing any candidate for public office.
- Financial support may not be given to any candidate, political action committee, or political party. This includes: monetary donations, use or rental of facilities, volunteers, mailing lists, and solicitations on behalf of candidates, political action committees, or political parties.
- Distribution of literature supporting or opposing a candidate is prohibited on archdiocesan, parish, and school property, or as any part of employee work activities.
- Invitations and visits from incumbent officeholders or candidates to church or archdiocesan property may not be accepted during a political campaign.

This policy is not intended to limit an employee's right to free speech, which may be exercised during nonworking hours with the understanding that any partisan conduct is in no way on behalf of the Archdiocese of Louisville.

**CATHOLIC EDUCATION FOUNDATION (CEF) (08/20)**

**1365**

The Catholic Education Foundation (CEF) was formed in 1995 as an independent 501 (c) (3) organization for the primary purpose of supporting the growth and vitality of Catholic parishes and schools in the Archdiocese of Louisville, Kentucky. The Foundation is committed to growing Catholic school enrollment throughout the Archdiocese by making a Catholic education available to anyone who with a demonstrated financial need as determined by a third party application.

CEF supports Catholic education through grants for:

- Tuition assistance for families
- Technology enhancements for our parishes and schools
- Professional development for educators and catechists
- Religious education for parishes and schools

An independent Board of Directors governs the Foundation and oversees the management of the organization. All funds received by the Foundation are managed by an Investment Committee of the Board and all grant awards are approved by the CEF Board of Directors.

**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 Catholic Schools. 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 Catholic Schools can assist as a resource in establishing communication with the appropriate local public educational agency.

**TITLE I** **1410**

The Title I federal program provides supplemental educational and related services in reading and mathematics to educationally disadvantaged children. The program is administered by the local public school district in which the Catholic is located.

**TITLE II A (02/04)** **1420**

The Title IIA federal program is designed to strengthen teacher quality through professional learning. The program is administered through the local public school district in which the Catholic school is located.

**TITLE III (08/10)** **1420.1**

The Title III federal program is designed to provide support to students with limited English proficiency. The program is administered by the local public school district in which the Catholic school is located.

**TITLE IV (08/20)** **1420.2**

The Title IV federal program is designed to provide improve students' academic achievement with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

**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 Catholic Schools. 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 Catholic Schools can assist as a resource in establishing communication with the appropriate local public educational agency.

**PUBLIC RELATIONS** **1700**

**OCS PERSONNEL VISITS TO THE SCHOOLS (08/20)** **1730**

Representatives of the Office of Catholic Schools and other archdiocesan agencies resourcing Catholic schools will visit Catholic 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 houses annually, during which the public may visit. Occasions such as Catholic Schools Week and 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.

**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 (2/18)** **1790**

The Archdiocese of Louisville’s Archdiocesan Communications Office has developed the following guidelines to assist schools in working with the news media.

Media Guidelines

1. If the news media contacts the school, please feel free to refer the call to the Archdiocesan Communications Office, 502/585-3291 or [cprice@archlou.org](mailto:cprice@archlou.org). Staff in that office will find out the nature of the request, the reporter’s deadline, and will work with the school to determine the best response.
2. School and parishes are private property and are not required to allow the media access to school or parish buildings. However, reporters may interview people on public access roads or sidewalks.
3. It certainly is appropriate for pastors and principals to talk with the reporters about the school, its history, and its contributions and to invite the media to cover school events and programs. The Archdiocesan Communications Office will be happy to assist with the promotion of these events. If the school or Communications Office invites the media to cover a school event or program, the school should identify a staff member or volunteer who can answer media questions and participate in interviews about the event or program being promoted.
4. It also is fine for pastors and/or principals to recommend other adults (teachers, parents, alumni) for reporters to contact. However, the school should gain permission from the recommended contacts before giving out their names and contact information.
5. In general, schools should exercise caution about media interviews with children at school, especially in difficult or sensitive situations. If such an interview takes place, the school should obtain parental permission, or a media release should be on file. If reporters call parents directly, parents have the right to make their children available for interviews.
6. As journalistic entities, most newspapers, radio, and television stations do not require release forms. However, the school should ensure that students involved in media coverage have release forms on file. Many principals collect these as part of the

registration process at the beginning of the year. If there are children present whose parents have not given permission for interviews, photography, or video, alert the media representatives (point the students out) before they begin their coverage.

7. *The Record*, the archdiocesan weekly newspaper is part of the Archdiocesan Communications Office. The newspaper welcomes information about school programs and events. It is not necessary to check in with the Communications Office about coverage by *The Record*. Please submit information to *The Record* as soon as you are able and at least two weeks before an event or program takes place. Email or call at: [record@archlou.org](mailto:record@archlou.org) or 502-636-0296.
8. For samples of release forms and information related to social media, please the archdiocesan *Social Media Guidelines* at [www.archlou.org/social-media](http://www.archlou.org/social-media).

#### Tips for Media Interviews:

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 two or three 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 example, a reporter asks about a popular program that has ended at your school. You could 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 italicized statement is called a “bridge.” It allows you to answer the question clearly while communicating important information related to the issue at hand.
4. Another good preparation technique is to prepare anticipated questions related to the interview topic and practice your answers with a colleague. Members of the Communications Office staff 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. For taped television interviews, you can ask the reporter to stop and repeat a segment if you are not comfortable with a particular question and answer. (This is not an option with a live interview.) 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. Many print reporters now contact sources by email, which provides the time to prepare. 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 gather relevant facts.
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 or school 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 ESSA 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 ESSA 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 ESSA funds, are not considered to be recipients of funds under the ESSA and are not subject to the military recruiter requirements.

Catholic elementary and secondary schools in the Archdiocese of Louisville receive services through ESSA, 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)**

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**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 CATHOLIC SCHOOLS (08/20) 2210**

The Office of Catholic Schools provides overall direction for Catholic schools in the areas of mission/vision, leadership, governance, academic excellence and operational vitality. The Office of Catholic Schools coordinates the implementation of the objectives and action steps of the Archdiocesan Strategic Plan as it pertains to Catholic schools. In addition, the Office of Catholic Schools oversees the implementation of the Archdiocesan continuous improvement plan for Catholic schools.

**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 Catholic Schools 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 Catholic Schools 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 IN THE OFFICE OF CATHOLIC SCHOOLS AND ARCHDIOCESAN AGENCIES (08/20) 2214**

The consultants of the office and archdiocesan agencies serve as resources in the areas of curriculum, planning, professional learning, special education, catechesis, youth ministry, catechumenate, media/technology, federal programs, finance, communications, marketing, personnel, and counseling. 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 Catholic Schools) 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. These boards are consultative to the pastor and principal.

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 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 Catholic Schools;
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 Catholic Schools; 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 (PCL).

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 Catholic Schools 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 *Emergency Management Resource Guide*.

Please refer to *Emergency Management Resource 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 Catholic Schools on the drill Schedule and Log in the *Emergency Management Resource Guide*.

Please refer to *Emergency Management Resource 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 Catholic Schools on the Drill Schedule and Log in the *Emergency Management Resource Guide*.

Please refer to *Emergency Management Resource Guide* Response section "Earthquake" for additional information.

**EMERGENCY PLAN (02/04)** **2430**

Each school must have an emergency plan which includes plans for preparedness, response,

and recovery. Please refer to the Archdiocese of Louisville's *Emergency Management Resource Guide* for specific emergency procedures, model plans, and other information related to school emergencies. School emergency plans are to be reviewed and updated annually.

**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 Catholic Schools.

Please refer to *Emergency Management Resource Guide* Response Section "Bomb Threats" for additional information.

**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 *Emergency Management Resource Guide* Response section "Trespasser/Intruder" for additional information.

**OPENING NEW SCHOOLS AND CLOSING EXISTING SCHOOLS (08/20)**

**2500**

The Office of Catholic Schools 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 Catholic Schools 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 Catholic Schools. 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 OCS 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, Chancellor, and other appropriate archdiocesan staff.

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 Archbishop and Chancellor the status of the evaluation and shall report the pastor's final decision.
4. In the letter notifying the Archbishop of the decision, the pastor shall include information to the following questions:
  - What is the rationale for the change?
  - In what ways did the school/parish consult the Office of Catholic Schools 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 at the Office of Catholic Schools, are to be followed when closing a school building.

