

HANDBOOK for CATHOLIC SCHOOLS

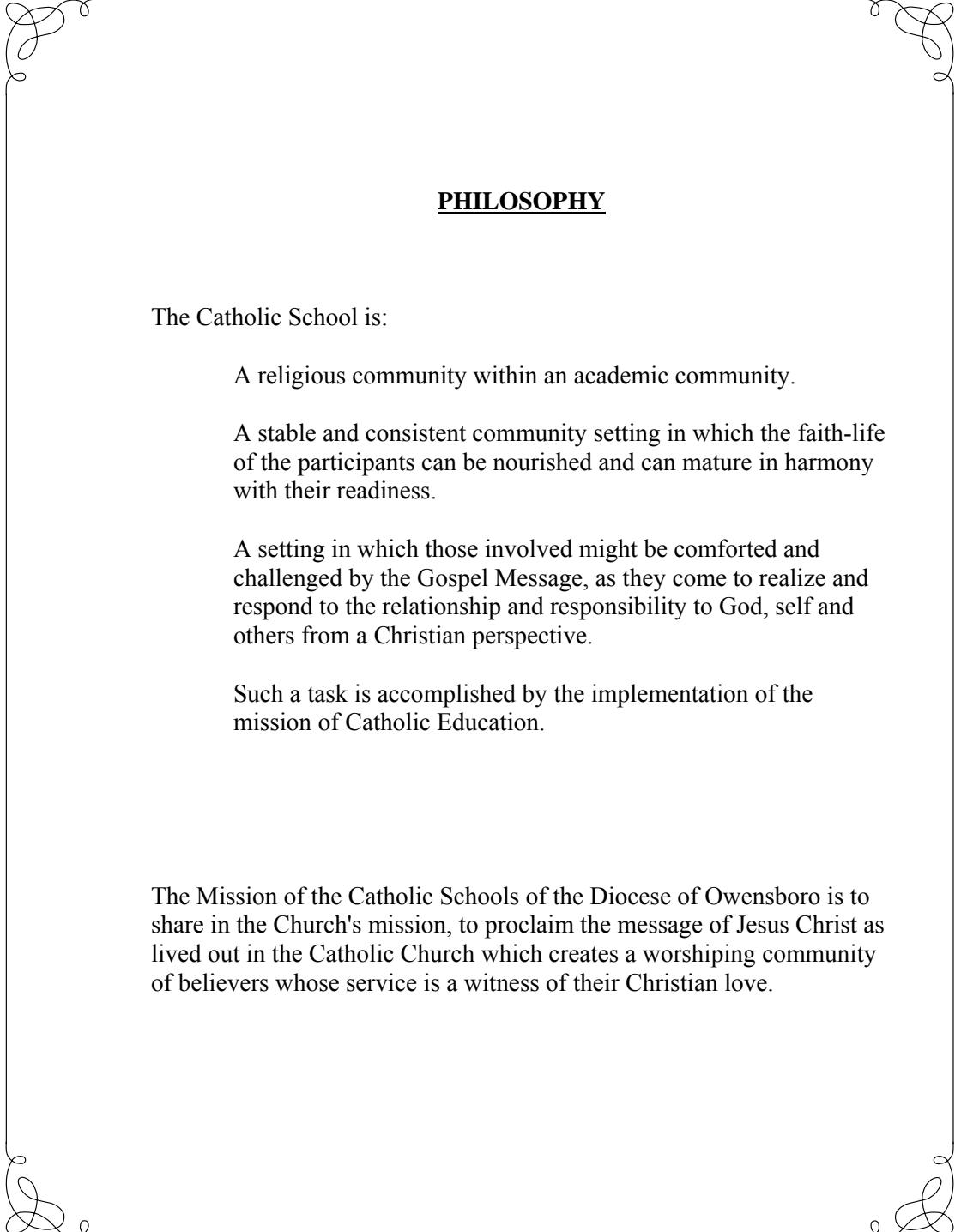


Diocese of Owensboro
600 Locust St., Owensboro, KY 42301-2130

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PHILOSOPHY

The Catholic School is:

A religious community within an academic community.

A stable and consistent community setting in which the faith-life of the participants can be nourished and can mature in harmony with their readiness.

A setting in which those involved might be comforted and challenged by the Gospel Message, as they come to realize and respond to the relationship and responsibility to God, self and others from a Christian perspective.

Such a task is accomplished by the implementation of the mission of Catholic Education.

The Mission of the Catholic Schools of the Diocese of Owensboro is to share in the Church's mission, to proclaim the message of Jesus Christ as lived out in the Catholic Church which creates a worshiping community of believers whose service is a witness of their Christian love.

GOALS

Educators and all those responsible for Catholic education in the Diocese of Owensboro strive to enable students to grow toward the following goals as they participate in programs, activities and practices:

1. To teach and form our students in Christ by
 - integrating faith, life and culture
 - emphasizing the central role of liturgy in Christian life
 - developing a service-orientation of the Catholic Church with regard to the world
 - fostering a concern for Christian unity among all people
 - encouraging religious vocations and to emphasize that everyone has a call from God
2. To habituate the mastery of the tools, techniques and spirits of learning
3. To create an informed citizenship dedicated to the common good
4. To encourage the proper use of free time for worthy activities
5. To foster the ability for independent thinking and problem solving
6. To develop strong family life and a sense of family as domestic church

Equal Opportunity Employer/Non-Discrimination Policy

The Diocese of Owensboro is an Equal Opportunity Employer. It is the policy of the diocese that employment decisions will be based on qualifications and competence. Except where required or permitted by law, employment practices shall not be influenced or affected by an applicant's or an employee's race, color, sex, national origin, age, disability or other characteristics protected by law.

Under the Equal Opportunity act of 1972, title VII of the Civil Rights Act of 1964 was expanded to include both public and private educational institutions. Exemption was granted, however, to religious institutions and applies only to positions that pertain to carrying on the religious activities of the institution or where faith and worship participation are essential for fulfilling the requirements of the position.

The Diocese of Owensboro adopts the following guidelines as the Professional Code of Ethics for Catholic Educators who serve in the Diocese.

CODE OF ETHICS FOR CATHOLIC SCHOOL EDUCATORS

The professional conduct of every educator affects attitudes about the teaching profession and Catholic education. Aware of the importance of maintaining the confidence of students, parents, colleagues, and the Church community, Catholic school educators strive to sustain the highest degree of ethical conduct.

COMMITMENT TO STUDENTS

Catholic education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God's help, the educational efforts of the Church must encompass the twin purposes of personal sanctification and social reform in light of Christian values. (To Teach As Jesus Did)

The Catholic school educator makes the well-being of students the foundation of all decisions and actions. Therefore, the Catholic school educator:

- Provides educational assistance with respect and reverence for each student.
- Preserves the student's right to privacy by judiciously protecting information that is confidential.
- Protects students when their well-being is threatened by unsafe, incompetent, unethical, or illegal actions of any person - student or adult.

COMMITMENT TO THE MINISTRY OF TEACHING

The success of the Church's educational mission will also be judged by how well it helps the Catholic community to see the dignity of human life with the vision of Jesus and involve itself in the search for solutions to the pressing problems of society. Christians are obliged to seek justice and peace in the world. Catholics individually and collectively should join wherever possible with all persons of good will in the effort to solve problems in ways which constantly reflect Gospel values. (To Teach As Jesus Did)

The Catholic school educator performs teaching responsibilities with diligence and integrity. Therefore, the Catholic school educator:

- Enhances self-competence by continuing education to increase knowledge and skills.
- Fosters a philosophy of education which encourages lifelong learning.
- Promotes professionalism by respecting and preserving the privacy and dignity of colleagues.
- Upholds the authority of the school when communicating with parents, students, and the school community.

COMMITMENT TO THE COMMUNITY

The success of the Church's educational mission will also be judged by how well it helps the Catholic community to see the dignity of human life with the vision of Jesus and involve itself in the search for solutions to the pressing problems of society. Christians are obliged to seek justice and peace in the world. Catholics individually and collectively should join wherever possible with all persons of good will in the effort to solve problems in ways which constantly reflect Gospel values. (To Teach As Jesus Did)

The Catholic school educator believes the Catholic school community is both an agent of appropriate change and a preserver of basic tradition. Therefore, the Catholic school educator:

- Regards the school community as an integral part of the parish and a vital force for preparing future Church as civic leaders.
- Develops peacemaking strategies that reflect Christian problem-solving techniques.
- Designs and develops age-appropriate activities that foster leadership within the school community.
- Challenges students to respond to the needs of the time and live out their Christian virtues.

1997 National Catholic Educational Association, Department of Elementary Schools, 1077 30th Street, N.W., Suite 100, Washington, D.C. 20007-3852.

POLICY REVIEW PROCESS

At the April 12, 2005 meeting of the Committee for Total Catholic Education, a Policy Review process was approved that would address all the policies in the handbook.

The Policy Review Committee was established, consisting of five to eight members, including the superintendent, two school administrators, two teachers, a Committee for Total Catholic Education representative, and one or two at-large members.

The first five-year cycle was established, as follows, and amended on 7/09/13:

<u>School year</u>	<u>To be reviewed</u>
2005-2006	Series 100 (Administrative Personnel) Series 200 (Instructional Personnel)
2006-2007	Series 600 (Instructional Program)
2007-2008	Series 400 (Pupil Personnel) Series 500 (General Administrative Procedures)
2008-2009	Series 700 (Public Relations)
2009-2010 to present	All Appendices (Currently A through P)

After initial review by the Policy Review Committee, each policy series is then sent to PACESS (Principals and Administrators of Catholic Elementary and Secondary Schools) for review and comment. After that step, the revision recommendations are sent to all members of the Committee for Total Catholic Education for further review and comment. The Policy Review Committee considers the suggestions from both groups, then sends a final draft to the Committee for Total Catholic Education for formal review and approval at a regular meeting. After the policies are approved at that level, they are sent to the Bishop of the Diocese of Owensboro for final review and approval.

(updated July 9, 2013)

CURRENT COPY OF THE HANDBOOK FOR CATHOLIC SCHOOLS

At each Catholic school in the Diocese of Owensboro there shall be ONE OFFICIAL copy of the Handbook, which shall be kept in the principal's office. A school may keep more than one current copy in the building, but the only OFFICIAL copy is kept in the principal's office.

The entire handbook can be accessed online at www.rcdok.org

Signing an annual contract requires compliance with all policies in the handbook, as may be amended from time to time.

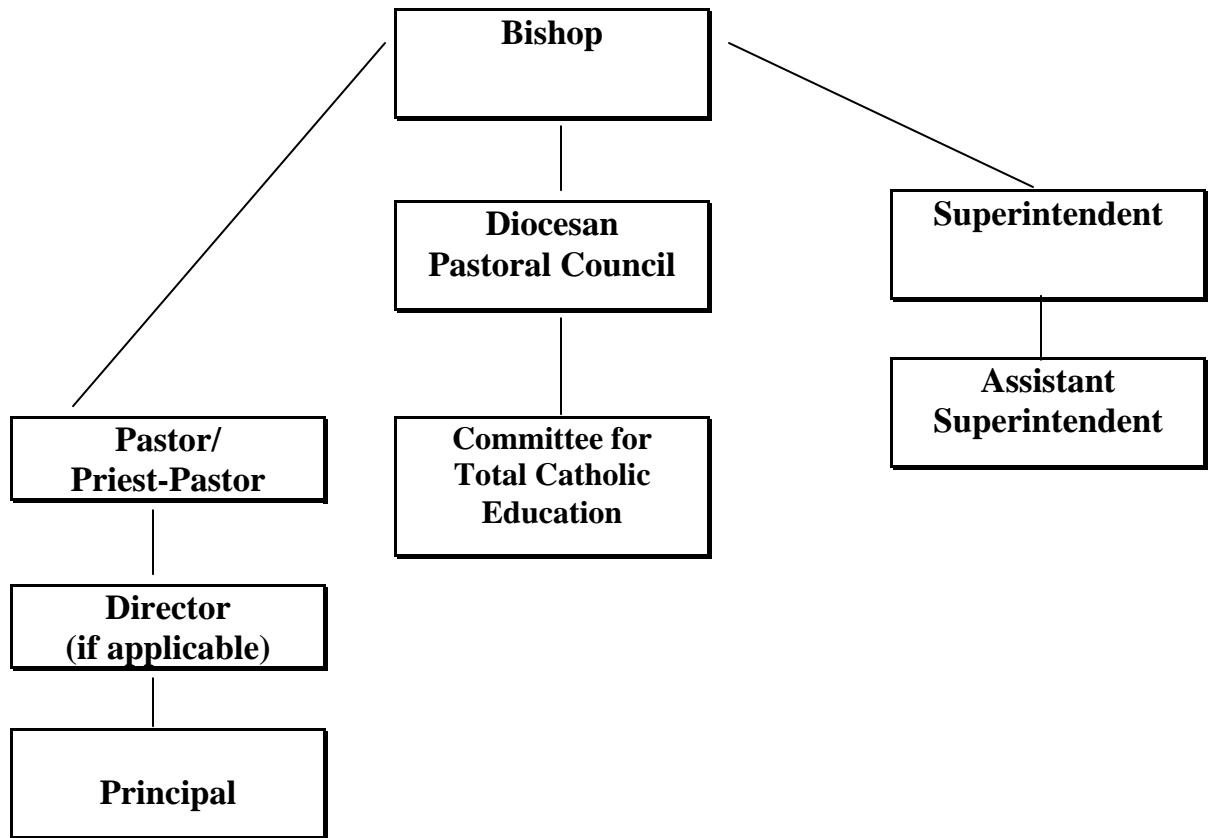
All Diocesan school employees and volunteers must comply with the Diocesan Sexual Abuse Policy. (See #318)

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Organizational Chart

Diocese of Owensboro Catholic Schools



ADMINISTRATIVE PERSONNEL
(Series 100)

100 BISHOP

100.1 The Second Vatican Council redefined the role of the bishops in the Dogmatic Constitution on the Church (*Lumen Gentium* – “The Light of Nations”) and the Decree on the Bishops’ Pastoral Office in the Church (*Christus Dominus* – “Christ the Lord”). 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 diocese.

101 COMMITTEE FOR TOTAL CATHOLIC EDUCATION

- 101.1 The Committee for Total Catholic Education, a committee of the Diocesan Pastoral Council, is one of the structures by which the Catholic community shares in the Church’s educational mission of spreading the Good News of Jesus. The Church of this diocese, through the leadership of the Bishop, is fully dedicated to this educational mission.
- 101.2 The Committee for Total Catholic Education functions for the purpose of developing and recommending matters pertaining to education to the Diocesan Pastoral Council.