**DESIGNATION AS A CATHOLIC SCHOOL (12/15)**

**2600**

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

Canon 803 A Catholic school is understood as one which a competent 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 ACCREDITATION AND CERTIFICATION (02/04)**

**2700**

Schools in the Archdiocese of Louisville are to be accredited by an agency recognized by the Kentucky Non-Public Schools Commission (KYNPSC) thus receiving certification as a non-

public school in the state of Kentucky through the Kentucky Board of Education.

**SCHOOL IMPROVEMENT THROUGH CONTINUOUS IMPROVEMENT PLANNING (08/20)**

**2710**

All schools are to implement and update, on an annual basis, continuous improvement plans that focus on mission, Catholic identity, governance, leadership, academic excellence, and operational vitality. Schools are to create an ongoing process to analyze student achievement indicators and other data sources to create specific goals, objectives, and action steps focusing on instructional improvement and consistent growth in student faith formation and academic achievement. School continuous improvement plans are to be shared regularly with pastors, school boards, and other stakeholders within school/parish communities.

**BUSINESS AND NON-INSTRUCTIONAL OPERATIONS (Series 3000)**

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<b>BUSINESS AND NON-INSTRUCTIONAL OPERATIONS</b>
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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 Catholic Schools.

**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.

**SCHOOL FOOD SERVICE PROGRAMS (07/17) 3200**

Catholic schools in the Archdiocese of Louisville, in collaboration with their pastors, presidents, and sponsors, are responsible for determining the most effective option for food service at their locations.

The following options exist:

School operates its own program and joins the National School Lunch Program (NSLP) as an individual site. The school works with the Kentucky office and the school/parish is responsible for NSLP compliance, paperwork, etc.

School operates its own program and uses a third-party provider to provide lunch.

School operates its own program without government support. The school runs its own program in accordance with all applicable health department guidelines for food establishments.

School operates its own program and students/faculty provide own lunches.

**PURPOSE OF SCHOOL FOOD SERVICE PROGRAMS 3210**

The purpose of Food Service Programs is to serve nutritious, appealing, low-cost meals to all students.

**PRINCIPAL AND SCHOOL FOOD SERVICE PROGRAM (08/18) 3220**

The principal is responsible for the Food Service 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.

**FOOD SERVICE MANAGER AND WORKER JOB DESCRIPTIONS (08/20) 3230**

Job descriptions outlining the duties and qualifications for food service managers and workers may be obtained from the Personnel Office.

**WELLNESS POLICIES ON PHYSICAL ACTIVITY AND NUTRITION (08/20) 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 and its schools 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.
- 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.
- 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).

### **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.

**OPERATIONAL VITALITY** **3500**

**ENROLLMENT MANAGEMENT (08/20)** **3510**

Enrollment management is an institutional response to the challenges and opportunities that recruiting and retaining the right student body present to a school’s mission, student formation and academic excellence, and operational vitality. Everyone in the school community is responsible for enrollment management. Enrollment management includes admission management, retention, research, and marketing.

All Catholic schools in the Archdiocese of Louisville should develop and implement enrollment management plans.

**RECRUITMENT FOR CATHOLIC SCHOOLS (08/20)** **3520**

The Office of Catholic Schools 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 Catholic Schools 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 Catholic Schools 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 **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. Send recommendation forms directly to Archdiocese of Louisville Catholic elementary schools with a cal-stik label with HSPT scores. Send forms from other Catholic schools, other private school, and public schools directly to these schools along with a cover letter and cal-stik label with test scores.
12. Upload a list of students who took the placement test the **Monday 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 Catholic Schools 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. Upload to OCS demographic information of **fifth, sixth, and seventh grade** students in early **May** and **update that list** in the Fall, **no later than September 15**;
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 Catholic Schools if matters need to be discussed with principals and/or heads of schools.

**MARKETING (08/20)**

**3530**

Marketing is the process of engaging others and sharing with them why they should choose your school. While all Catholic schools share the same general mission, each school is unique in how Catholic education and formation is implemented through each school's unique charism and mission.

Schools are encouraged to develop a year-round marketing program that builds support for school programs and identifies the unique benefits of the school. Building a successful marketing plan will help communicate the strengths of schools, drive enrollment, and proclaim the good news of Catholic education.

The Archdiocese of Louisville works with all Catholic schools to implement general marketing for Catholic schools including ongoing research, media advertising, web sites, social media, and other marketing measures. The Archdiocese of Louisville has an annual marketing calendar available to schools as well as

marketing templates schools can adapt and customize for their local marketing efforts.

Catholic schools are responsible for targeted marketing focused on their individual schools and sharing the unique features of their schools with stakeholders and potential families and students.

## **MARKETING AND PUBLIC RELATIONS**

**3531**

The Office of Catholic Schools and Communications Office should be informed of marketing campaigns and public relation efforts in order to provide assistance when possible.

## **ADVANCEMENT (08/20)**

**3540**

Advancement is a concept that is based on a program of systematic growth. It has three functions: planning, communications and development.

The overall concept of advancement holds that the vitality of an institution can be realized only by a total effort on the part of the institution to analyze its mission and philosophy, to engage in continuous improvement planning, focus its objectives, to project them into the future, and to take the necessary steps to realize them.

Schools are encouraged to develop advancement strategies and plans focused on identifying financial resources to supplement tuition and parish support in collaboration with their parish communities or sponsors. Activities such as annual funds and planned giving can provide additional revenue streams to increase operational vitality of the school community.

The Archdiocese of Louisville can provide consultation and guidance through its Office of Mission Advancement.

## **FUND-RAISING ACTIVITIES**

**3541**

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.

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## PERSONNEL

**PERSONNEL** 4000

**CHRISTIAN WITNESS POLICY (07/17)** 4010

The Archdiocese of Louisville, in its role as employer, expects all employees to be effective witnesses and persons who by word and deed, support the teachings of the Catholic Church. All employees are required to (a) possess a basic knowledge of the Catholic Church (b) not take a public position contrary to the Catholic Church and (c) demonstrate a public life consistent with the teachings of the Catholic Church. The teachings and beliefs of the Church are found in the *Catechism of the Catholic Church*. Websites to the *Catechism* and other resources on Church teachings are available for your study in Appendix C of the *Personnel and Policies Manual*.

We understand that employment by the Roman Catholic Church is not for everyone, because there are people of good will who may not be able to publicly support our teachings and views. Teaching or living a lifestyle in contradiction of the Church, however, can disqualify one as an employee, at least for a time, particularly when this is done deliberately, publicly, without contrition, and/or without an openness to repair any scandal resulting from said actions. People of good will approach reconciliation with mutual respect, personal integrity, and freedom of conscience. In some cases the parties concerned can come to a reconciliation with common understanding and mutual acceptance. In such a case, reinstatement follows. In other cases, the parties may “agree to disagree” and go their separate ways with love and good will. In such a case, reinstatement does not follow.

**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 30<sup>th</sup> 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.

**PRINCIPAL 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 Pastoral Center or the Superintendent of Catholic Schools in the Office of Catholic Schools.

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.

**PRINCIPAL 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. Other persons in parish leadership positions may be a part of the search process. Additionally, representatives from the school board, the formation committee, PTO, faculty, parish council, parish-at-large and parents may 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.

**PRINCIPAL FUNCTIONS (08/18)**

**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 Catholic Schools organizes the responsibilities of the principal into the

following areas aligned with the National Catholic Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools:

- I. MISSION AND CATHOLIC IDENTITY The principal serves as the faith and instructional leader of the school and is responsible for articulating a clear mission and vision for the school, engaging the school community to ensure a school culture that embodies the mission and vision.
- II. GOVERNANCE AND LEADERSHIP The principal understands Catholic school governance structures; especially the role of the parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and the State Department of Education. The principal develops and maintains policies which are congruent with the Archdiocese of Louisville and support the mission of the school.
- III. ACADEMIC EXCELLENCE The principal inspires and leads the school community toward academic excellence by ensuring the Catholic teaching and religious values are infused throughout the educational program. The principal utilizes data to monitor and make changes to the instructional program while meeting student needs and supporting the on-going professional and faith development of staff.
- IV. OPERATIONAL VITALITY The principal must demonstrate effective stewardship of school resources by managing the four areas of finances, human resources/personnel, facilities and institutional management.

Pastors/pastoral administrators/regional school boards should develop a job description for the principal that specifically outlines expectations, committee memberships, and meeting attendance as the expectations will vary from school to school.

See the Principal Performance Review Manual for the complete text of the Job Description and evaluation instrument.

#### **PRINCIPAL ANNUAL GOAL-SETTING/EMPLOYMENT VERIFICATION (08/18)**

**4114**

Annual goal-setting is an essential component of professional growth and evaluation process for a principal. It is a process to ensure that principal competencies are met. 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 performance review or generated from existing needs within the school community. Professional learning opportunities should be aligned with these goals, identified personal needs and the needs of the community being served.

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. The principal will select/identify a total of two to three goals related to one or more of the four standard areas: Mission and Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality. These goals are discussed with the pastor and evidence collected throughout the year to support ongoing work toward the stated goals.

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.

See the Principal Performance Review Manual for additional steps to complete this process.

#### **PRINCIPAL PERFORMANCE REVIEW (08/18)**

**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, the responsibilities outlined in section 4113, and to the annual goals set by the principal.

##### Performance Review Process

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 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. This should be completed during the month of May.
- 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 Superintendent's 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. The process should be completed by June 15.

#### **EVALUATING THE PRINCIPAL'S JOB PERFORMANCE AND LEADERSHIP (08/18)**

**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 document the main points of this discussion in writing. The document is signed and the principal is given a copy. A copy should be sent to the Assistant

Superintendent.

Support must be provided to the principal by maintaining confidentiality.

**Level 2 Performance Improvement Plan**

When there is concern regarding a principal's performance, a pastor/pastoral administrator/regional school board may create a Performance Improvement Plan before moving to probation to specifically outline the areas of concern and suggested action steps to improve performance. The plan is to be implemented for 45 -60 days and monitored throughout that period of time to provide feedback to the principal. At the end of the time period, a determination will be made to end the Performance Improvement Plan, continue with the Performance Improvement Plan, or enact Probation. The Assistant Superintendent should be consulted prior to taking this action.

**Level 3 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 4 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 5 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.

**ASSISTANT PRINCIPAL HIRING PROCESS**

**4121**

The assistant principal of the school is selected by the principal, subject to the pastor'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.

**ASSISTANT PRINCIPAL QUALIFICATIONS**

**4122**

The assistant principal must have a master's degree, and be working toward principal certification, and have achieved or be actively working towards an advanced catechist certificate. It is recommended that the candidate pursue training and professional learning in the area of leadership.

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.

**ASSISTANT PRINCIPAL 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. **MISSION AND CATHOLIC IDENTITY** In cooperation with the principal and parish leadership, the assistant principal supports the principal as the faith and instructional leader of the school. The assistant principal should understand and articulate the mission and vision for the school, engaging the school community to ensure a school culture that embodies the mission and vision in

- concert with the principal.
- II. **GOVERNANCE AND LEADERSHIP** The assistant principal understands and supports the Catholic school governance structures, especially the role of the principal, parish pastor, pastoral council, parish finance committee, school board, Catholic Schools Office, and the State Department of Education. The assistant principal, in cooperation with the principal, develops and maintains policies which are congruent with the Archdiocese of Louisville and supports the mission of the school.
  - III. **ACADEMIC EXCELLENCE** The assistant principal supports the principal in leading the school community toward academic excellence by ensuring the Catholic teaching and religious values are infused throughout the educational program. The principal utilizes data to monitor and make changes to the instructional program while meeting student needs and supporting the on-going professional and faith development of staff.
  - IV. **OPERATIONAL VITALITY** The assistant principal supports the principal by demonstrating effective stewardship of the school resources which calls for greater understanding of the four areas of finances, human resources/personnel, facilities and institutional management.

Assistant Principal Evaluation—The goal setting process mirrors that of the principal and should include the four domains above, and in addition be coordinated to the job description at the local level. See the Supervision Manual for a suggested format for end-of-year evaluation.

**SCHOOL COUNSELOR**

**4130**

The 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 school counselor support 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.”

**SCHOOL COUNSELOR QUALIFICATIONS**

**4131**

The 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 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 school counselor is prepared to intervene in the school setting with individuals, families, and small and large groups.

The 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.

## SCHOOL COUNSELOR 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 a 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 school counselor is accountable to the school principal.

## SCHOOL COUNSELOR 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 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 archdiocesan staff in delivering services and programs.

IV PROFESSIONAL

1. Keeps current credentials, licensure, continuing education, 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 learning 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 3/5<sup>th</sup>'s (three-fifths) of the school week. Therefore, the calculation will be based on 3/5<sup>th</sup>'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. Only one contract should be written for a teacher working at two different schools.

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/or the Personnel Office 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. Follow criminal records check procedures.

**2. The local school principal as the agent of the pastor must:**

- a. Ensure that all certified and non-certified applicants have completed the archdiocesan professional application form or general application form at the local level.
- 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. Abide by the policies and procedures contained in archdiocesan and local school handbooks;
- 2. 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. Accept and follow the terms of the contract for employment;
- 4. Make a positive effort to integrate Catholic beliefs and moral values into all aspects of the curriculum;
- 5. Follow the school's curriculum;
- 6. Prepare for each lesson with written plans that a principal reviews periodically;
- 7. Maintain a positive learning climate in the classroom through appropriate classroom management techniques;
- 8. Cooperate with the principal in the goal setting and the teacher performance appraisal process;
- 9. Participate in activities with other faculty members that help to build faith community in the school;

10. Maintain regular communication with parents through parent/teacher/student conferences, report cards and telephone calls;
11. Report situations immediately to the principal in which a student or adult is injured or harmed while on school property;
12. Actively supervise students in all situations;
13. Sponsor co-curricular activities as directed by a principal;
14. Attend teacher in-service meetings that are required by the Office of Catholic Schools and the local school administration;
15. Earn a minimum of eighteen (18) in-service hours from approved programs each school year;
16. 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. 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. Abide by the Code of Conduct for Church Personnel (**See Appendix IV-A**)

**MEETINGS (08/14)**

**4155.1**

School employees are required to attend meetings scheduled for them by either the Office of Catholic Schools, the Personnel Office, 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 Catholic Schools 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.)

#### **OUTSIDE EMPLOYMENT (08/20)**

**4156**

Archdiocesan employees may be allowed outside employment provided such employment:

- In no way interferes with the performance of the employee's duties and responsibilities.
- Is performed outside the employee's approved work schedule and away from the employer premises, unless specific permission is given by the employer.
- In no way adversely reflects upon the parish, school, or Archdiocese.

For purposes of this policy, "outside employment" includes self-employment, consulting activities, tutoring, child care services, and volunteer activities that, if compensated, could be considered outside employment.

- Employees are not required to notify their supervisor of outside employment if it is conducted outside normal work hours and off the premises.
- If the outside employment negatively impacts the employee's work, the employer

- may request or require the employee to adjust the outside employment.
- If such request is made, and the employee fails to comply, it may result in disciplinary action and/or termination of employment with the Archdiocese of Louisville.

### **CONFLICT OF INTEREST (08/20)**

**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.

All employees and independent contractors engaged by the Archdiocese are not to use their position with the Archdiocese for undue personal advantage or in a manner that would create a conflict of interest. Archdiocesan employees who have other employment or responsibilities unrelated to their archdiocesan function may not conduct outside business during archdiocesan office hours or utilize facilities, equipment, or supplies for the outside activity. In addition, any outside employment must not interfere with employment with the Archdiocese or negatively impact one's job performance for the Archdiocese.

In order to avoid a conflict of interest, archdiocesan staff are not to work as representatives of other companies, or promote services or materials for those companies in their capacity as an archdiocesan employee.

Employees are not to accept gratuities, favors, or entertainment, directly or indirectly, from a person, firm, corporation, or other entity, when such could affect the performance of the employee's duties in an objective manner. Questions or concerns should be discussed with the employee's supervisor. Soliciting of personal gifts or gratuities is prohibited. Gifts from parishes, schools, and or parishioners should be approved by the employee's supervisor.