102 SUPERINTENDENT

102.1 Appointment

- A. The Superintendent of Schools is appointed by the Bishop of the Diocese and is coordinator of all Catholic Schools. In areas pertaining to the Catholic Schools, this person serves as a representative of the Bishop, a spokesperson for the schools, and a staff member on the Diocesan Committee for Total Catholic Education.
- B. The Superintendent provides a variety of administrative services that support the mission of the Catholic schools and carries out other duties as needed in the service of Catholic education in the Diocese of Owensboro.
- C. The Superintendent is charged with the promulgation and implementation of administrative and educational policies which govern the operation of Catholic schools.

102.2 Qualifications

- A. The superintendent must be a practicing Catholic with a strong commitment to the philosophy of Catholic education. Preferred qualifications include teaching and/or administrative experience in Catholic schools; advanced degrees in education, administration, and supervision; good communication and interpersonal skills; proficient computer skills; and flexibility and availability to work evening and weekend hours. The superintendent must successfully complete a criminal history

and background check. The Bishop may appoint a candidate with some or all of the preferred qualifications.

102.3 Responsibilities

- A. Ensuring that diocesan Catholic school personnel are aware of, and observe, laws of the Church, state laws pertaining to schools, and policies reviewed and approved by the Diocese of Owensboro.
- B. Serving as a resource to schools and school councils in providing professional development and or orientation programs for administrators, teachers and support staff.
- C. Promoting excellent public relations.
- D. Serving as curriculum consultant.
- E. Being available to local school councils.
- F. Providing updated lists of textbooks and other instructional materials as recommended by appointed committees.
- G. Maintaining close communications with pastors, directors and principals, informing them of opportunities and programs offered by Catholic colleges, and state and federal education departments.
- H. Conducting, in consultation with pastors, an annual evaluation of principals and directors.
- I. Approving and documenting administrators' Effective Instructional Leadership Act professional development hours.
- J. Establishing and maintaining strong and productive relationships with school systems, institutions, agencies, community organizations, and the general public.
- K. Being responsible for the implementation of all federal and state regulations within the schools.
- L. Keeping schools updated on federal and state rules.
- M. Providing expertise and consultation relating to all personnel and labor problems within the schools.
- N. Preparing statistical reports for the Diocese, federal, and state agencies for educationally-related organizations.
- O. Coordinating the Diocesan-wide standardized testing program.
- P. Overseeing the development and implementation of new curriculum guides and major changes in texts and time schedules to be used in the schools.
- Q. Preparing the annual budget for the Catholic Schools Office.
- R. Assisting schools in the preparation of their budgets, if necessary, and studying the financial reports at the end of each fiscal year.
- S. Attending such conventions and conferences as are necessary to keep abreast of latest educational trends.
- T. Serving as a resource to assist schools in all facets of operation.
- U. Assisting schools in evaluating the quality of teaching and seeking to improve teaching effectiveness (i.e., evaluations, setting goals, accreditation process).
- V. Periodic review and revision of the Catholic Schools Handbook.
- W. Providing the superintendent's Performance Survey to school administrators on an annual basis and submit a summary of the data to the Bishop.
- X. Partial or full responsibility in the following areas:
 - 1. Ad Limina report
 - 2. Archives
 - 3. Asbestos
 - 4. Busing

5. Catholic Conference of Kentucky Education Committee
6. Christian Brothers Retirement Fund
7. Committee for Total Catholic Education
8. Diocesan Annual Celebration of Catholic Schools
9. Directory of Schools
10. Federal Programs
11. Equitable Participation
12. Effective Instructional Leadership hours
13. Governor's Scholars
14. Graduations
15. Health Insurance
16. Kentucky Teacher Internship Program (KTIP)
17. Junior Achievement
18. Kentucky Department of Education
19. Kentucky Non-Public School Commission, Inc.
20. Mid-South Catholic Leadership Conference
21. National Catholic Education Association (NCEA)
 - Catholic Schools Week
22. Principals and Administrators of Catholic Elementary and Secondary Schools (PACESS)
23. Permanent records
24. Permanent record cards & health cards
25. Rainbow Mass
26. Student Exchange Visitor Information System (SEVIS)
27. School Food Service
28. Student Insurance
29. Staff Meetings
30. United States Catholic Conference of Bishops
31. Training for School Councils as requested by school leadership
32. John Y & Brownie B Young Scholarships

102.4 Performance Evaluation

The Bishop shall evaluate the superintendent's performance. The superintendent shall survey the school administrators on an annual basis and submit a summary of the data to the Bishop (see *Superintendent Evaluation Instrument*, Appendix Q)

103 ASSISTANT SUPERINTENDENT

103.1 Appointment

- A. The Assistant Superintendent shall be appointed by the superintendent, subject to approval by the Chancellor and the Bishop.

103.2 Qualifications

- Practicing Catholic
- Commitment to Catholic Identity and the mission of the schools
- Master's Degree or higher in Education (preferred)

- Minimum of five years' teaching experience
- Minimum of three years' experience in school administration
- Excellent communication skills (verbal and written communication, public speaking)
- Human relations and interpersonal skills
- Self-starter
- Team player
- Willingness to travel and work on evenings or weekends if needed
- Competence in technology
- Maintains confidentiality
- Successfully completes a criminal history and background check

103.3 Responsibilities

- Work with the Superintendent to continuously improve Catholic Identity in all the Catholic schools in the Diocese
- Coordinate Curriculum revision and textbook adoption
- Assist schools with alignment of curriculum, instruction and assessment.
- Visit schools regularly to assess any needs; visit during schools Masses, visit classrooms, meet with principals etc.
- Work with the Superintendent to update diocesan Catholic Schools' policies
- Assist schools as needed with access to available state and federal funding
- Assist schools as needed with Accreditation
- Work with the Superintendent to provide quality professional development opportunities for teachers and administrators
- Participate in training for ongoing professional growth and to fulfill Effective Instructional Leadership Act requirements
- Assist the schools with enrollment management
- Beginning in 2013, manage the activities of the Catholic Schools Foundation
- Other duties as assigned by the Superintendent, Chancellor or Bishop

103.4 Performance Evaluation

The Assistant Superintendent shall be evaluated annually by the superintendent, with evaluative data submitted by principals contributing to the process.

104 PASTOR

- 104.1 Pastors cooperate with the Bishop in a very special way, for as pastors in their own name they are entrusted with the care of souls in a certain part of the diocese under the Bishop's authority. In the exercise of their teaching office, it is the duty of pastors to preach and teach God's words to all the Christian people. In fulfilling their office as shepherd, pastors should take pains to know their own flock, which includes regular visits to the school.
- 104.2 The pastor is the spiritual leader of the parish faith community and of the Catholic educational community. Cooperation is to be encouraged between the Pastor and those who share the ministries of teaching: director, principal, teachers, support staff, School Council, parish Directors of Religious Education, parish Coordinators of Religious Education, parish catechists, etc.
- 104.3 Examples of the pastor's involvement in the school include, but are not limited to:
 - * participating in School Council meetings;
 - * being present at special activities;
 - * celebrating special liturgies according to the season of the year;
 - * promoting faith community and other activities that his pastoral concern and initiative will suggest; and
 - * visiting classrooms, both formally and informally.

105 PRIEST-PASTOR

- 105.1 All Interparochial Schools and school systems shall have a School Council representing all parishes involved which will function as a consultative body to the pastors of the parishes involved in the school.
- 105.2 The Bishop will appoint a "priest-pastor" who is to represent the priests in the respective parishes involved in the interparochial schools or school system. Representation can include but is not limited to:
 - * consulting with parish priests on important issues under consideration by the School Council;
 - * participating in School Council meetings with a good sense of the parish priests' position(s) on important matters under consideration by the Council. (If there is a clear lack of consensus among the parish priests with regard to an important matter facing the School Council, then the priest-pastor and School Council must make a serious and concerted effort to resolve those differences before action is taken.);
 - * e-mailing School Council agendas and minutes to the parish priests; and
 - * establishing an email forum (listserv) where parish priests can regularly express their positions or concerns on school matters.

The priest-pastor is responsible for the administration of the school(s), including the signing of all contracts. The priest-pastor shall consult with the Bishop on matters that seriously affect the school(s) and its future operation.

It is presumed that the pastor in charge will consult the School Council and will listen carefully to

its advice, deviating from that advice only for the most serious reasons.

The parishes involved in the Interparochial school may not change their involvements in the school without the explicit recommendation of the School Council, the elected pastor, the superintendent, and with the permission of the Bishop.

Note: For the purposes of this policy manual: the terms “pastor” and “priest-pastor” have the same meaning as they pertain to the clergy’s authority in the administration of the Diocese of Owensboro Catholic Schools. Hereafter, the term “pastor” refers to “pastor” or “priest-pastor.” There are several instances in the Handbook where it is necessary to differentiate between the priest-pastor and the other pastors involved in an interparochial school or school system. In these instances, the other pastors are referred to as “the parish priest(s)” or “the pastor of the parish of the student.”

106 DIRECTOR OF LOCAL SCHOOL SYSTEM

106.1 Appointment

- A. A Catholic School System may elect to hire a director of schools. The director answers to the pastor and is responsible for all school operations in the system. (See Organizational Chart, p. 2) His/her job description will be developed by the School Council and recommended to the pastor for approval. A director’s job description and contract is not to be finalized without seeking the advice and consent of the superintendent.
- B. The job descriptions of the director of the school system and the principal of a parochial or interparochial school will have much in common. (See #108) The director will assume administrative responsibilities that apply to multiple schools, and will serve as a spokesperson for all schools in the system in communication with the pastor, School Council, and the community at large.

106.2 Qualifications

The director must be a practicing Catholic, have a Master’s degree or higher (preferred), and possess excellent communication, organizational, and interpersonal skills. He/she must be a leader committed to a team approach to school administration, and have a strong record of achievement that predicts success in leading the development and growth of the system.

106.3 Responsibilities

The Director shall have the authority to direct and administer all the activities of the school system and shall be responsible for all its activities and programs, subject only to such policies as have been adopted by the Pastor and School Council. The Director is also accountable to the Superintendent for implementation of Diocesan policies.

The Director's responsibilities shall include, but not be limited to the following:

- A. Prepare, submit, and supervise a comprehensive annual budget for the school system and present to the School Council.

- B. Supervise all business affairs for the school system in accord with School Council direction.
- C. Facilitate the development of a long-range plan and to establish institutional goals and objectives to achieve the long-range plan.
- D. Attend all meetings of the School Council and have voice but not vote in all matters.
- E. Communicate School Council decisions to school administrators.
- F. Submit the Annual Report to the School Council.
- G. Submit regular reports to the School Council or its authorized committees showing status of the professional service and financial activities of the school system and to prepare and submit such other special reports as the School Council may reasonably require.
- H. See that all the physical properties of the school system remain in good operating condition so that health and safety standards are maintained.
- I. Coordinate all purchasing for the school system.
- J. Serve as an official spokesperson for the school system.
- K. Perform any other duty that may be deemed necessary to the Pastor and the School Council to further the best interests of the school system.

106.4 Performance Evaluation

The director is evaluated annually by the pastor in consultation with the superintendent. Evaluative data from School Council members and principals will contribute to the process.

107 SCHOOL COUNCIL

- 107.1 Each Catholic School/School System in the Diocese of Owensboro shall have a local School Council* in accordance with the regulations adopted by the Diocesan Committee for Total Catholic Education. *(“School Council” is the preferred term. “School Board” and “Education Committee” may also be used.)
- 107.2 The School Council is called into being by the pastor and the local parishes and given its mission to provide quality Catholic education for all those children in the parishes whose parents desire to take advantage of such an opportunity. To be a School Council member, then, is more than just a job and distinctly different from a political commitment. It is to accept a mission and to bring 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 Councils have specific areas of responsibility. Policy development and recommendation is the role of the School Council. Implementation of the policy is accomplished by established directives of the administrator of the school. A distinction is made between policy and implementation. Policy establishes a course or plan of action. Implementation follows.

The function of the School Council is to develop and recommend policy for approval by the pastor.

107.3 The respective roles of the Parent Teacher Organization (PTO) and/or Parent, Student, and Teacher Organization (PSTO) and Parish Council must be carefully distinguished. In the Diocese of Owensboro, the Parish Council is a consultative body to the pastor and school administration (and a subcommittee of the education committee in a parish which has its own school.) It is concerned with policy recommendations pertaining to the school. The PTO and/or PSTO is responsible for maintaining positive and productive communication 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 School Council works closely with the officers of the PTO and/or PSTO in order to understand more fully the needs and concerns of parents and students. It works with parents to coordinate school fundraising. The School Council keeps school families informed about Council activities through regular reports. (See #704)

Guidelines for the School Council include:

- Educational Planning
 - Establish a School Council mission statement consistent with the mission statement, goals, and future plans of the school and parish(es).
 - Assist in the development of short-range and long-range goals/plans for the operation of the school.
- Policy Formulation
 - Recommend general direction for administrative action.
- Short- and Long-Range Financial Planning
 - Develop and monitor plans/means to finance the educational programs.
 - Tuition
 - Development (includes understanding the school's mission, a commitment to that vision, the involvement of stakeholders, the formulation of a plan, the development and presentation of a case statement to their public, and finally, the acquisition of funds to bring the plan to fruition.)
 - tuition
 - marketing
 - fundraising
 - Recommend the allocation of resources according to budget.
- Evaluations
 - Goals of the School Council
 - Function and effectiveness of the School Council
 - Participation in principal's performance review process. (See Appendix C)
- Analyses - with the assistance of the principal and/or director
 - The program of study of the school
 - The morale of the school
 - The spiritual progress of the students
- Participation in the selection of a principal as governed by diocesan policy. (See #108.2)

108 PRINCIPAL

108.1 The primary goal of the school principal is to promote the Catholic educational development of staff and students. As a religious leader, the principal announces, witnesses, and shares the Gospel Message as announced by Jesus Christ and lived out in the Catholic Church. As an educational leader, the principal directs and coordinates planning, implementation, and evaluation of the total educational program which is based on the written philosophy of the school. The principal is a member of the local School Council. The principal administers the policies of the school and the diocese.

108.2 Appointment

- A. The school principal is selected by the pastor or designated administrator in consultation with the School Council. A principal's contract is not to be finalized without seeking the advice and consent of the superintendent. (See Appendix G, Exhibit B for sample contract.) Candidates for principalship may be presented to the pastor by a religious order or congregation, by the superintendent, by the School Council, or by a search committee appointed by the pastor or designated administrator.
- B. In schools with eight or more teachers, a non-teaching principal shall be employed.
- C. Those schools having five through seven teachers shall permit the principal to perform administrative duties on at least a half-time basis.
- D. In schools having fewer than five teachers, the principal shall be released for $\frac{1}{2}$ day at least twice weekly to perform administrative duties.

108.3 Qualifications

The principal must qualify for either a Regular Kentucky Principalship Certificate, have a master's degree from a recognized university with courses in administration and supervision, and/or be working toward principalship certification. Four years of successful teaching experience in a Catholic School System are recommended. The principal must be a practicing Catholic unless the Bishop grants an emergency waiver.

108.4 Responsibilities

- A. Ensures strong Catholic identity of all phases of school operation.
- B. Ensures quality religious education.
- C. Conducts Teacher Performance Evaluation. (See #200.8)
- D. Recruits and interviews candidates for certified and classified employment vacancies, recommends selection of new employees to the director (if applicable) and/or pastor, and informs the School Council of new hires no later than the following School Council meeting. Search committees and interview committees may be formed at the discretion of the Pastor or designated administrator. All members of an appointed search and/or interview committees must be reminded that their role is to provide input, and the final hiring decision rests with the pastor in consultation with the

school administration. (See Appendix A)

- E. Promotes professional growth through professional development programs, faculty meetings, orientation for new teachers, and the teacher performance evaluation.
- F. Keeps confidential files on teachers. (See 200.7 and Checklist, Appendix O)
- G. Develops, with the faculty, a curriculum appropriate to the children's needs in accordance with the directives issued by the diocese and state authorities. Cooperates with the Assistant Superintendent in the annual review and revision of diocesan curriculum, aligned with the Kentucky Department of Education's six-year Textbook Adoption Cycle. Cooperation includes but is not limited to:
 - Annual appointment of a subject area representative as requested by the Assistant Superintendent.
 - Regular review of curriculum revision drafts submitted by the Subject Area Committee.
 - Along with the Principals and Administrators of Catholic Elementary and Secondary Schools (PACESS), reviews and recommends approval of annual subject area curriculum revisions.
 - Consults with the Assistant Superintendent and/or the subject area committee on the purchase of new textbooks and/or instructional materials.
- H. Ensures that instruction and assessment is aligned with the Diocese of Owensboro Curriculum.
- I. Oversees the process of admitting and transferring students.
- J. Works closely with those responsible for bus transportation.
- K. Provides for adequate supervision for the students at all times, including extra-curricular activities.
- L. Plans, conducts, and keeps a record of fire drills, tornado drills, earthquake drills and other such emergency drills as are necessary. Ensures the school's compliance with local, state, and federal law.
- M. Oversees the development, implementation and annual revision of the Crisis Management Plan. (See #514)
- N. Oversees building maintenance in order to ensure safe and sanitary conditions for all.
- O. Prepares a draft of the annual budget to submit for the School Council's review and the pastor's approval.
- P. Makes all necessary reports to the Diocesan Catholic Schools Office.
- Q. Keeps accurate financial books which are open to School Council, parish finance committee, director (if applicable), and superintendent.

- R. Implements the school calendar approved by the pastor in consultation with the School Council.
- S. Strives at all times to promote and maintain positive and productive relationships with the pastor, teachers, director (if applicable), School Council, Diocesan Committee for Total Catholic Education, superintendent, parents, public schools, and community at large.
- T. Oversees the administration of the diocesan testing programs and communicates results to counselors, teachers, parents, and other professional personnel.
- U. Establishes a building-level process for systematic review of test results and recommendations for adjustments in order to ensure continuous improvement of the instructional program.
- V. Determines a system of reporting student progress to parents and examines the report cards and the general achievement of individual students and classes.
- W. Consults with pastor and director (if applicable) on serious discipline procedures (i.e., expulsion of a student.)
- X. Keeps accurate records of teachers' cumulative sick days.
- Y. Furnishes to each teacher, no later than fifteen (15) days before the end of the current school year, all tentative teaching assignments for the total staff for the coming school year.
- Z. Provides teachers with a complete listing of the subject area, grade level, classes assigned, and any other information available as soon as possible prior to the first day of school.
 - AA. Changes teachers' assignments after the opening of school only for serious and compelling reasons, and only after consultation with the teacher and approval of the director (if applicable) and the pastor.
 - BB. Assigns teachers, to the extent possible, to teach subjects or grade levels within their area(s) of certification, unless agreed to by the teacher and principal. The principal ensures that teachers teaching out of field or preferred grade level are given adequate support in the form of mentoring, coaching, or school-funded professional development. The director (if applicable), pastor, and superintendent shall be notified if teachers are assigned to teach outside their area(s) of certification.
 - CC. In order to continue the education of the administration in the Catholic schools in the Diocese of Owensboro, each administrator is required to accumulate 21 hours of Effective Instructional Leadership training hours every year. This training shall address a variety of skills and competencies that foster ongoing professional improvement by administrators and is subject to approval by the superintendent or designee.
 - DD. The principal is encouraged to assign a mentor to teachers new to a site. This does not apply to interns. (See #200.5)

108.5 Principal Performance Evaluation

- A. For continued professional growth, the principal is to initiate a faculty evaluation of his/her performance. This shall be done on an annual basis. Such feedback should serve as criteria for making necessary changes within his/her administrative leadership. (See Appendix D)
- B. The teachers' signed evaluation of this principal shall be sent to the superintendent for review. The principal shall designate a teacher representative to forward all evaluations of the principal to the superintendent or chief administrator of an interparochial system who shall then forward them to the superintendent. The superintendent shall communicate with the principal regarding the results.

109 ASSISTANT PRINCIPAL

109.1 Appointment

The Assistant Principal will be appointed by the principal, in consultation with the system director (if applicable).

109.2 Qualifications

The Assistant Principal shall have the same professional qualifications required for principalship.

109.3 Responsibilities

Duties and responsibilities shall be those as directed by the principal.

109.4 Performance Evaluation

The assistant principal shall be evaluated annually by the principal.

110 DIRECTORS OF RELIGIOUS EDUCATION

It is important that there be a mutually supportive working relationship between the principal of the school and the Director of Religious Education or Coordinator of the Religious Education Program of the parish(es).

111 DIOCESAN SOCIAL MEDIA POLICY

All administrators must comply with the Diocesan Social Media Policy. (See Appendix M)

INSTRUCTIONAL PERSONNEL
(Series 200)

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INSTRUCTIONAL PERSONNEL **(Series 200)**

Beyond the goal common to all schools of developing literate, cultural, and responsible citizens for our society, the Catholic School strives to develop a religious dimension which interacts with secular goals and brings them into a unique, harmonious perspective with regard to life and learning. Because of this dimension, the school is transformed into a community of faith, where a common vision of reality, values, and destiny is shared.

The teacher is the most vital person in bringing these goals into the life of the school, and teacher selection and development become a very important work of the principal.

200 CLASSROOM TEACHER

The term “teacher” refers to all of the professional staff, whether full or part-time employed, who are involved in the instructional programs of a school. (See #204)

The teacher is directly responsible to the principal and is obliged to conscientiously observe the regulations of the particular school in which he/she is employed, as well as the policies and regulations promulgated by the Catholic Schools Office.

200.1 Faith Qualities/Attitudes

The teacher:

- A. Understands and accepts that the school is operated in accordance with the teachings of the Catholic Church.
- B. Takes responsibility for providing an atmosphere which fosters the faith development of the school community.
- C. Reflects commitment to Gospel values and the Catholic tradition.
- D. Witnesses the teachings and precepts of the Church.
- E. Cooperates in designing liturgical celebrations and prayer services.
- F. Fosters service-consciousness of students.

200.2 Personal Qualities

The teacher:

- A. Has adequate physical health.
- B. Demonstrates good mental health.

- C. Interacts fairly and consistently in group relationships.
- D. Communicates effectively through written and spoken word.
- E. Is approachable and receptive.
- F. Reflects professionalism in personal grooming and manner.

200.3 Professional Duties

The teacher:

- A. Cooperates with and is accountable to the school principal.
- B. Ensures continuous professional growth by engaging in advanced studies, attending workshops and professional development programs, reading current professional journals, and adapting to improved teaching ideas, methods, and materials.
- C. Attends professional meetings scheduled by the Catholic Schools Office or by the local school administration. (See #313.2, 314, 504, 505)
- D. Conscientiously plans and directs the learning activities of the students.
- E. Keeps accurate records and reports.
- F. Encourages professional evaluation of his/her performance.
- G. Is available at least fifteen minutes before and fifteen minutes after the school day.
- H. Is accessible for meetings with parents and students when necessary.

200.4 Teaching Techniques

The teacher:

- A. Establishes a classroom climate which develops responsibility within the student and is expected to structure a routine in the classroom so that "time on task" is maximized.
- B. Maintains an attractive physical and social environment which is conducive to learning.
- C. Instructs and evaluates according to objectives specified in existing Diocesan Curriculum Guides.
- D. Uses organizational skills.
- E. Develops and utilizes a variety of activities in order to meet individual needs and interests.

- F. Administers a variety of formal and informal assessment to gauge students' progress.
- G. Analyzes assessment data to effectively meet the needs of students.
- H. Works with the principal and faculty in evaluating the total program and in planning future direction according to student needs.
- I. Prepares a clear written plan of each lesson and submits the plans to the principal.

200.5 Qualifications

- A. Every teacher accepting a position in the Diocesan schools must qualify or be working toward Kentucky State Certification, as documented by a written plan approved by the principal. A copy of the current certificate and official transcripts of credits must be filed with the appropriate authorities (i.e., Diocesan superintendent, principal.)
- B. Every teacher accepting a position in the Diocesan schools must work towards the appropriate certification in Religious Education according to the guidelines set up by the Diocesan Office of Faith Formation.

Guidelines:

In the community of faith and education that is created by our Catholic schools, all faculty and staff, by their words, actions, and attitudes, are catechists. Those who teach Religion as a subject are called *Formal Catechists*. Faculty and staff not teaching religion, both full-time and part-time, are called *Informal Catechists*.

Informal Catechists also include, librarians, music teachers, physical education teachers, coaches, art instructors, counselors, administrators, aides, secretaries, and any other category of employees who are responsible for catechesis. (Custodians and cafeteria workers are - by their words, actions, and attitudes - catechists, but are not required to attain certification in Religious Education.)

In order that all educators grow toward a common understanding of the teachings of the Catholic Church, all *Informal* and *Formal Catechists* are required to attain the Foundation Level of CREDO (Certification of Religious Educators of the Diocese of Owensboro) within two years of employment. They must also document participation in an annual spiritual formation event. In the event that, due to unforeseen circumstances, an employee is unable to complete the CREDO course requirements in the required time frame, the principal will notify the Office of Faith Formation and present a plan for the employee to reach full compliance.

- C. In order to best further the mission of the Catholic schools of the Diocese of Owensboro, it is essential that practicing Catholics be hired as teachers to the extent possible. In the event that a principal hires a non-Catholic teacher, the Pastor or Episcopal Vicar must be informed.
- D. Teachers are required to sign a written contract. This contract shall state the

conditions of employment. (See Appendix G)

- E. All instructional personnel must comply with the provisions in the *Diocese of Owensboro Policy Requirements Governing Ministries Involving Minors and Vulnerable Individuals*, as may be amended from time to time. The document can be accessed from the diocesan website at: www.rcdok.org
- F. Teachers employed for the first time in the schools of the Diocese of Owensboro are credited with their full number of approved years of teaching experience. Teachers shall provide documentation.

Teachers retiring from another school system may voluntarily agree to work in the Catholic schools of the Diocese of Owensboro claiming 0 years of experience in Diocesan and professional seniority in present educational rank. (See #301)

- G. Teachers are to be assigned, to the extent possible, to teach subjects or grade levels within their area(s) of certification.
- H. At the time the teacher signs his/her contract, he/she is informed of his/her tentative assignment. If there are no changes to the assignment between this time and thirty (30) days prior to the opening of school, the signed form shall remain in force.
- I. It is encouraged that teachers new to a school be assigned a mentor. This does not apply to interns. (See #108.4, HH)
- J. As a resource to schools, the Catholic Schools Office keeps on file a list of recommended practices for interviewing prospective teachers, as well as a list of possible interview questions.

200.6 Accountabilities

Each teacher cooperates with the principal and/or director in providing information for the teacher's personal file. Teachers will inform the administrator of any changes affecting pay scale for the next school year by January 5.

200.7 Personal Files

Personal files shall include:

- A. A copy of the teacher's current Kentucky teaching certificate and Religious Education certificate.
- B. Copies of all official transcripts or records.
- C. Pre-employment materials: application, credentials, references. (See Appendix I)
- D. Evidence of criminal records checks (confidential to administrators).
- E. Evidence of Safe Environment compliance. (See Appendix L)

- F. A copy of the current contract between the school and the teacher.
- G. A recent report signed by a licensed physician stating fitness for teaching, including a tuberculosis (TB) risk assessment (presented at the initial employment), and updated according to state guidelines. (See Appendix H)
- H. Any professional and/or positive recognitions as agreed upon by the principal and teacher.

In the event that documentation is placed in a teacher's personal file that is evaluative in nature, yet is not a part of the Teacher Performance Evaluation, the teacher shall verify that she/he has read the documentation by attaching a signed statement. The signature implies neither agreement nor disagreement. Failure to supply the teacher a copy of the documentation and to obtain the teacher's verification signature shall render the documentation null and void in terms of performance evaluation and/or potential disciplinary action. The teacher may write a response and place it in the file. Anonymous material shall never be placed in the personal file.

Material must be in the file within six (6) months after the cause of the complaint arises or could have been commonly known and cannot be used against the teacher if the material is more than two (2) years old, except as modified by the preceding paragraph. The documentation shall be removed from the file and destroyed after two years unless it concerns serious misconduct in which formal disciplinary action has been taken. If the accuracy of the material placed in the personal file is disputed, such disagreement may be resolved by following the grievance procedure. (See #305)

- I. Only the principal, superintendent, pastor, director, assistant-principal, and teacher may inspect the teacher's file. The teacher may copy any or all contents of his/her file. In schools with no principal or assistant principal, head teachers who have teacher personnel responsibilities shall have access to the teacher's file.