Employees are not to receive compensation by any other entity for services rendered while also receiving compensation from the Archdiocese for such same services.

### **EMPLOYMENT OF RELATIVE (08/17)**

**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 Personnel Office 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 Pastoral Center.

### Employment File Contents for Certified Personnel (local level):

General application form	Contracts of employment
Valid Kentucky teaching certificate	Final Appraisal reports
Catechist certificate	Medical Exam 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 Personnel Office, 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 Pastoral Center must call the Personnel Office 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 Pastoral Center. **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 (08/18)

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 learning days scheduled within the contract year, a principal should follow these recommendations:

1. Solicit input from teachers about August and June meetings and in-services.
2. Align professional learning day topics with school improvement efforts.
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 FBI 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 (08/18)**

**4162**

It is best practice not to interview teachers under contract at another Catholic School. Exceptions will sometime occur, however. In this case, an elementary or high school principal who chooses to interview a teacher already under contract at another Catholic school should advise the principal of the other school of the interview with the teacher as a professional courtesy. If a transition from one school to another occurs within a school year, it is best that the transition be planned carefully and that a two week notice be honored.

**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 Personnel Office is available to consult with local parishes/schools in the application of the policy.

### **LIMITED CONTRACT (08/18)**

**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 and implement the steps in the *Teacher Supervision Manual* to guide this process. It is the principal's decision as to whether satisfactory improvement/progress has been made before offering a contract. Principals should consult with the Assistant Superintendent to discuss non-renewal or termination prior to doing so. 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. Principal should consult with the Assistant Superintendent for application of the policy and subsequent communication.
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 Office of Catholic Schools.

### **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 Personnel Office 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.

### **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:

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. Principals who decide not to renew a teacher's contract 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 *Supervision Manual*);
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 *Supervision Manual*);
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. Consult with the Office of Catholic Schools or Personnel Office when considering dismissal.

## **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-A).**

### **SCHOOL SECRETARY (08/10)**

**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:

- 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 AND PERSONAL APPEARANCE**

**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. Employees are required to use good judgment in their dress and personal appearance. Employees should

present a modest and professional image at all times. Employees are required to use good habits of grooming, personal hygiene, and dress that are consistent with the responsibilities of one's position and service.

Inappropriate attire includes, but is not limited to, athletic clothing, shorts, flip flops, t-shirts, inappropriate logos, immodest, revealing, and/or provocative attire and other unprofessional items of clothing. Employees who report to work in unacceptable attire may be requested to leave work and return in acceptable attire. Such time away from work will generally be without pay.

**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-B)**. A Code of Conduct for Church Personnel is also provided in *Restoring Trust: The Sexual Abuse Policies of the Archdiocese of Louisville* **(Appendix IV-A)**.

**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 (08/20)** **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 scolding, 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 (08/17)** **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 Personnel Office 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." (*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-C)
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's 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 LEARNING (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 Catholic Schools 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 OCS, 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 OCS 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 OCS can receive a maximum of 12 hours of professional learning credit for their work.

#### **TEACHER PERFORMANCE APPRAISAL PROCESS (08/17)**

**4316.2**

Principals are required to complete the Summative Review of the Professional Growth Plan at the end of every year with every teacher that is on contract. This includes employment verification as well.

This summative review encompasses the following five areas: Professional Growth Goals, Professional Development (Learning) Hours, Classroom Observations, Professional Responsibilities, and Support of Extra-Curricular Programs. Teachers are guided through a process that allows them to set goals, receive feedback, adjust their practice to improve their own performance and improve student achievement. If there are concerns about a teacher's performance in the context of this process that rise to the level of disciplinary action, principals will utilize other measures to work with a teacher (See Teacher Supervision Manual) and document that on the summative review.

Both the principal and teacher must sign the final report. A copy should be given to the teacher and one should be kept in the teacher's personnel file at the local level. A principal must also complete the Summative Review of Professional Growth Plan if a teacher should leave or is terminated before the contractual period ends.

The Summative Review of the Professional Growth Plan is confidential and should not be shared with other principals or with any person so requesting. If a teacher freely provides others with a copy, 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 AND PROFESSIONAL LEARNING FOR PRINCIPALS (08/18)**

**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 is also required. Administrators who are certified in another state need to contact the Education Professional Standards Board (EPSB) at the Kentucky Department of Education for information about obtaining Kentucky certification.

Principals in the Archdiocese of Louisville are required to complete 21 hours of professional learning annually in areas aligned to their goals, school improvement plans, ISLLC standards, and the National Standards and Benchmarks for Effective Schools. Certificates of attendance are to be kept by the principal and recorded on the annual Principal Performance Review (PPR).

**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 Faith Formation 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 Faith Formation.

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 Faith Formation 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 (07/17)**

**4421**

All archdiocesan employees are covered by workers' compensation benefits should they be injured on the job. Any job-related injury should be reported to the supervisor immediately and a written report filed. Accidents not causing serious injury should also be reported since complications may arise later. Delayed reporting could result in a lack of coverage.

**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 (07/17)**

**4424**

According to KRS 341.055(19), services performed in the employ of a church or convention or association of churches or an organization which is operated primarily for religious purposes and which is operated, supervised, controlled, or principally supported by a church or convention or association of churches is non-covered employment. 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 (01/18)**

**4426**

Eligible lay employees may join the Plan on the first day of the month following date of hire if they are age 21 and meet the eligibility requirements. After becoming a participant, you can make salary deferral contributions to the Plan through payroll. For complete details, see the *Summary Plan Description for the Catholic Archdiocese Employees Retirement Plan (January 1, 2018)*

**ABSENCE**

**4427**

**SICK DAYS (07/17)**

**4427.1**

The Archdiocese realizes that inability to work because of illness or injury may cause economic hardship. Consequently, regular full-time employees will receive paid sick time based on the employee earning one sick day per month worked. .

Regular part-time employees will earn sick time in proportion to the part-time hours worked. A sick day is earned the last day of each month worked. (Formula: normal hours worked per week divided by five days per week = sick pay.) Example: 20 hours worked per week divided by five days per week = four hours of sick pay per month.

Employees who work less than 14 hours per week do not earn paid sick leave.

It is the employee's responsibility to notify his/her supervisor of sick time needed. If the employee is too sick to report to work, the employee should call his/her supervisor or representative to inform them of sick time needed. Leaving a message on voice mail or sending a text message is not sufficient notice.

Sick days may be used for illness, injury, doctor appointments, physicals, and annual exams. Sick time may also be used by the employee to care for an ill spouse, child, legal dependent, or parent of the employee. Sick time may be taken in hourly increments.

Frequent absences and illness that adversely affect job performance may require job counseling. Employees may be required to submit a physician's statement as evidence of illness. When long-term absence occurs, the position held at the time the leave began, or a similar position at the same pay rate, will be held for the employee for up to 12 weeks if employee is eligible under FMLA. A leave beyond 12 weeks will not be granted except for extreme circumstances.

Sick time may be accumulated up to 60 working days for regular full-time employees. Regular part-time employees may accumulate up to 60 working days at a pro-rated number of hours. When part or all of sick time is used, it begins to accumulate again at the rate of one day per month worked. Sick time granted beyond the amount accumulated will be without pay. However, upon approval of the supervisor, an advance against sick leave up to 10 working days may be granted.

Before returning to work, a physician's statement may be required by a supervisor in any case exceeding three working days of absence or for frequently recurring absences

Unused sick time is not reimbursable, may not be used as vacation time, and is not paid at termination except as outlined in *Sick Leave at Retirement*. Employees are not permitted to "loan" unused sick days to other employees or to "buy" sick days from individuals.

Accumulated sick days may be carried from one position in the Archdiocese to another position in the Archdiocese. However, the most recent employer must submit accurate written documentation on accumulated sick days to the new parish/agency/school. If there has been a break in employment with the Archdiocese for more than one full year, no accumulated sick days may be carried over.

**Sick Leave at Retirement:**

Departing employees who have reached age 55, and have worked for the Archdiocese for a minimum of 10 consecutive years just prior to retirement, will receive pay for one-third of their accrued sick days at their daily rate of pay at the time of their retirement.