200.8 Teacher Performance Evaluation

Evaluation of teacher performance is critically important to continuous improvement of schools. In the Diocese of Owensboro, teacher evaluation procedures and materials are designed to support administrators in their ongoing effort to help teachers deepen their faith commitment, improve classroom instruction, and employ the concept of servant leadership in all aspects of their chosen profession.

The principal or assistant principal shall observe each teacher periodically throughout the school year. The overall teaching climate must be observed and evaluated under varying circumstances. At least one observation each school year must be formal, using the Classroom Observation form and accompanying materials. (See Appendix B for all evaluation forms).

Procedures and materials for evaluation:

- A. No later than 24 hours before the scheduled formal observation, the teacher shall complete a Pre-Observation Instrument and submit the completed form to the

principal. The form is designed to give the evaluator the context of the observed lesson as well as specific circumstances to be aware of during the observation. (See Appendix B)

- B. The evaluator completes a Classroom Observation Form during the formal observation. (See Appendix B)
- C. No later than five working days after the formal observation, the principal and the teacher shall meet for a post-observation conference. The discussion must be centered on the teacher's performance relative to the ten diocesan Standards.
- D. The Walk-Through Observation Instrument may be used for informal observations throughout the school year. (See Appendix B)
- E. Each year, the principal shall complete the Summative Evaluation Instrument and review the document with each teacher. At the principal's discretion, discussion of the summative form may take place at the same time as the post-observation conference (see 200.8 C). The discussion should include the information gathered from the formal observation, walk-through observations, and general observation of overall performance during the school year, as well as any materials the teacher would like to share with the evaluator. (See Appendix B)
- F. The Professional Growth Plan (PGP) must be updated annually by each teacher. At the principal's discretion, the PGP may be developed and submitted at the beginning of the school year, at an evaluation conference, or at the conclusion of the school year (in planning for the next year). The principal and teacher will hold a PGP conference annually. It may be a separate conference or it may be done at the same time as the formative and/or summative conferences. (See Appendix B)
- G. Supplemental evaluation materials shall include:
 - 1) Prevalence of Best Practices in My Classroom/School, published by the Kentucky Non-Public School Commission and
 - 2) The Walk-Through Observation Form (200.8 D)(See Appendix B)
- H. Prior to May 15, the principal shall recommend the teacher for contract renewal or non-renewal. In the case of a teacher under continuing contract, see #300 and #303. Final contract decisions are the responsibility of the pastor.
- I. Record-keeping:
 - 1) Pre-Observation Instruments and Walk-Through Observation Instruments may be shredded at the end of the school year.

- 2) Classroom Observation Forms and Professional Growth Plans shall be kept in the teacher's personal file for at least five years.
- 3) The Summative Observation Instruments shall be kept in the teacher's personal file as long as the teacher is employed at the school. If the teacher leaves the school to teach at another diocesan school, the summative forms are sent to the receiving school. If the teacher leaves the diocesan schools or retires, the summative forms are sent to the Catholic Schools Office.

200.9 Professional Leave

Teachers may attend professional meetings when, in the judgment of the principal, director, or superintendent, both the teacher(s) and the school system will benefit. The principal, director, or superintendent may authorize professional leave for attendance at local, state, regional, and national meetings. (For further explanation of the Diocesan schools' philosophy on development, see #505.)

Administrative decisions concerning professional leave shall be made in the interest of continuing professional growth for all certified employees. Professional leave must be approved by the principal, director, or superintendent. Approval is subject to budget limitations for employing substitutes, as well as reimbursement for travel, meals, and lodging. Reimbursement is expected for school-initiated leave, and reimbursement is optional if a teacher initiated the leave.

The principal must approve leave when a teacher leads a professional development session, or when professional recognition is being accorded to a teacher.

Any teacher who wishes to attend a professional meeting or conference must have all arrangements approved in advance by her/his immediate supervisor (principal, director, and/or superintendent.)

200.10 Diocesan Social Media Policy

All instructional personnel must comply with the Diocesan Social Media Policy. (See Appendix M)

201 TEACHERS OF RELIGION (FORMAL CATECHISTS)

In addition to the religious expectations that the Catholic community has of all of its teachers for a personal commitment to and witness of Gospel values, there are considerations unique to teachers of Religion as a subject.

201.1 Each teacher of Religion must be a practicing Catholic.

201.2 Each teacher of Religion must realize that he/she is a *Formal Catechist*, whose purpose is to make each student's faith "become living, conscious, and active through the light of instruction." (Vatican II Document, "Decree on the Bishops' Pastoral Office in the Church" No. 14). It is important that the Religion teacher, therefore, be not only a

teacher of an academic discipline, but also a minister of the Word, a minister of Worship, and a minister of Service.

- 201.3 Each Formal Catechist is required to establish and maintain compliance with Diocesan CREDO requirements for certification and continuing education. (See 200.5)
- 201.4 Each Formal Catechist is expected to file a written report to the principal at least annually of compliance with CREDO requirements for certification and continuing education. The principal shall place the documentation in the employee's personal file. A copy of the School CREDO Certification Forms (Form 3 and Form 4) are sent to the Catholic Schools Office annually.
- 201.5 Each Formal Catechist is expected to share in the duties of preparing the Liturgies for which his/her class is responsible in accordance with the *Church's Directory on Children's Masses* and in accordance with the custom of the local parish and school.

202 SUBSTITUTE TEACHERS

The principal shall keep a list of active substitute teachers. Substitute teachers should meet minimum state requirements for qualification (64 hours.) The principal and/or director may employ a substitute who does not meet minimum state requirements in the case of an emergency.

A short-term substitute teacher should be paid a minimum daily salary as established by the Catholic Schools Office. This includes payment for professional development days attended.

When the regular teacher is absent from the classroom for a long period of time (i.e., for a leave of absence or maternity leave,) a qualified teacher should be hired for that position.

A long-term substitute is defined as a substitute teacher who has been employed for the same teacher thirty (30) of thirty-five (35) consecutive teaching days. Beginning with the 31st day, the long term substitute is paid the regular teacher per diem rate based on the Diocesan Salary Scale rank and experience. (See #310) The long-term substitute is considered a member of the faculty and will be required to attend all faculty meetings and professional days, and will assume duties as rostered to the regular teacher during the period of time for that assignment as deemed appropriate by the principal. In the case of a long-term substitute, the principal may issue, when feasible, two (2) sick days.

203 TEACHER ASSISTANTS

When assistants are hired by the school, the duties of the assistant will be determined by the principal in consideration of factors dealing with children/youth in classrooms/situations, such as kindergarten, blended classrooms, and students with special needs. Adequate preparation must be provided for these persons prior to their working in the school. The salary must meet the state minimum wage requirements.

204 PART-TIME TEACHERS

Part-time teachers shall be selected in accord with the established policies for permanent professional personnel. Salary is prorated according to current Diocesan salary scale.

The part-time teacher shall be an integral part of the school staff and shall participate in faculty meetings and professional development for teachers.

A part-time certified teacher shall abide by the Guidelines for the Formation and Certification of Catechists. (See #200.5)

205 STUDENT TEACHERS

Principals are strongly encouraged to assign student teachers upon request by colleges and universities. Both prospective student teachers and college personnel should be familiar with the philosophy and academic program of the school.

PERSONNEL BENEFITS AND LEGAL RIGHTS
(Series 300)

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PERSONNEL BENEFITS AND LEGAL RIGHTS **(Series 300)**

300 CONTRACTS

Any person regularly employed as a member of the professional staff of a school must be placed under contract for the purpose of salary specifications, days leave, teacher assignments, and other duties. Before an administrator signs a contract with a prospective teacher, references shall be obtained from previous employers. A contract will not be signed with a teacher who is already under contract with another school for a given term without a written release.

Persons currently employed shall be informed by May 15 of the school's intention not to renew their contract for the coming school year. Teachers should receive their written contracts no later than May 16th. The teacher will have two weeks to sign and return the contract. The administrator will return a copy of the signed contract. A teacher having received a contract for the fifth consecutive year may expect continuing employment (subject to the limitations described in #302 and #303.)

301 SENIORITY

301.1 There are two levels of seniority: Diocesan Seniority, based on length of service within schools of the Diocese, and Professional Seniority, based on the length of professional service in all schools. On or before November 1 of each school year, the Catholic Schools Office shall supply the individual schools a complete listing of all teachers in the system, including those on approved leaves, arranged according to the Diocesan Seniority and Professional Seniority. Principals shall post the list upon receipt.

Teachers shall have until December 1 of the same year to call attention in writing to errors or to file a grievance with the local school administration concerning their position on the seniority list. This information will then be forwarded to the Diocesan School Office.

301.2 If a teacher has taught in the Schools of the Diocese and has been rehired, she/he shall return with full salary increments and Diocesan Seniority previously acquired provided the teacher is rehired within four (4) school years of her/his prior service.

301.3 For the purpose of calculating Diocesan and professional seniority, "experience" means performance of the duties of a teacher, other than as a substitute or preschool teacher, for a minimum of one hundred and forty (140) days during a school year in a public or nonpublic elementary or secondary school or college or university that is approved by the public accrediting authority in the state in which the teaching duties were performed. A teacher who performs teaching duties for at least one-half ($\frac{1}{2}$) of a normal school day on one hundred and forty (140) days of a school year shall be credited with one (1) year of

experience. A teacher who performs teaching duties for less than one-half ($\frac{1}{2}$) of a normal school day on one hundred and forty (140) days of each of two (2) school years shall be credited with one (1) year of experience. No more than one (1) year of experience shall be credited for the performance of teaching duties during a single school year. (See #200.5)

301.4 Administrators within the System who return to a teaching position shall obtain full credit and benefits, Diocesan Seniority, and Professional Seniority for the years of service both in their teaching and administrative capacities. A teacher who accepts a position in an agency affiliated with the System or the Diocese shall obtain full credit and benefits and Diocesan Seniority for years of service both in her/his teaching and agency capacities.

301.5 Any teacher who has been or may be hereafter inducted into the armed forces of this country, shall at the expiration of service be re-employed or reinstated in a comparable position as of the beginning of the next school year, provided written notification is made at least thirty (30) days before the opening of school, unless physically or mentally incapacitated according to medical notations on official discharge papers. Vacancies created by military leaves shall be filled by teachers employed by the school under a limited contract of one (1) year or less.

When a teacher is relieved from military service and makes proper notification to be reemployed, the school district is required to promptly reinstate the teacher with all the rights and benefits provided.

301.6 Any teacher who leaves the Diocesan Schools in order to enlist in charitable services, such as Peace Corps, VISTA, PAVLA, etc., or any other service approved by the superintendent, may return to the Schools without loss of Diocesan Seniority previously acquired, providing application is made for reemployment within ninety (90) days of discharge from a normal tour of duty with such an agency. Such enlistment shall not interrupt a school year. The teacher shall notify the Superintendent of Catholic Schools in writing thirty (30) days prior to the date the teacher wishes to return. Upon receipt of the teacher's request, the superintendent shall place the teacher's name on a list in order of Diocesan Seniority previously acquired. Such a list shall also contain names of teachers who have been laid off due to reduction in force. Teachers returning from public service leave shall be offered openings in the academic areas as they occur, subject to their seniority rank on the list mentioned above.

301.7 Any teacher who leaves the Diocesan Schools in order to accompany her/his spouse on a normal tour of mandatory duty with the military may apply to the schools and shall be given preference of consideration, provided such application is made for re-employment within ninety (90) days of completion of such a tour of duty.

301.8 When feasible, job openings should be posted in the best possible manner within a school or system of schools. A position may be posted only internally, or both internally and externally, depending on the circumstances surrounding the vacancy to be filled.

302 REDUCTION IN FORCE

In any event it becomes necessary to reduce teaching personnel, reduction in force by an individual school shall be made in the following manner:

- 302.1 All teachers in the individual school or system of schools within the affected academic field (See Appendix O) shall be laid off in the order of Diocesan Seniority. Diocesan Seniority shall be calculated from the date of employment in a Diocesan school. Teachers hired prior to the beginning of a school year have the same hire date for that given year, which is the first date on the school calendar. Teachers hired after the beginning of a school year have the actual date of hire as their beginning date of employment - which means the first day on the job within the Diocese as recorded on the contract.
- 302.2 If the date of employment is identical between two or more teachers, professional seniority shall be considered.
- 302.3 If Diocesan seniority and professional seniority are equal, then it becomes necessary to consider the following: (1) educational rank, (2) endorsements, (3) religious education recognition areas, (4) professional development, and (5) extra curricular activities.
- 302.4 Teachers whose contracts were not renewed due to reduction in force shall be offered an interview and considered for the first openings for which they are certified/qualified as teachers or substitutes within the Diocese within six months of the date of reduction in force. Principals will immediately notify the Catholic Schools Office of openings in their schools. Once the information has been processed through the Catholic Schools Office and an offer has been made and refused, the interview/consideration requirement obligation no longer exists. Method of notification by the principal for an offer of interview will be a certified letter to the last current address in the teacher's personal file.
- 302.5 An employee whose group medical coverage terminates due to a reduction of work hours or termination of employment (other than for terms described in #303) can continue medical coverage for him/herself and his/her covered dependents for up to 18 months provided notification is given to the employer. The employee should contact the employer to obtain the necessary forms. The forms must be returned within 60 days after the last active work day. If the forms are not returned within 60 days, it will be assumed medical coverage is no longer desired and coverage will terminate. Payment for continued coverage at the former employee's expense must be sent to the employer by the first of each month in which coverage is requested.
- 302.6 All reductions in force shall conform to the provisions of this handbook.

303 CONTRACT TERMINATION

The contract between a teacher and school may be terminated at any time by the mutual agreement of the contracting parties. Group medical coverage termination applies. (See #302)

A contract may be terminated by the school in the event of serious and public immorality, serious neglect of duty, incompetency, gross insubordination, and/or public rejection of official doctrine or laws of the Church. Dismissal for cause shall be preceded by three (3) written warnings over at least a ninety (90) school day period. The last of these three (3) written warnings must be given at least thirty (30) days before the end of the ninety (90) day period and the warnings must be at least ten (10) days apart. Upon dismissal, the teacher shall be presented with a written statement of the reason for such action.

304 CONTRACTS - CANCELLATION APPEAL

The pastor or administrative designee may suspend the teacher pending final action to cancel the contract, if in his/her judgment, the character of the charges warrants such action. If the decision of the pastor is against cancellation of the contract, the suspended teacher shall be paid full salary for the period of the suspension.

305 GRIEVANCE PROCEDURE

305.1 In the operation of any school system, honest disagreements will arise as to the most effective way to achieve good education. In most cases, such disagreements are resolved through discussions which take place in an atmosphere of good will. However, there may arise problems which one or more parties believe have not been successfully resolved through informal procedures. In order to assure a vehicle for pursuing the desired goals, in a further and formal way, the following grievance procedure is hereby adopted.

A grievance involving general applications shall be advanced to or be initiated at the Diocesan level of this procedure by mutual agreement of the Catholic Schools Office and the teacher filing the grievance. (See #305.4)

305.2 A teacher having a complaint may present it to the principal of the school or his/her designated representative within ten (10) school days after the cause of the complaint arises or could have been commonly known, or could have been known by the grievant. The parties shall make every effort to resolve it at this level.

305.3 A grievance shall be reduced to writing and presented to the school principal within ten (10) days of the completion of the previous step or within ten (10) school days after the cause of the complaint arises or could have been commonly known, or could have been known by the grievant. The principal shall answer the grievance in writing within five (5) school days. The principal shall forward a copy of the grievance and his/her reply to the superintendent of schools.

305.4 If the principal's response is not satisfactory to the grievant, the teacher shall give written notice within five (5) school days to the Catholic Schools Office of intent to raise a grievance to the next level. Thereafter, the teacher, the pastor, the principal, and a representative from the Catholic Schools Office shall meet within five (5) school days for the purpose of resolving the issue involved in the grievance. If the issue is still unresolved, the superintendent shall seek pastoral guidance from the Bishop to resolve

the issue. The Bishop or superintendent shall notify all parties involved of the action to be taken no later than 15 working days after the decision.

306 LEAVES WITH COMPENSATION

306.1 Sick, Personal, and Bereavement Days

- A. Each school year, full-time teachers are granted seven (7) sick days and three (3) personal days. Teachers who are hired after the beginning of a school year are granted sick days prorated according to the number of full months employed, and one personal day for each three months of employment (see chart below). Unused personal and sick days may roll over and accumulate as sick days year after year. Sick leave may accumulate up to sixty (60) days.

Both full and part-time teachers may receive up to three (3) bereavement days annually. Bereavement days may be used in the event of a death in the employee's immediate family which includes spouse, son, daughter, son-in-law, daughter-in-law, mother, father, sister, brother, brother-in-law, sister-in-law, step-parent, stepchildren, father-in-law, mother-in-law, grandchildren, or grandparents. This leave may extend longer than three (3) days, depending on the circumstances for immediate family members and the extended leave must be approved by the principal, in consultation with the Pastor. Bereavement days do not accumulate.

Sick leave may be used as necessary for maternity leave (see 306.2 and 307.5), personal illness, or illness of immediate family members. (See statement in the paragraph above that defines immediate family). Personal leave days may be used for any personal business or needs. The teacher will give reasonable notice to the principal or head teacher when he/she anticipates the need for a personal day.

The school leadership should be sensitive to lending sick days to teachers who have no accumulated sick days.

After using seven (7) sick days in a contract year, the teacher must present a physician's statement to the principal for any additional absences.

A teacher may use up to thirty (30) days of sick leave immediately following the birth or adoption of a child or children. Additional sick leave may be used when the need is verified by a physician's statement.

Teachers employed on a full year contract but scheduled for less than a full work day shall receive the authorized sick and personal days equivalent to their normal working day. Both full- and part-time teachers qualify for 3 full bereavement days annually.

	Sick Leave Days	Personal Days	Bereavement Days
Full-time Employment	7	3	3
Part-time Employment			
1 month	1	0	3
2 months	1	0	3
3 months	2	1	3
4 months	3	1	3
5 months	4	1	3
6 months	4	2	3
7 months	5	2	3
8 months	6	2	3
9 months	6	3	3
10 months (full time)	7	3	3

- B. Only in the case of sickness or an emergency may a teacher be absent during the first or last week of the school year or prior to or immediately following a holiday/vacation.
- C. Upon retirement from the Diocesan School System, the teacher will be paid for his/her remaining accumulated days leave (up to 40) provided the retiring teacher:
 - (i) is eligible for retirement benefits as established by the Diocese of Owensboro Office of Administration. (Employee is age 65 or older or qualifies for Golden Rule of 90, i.e., age 57 with 33 years of service or 58/32, etc.), and
 - (ii) has at least five years of service in the Diocesan School System.

These accumulated days will be calculated in the following manner: find the place where the teacher is located on the present Diocesan Salary Scale, i.e., rank and number of years teaching experience. Divide that number by 185 days and multiply that number by the remaining days' leave. This is the amount the retiring teacher shall be paid*.

**Note: Effective July 1, 2011, the retiree has the option of basing the payout on the average of the three consecutive years of highest salary.*

- D. When an educational staff member leaves the employ of a Diocesan school to transfer to the employ of another Diocesan school, that employee's accumulated leave days, up to sixty (60), shall transfer with that employee.

306.2 Maternity Leave

Maternity leave includes pregnancy, childbirth, or receiving of an adopted child. (See #307.5)

306.3 Vacations/Holidays

Vacations and holidays are as authorized by the school calendar.

306.4 Jury Duty

- A. When a regular teacher is called to jury duty, the teacher will receive his/her salary. The amount of money received for jury duty must be documented by the Court Clerk and will be credited to the school.
- B. Time off for jury duty will not be deducted from authorized leave.
- C. The school will be charged for payment of a substitute teacher.

307 LEAVES WITHOUT COMPENSATION

For educational staff employees of five (5) Diocesan years or more, leaves of absences without pay may be granted by the pastor in consultation with the local School Council for the following purposes: education, military, disability, adoption, and personal. Requests for a leave of absence shall be made in writing to the principal.

Personnel on extended leave of any kind as provided by this policy shall notify the principal not later than April 1 of the school year in which leave is taken if desirous of a position for the next school year or if a request will be submitted for extending the leave for the following school year. Failure to do so will be interpreted to mean that the individual has terminated employment with the school.

307.1 Educational

Leave for the purpose of pursuing additional college credit, other training, or educational travel when related to subject taught or area of responsibility may be granted. This leave of absence must begin and end with a school year (August to June) unless waived by the principal. Any employee on educational leave shall not enter into employment elsewhere if such employment would substantially change the reason for the leave. Outside employment must be approved by the pastor in consultation with the local School Council prior to the leave.

307.2 Military

- A. Unpaid Military Leave – If an employee's services are required by the United States Government or the Commonwealth of Kentucky for emergency military or auxiliary service, leave must be granted without pay and without loss of contract status for the period of such service, subject to said staff member's presentation of the induction notice or call to active duty and written notice of required military leave.
- B. Paid Military Leave – Any employee who is a member of the Kentucky National Guard or of any reserve component of the Armed Forces of the United States shall be entitled to leave of absence with pay for training as required by the specific branch of service.

- C. In all situations regarding unpaid or paid military leave for school employees, the Diocese of Owensboro Catholic schools are subject to current federal laws and regulations.

307.3 Disability

Personnel who are unable, because of extended illness or disability, to fulfill their responsibilities, shall request a disability leave which shall be granted, based upon proper documentation, for up to one (1) school year.

307.4 Personal

- A. The pastor in consultation with the local School Council may grant a personal leave of absence without pay for a period not to exceed one (1) year when so requested by a staff member. The pastor shall consider the uniqueness of the request and the effect on the instructional program, as well as the employee's needs before approving or disapproving the leave. Leaves of absence cannot exceed two consecutive years.
- B. Leaves granted under provisions of this policy do not affect contract status and do not constitute a year of service for salary purposes except for emergency military leave, but do affect seniority by the number of school calendar days absent while on leave.

307.5 Maternity

A maternity leave of absence for pregnancy, childbirth, or the receiving of an adopted child may be granted to a staff member for up to one (1) school year. This employee must return from leave at the beginning of a school year (August to June) unless the requirement is waived by the pastor in consultation with the local School Council.

307.6 Child Rearing

- A. A staff member may be granted a leave of absence for a period not to exceed one (1) school year for the purpose of child rearing. This leave of absence must begin and end with the school year (August to June).
- B. The days of accumulated sick leave accrued by a staff member at the time a leave was granted under provisions of this policy will be credited to the staff member on return from said leave, provided such benefits remain in full force and effect and are still a part of the Diocesan policy at the time the staff member returns. Sick leave shall not, however, accumulate during the period of leave.

307.7 Retirement and Insurance Benefits

Retirement and insurance benefits during leaves without compensation will follow the Diocesan regulations as stated in the Diocesan Employee Benefit Handbook.

308 FAMILY MEDICAL LEAVE ACT (FMLA)

The Family Medical Leave Act (FMLA) entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave for certain specific reasons. An employee must request the FMLA qualifying leave in writing by completing the "*Diocese of Owensboro Employee Request for Leave – FMLA*" and must document the reason for the leave. To be eligible to request FMLA, the employee must have worked a full year for the Diocese of Owensboro and have worked at least 1,250 hours during the twelve months prior to the start of the FMLA leave. When the leave is foreseeable, the employee should give their principal a 30-day notice and complete the applicable FMLA paperwork.

309 WORKERS' COMPENSATION INSURANCE

All school employees are covered by the insurance required by Kentucky Law to provide compensation for job related injury, disease, or death. (KRS Chapter 342)

The employee, or a person acting in the employee's behalf, must notify the employer of the occurrence of a job related injury, disease, or death.

310 LAY TEACHERS' SALARY SCALE

All professional personnel employed in the Owensboro Diocesan School System must be paid according to the current Diocesan salary scale issued for the Diocese of Owensboro System of Schools. The salary scale applies only to lay teachers who hold Kentucky certification or equivalent valid for the current year. The teacher must produce evidence of certification before pay is issued.

The principal shall post the following year's salary scale no later than April 15.

NOTE: The diocesan salary scale is based on the average salary scales of the public school districts in which diocesan Catholic schools are located. Schools have the option to pay 75, 76, 77, 78, 79, or 80 percent of the public school average salary. Once that percentage is determined, the percentage may be increased but not decreased unless a waiver is received from the Diocese.

311 SISTERS' SALARY SCALE

The percentage to be paid to Sisters will be 86% of lay teachers' salaries. Medical benefits shall be on full parity with the lay teachers.

Retirement benefits will be 7.5% of the base salary.

312 RETIREMENT PROGRAM

The retirement program followed by the Diocese of Owensboro is that of the Christian Brothers
(Series 300) 11

Retirement Program.

A teacher who plans to retire at year's end should relay his/her retirement plans to the principal as soon as possible.

313 DEPARTMENT HEADS

313.1 Application

All openings for Department Head in the academic areas shall be posted in the individual school on the first day of school. If the opening occurs during the school year, then it shall be posted as soon as possible after it occurs and remain posted for ten (10) school days, after which time applications will close. All qualified candidates may apply. Qualifications consist of having Rank II certification and having five successful teaching years. Schools may require additional qualifications for particular subject areas.

313.2 Scheduling

- A. Class schedules should provide one or more open teaching period(s). In addition to attending to the usual department duties, Department Heads are to use the additional period(s) for the purpose of advising and counseling teachers in their department to improve the quality of instruction.
- B. If possible, Department Heads should participate in the interview process for new teachers in their respective departments.
- C. Department Meetings: Department Heads are to meet with teachers within their department as needed during the school year.

314 GENERAL TEACHING CONDITIONS

- 314.1 Every effort shall be made to provide a daily preparation period for the teachers and to respect employees' personal/family time in requiring attendance at meetings outside the school day.
- 314.2 Efforts shall be made to provide storage space, lounge, and lavatory facilities exclusively for the teachers. Individual mailboxes shall be provided to each teacher. A duty-free lunch period shall be provided for the teachers.
- 314.3 Duties such as bus duty, recess, etc. shall be distributed equitably on a year-by-year basis among all personnel. Exceptions shall be made only for serious reasons.
- 314.4 State guidelines for class size shall be followed if at all possible:

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314.5 When possible, teachers should receive financial compensation for sponsoring extra-curricular activities.

314.6 Supervision of Students

Students must be supervised at all times. If supervising employees must leave students unsupervised due to an emergency or to attend to personal physical needs, the employee must (a) ensure that the students clearly understand expectations, and (b) return as soon as possible (if physically able.) For reasons of ethical practice as well as legal liability, school employees must exercise reasonable and prudent precaution in all situations in which they are responsible for students' safety and well-being. (See #412)

315 DRUG-FREE WORKPLACE

The Catholic Schools of the Diocese of Owensboro are committed to providing a drug-free workplace for its employees as stipulated in the Drug-Free Workplace Act of 1988.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance by employees is prohibited in the workplace, and/or during working hours, and/or while engaged in other Catholic School business. Violation of the above, or the conviction for a criminal act involving a controlled substance shall result in appropriate action by the superintendent which may include referral to, and mandatory satisfactory participation in, an employee assistance/rehabilitation program, and/or disciplinary action up to and including suspension or dismissal.

As employees of a recipient of federal grant funds, it is a condition of employment with the Catholic Schools of the Diocese of Owensboro that employees abide by the terms of this statement, and that they notify their principal, director, or the superintendent of any criminal drug statute conviction not later than five (5) days after such conviction. Within 30 days of receiving the notice from the employee, the superintendent will take appropriate action.

For the purpose of this statement and regulation, the following definitions apply:

"Controlled substance" shall mean any controlled substance in schedules I through V of section 202 of the Controlled Substance Act (21 USC 812) and as the term is defined in the Kentucky Revised Statutes;

"Employee" means the employee of the Diocesan School System;

"Conviction" means a finding of guilty, including a plea of no contest, or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violation of the Federal or State criminal drug statutes;

"Criminal Drug Statute" means the criminal statute involving manufacture, distribution, dispensation, use or possession of any controlled substance;

"Workplace" shall mean the site for the performance of work done for the school system.

That includes any place where work or school programs, projects, or activities are performed. This includes a school building or other school premise, and school owned, operated, or other school approved vehicle used to transport students and employees to and from school or school activities, or school property during any school sponsored or approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

316 SEXUAL HARASSMENT POLICY

It is the policy of the Catholic Diocese of Owensboro, Kentucky to provide for all employees and volunteers involved in Church ministry an environment that is free of harassment or any other unreasonable interference with job performance. More specifically, the Catholic Diocese of Owensboro, Kentucky will not condone actions and words which a reasonable person would regard as either gender discrimination or sexual harassment.

Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature. Gender discrimination is defined as derogatory references to gender.