If an employee is rehired within a year, and their sick time has been paid out as listed above, their sick balance begins at zero and they earn sick as defined in the *Sick Day* policy in this handbook.

**PERSONAL DAYS (07/17)**

**4427.2**

Full-time employees and regular part-time employees will be granted two (2) paid personal days per year. Regular part-time employees will receive a pro-rated amount of pay for each personal day. (Formula: normal hours per week divided by five days per week = pay per each personal day.) Example: 20 hours per week divided by five days per week = four hours of pay per each personal day.

Employees who work less than 14 hours per week do not earn paid personal days.

At year-end, unused personal days will convert to sick days up to the maximum allowed. Personal days may not be accumulated.

**BEREAVEMENT LEAVE (07/17)**

**4427.3**

Employees are granted up to three (3) paid leave days for bereavement following the death of an immediate family member. Immediate family includes the employee's spouse, child, parent, sibling, grandparent, grandchild, mother-in-law, father-in-law, brother-in-law, sister-in-law, grandparent-in-law. Requests for leave beyond the three days or other relationships will be considered on an individual basis and approved by the supervisor.

**MATERNITY/PATERNITY/ADOPTION (07/17)**

**4427.4**

All regular employees will receive two (2) weeks of paid maternity or paternity leave. To be entitled to this pay, a written request must be made in advance of the leave. Eligible employees may request an additional ten (10) weeks unpaid leave of absence under FMLA for the birth/adoption of a child. However, accrued leave must be used concurrently with FMLA, if applicable. This leave 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. Refer to the FMLA policy in this handbook for further details.

Employees who are not eligible for FMLA leave may be granted an additional four (4) weeks unpaid leave of absence for the birth/adoption of a child. Accrued leave must be used in place of the remaining unpaid leave, if applicable. This leave must be taken immediately following the birth/placement of the child.

**BREAK FOR NURSING MOTHERS**

**4427.5**

The following protocol should be observed in compliance with federal law, which requires the provision of unpaid, reasonable break time for an employee to express breast milk:

- An employee who intends to express breast milk during the day should notify her supervisors.
- An employee will be provided a reasonable unpaid break time to express breast milk for her nursing child for the first year of a child's life.
- A private area will be designated or an employee may use her private office area for milk expression if she prefers.
- An employee should use her own cooler packs to store expressed breast milk.
- Management and staff are expected to provide an atmosphere of support for breastfeeding employees.

**UNPAID ABSENCE**

**4427.6**

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**. The ratio for principals is 1/225.

**LEAVES**

**4428**

**FAMILY AND MEDICAL LEAVE ACT OF 1993 (07/17)**

**4428.1**

Any questions regarding the FMLA may be directed to the *Personnel Office*.

The Family and Medical Leave Act of 1993 (FMLA) entitles eligible employees to take up to twelve (12) weeks of unpaid, job-protected leave for specified family and medical reasons. An employee must request the FMLA-qualifying leave in writing and must explain the reasons for the leave. The employer will determine if the reason and days requested qualify for FMLA. The maximum amount of leave an employee may use is twelve (12) weeks within a twelve (12) month period depending on the reason for the leave. The twelve (12)

month period is calculated using a rolling twelve (12) month look back method. To be eligible to request FMLA, the employee must have:

- Worked at least 1,250 hours over the rolling twelve (12) months preceding the date leave would commence; this does not include any paid or unpaid leave when calculating 1,250 hours worked and
- Be currently working at an archdiocesan location

FMLA leave may be taken for the following reasons:

- Birth of a child, or to care for or to bond with a newly-born child.
- Placement of a child with the employee for adoption or foster care or to care or to bond with the child.
- To care for an immediate family member (e.g. spouse, child, or parent) with a serious health condition.
- Serious health conditions that render an employee unable to perform his/her job.

Any leave taken under one or more of these circumstances will be counted against the employee's total entitlement to FMLA leave for the year. Employees on FMLA will continue to receive the health insurance employee benefits provided. The employee portion of the premiums will be the responsibility of the employee during their FMLA leave.

Paid time off (sick, personal, and vacation) will be exhausted concurrently while on FMLA leave. Should the employee choose not to use FMLA to cover such an eligible absence or leave, their FMLA eligibility status may change. Such a leave of absence may result in hours worked being less than 1,250 in the look back 12 months, thereby not meeting the eligibility requirements as mentioned above.

Regular employees not eligible for FMLA may request an unpaid family emergency or medical leave. The employee should request the leave in writing stating the circumstances and the expected length of time away from the job. It is understood that a request does not assure leave will be granted.

An extended leave beyond the FMLA 12 weeks will not be granted except for extreme circumstances.

If your spouse, parent, son, or daughter is a military member who is deployed or has been notified of an impending deployment to a foreign country, and you are eligible for FMLA as described above, you may qualify for an exigency leave. If you are the spouse, parent, son, daughter, or next of kin of a covered service member and are eligible for FMLA as described above, you may be entitled to military caregiver leave. Contact the *Personnel Office* to request additional information or request military FMLA.

Before granting FMLA, or any extended leave, the administrator must consult with the *Personnel Office*.

FMLA request forms are available on the website, [www.archlou.org](http://www.archlou.org).

## **CIVIC DUTY (07/17)**

**4428.2**

**Jury Duty** - The Archdiocese recognizes employees' civic obligation to serve as jurors. Regular full-time or regular part-time employees will continue to receive their regular salary. Fees received by employees for performing jury duty will be in addition to their normal salary. If jury duty terminates on any day at noon or earlier, employees are expected to return to work for the remainder of the day. A court certificate evidencing jury service is required.

**Witness Duty** – An employee required to appear in court by subpoena as a witness must immediately notify their supervisor. Employees may be eligible to receive up to two (2) days' pay for serving witness duty. If duty terminates on any day at noon or earlier, employees are expected to return to work for the remainder of the day. A court certificate evidencing service is required.

**Voting** – For those unable to vote during non-work hours, arrangements may be made to take reasonable time off to vote. To receive time off for voting, employees must obtain advanced approval from their supervisor at least one day prior to voting 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) (07/17)**

**4428.4**

Employees required to participate in the reserve training program shall receive the difference between base military pay and archdiocesan pay for one two-week period each year, providing gross archdiocesan pay exceeds gross military pay. Documentation of military pay must be provided to employer. Any employee who engages in required military training during a regular vacation period will receive the regular vacation pay and any supplemental pay due based on the above computation.

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

**Procedure:**

In all cases of military leave---including periods of short-term training---a copy of the employee's 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 Personnel Office.

**CHANGES IN THE NEW SALARY SCALE (08/18)**

**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. Once compensation is set, compensation does not change during the year.

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.epsb.ky.gov](http://www.epsb.ky.gov). 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.

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.

**SUBSTANCE ABUSE 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 as soon as is reasonably possible, usually within 24 hours. The employee may be required by the employer to have an alcohol/drug assessment at a specified center and to have the results forwarded to the employer. 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.
- f. 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 (07/17)**

**4516.2**

Violation of the above policies will result in disciplinary action against the employee, up to and including termination, or in requiring that such employee participate satisfactorily in a drug abuse assistance or rehabilitation program approved by federal, state, or local health authorities and by the Archdiocese of Louisville.

**OBLIGATION TO NOTIFY**

**4516.3**

An employee convicted of violating a criminal drug statute shall notify a principal no later than 24 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 Personnel Office 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 Personnel Office, 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 (07/17)**

**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 teacher on a performance improvement plan, 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 (mentor 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.

#### **PERFORMANCE IMPROVEMENT PLAN (07/17)**

**4600.1**

Prior to placing a teacher on probation, principals may choose to put an employee on a **Performance Improvement Plan to address job performance concerns**. This allows a teacher to make the necessary changes with the support of the principal before moving to a probationary period. If the teacher does not make consistent progress toward addressing the defined issues, probation may be the consequence. Two templates for this document can be found in the appendix.