Employees are expected to report any incident of harassment to the immediate supervisor. If the alleged perpetrator is an employee's immediate supervisor, then the employee is expected to report the incident to the Bishop. The Diocese will protect both the anonymity and integrity of the complainant and the accused while investigating the charge. The Diocese will conduct an investigation of any formal complaints of harassment using principles of due process. A standing committee of five individuals appointed by the Bishop, comprised of women and men, lay persons, religious, and clergy will review the case and make a decision on the allegation. Any proven violation of this policy will result in disciplinary action including the possibility of termination of employment.

317 HIV/AIDS/COMMUNICABLE/INFECTIOUS DISEASE POLICY

See *HIV/AIDS/Communicable/Infectious Disease Policy - Diocese of Owensboro* on Diocesan website, www.rcdok.org

318 SEXUAL ABUSE POLICY

See *Statement of Policy and Procedures on Sexual Abuse - Diocese of Owensboro* on Diocesan website, www.rcdok.org

319 MISCELLANEOUS

Every effort should be made to provide some financial relief for Catholic school expenses for the children of certified professional staff in our schools.

Due to the many different ways and means our Catholic schools are subsidized by parishes and the different dollar amounts charged as tuition, a diocesan policy can not be written. Therefore, the form and the amount of this financial relief are determined on the local level. Professional staff should contact the building principal for information concerning employee tuition discount(s) or to discuss the tuition cost structure.

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PUPIL PERSONNEL **(Series 400)**

The schools of the Diocese of Owensboro shall not discriminate on the basis of gender, race, color, nationality, or ethnic origin in administration of their educational policies, admission policies, tuition assistance, athletic, or other school administered programs.

The schools will provide a Catholic environment in which ethnic and cultural diversity is recognized and supported. Awareness and respect for our multi-cultural Church and nation will be developed in each school.

400 SPIRITUAL AND RELIGIOUS FORMATION

The primary purpose of Catholic Education is the total spiritual and religious formation of each student. To this end, each school should strive to form a Faith Community in which the Gospel is proclaimed and lived through Christian service and worship. In order to best serve the needs of all students, there must be a close working relationship between the Office of Faith Formation and the Catholic Schools Office.

The sacraments of Confirmation, First Eucharist, and First Reconciliation are an integral part of school and/or parish formation programs. Frequent celebration of the Eucharist should be part of every student's school experience while planned and frequent opportunities should exist to receive the Sacrament of Reconciliation.

Since a Catholic School is a praying community, students are taught to pray and time should be provided daily. In addition, students should learn the prayers normally used in Catholic prayer life and official liturgical worship (see Diocesan Religion Curriculum).

Spiritual guidance should be readily available to students and they should be encouraged to take advantage of such guidance.

401 SCHOOL ATTENDANCE

Kindergarten Admission

Children reaching the age of five on or before October 1 of the current school year, shall be eligible for kindergarten.

Kentucky Law requires school attendance of all children reaching age six on or before October 1 of the current school year.

402 ADMISSIONS AND TRANSFERS

Admissions policies of the Catholic schools of the Diocese of Owensboro shall not discriminate on the basis of religious affiliation, race, nationality, gender, or ethnic origin.

A pupil transferring to a given school presents a report card or other official record of academic standing as evidence of achievement in the school last attended. When the pupil registers for

admission, the principal of the receiving school requests the student's records (academic, attendance, and health) from the sending school. (See #508) Confidential records are sent directly to the receiving school. According to the Buckley Act of 1974, a student's records are confidential and will be open only to members of the professional staff and to the student's parents, or to the student, at times prearranged with the principal.

Copies of confidential records of students under the age of 18 may never be released without parental consent.

403 HEALTH REQUIREMENTS AND IMMUNIZATIONS

All schools shall require a medical examination of each child within six (6) months prior to his or her initial admission to school. (Note: Under the "initial admission" clause, a student who was enrolled as a preschool student on the same campus is not required to have a second physical for entry into kindergarten.) A second examination shall be required within one (1) year prior to entry into the sixth (6th) grade. A school may extend the deadline up to a maximum of two months by which either medical examination may be administered.

All schools shall adopt a program of continuous health supervision for all students, including appropriate screening tests for vision, hearing, and scoliosis.

Immunizations and the School Health Appraisal Card must be kept current. All schools shall comply with state laws and regulations pertaining to immunizations and health supervision. Any request for exemptions from immunizations must comply with state law. (See Kentucky Department of Education website for a list of current state laws, regulations, and required forms: <http://chfs.ky.gov/dph/epi/School+and+Childcare.htm>)

404 ABSENCES

Parents are to notify the school in the event of a child's absence. Once the child returns to school, a written excuse stating the reason for the absence and signed by the parent or guardian of the student is required.

Parents who wish to take their children out of school for several days for personal reasons must make adequate provisions for this by consulting with the principal and teacher(s). While the final decision for this temporary absence is the responsibility of the parent, only the principal or his/her designee can determine whether it is excused or non-excused.

Teachers and parents should collaborate to ensure that the student(s) receive assistance in order to minimize the effect of lost instructional time.

While strict legal requirements indicate the number of instructional days in the calendar, legally there is no minimum number of days that a student must be in school. (See 409.2)

405 TARDINESS

Each school should develop and publish a policy regarding tardiness.

406 TRUANCY

KRS159.150 defines truancy as a student being absent from school on three occasions without a valid excuse. Habitual truancy is defined as three incidences of truancy. In cases of repeated truancy, contact is made first with parents. Individual schools have their own procedures if further recourse is needed to resolve the problem.

Each public school district in Kentucky has a Director of Pupil Personnel (DPP) whose duties include enforcement of the compulsory attendance law as it pertains to all children residing within the boundaries of the district in which he/she serves. He/she has authority to investigate any case of non-attendance at school of any child of compulsory school attendance age, to ascertain the causes of irregular attendance and truancy, and to seek the elimination or resolution of those causes. It is the principal's responsibility to contact the local school district DPP.

407 RELEASED TIME

With the permission of the principal, a pupil may be released from school for enrichment, therapy, or medical reasons, if a letter requesting this is filed by the parent.

The school is responsible for students during school hours. Therefore, principals are not to release a student from school into the custody of any person other than the student's parents, guardian, or person authorized in writing by the parent.

Parents or guardians, desiring their child/children to be excused from school before the regular dismissal time, must make this request in writing to the principal.

When parents or guardians request by telephone that their child be sent home because of any emergency in the family, the principal must ensure the authenticity of the request. This might include calling the telephone number listed for the student's parents or guardian on the STUDENT'S EMERGENCY ADDRESS CARD.

When it is necessary to send a student home because of illness or some other important reason, school personnel must first notify the parents or guardian by telephone to make suitable arrangements. A high school student may not be taken home by another student. The student must either drive himself/herself home or call a parent to pick him/her up.

408 STUDENTS WITH SPECIAL NEEDS

As a critically important ministry of the Catholic Church, our schools must be truly Christ-like in their approach to meeting the needs of poor, disadvantaged, or high risk students and families.

In economic terms, this means that Catholic schools must continue to seek revenue streams that maximize their ability to serve students of all income levels and diverse ethnic backgrounds.

In academic terms, this means that Catholic schools must strive to effectively serve the needs of

all students that their current level of human and financial resources allow them to serve. The following is a continuum of services for students with special academic needs:

- Students with average to above average potential who are in danger of falling behind in one or more subject areas can often be helped by differentiating instruction or supplementary instruction through Title I services, adult or peer tutoring, computer assisted instruction, or other support services.
- Students with mild disabilities (i.e., learning disabilities, speech/language delay) may qualify for special education or a 504 plan. Schools must cooperate with their local public school district to determine the level of services necessary.
- Students with moderate to severe disabilities (i.e., behavior disorders, severe/profound or multiple handicaps) will likely require substantial additional funding if their needs are to be effectively served in the Catholic schools.

Catholic schools must serve the students along the continuum of services to the extent that their resources allow. Because these resources vary significantly between the different school sites, decisions on which students to serve and how to best serve them must be made at the school sites, with consultation available from other professionals, the superintendent, and/or the pastor of the interparochial school/school system and/or the pastor of the parish of the student.

Catholic schools are eligible for certain services through the federal *No Child Left Behind* (NCLB) legislation. Administrators, with assistance from the Catholic Schools Office, must stay updated on current options for federal education funding in order to serve as many special needs students as possible with the services needed for them to maintain continuous progress. (Note: Detailed information about access to federal education funding for Catholic schools can be found on the web at <http://www.ncea.org/public/FederalPrograms.asp>)

Below is a protocol to guide principals in their admissions process.

ADMISSIONS PROCEDURES FOR SPECIAL NEEDS STUDENTS

The Principal shall make admissions decisions for special needs students, based on the programs and services available either on-site or in collaboration with other private and/or public schools/districts.

It will be helpful for Principals to consider special needs students in terms of a continuum of services (from mild to moderate to intensive) necessary for continuous progress. Information to consider includes but should not be limited to:

- Student achievement data
- Work samples from previous grade(s)
- Conferences with former teacher(s), counselor(s), principal(s), parents, school psychologists
- IEP's
- Observation of the student in the classroom setting
- Information from health care professionals or mental health professionals

If the Principal determines that the students' needs are well within the school's capacity for services, then the parents are given permission to enroll the student. If the Principal determines that the student's needs fall well outside the school's capacity for services, then the Principal shall

notify the parents of the decision.

If the Principal determines that a comparison of the student's needs and the school's capacity for services does not point to a clear-cut admissions decision, then the Principal has the option to appoint an ad hoc Admissions Committee. The Admissions Committee is chaired by the Principal. A Committee of three to five persons is recommended, consisting of representatives from any of the following categories:

- The Principal serving as the Committee chair
- Another Principal
- Current classroom teacher
- Another teacher of the student's current and/or preceding grade level
- A resource teacher serving students with special needs
- Other professionals appointed by the Principal as needed (i.e., Director, Speech/Language Pathologist)
- The pastor of the interparochial school/school system and/or the pastor of the parish of the student

The Admissions Committee shall meet with the parent to discuss information about the student and to describe the school's available services. A second committee meeting will then be held to make an admissions decision which in turn will be communicated to the parent by the Principal. The Committee must consider not only the student's needs vs. available services, but also the school's capacity to serve other students with similar or less intensive needs.

The Principal and the Committee will make every effort to complete the entire consideration process and inform the parents of the decision no later than two weeks after the initial enrollment request.

409 PROMOTION AND RETENTION

Promotion and retention decisions are made by the principal in consultation with teachers, parents, and other professional staff as needed. Such decisions are based on the total evaluation of a student's growth in all areas of his/her development, especially social, emotional, psychological, and academic. Any possibility of retention must be communicated in writing to the parents well in advance of the end of the academic year.

409.1 Promotion

To be promoted a pupil must have "D" or better average in each of the major subjects except one. In primary grades, reasonable progress in reading is necessary for promotion.

409.2 Retention (Extra Time)

School personnel must make every effort to ensure that students spending an extra year in elementary school are not considered to be "failing." Each student develops at his/her individual pace, and some students require *extra time* to master skills necessary to advance to the next grade. It is helpful to consider these students as needing *extra time* rather than "failing."

Because decisions concerning *extra time* are so important to a student's future, a structured process must be followed to take into account multiple factors.

Teachers must continuously monitor each student's academic and social development and be acutely aware when a student is not making progress commensurate with age/grade-level expectations. Students at risk of falling behind must receive assistance as a school's resources allow, including but not limited to differentiated instruction, Title I services, and computer assisted instruction.

If a student is being considered for an extra year, it is important that his/her parents are notified well in advance of the final decision. The Catholic Schools Office advises all elementary schools to have a policy providing guidance to teachers and principals on the timing of the notification.

Principals must consider multiple factors before making a final decision, including but not limited to:

A. Positive factors (predicting that an extra year would be successful)

- late birthday
- average or above average academic ability
- strong parental support
- good behavior
- good attendance
- average or small physical size
- slightly immature and/or delayed social development

B. Negative factors (predicting that promotion might be a better choice)

- early birthday
- lack of parental support
- poor behavior
- inconsistent attendance
- large physical size
- advanced social maturity

The factors listed in (A) above combine to form an ideal profile of a child who is likely to benefit from *extra time*. The principal must gather input from teachers, support staff, and parents, and decide to what extent the student fits the ideal profile, then make a decision that gives the child optimal chances for success.

Promotion/retention decisions are far more likely to benefit the child if school personnel and parents agree on the optimal grade placement. In the event that agreement cannot be reached, responsibility for the final decision rests with the principal.

Note: The "Light's Retention Scale" is a recommended instrument for consideration of multiple factors. (LRS Light's Retention Scale, 1998 Edition Manual, H. Wayne Light, PhD, Academic Therapy Publications, Novato, CA, ISBN 0-87879-914-1)

410 DISCIPLINE AND CONDUCT

The goal of Christian discipline is self-discipline. The student freely chooses one form of behavior over another; he/she must learn to accept the consequences of that chosen behavior. The student who chooses specific actions which violate the rights of the school community must be dealt with in Christian justice.

In guiding the student's growth in habits of virtue and in Christian attitudes, it is best to emphasize positive approaches. School personnel must be proactive in establishing a positive climate and effective classroom management procedures in order to minimize behavior problems and maximize learning by the students.

410.1 Classroom Management

The classroom teacher sets the tone and learning climate for his/her classroom at the beginning of each school year. Below is a summary of best practices that set teachers and students up for a successful school year.

The teacher:

- A. Develops rapport with individual students as a foundation for a successful classroom experience:
 - Establishes and maintains mutually respectful relationships with students;
 - Initiates positive interactions to demonstrate concern for the individual students;
 - Demonstrates integrity in words and actions, earning the trust of students;
 - Demonstrates interest in students' everyday activities both inside and outside the classroom;
 - Demonstrates the ability to relate to students of diverse backgrounds;
 - Always takes into consideration the home life of the student.
- B. Proactively teaches the behavior skills necessary for students to succeed in the classroom and school:
 - Determines the behavior skills students need in order to be successful in a particular classroom and common areas of the school;
 - Proactively teaches these behavior skills to the entire class throughout the school year;
 - Re-teaches behavior skills as needed to individual students to address specific misbehaviors.
- C. Proactively teaches appropriate expectations for the different modes of classroom instruction (i.e., expectations and procedures for group work, guided practice, independent practice, and classroom discussions):
 - Sets the tone for the classroom at the beginning of the school year or class term by discussing the various modes of instruction that students can expect then teaching a set of behavior expectations for each mode;
 - Discusses student misbehavior in the classroom within the framework of the expectations that have been established for each mode of instruction.
- D. Establishes procedures that foster student responsibility and cooperation:
 - Proactively teaches the meanings of responsibility and cooperation;

- Develops and teaches classroom procedures that require students to be responsible and cooperative;
 - Links misbehavior to logical consequences.
- E. Shows consistent sensitivity to individual differences:
- Demonstrates the ability to address individual student needs within the framework of the classroom and/or school discipline plan;
 - Understands and respects the concept of human diversity;
 - Establishes and maintains a classroom atmosphere free from racial, ethnic, gender, and other bias.
- F. Demonstrates composure in managing student behavior:
- Maintains consistent professional demeanor in the handling of all disciplinary incidents;
 - Communicates to the student verbally and/or non-verbally that the student is valued but the student's inappropriate actions are unacceptable;
 - Avoids angry confrontations with students;
 - Guides students, professionally and calmly, to make good choices;
 - Defines student behaviors objectively.
- G. Handles student disciplinary incidents in accordance with Christian love and compassion and in accordance with school and Diocesan policy.

The most powerful motivation for appropriate behavior is for students to understand that their individual and collective actions must adhere to Gospel values and must contribute to a virtuous Christian community. School personnel must continuously strive to instill this understanding in their students. Consequences are often necessary to assist in teaching students this message.

Effective consequences must be:

- A. Deserved, and the student must understand what he or she has done and the consequences of the inappropriate behavior;
- B. Constructive and proportionate to the act;
- C. Applied as soon as possible after the act, but with careful deliberation by the teacher.

Procedures recommended for correcting lack of self-discipline should follow this sequence as a normal rule:

- A. Teacher conference with student to seek an understanding and solution.
- B. Consequences such as extra work, detention, etc. Detention after school must not occur without prior notification of the parents. Students who are detained shall never be without adequate supervision.
- C. Conference with teacher, student, and principal.
- D. Plan for improvement formulated; consequences set up such as:

- isolation with supervision;
- loss of privileges;
- conference with parents.

- E. Probation period put into effect.
- F. Suspension in/from school (depending on local discretion.)
- G. Students engaging in vandalism of any school material or properties are required to make restitution, in addition to any other disciplinary measures determined by the principal.

Procedures not recommended:

- A. Sarcasm, ridicule, public humiliation;
- B. Personal indignities such as striking or pulling ears, hair, clothes, etc;
- C. Indiscriminate punishment of all students in a class;
- D. Isolation without supervision;
- E. Lengthy written punishment (e.g., I must not ... 500 times);
- F. Denial of entire recess periods for elementary students.

410.2 Corporal Punishment

Corporal punishment shall not be permitted in Catholic Schools of the Diocese of Owensboro.

410.3 Suspension

Suspension is to be used only when less stringent disciplinary procedures have failed or in cases of exceptionally severe breaches of discipline. Suspension from the school will be the decision of the principal. Students may be suspended for serious reasons by the principal, for a period of time not to exceed ten (10) days.

410.4 Expulsion

Expulsion is a serious matter. It is directed to the Common Good and the conversion of the student who has become a source of grave scandal to others and/or serious detriment to the educational environment. In view of these goals, every possible means must be taken to help the student as well as the student's family. Care must be shown to the individual and to the family to help avoid antagonism and/or bitterness toward the school, the Church, and the faith community. The student should be helped to adjust to another school and not be stigmatized. Expulsion decisions are made by the principal in consultation with the Pastor and director (if applicable), and should take place only after a full and complete hearing in private has been given to both the pupil and the parents.

411 DRESS CODE

There is no Diocesan regulation regarding uniforms. However, clothing should be neat, clean, properly fitted, and in styles appropriate for school.

If a school requires students to wear uniforms, the School Council develops a policy and recommends it to the Pastor. Once the Pastor approves the policy, it is implemented by the school administration.

412 HEALTH AND SAFETY

The school system is concerned with the health and safety of all pupils. Elimination of anything that could be considered a health or safety hazard in the physical structure of the school building and on the school grounds is a necessity for the welfare of the pupils.

Students are to be supervised at all times. If teachers find it necessary to leave their students, it is recommended that they notify or arrange with another teacher to supervise them. If an emergency arises and the teacher must leave the room, adequate directions must be given to students before the teacher leaves. Special care and caution for the health and safety of students should be exercised especially during physical education classes and during involvement in scientific experiments. (See #314.6)

All visitors to schools must enter through a designated entrance and sign in at the school office. Visitors are to wear a visitor's badge while in the building, and sign out when they leave.

412.1 Accidents

The principal shall always be notified immediately of any serious accident that occurs on the school premises or during an off-campus school activity. It is the responsibility of school personnel to notify parents as soon as possible and arrange for emergency medical aid if necessary. A STUDENT'S EMERGENCY ADDRESS CARD must be available in each child's file.

Every accidental injury which requires a doctor's attention or which keeps the student out of school one-half day or more must be reported on the STUDENT ACCIDENT REPORT. (See Appendix E)

412.2 Sanitation

Compliance with local health department regulations for sanitary conditions of schools is required. This includes cleanliness of restrooms, drinking fountains, lunchrooms, classrooms, corridors, and grounds.

General cleanliness and order of a classroom are ordinarily the responsibility of the teacher.

412.3 Insurance

Student Accident Insurance is available through the local school. The company sends information annually to the schools.

412.4 Abuse, Neglect, and Dependency of Children

Kentucky Law is explicit on the subject of child abuse, neglect and dependency.

A. Reporting requirements

KRS 620.030 states: 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 to the proper authorities for investigation.

KRS620.990 states, "Failing to report is a Class B misdemeanor."

B. Immunity for Individuals Making a Report

KRS620.050(1) states, "Anyone acting upon reasonable cause in the making of a report or acting under KRS620.030 to 620.050 in good faith shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed."

KRS620.050(3) states, "Neither the husband-wife nor any professional-client/patient privilege, except the attorney-client and clergy-penitent privilege, shall be a ground for refusing to report under this section or for excluding evidence regarding a dependent, neglected, or abused child or the cause thereof, in any judicial proceedings resulting from a report pursuant to this section."

C. Definitions

Abused or Neglected Child

KRS 600.020(1) states, "'Abused or neglected child' means a child whose health or welfare is harmed or threatened with harm when his parent, guardian, or other person exercising custodial control or supervision of the child:

- (a) Inflicts or allows to be inflicted upon the child physical or emotional injury as defined in this section by other than accidental means;
- (b) Creates or allows to be created a risk of physical or emotional injury as defined in this section to the child by other than accidental means;
- (c) Engages in a pattern of conduct that renders the parent incapable of caring for the immediate and ongoing needs of the child including, but not limited to, parental incapacity due to alcohol and other drug abuse as defined in KRS222.005;
- (d) Continuously or repeatedly fails or refuses to provide essential parental care and protection for the child, considering the age of the child;
- (e) Commits or allows to be committed an act of sexual abuse, sexual exploitation, or prostitution upon the child;
- (f) Creates or allows to be created a risk that an act of sexual abuse, sexual exploitation, or prostitution will be committed upon the child;
- (g) Abandons or exploits the child;

- (h) Does not provide the child with adequate care, supervision, food, clothing, shelter, and education or medical care necessary for the child's well-being. A parent or other person exercising custodial control or supervision of the child legitimately practicing the person's religious beliefs shall not be considered a negligent parent solely because of failure to provide specified medical treatment for a child for that reason alone. This exception shall not preclude a court from ordering necessary medical services for a child; or
- (i) Fails to make sufficient progress toward identified goals as set forth in the court-approved case plan to allow for the safe return of the child to the parent that results in the child remaining committed to the cabinet and remaining in foster care for fifteen (15) of the most recent twenty-two (22) months.”

Dependent Child

KRS600.020(19) states, ““Dependent child” means any child, other than an abused or neglected child, who is under improper care, custody, control, or guardianship that is not due to an intentional act of the parent, guardian, or person exercising custodial control or supervision of the child.”

A report may be followed by a visit from one of the agencies listed above if an agency’s personnel determines there is enough information to investigate. Such investigative interviews shall preferably be conducted in the presence of the school administrator or other faculty or staff member specifically designated by the school administrator.

School personnel or other persons listed in KRS 620.030(2) do not have the authority to conduct internal investigations in lieu of the official investigations.

412.5 Medication at School

All schools must have a policy governing prescription and non-prescription medication. A sample policy reads as follows:

A. General Policy

These guidelines are to insure the safety of any student receiving medication during school hours. Students are NOT allowed to carry or have in their possession any medication (this includes over-the-counter medications). **All medications, prescription and over-the-counter, must be brought to the health room or office by the parent/guardian or adult.**

No first dose of any medication will be given at school under any circumstances. It is strongly recommended that increased dosages of the same medications be given at home initially as well.

If a student has any medical conditions or is taking any medication, it is strongly advised that a parent/guardian meet with the school nurse/health tech or principal to discuss the conditions/medications and any special instructions so that an individual care plan can be developed for the child.

Medication left at the end of the school year will be destroyed unless picked up within 5 days of school closing.

B. Non-Prescription (Over-the-Counter) Medication

Over-the-Counter (OTC) medications MUST be provided in the original container and must include directions for administration and recommended dosage on the label. OTC medications can be given no more than three (3) consecutive days without written orders from a health care provider. OTC medications will be picked up by the parent/guardian or they will be destroyed in 10 days. Non-prescription medications will not be kept at school for “as necessary” use unless there is a written physician’s order and the signed parent consent form.

Topical medications may be stocked in the health room or school office and may be used without physician’s orders for purposes of first aid. These include, but are not limited to: hydrogen peroxide, isopropyl alcohol, first aid ointment, sunburn relief gel, triple antibiotic ointment, toothache ointment, calamine lotion, saline solution, petroleum jelly, wound cleanser, acetaminophen, ibuprofen, calcium carbonate, and cough drops.

C. Prescription Medication

Prescription medication may be given by the school nurse, health tech and/or school personnel designated by the principal to students at school provided there is an order by the student’s physician or dentist and written permission from the student’s parent/guardian for each treatment/medication change. Prescription medications will be accepted on an individual basis.

Prescription medication must be provided by the parent/adult in a pharmacy-labeled bottle that includes the student’s name, date, medication dosage and strength, and directions for use. Labels that have been altered or changed in any way will not be accepted. (It is not permissible for label to read “take as directed.”) Two medications may not be mixed in the same bottle, as the medication must match the label.

Antibiotics or other medications that are directed to be given two or three times a day are to be given at home unless specifically ordered to be given during school hours by the physician or dentist. An exception could be made by the nurse or principal if the student remains at school after 3:30 p.m.

In certain situations, students are allowed to responsibly carry self-administered medication (i.e., Epi-pen, inhaler, insulin), however this may be done ONLY with a written physician’s authorization, written parental authorization, and signature of parent/guardian, student, school nurse, and principal on a “Self-Administration of Medication Agreement” form.

412.6 Illegal Drugs and Alcohol

For the purpose of this policy, the words illegal drug shall mean any substance prohibited or controlled by state and/or federal government. The purchase, possession,

use, sale, or distribution of these substances is prohibited.

If any student brings to school, or has in his/her possession on the school grounds, during or after school hours, any illegal drug or alcohol, or look-alike, and/or drug paraphernalia, he/she is liable for suspension and/or expulsion.

Upon information that a student is buying or has bought, is or has been in possession of, and/or has been using any illegal drug, the following steps shall be taken:

- A. The teacher or other person having the aforesaid information shall notify the principal of the school wherein the student is enrolled.
- B. The student's parent or guardian shall be notified and written documentation kept on file.
- C. The principal may suspend the student pending investigation when there is probable cause to believe that he/she has bought, possessed, and/or used an illegal drug.
- D. School officials will contact local law enforcement if illegal drugs are being sold on school property.

412.7 Anti-Christian Activities

Anti-Christian activities are forbidden. Professional intervention and/or expulsion may be necessary.

412.8 Firearms and Dangerous Weapons

KRS527.070(1) states, □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 purpose...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, ground, recreation area, athletic field, or any property owned, used, or operated by any board of education, school, board of trustee, 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.□

KRS 500.080(4) states, “deadly weapon” means:

- (a) A weapon of mass destruction;
- (b) Any weapon from which a shot, readily capable of producing death or other serious physical injury, may be discharged;
- (c) Any knife other than an ordinary pocket knife or hunting knife;
- (d) Billy, nightstick, or club;
- (e) Blackjack or slapjack;
- (f) Nunchaku karate sticks;
- (g) Shuriken or death star;
- (h) Artificial knuckles made from metal, plastic, or other similar hard material.”

While KRS500.080(4) does not define hunting knives or pocket knives as deadly weapons, these knives must not be permitted in schools unless prior permission has been obtained from the administrator and the items are used for instructional purposes.

KRS 527.070(2) states, “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 (\$10,000.00) 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:

- (a) The parent/guardian is contacted;
- (b) The student is dismissed from school;
- (c) The police are called;
- (d) The superintendent is notified; and
- (e) The reason for dismissal is noted on the students permanent record.

413 SCHOOL FOOD SERVICE

The Catholic Schools Office administers a school food service program for all schools who wish to participate in the National School Lunch Program, School Breakfast Program, Summer Feeding Program, or Milk Program. All schools are eligible and encouraged to participate in these programs.

Free and reduced priced lunches, breakfasts, and free milk are available to eligible students. Eligibility is determined by family income as stated on the application.

414 WELLNESS

All schools are required to draft and implement a School Wellness Policy. The policy must include:

- Nutrition Education goals;
- Physical Activity goals;
- Nutrition guidelines for all foods and beverages available on school campuses during the school day;
- Goals for other school-based activities designed to promote student wellness;
- Implementation plan; and
- Review process.

415 VOCATIONAL GUIDANCE

Vocational guidance will be given the student concerning various occupations. Vocations to the married life, priesthood, religious life, and single state should be presented. Prayers for vocations will be an essential feature of the school's program.

416 ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES

Extracurricular activities are definite aids in assisting the students to grow in the love of God and of neighbor, to acquire social stability, to develop skills, and to internalize Catholic attitudes, virtues, and understandings. Such activities will be correlated with the courses of study and directed to the same general objectives.

The extracurricular programs of a school do not take precedence over the scholastic program. It is to be proportionate to the needs, interests, and abilities of the students. Cooperation and good sportsmanship among students is encouraged rather than undue competitiveness which is contrary to the principles of Christian social living.

Requirements for organized athletics must conform to state regulations and/or those of the organization that oversees competition in a particular sport. Regulations for Catholic School athletics must conform to those endorsed by the local Catholic School Council and approved by the Pastor.