#### **PROBATION (07/17)**

**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 in writing. Appropriate written forms must be used at the end of the formal period of probation, by deciding if an employee has satisfactorily improved. The principal must meet with an employee throughout the probation and when it ends. The principal must inform a pastor/pastoral administrator, Assistant Superintendent, and the Personnel Office **before** moving toward probation. 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 (07/17)**

**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 (07/17)**

**4620**

When a principal determines 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 (07/17)**

**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, or conviction of a crime. Termination can mean: 1) an employee is dismissed immediately without warning; or 2) an employee is given two-week' 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 (08/20)**

**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:

1. 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.
2. If an employee thinks his/her conflict was not satisfactorily addressed in the first step, he/she can contact the **pastor** to request a meeting to discuss the situation, or write specific concerns to the pastor in a letter. An employee must also inform the principal that this step has been taken. It is the pastor's responsibility to contact the employee to discuss the grievance. After meeting with the employee, the pastor decides what action to take. He may also decide no action is needed.
3. 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 Personnel Office**. When this step is taken, an employee must inform the pastor. 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.

The pastor 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 Office of Catholic Schools and/or the Archdiocesan Personnel Office has the authority to intervene to address the problem in hopes of resolving it. The Archdiocesan Personnel Office and representatives of the Office of Catholic Schools 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.

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.

**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 the substitute teacher application and qualifications and requests an interview. 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 anyone 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.

## Appendix IV - A

### 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 - B

### CODE OF ETHICS

#### PREAMBLE

(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, para-liturgies 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.

## Appendix IV – B (continued)

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.

### 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.

#### **Appendix IV – B (continued)**

- 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.
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 – C**

**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 –C (continued)**

**Community Resources – Sexual Abuse**

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

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**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 (08/17)** **5114**

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

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.

**ASSESSMENT OPTION FOR KINDERGARTEN ADMISSION AGE (08/19)****5114.1**

Students who turn 5 years old between August 2 and October 1 may be eligible to enroll in kindergarten provided that the student meets criteria established by the Archdiocese of Louisville:

- Child must turn 5 between August 2 and October 1 of the admission year; and
- Child must score at or above the 80<sup>th</sup> percentile on the BRIGANCE Kindergarten Screen Three core assessments, self-help, and social-emotional scales; and
- Child must meet the admission criteria of the local Catholic school

Students born between August 2 and October 1 of the admission year who do not score at the 80% or above on the BRIGANCE Kindergarten Screen Three may be considered for admission to junior kindergarten or preschool.

**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**

OCS, 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 Catholic Schools 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 Catholic Schools.

**FIRST DAY ENROLLMENT (02/04)** **5123**

Principals will report first day enrollment to the Office of Catholic Schools 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 date noted on the form.

**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 eighteen (18), 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 the sixth birthday and has not passed the eighteenth 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.

**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 Catholic Schools.

**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 Catholic Schools 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 (08/20)** **5200**

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) (BUCKLEY AMENDMENT)** **5210**

The handling of students' records shall follow the federal regulations which implement the Family Educational Rights and Privacy Act of 1974. The following paragraphs contain the important elements of these regulations:

**WHO HAS A RIGHT TO RECORDS** **5211**

Schools shall give full rights to either parent unless the school 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.

**NOTIFICATION OF THE RIGHT TO INSPECT RECORDS** **5212**

Each school shall notify parents of students currently in attendance, and eligible students, if any, that they may inspect and review their student education records; 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 to consent to, or decline from, allowing disclosure of personally identifiable information contained in the student's education records, except to the extent of what may be disclosed without consent.

**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 school to amend the records. Upon receipt of such a request, the school shall decide to amend the records in a reasonable time or to notify the parent or eligible student of the school's decision not to amend the records. If the school 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 Office of Catholic Schools shall hold the hearing within a reasonable time, not to exceed five days after it has received the request; (b) the Office of Catholic Schools 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 Office of Catholic Schools who does not have a direct interest in the outcome of the hearing; (d) the Office of Catholic Schools shall give the parent or eligible student a full and fair opportunity to present evidence relevant to the issues raised; and (e) the Office of Catholic Schools 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 school 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 school has determined has a legitimate educational interest.

**RECORDING THE RELEASE OF STUDENT RECORDS**

**5216**

The school 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**

A school 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 OR OTHER REASON**

**5218**

If a school determines that it cannot comply with these procedures due to a conflict with state or local law or other reason, it shall consult with the Office of Catholic Schools and/or the school's governing body, to identify a resolution that is communicated to the parent or eligible student.

**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 scanning when requested by the Office of Catholic Schools;
- 4. Scanned Copies of Permanent Records - The Office of Catholic Schools shall direct the scanning 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 Catholic Schools 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 health record 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.

**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 (08/18)**

**5314.1**

The current Kentucky immunization regulations do not permit philosophical exemptions to immunizations. The Archdiocese of Louisville has no religious objection or prohibition against immunizations and, in fact, the Archdiocese of Louisville encourages immunization and adheres to all applicable immunization and health requirements.

If a parent/guardian wishes to claim a religious exemption, then this must be submitted on the Commonwealth of Kentucky approved form. This form must be fully completed, signed, and notarized. In addition, the parent or guardian will be required to execute a waiver and release for the Archdiocese of Louisville. Once the religious exemption documents have been properly completed and returned to the school, the student may be admitted if the student has met all the school's other 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, and overall health and wellness.

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 overall health and wellness, 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 Catholic Schools, and follow all requirements of the health department.

**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 Director of 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 - A**).

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 - B)**.

**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), 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 Accident Report **(See Appendix V - C)**.

This report will be completed in duplicate; one copy will be sent to the Superintendent at the Office of Catholic Schools 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 –D**).

## **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**

**5417**

Students shall not be permitted to use or possess any tobacco product, alternative nicotine product, or vapor product on or in school property at all times including attending or participating in any school-related student trip or student activity.

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 Catholic Schools 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 Director of Family Counseling for assistance in dealing with criminal gang-like activity.

## THREATENING BEHAVIOR (08/20)

5554

Threatening behavior is defined as intentional statements, gestures, communications or actions meant to cause harm to person(s) or property. In investigating behavior alleged to be threatening, school officials may conduct a threat assessment that considers the circumstances surrounding the behavior, the nature of the statements, gestures communications or actions, the developmental state of the student involved and any other relevant information. The school may also complete a threat assessment matrix which could assist in determining the level of any threat.

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 threat assessment matrix may be shared with local authorities. 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.

## **BULLYING (08/15)**

**5555**

All people have dignity because they are created in God's image and are of infinite value. As Catholic community, we are called to reflect the values of Jesus in His regard and respect for all people. We build up the Body of Christ within our school communities and provide physically and emotionally safe environments for all members.

Bullying is defined as unprovoked and deliberate actions intended to hurt, isolate, or humiliate another individual.

Cyber bullying is bullying conduct as defined above that is undertaken through the use of electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, electronic readers, videogames, websites, and any form of social media.

Bullying and cyber bullying shall not be tolerated and are hereby prohibited.

Each school reserves the right to address all forms of prohibited conduct and, if necessary, impose discipline for such misconduct that occurs on or is delivered to school property or a school-sponsored event on or off school property; or occurs off of school property or outside of a school-sponsored activity or event, if the conduct interferes with a student's educational opportunities or substantially disrupts the orderly operation of the school or school-sponsored activity or event.

Each Catholic school is to have policies and procedures in place to address bullying behavior. Those policies and procedures should address the following:

- School-based anti-bullying education and prevention activities, curriculum, programs, etc.
- Handling isolated or initial incidents which do not constitute bullying according to the school's discipline code.
- Immediately reporting incidents of bullying behavior to the person in charge at the time who will deal with those involved according to the school's discipline code.
- Students' ability to report incidents of bullying behavior to other adults in the school.
- Apprising the principal and other appropriate individuals of bullying behavior.
- The disciplining of students who engage in bullying behavior according to the school discipline policy which includes graduated consequences.

In addition to the above outlined steps, anti-bullying policy requires the following:

Role of staff members:

- Be alert to signs of bullying and act promptly and firmly according to the school's discipline policy.
- Report incidents of bullying to the principal or teacher in charge, who will determine if further disciplinary action should be taken, and/or if parents should be notified.
- Offer support and encouragement to students being bullied, including notifying parents, principal, and/or support staff as needed.
- Encourage all students to refrain from bullying behavior, and encourage reporting of any bullying behaviors they witness.

Role of parents:

- Report concerns of bullying behavior to their child's appropriate teacher as soon as possible following the incident(s). If concerns are not handled sufficiently at this level, a report should be made to the principal or other designated individual.
- Support the school's anti-bullying policy and actively encourage their child to avoid bullying behavior.

Role of students:

- Report to the teacher in charge, or to another staff member, any incidents of bullying they witness at the time of the incident, or as soon as possible following the incident.
- Whenever possible, stand up for the student being bullied, and refrain from joining in bullying behavior.
- Treat others with the respect and dignity that is expected of a Catholic school student.

**GRIEVANCE PROCEDURES (08/20)**

**5560**

Authority as exercised in the Catholic school system depends in a large measure upon a spirit of willing cooperation among administrators, parents, 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. Faculty/Staff Person
  3. Principal
  4. Pastor
  5. Archdiocesan Representative
- 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.
  - 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 Catholic Schools 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 Catholic Schools, a representative of the office may meet with both sides of the dispute to search for and propose a satisfactory resolution. After meeting, OCS officials decide what action needs to be taken. They may also decide that no further action is needed.
  - f. The Archdiocesan Personnel Office may also be of assistance in employee-related matters. Please refer to section #4640.

**DRESS****5600**

Local school authorities shall establish guidelines regarding uniforms and dress codes.

**APPENDIX V-A**

**DAILY LOG FOR MEDICATION(S)**

*\*This log intended for individual student records.*

School _____	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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Signature \_\_\_\_\_



**Appendix V-C  
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 Catholic Schools as close to accident date as possible.

## Appendix V-D

### 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  
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<b>INSTRUCTION</b>
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**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 review process to refine and update standards in each subject area to empower long-term curriculum strength and student/teacher success.

**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* including learner goals, academic expectations, content guidelines, performance standards, Catholic identity and cross-curricular connections contained in the *Archdiocese of Louisville Curriculum Frameworks* for each of the following content areas:
  - Religion
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
  - World Language
  - Visual Arts
  - Music/Performing Arts
  - Physical Education

- Library Media
  - Technology
5. Other curricula and guidelines such as:
    - Correlation documents
    - Sacramental preparation programs
    - Intervention Protocol
  6. Faculty expertise
  7. Facilities

**CURRICULUM FRAMEWORK/ LEARNER OUTCOMES 6140**

All schools will use the *Archdiocese of Louisville Catholic Schools Curriculum Guide* as a foundation when designing, implementing and assessing instructional programs at the school level. Specific grade level indicators are included as part of the *Archdiocese of Louisville Curriculum Framework* for each content area. The indicators are not all inclusive; they are instead intended to give guidance in curriculum planning at the local school level. Additional consideration should be given to the needs of students when designing instructional programs.

**CONTENT GUIDELINES/ STANDARDS 6150**

Content Guidelines/ Process Skills for specific content areas are included within the *Archdiocese of Louisville Curriculum Frameworks* for each content area. 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 (08/15) 6161**

Instructional materials include, but are not limited to, a print or digital basal series, alternate print materials, digital options, apps, programs, etc. Multiple resources can be used to design a well thought out and balanced curriculum. Schools must update instructional materials according to the archdiocesan adoption cycle timeline.

Instructional materials for the specific content areas will be studied and evaluated by committees formed through the Curriculum Coordinator. The review committees will ensure that key criteria, shifts, and identified requirements for a specific content area are thoroughly addressed in any recommended instructional materials. By choosing from the list of recommended instructional materials, schools ensure that they are following the guidelines set for that content area. The Superintendent of Schools will approve the list after recommendations are made by the review committee. An official recommendation packet, announcing the recommended instructional materials and including any special conditions related to the adoption, will be sent to the principal of each school.

Schools are strongly encouraged to select instructional materials from the Archdiocesan recommended list. However, schools may have specific programs and/or needs that require different or additional materials. Therefore, schools may select instructional materials that are not on the Archdiocesan recommended list in order to address those programs and/or local needs. Schools must follow the established process for submitting the compelling reason for the decision to the Superintendent of Schools for approval. Additionally, any non-recommended religion instructional materials used as primary resources must appear on the [United States Catholic Conference of Bishops \(USCCB\) Conformity List](#).

Each school will be given a two-year period to select and implement the new instructional materials at all grade levels. Schools are strongly encouraged to make the purchase in the first year. This will eliminate overlap with the

timing to purchase materials for the next content area and will allow maximum benefit of the new materials. In the event that a school is unable to adhere to the two-year period, the school must submit a proposed plan for purchase to the Superintendent of Schools for approval.

Schools are required to select and implement Religion, Reading, Literature, Mathematics, Science, and Social Studies instructional materials. If the instructional materials chosen for Reading and/or Literature adequately include Handwriting, Spelling, Phonics, Vocabulary, Writing, and English/Grammar/ Mechanics, schools are not required to purchase those supplemental materials.

**PILOT PROGRAMS**

**6162**

The Superintendent at the Office of Catholic Schools 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. Student 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 Catholic Schools 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 Catholic Schools 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 (08/15)****6212**

Schools shall provide a minimum of 175 instructional days, including 1,062 instructional hours, each school year for all students. Schools may include the following in school calendars:

- 1-3 Parent-Teacher-Student (PTS) conference days (per archdiocesan policy 6350)
- Early dismissal days
- 1-3 inclement weather days
- 1-5 online/alternative school days (per archdiocesan policy 6212.1)

**REMOTE LEARNING (08/20)****6212.1**

Schools may choose to utilize remote learning for 1-5 days in the event of inclement weather or other emergencies. Schools are to use the following guidelines in developing and implementing remote learning options. Guidance for mid-term and long-term school outages appears below. Suggestions for planning can be found in the Archdiocese of Louisville Remote Learning Guidance document.

**I. Short-Term School Outages (1-5 Days)**

- Utilize a broad-based planning process, including all stakeholder groups, to discern the appropriateness and feasibility of implementing remote learning.
- Communicate rationale, including specific guidelines for online school, to parents and students early in the school year. Include remote learning information in parent-student and teacher handbooks.
- Activate remote learning by notifying parents and students via school alert systems, web messages, mass e-mails, etc.
- Choose a mode of communication (learning management systems, Google Drive, school e-mail, etc.) between teachers and students.
- Post or e-mail assignments by a time determined by the school.
- Develop a method of taking attendance for remote learning.
- Work assigned by teachers for remote learning will be comparable to work assigned during a regular school day and will be assessed accordingly.

- Assigned work is expected to be engaging and compatible with the work being done in the classroom.
  - Determine due dates and times for student work and communicate this to students and parents.
  - Determine guidelines for teacher absences due to personal leave, illness, or professional learning on online/alternative school days.
  - Determine teacher workday when teachers will be available for questions by e-mail, FaceTime, chat or some other synchronous or asynchronous mode during hours specified by each school.
  - Develop and communicate guidance for special considerations including lack of internet access, illness, etc. for both students and faculty.
- II. Mid-Term School Outages (3-10 days)** Please note there is an overlap between the short-term and mid-term outages. After 2 days instruction should resume regardless of cause or predicted length of school closure.
- These closures may take on elements of the traditional use of remote learning but also contain elements found in Long-Term Closures like those experienced in the Spring of 2020.
  - It is recommended that if the school/system closure lasts 3 days or longer, the school/system should implement remote learning.
  - The school should address attendance and collection/grading of student work per their local procedures for remote learning. Teachers and parents should be aware of this process and how it differs from short-term and long-term procedures.
- III. Long-Term School Outages (11+ days)**
- These closures look most like the closure experienced in the Spring of 2020 and probably include the most restrictions related to public health guidelines, which may affect structures like collection of student work, grading, distribution of student technology, and other school/system activities, rituals, etc.
  - It is recommended that if a school/system closure last 3 days or longer, the school/system should implement remote learning.
  - The school/system should address attendance and collection/grading of student work per local/system procedures for remote learning. Teachers and parents should be aware of this process and how it differs from short-term and mid-term closure procedures.

**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 Catholic Schools 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 Catholic Schools 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**

**6341**

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 standards.

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 SSP/SAP 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 (08/20)**

**6370**

Schools will administer the testing program in grades K-8 mandated by the Superintendent at the Office of Catholic Schools. 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 (08/20)**

**6373**

The annual high school placement test will be given at each of the Catholic high schools.

Information regarding time, date, etc. for the main December testing date and make-up testing date in January is communicated to the elementary schools by the Curriculum and Instruction Coordinator at the Office of Catholic Schools.

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 (01/17)**

**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, **Student Accommodation Plans** are written. The school will convene an Intervention Team meeting 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 Intervention 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 **Student Accommodation 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 Manual. The principal and Learning Coordinator can provide you with the complete document. Please see **(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 (08/20)**

**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 Accommodation Plan, for a minimum of 30 days prior to testing. Certain accommodations for the standardized tests may be available to any student at the discretion of the local school and teacher.

**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. for the main December testing date and make-up testing date in January is communicated to the elementary schools by the Curriculum and Instruction Coordinator at the Office of Catholic Schools.

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 the Internet 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 "Educational Technology."

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. This can be a projector or flat panel.
- A digital scanner and a digital camera accessible to all teachers
- Ability to send documents compatible with the latest version of Microsoft Office to OCS and to other schools
- Software and hardware to support the Technology Curriculum Guidelines
- School administrative software that includes attendance, academic records, health records, and sacramental records
- Electronic gradebook with capability to share 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 if applicable
- 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 Educator Standards (2017): <https://www.iste.org/standardsforeducators>. 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.

Administrators are expected to follow the ISTE Education Leaders Standards (2018). These standards can be found at <https://www.iste.org/standards/for-education-leaders>. School administrators with their teachers are expected to establish a vision for technology use for all members of the school community and to model the use of technology with their teachers.

## **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 appropriate instructional materials on the Internet and guide students in their use.

Teachers should never contact students directly for any purpose without an archived copy of the email or copying an administrator.

Internet access for students outside the school is the domain of 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 OCS. 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 agrees to abide by the school's policy governing access.

Schools will be responsible for supervising and monitoring access to the Internet and the school network to the extent outlined in the user agreement. However, the school 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 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 disable cellular service while on school property during school hours. 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 filter.
- 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 the 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.

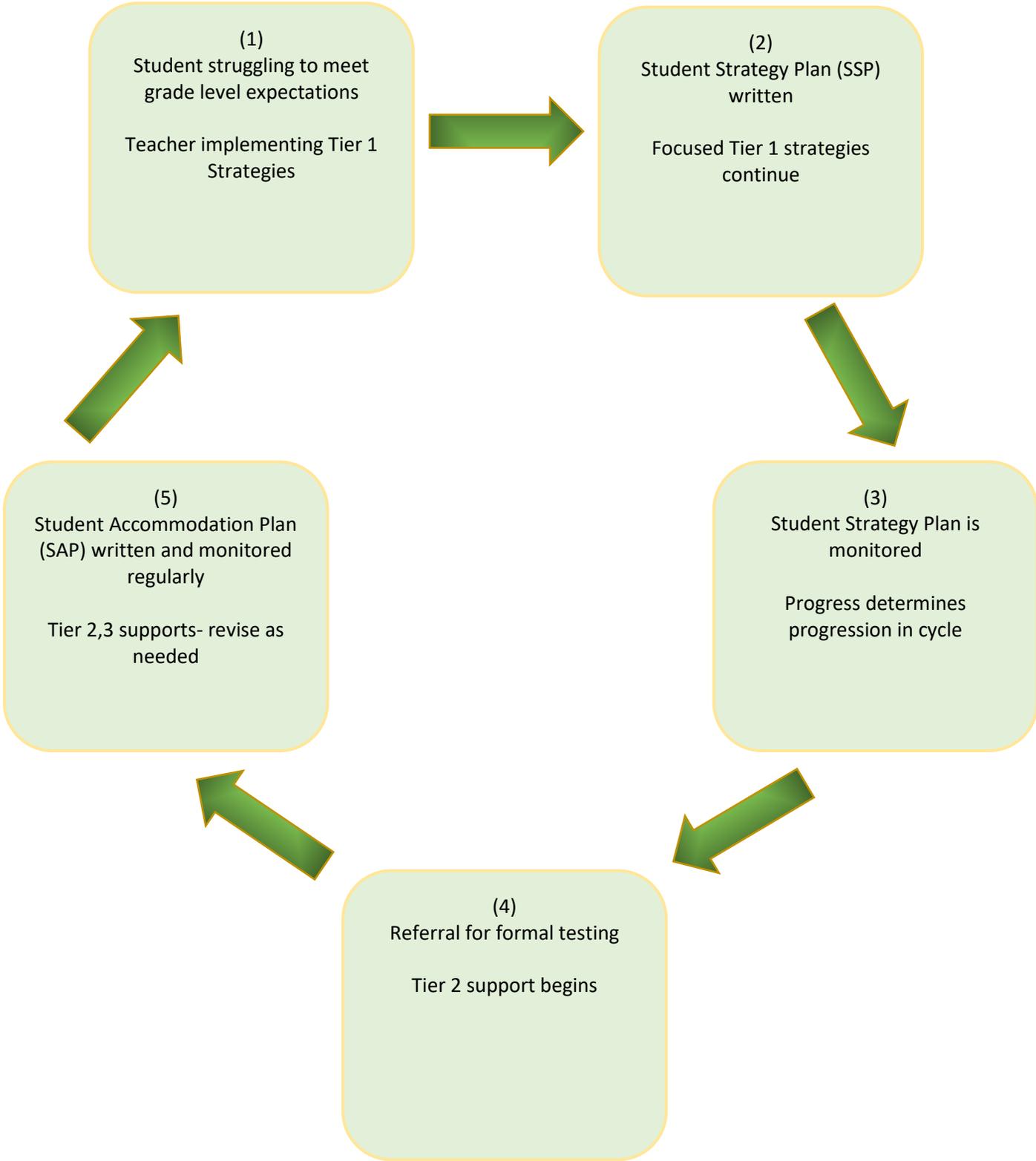
**SCHOOL MASCOTS****6820**

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.

Appendix VI - A

**Cycle of Intervention for Students who are Experiencing Learning Issues**

*(Parents' Reference)*



## 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 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 user 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. Teachers participating in hybrid or remote teaching and learning will use classroom recordings of students for the express purpose of instruction and will not distribute lessons beyond the enrollment of the students they are assigned and will not archive lessons including children beyond the current year.
5. The following are not permitted:
  - Doing anything illegal or unethical
  - 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 or trespassing in someone else's folder, work, or files
  - Intentionally wasting limited resources
  - Using the network for commercial purposes
  - Propagating chain messages

- Viewing, uploading, downloading or transmitting material that is pornographic, hateful or obscene
- Participating in personal chat or instant messaging
- Using school devices or school networks to access social networking sites for non-instructional purposes.
- Archiving recordings of students during teaching and learning beyond the current school year.

6. 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 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 and Internet 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 or in school accounts 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. Students participating while hybrid or remote learning is taking place may be part of classroom video, streamed and/or recorded by the teacher for the express purpose of teaching and learning. Students may not use other students' images from these recordings.
5. The following are not permitted:
  - Doing anything illegal or unethical
  - 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 or 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
  - Viewing, uploading, downloading or transmitting material that is pornographic, hateful, or obscene
  - Participating in chat or instant messaging for non-educational purposes
  - Accessing social networking sites on school computers or the school network without teacher permission
  - Sexting or distributing personal information or pictures of others

6. 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, Electronic Mail, and website 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, the Internet and to use software and websites that relate to classwork such as Brain Pop, Brain Pop, Jr. Google Docs, Sheets, Forms, Classroom, etc. The school also has my permission for my child to participate in all classroom activities including live streaming and video recording of the class for the purposes of teaching and learning.

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, the Internet and appropriate educational programs and websites 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)

**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 instructional streaming/videos, 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 \_\_\_\_\_ Trip.  
the \_\_\_\_\_

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, \_\_\_\_\_, (DOB) \_\_\_\_\_

to receive emergency medical treatment in the event of an accident or illness while on a class trip

(Dates) with \_\_\_\_\_ School.

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 \_\_\_\_\_ day of \_\_\_\_\_ the \_\_\_\_\_

\_\_\_\_\_  
Notary Public  
State of Kentucky  
County of Jefferson

My commission expires: \_\_\_\_\_

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