Competitive athletic activities at the middle and high school level will be conducted by a qualified coach. High school athletics must conform to regulations of the Kentucky High School Athletic Association.

Clubs that are closely allied with school subjects deserve a place in the regular activity schedule. Membership in any one of these clubs shall be voluntary, not compulsory. The number and variety of clubs will depend on the enrollment, pupil interests, and time allotment. Schools that take part in accepted national and state clubs shall conform to their guidelines and regulations.

417 PREGNANCY

DIOCESAN PREGNANCY POLICY

The Catholic Schools of the Diocese of Owensboro actively promote the teachings of the Gospel, the respect for sacredness of all life, especially that of the unborn, and the importance of good Christian parenting and family life. The schools will continue to teach and support the virtue of chastity as a way of life and to oppose anything that would encourage premarital sexual activity.

Even with the care and guidance of the Catholic family and school community, it may happen that a student becomes an expectant parent. At such time, the Catholic school has a dual responsibility toward both the good of the student and the common good of the school.

Administrators and educators, aware of the level of moral reasoning and tensions of the students, are fearful that former policies may have forced or pushed students toward life decisions that would be morally unacceptable. There is a concern that punitive policies can add stress in an already stressful situation and might prevent some from seeking proper counsel.

The Catholic Schools of the Diocese of Owensboro recognize that the actions of the pregnant student and the student father have resulted in serious and irreversible consequences. As an educational and faith community to the student, the Catholic school will seek to provide an environment where a pregnant teenager can find support, compassion, and forgiveness. The school seeks to offer support to carry the pregnancy to term. There is no attempt to discipline the student for the purpose of punishing a moral offense. This is an issue between the student, the priest-confessor, and God. Care will be taken that both the student father and the pregnant

student are held equally responsible and are given equal consideration and support.

Catholic Schools will support the Policy for Marriage in the Diocese of Owensboro. The Catholic Schools do not encourage students involved with a pregnancy to get married. Nevertheless, they are expected to assume responsibilities concomitant with the act of bringing a new human life into the world. This implies a change in priorities. The pregnant student will be expected to receive adequate prenatal care. The student father will be expected to fulfill any moral and legal responsibilities toward the mother and child. This involvement in the procreative process may require that the father or mother drop out of some extra-curricular activities.

Each case of student pregnancy presents the possibility of unique circumstances which require specific interpretation and application. The principal and administration are responsible for making such interpretation and decisions after consultation with the students and their parents.

PREGNANCY POLICY GUIDELINES

Female Students

- (1) As soon as possible, the student and her parents are required to inform the principal of the pregnancy and arrange a meeting to discuss the development of a plan.
- (2) The student is required to provide a statement from her doctor indicating that her physical condition will allow her to remain a student at the Catholic school.
- (3) A case study will be done by the principal (or his/her designee) and priest-pastor (or his designee) to propose a plan of action for the student. The pastor may also invite the pastor of the parish of the student to assist in developing the plan. This plan of action will include: spiritual guidance; health issues; social adjustment of the family, friends, and school; and academic issues. The plan will include 1) the school's expectations and requirements, 2) an academic assessment with possible adjustments to classes and course levels, and 3) a time line for the plan. Copies of this proposal will be provided to the student and her parents for final discussion and commitment.
- (4) In order to assist the student in making the adjustment to the role of a parent, and to assist the student to make continuous progress in academic studies, counseling will be required through the school. Additional counseling may be required at an approved non-school agency during the course of the pregnancy. The continuation of this counseling may be required for the student to remain at the Catholic school after the pregnancy. Family counseling may be recommended. The expense of any required counseling will be borne by the parent/guardian.
- (5) Under certain circumstances, it may be determined in the case study that it is in the best interest of the student and/or school that the student be directed to alternate educational opportunities.

Male Students

- (1) As soon as possible, the student and his parents are required to inform the principal of the pregnancy and arrange a meeting in order to discuss the development of a plan.
- (2) A case study will be done by the principal (or his/her designee) and priest-pastor (or his designee) to determine a plan of action for the student. The pastor may also invite the

pastor of the parish of the student to assist in developing the plan. This plan will include spiritual guidance and social adjustment to family, friends, and school. Academic issues may be included. The plan will include the school's expectations and requirements and time line for the plan. A copy of this proposal will be provided to the student and his parents for final discussion and commitment.

- (3) In order to assist the student in making the adjustment to the role of a parent, and to assist the student to make continuous progress in academic studies, counseling will be required at school. In addition, counseling at an approved non-school agency may be required during the course of the pregnancy. The continuation of this counseling may be required for the student to remain at the Catholic school after the pregnancy. Family counseling may be recommended. The expense of any required counseling will be borne by the parent/guardian.
- (4) Under certain circumstances, it may be determined in the case study that it is in the best interest of the student and/or school that the student be directed to alternate educational opportunities.

418 MARRIED STUDENTS

Curriculum and activities in a Catholic high school are not designed for the married student. Therefore, married students may not enroll in a Catholic high school. If a student marries before graduation, he/she is required to withdraw from the school. The high school administration will advise the student concerning completion of graduation requirements.

419 GRADUATION REQUIREMENTS FOR HIGH SCHOOLS

Graduation requirements as set by the Catholic School System and the State of Kentucky permit a certain amount of freedom in the selection and combination of subjects. However, they necessitate due consideration in planning a program of studies which the pupil, his/her parents, counselor, and teachers consider desirable and advisable.

Near the end of the eighth grade the student plans with his/her parents and counselor a program of studies to be pursued during his/her four years of high school. These long range plans can help the student set goals under the guidance of interested and experienced adults who can advise and encourage.

Minimum requirements of the High Schools in the Diocese are the same as the State of Kentucky's with the exception of the four (4) credits in the area of Religion (one credit per year.) Candidates for graduation must meet the minimum number of credits as required by the State of Kentucky and the additional four credits required by the Diocesan School System.

420 DIOCESAN SOCIAL MEDIA POLICY

All students must comply with the Diocesan Social Media Policy. (See Appendix M)

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GENERAL ADMINISTRATIVE PROCEDURES
(Series 500)

500 ACCREDITATION

All schools shall maintain state recognized accreditation through either the Kentucky Non-Public Schools Commission Certification Process or through a regional accrediting agency, such as AdvancEd, recognized by the Kentucky Non-Public Schools Commission.

(See Appendix J for a list and description of state and national organizations that serve as accrediting agencies and/or serve as a resource for Catholic schools and other private or non-public schools.)

501 SCHOOL CALENDAR

Prior to the beginning of the academic year, the principal of each school sends the school calendar to the Catholic Schools Office.

Modification of the school calendar may be made with consultation of the School Council and the approval by the Pastor. The revised calendar must be sent to the Catholic Schools Office.

The minimum length of the school year is 185 days, of which at least 175 must be student attendance days.

The yearly calendar in each school is published, indicating holidays, parent teacher conference days, opening and closing days, professional development days, and possible make-up days.

502 SCHOOL DAY

The school day shall consist of a minimum of six (6) hours of student instruction, exclusive of lunch and recess.

503 INCLEMENT WEATHER

The closing of schools because of inclement weather is determined on the local level.

504 FACULTY MEETINGS

Faculty meetings help to build a culture of camaraderie and teamwork in the school. General guidelines for principals and teachers:

504.1 The principal should give teachers a schedule of faculty meetings at the beginning of the
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school year.

- 504.2 There should be a mutual understanding between the administration and the faculty that special-called meetings may be necessary under emergency or unusual circumstances.
- 504.3 An agenda should be distributed prior to the meeting.
- 504.4 It is important that all professional staff respect each others' time with regard to faculty meetings.
 - A. The principal should ensure that the meeting runs along smoothly and efficiently.
 - B. Keeping in mind that fatigue is a factor after a full teaching day, meetings should be limited to one hour if possible.
 - C. Teachers are expected to attend faculty meetings unless excused by the principal.
 - D. Teachers are expected to consistently demonstrate full and active participation at all faculty meetings.

505 PROFESSIONAL DEVELOPMENT

Participation in the four Professional Development (PD) days listed in the school calendar is mandatory.

Flexible PD days may occur anytime within the school year or calendar year. "Flexible PD" is defined as training that occurs outside the four required PD days in the published school calendar, either as extra training, or to take the place of training that was missed for a reason approved by the principal. Professional or religious workshops may count for flexible PD with approval by the principal. Written verification of attendance from workshop sponsor(s) should be given by the teacher to his/her principal.

Participation in Professional Development scheduled any time during summer vacation (after closing day in the spring and before the Diocesan Professional Development Day in the summer) is mandatory for certified staff if the day is listed as a PD day in the published school calendar. If principals schedule summer PD on a day or days not designated as such in the published school calendar, then teachers can be encouraged to participate, but not required. If the PD is taking the place of a scheduled PD day elsewhere in the published school calendar, and a teacher does not participate, then in order to be compensated for that day, the teacher must make arrangements with the principal to participate in six hours of PD to make up for the missed training day. The make-up training should be as similar as possible to the training that was missed. (See "Flexible PD" above). Requests for leave on PD days should not be approved unless the leave is part of a long-term leave.

If PD is scheduled by the principal in addition to the total number of required PD days in the calendar, participation may be encouraged but is voluntary. Principals have the option to pay a stipend to certified staff as compensation for participation.

506 PARENT-TEACHER-STUDENT CONFERENCES

All schools should have parent-teacher conferences at least once a year.

The conferences may include the following:

- Sharing of the student's folder which may include:
 - Results of the tests administered (Mastery, Standardized, teacher-made, etc.);
 - Samples of student's work that indicate strengths and weaknesses;
 - Scores showing learning level in reading and mathematics;
 - Copy of goals set by student and teacher;
 - Student's self-evaluation.
- Discussion of student's social development and study habits.
- Observations and suggestions by parents.

Parents may make an appointment with teachers outside scheduled conference time. Open communications between teachers and parents is imperative to bring about effective pupil growth and development.

507 HEALTH RECORDS

Current health records must be maintained for every student and kept in a separate file from the individual permanent record. (See #403) Individual health record forms may be ordered from the Catholic Schools Office. Health records for individual students are kept at the school until the student completes the exiting grade of the school. In the case of a transfer prior to the exiting year, records should be kept until the student reaches the age of the exiting grade of that school. If a student transfers to another Catholic school in the diocese, the health record is to be sent to the new school along with the permanent record. If a student transfers to a school outside of the system or in the State of Kentucky, the health record is retained until requested by the receiving school.

508 PERMANENT RECORDS

A student's permanent record serves as his/her educational history and remains at the school site until the student completes the exiting grade at that school.

If a student transfers to a school outside the Diocesan school system before completing the exiting grade taught at that school, a copy of the complete permanent record is forwarded to the new school. The original permanent record remains at the school until which time the student reaches the age of the exiting grade of that school. At that time, the original permanent record is forwarded to the Catholic Schools Office, where it is permanently recorded and originals shredded.

If a student transfers to a school within the Diocesan school system, the original permanent record is forwarded to the new school.

Students' names and addresses are never to be given to agents, book salespersons, or other solicitors.

All high school permanent records are maintained by the individual Catholic high schools in the Diocese.

Information to be maintained in the students' permanent records includes:

- Enrollment form
- Transcript

509 INVENTORIES

For insurance purposes, it is recommended that principals maintain inventory of equipment valued over \$500. Principals can maintain a more detailed equipment inventory, as well as an inventory of materials, if they so choose. A copy of the inventory should be kept in a fireproof safe or other secure location.

510 REPORT CARDS

Reports of Student Progress will be given, at prescribed intervals, to all students. The chief purpose of the report card is to inform parents of their children's school progress. The report card has a public relations aspect which should not be overlooked. Each school's faculty handbook must contain policies and/or guidelines for consistency of grading. Report cards may be obtained from the Catholic Schools Office.

Grading should be as objective as possible, based upon test scores, assigned work, and class participation. A teacher should be able to explain any grade on the report card by referring to objectively graded work done during the grading period. Report cards are to be submitted to the principal prior to distribution.

The following is suggested as one interpretation of the letter grades when letters are used:

A - Excellent Progress	93-100%	S - Satisfactory
B - Above Average	85-92%	I - Improvement Needed
C - Average	78-84%	
D - Below Average	70-77%	
F - Failure	Below 70%	

511 ATTENDANCE REPORTS

A record of attendance must be carefully kept each day by the classroom teacher. A report of absence(s) must be given to the principal each school day.

The Principal's Monthly Attendance Report is sent to the Catholic Schools Office within four days after the end of each school month as indicated in the School Calendar.

Every pupil enrolled in the school must be included in the report.

512 TESTING

The Superintendent, in consultation with the Committee for Total Catholic Education and Principals and Administrators of Catholic Elementary and Secondary Schools (PACESS), is responsible for the choice and the supervision of the testing program used. The company supplying the tests will include directions in the administration booklet. All directions must be followed if the desired results are to be obtained. Teachers should never give advance information to classes regarding the nature or content of the tests. Should a student be absent at the time the tests are given, he/she must take the tests upon returning to school. Students in blended classrooms take only the tests specified for their grade level, unless an exception is approved by the principal.

The testing program measures the growth and progress of students. It helps to identify the needs of all students and provides direction in relation to curriculum, instruction, and the design of ongoing classroom assessments.

The Diocesan Testing Program includes assessments of intelligence, achievement, basic skills, and religion.

Intelligence assessments provide school personnel with valuable information about students' potential academic performance as compared to their actual academic performance.

The Assessment of Catechesis and Religious Education (ACRE) Inventories are used in grades 5, 8, and 11 to assess the effectiveness of a school's religion instruction and the attitudes of students toward the Catholic faith.

513 LESSON PLANS

Preparation for class is essential for good teaching and classroom management. The teacher should have a written plan of each lesson. Since the principal is responsible for all teaching in the school, he/she must review the plans frequently in order to be more knowledgeable about classroom organization and instructional methods.

514 EMERGENCY MANAGEMENT

Safety is a primary concern for all of us, especially the safety of our children. Parents and community members want to be assured that effective safety practices are in place at all the schools. Each school must have an Emergency Management Plan (Crisis Management Plan.) A sample of this plan can be found at <http://www.kycss.org/clear/pdfs&doc/EMG/EMG.pdf>. Each plan should be written with the explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to property.

514.1 Fire Drills

Requirements of local fire departments and/or county and emergency services will vary from one location in the Diocese to another. Each school must have a policy that meets or exceeds local requirements. The Catholic Schools Office suggests these guidelines:

- A. Two drills within the first two weeks of the school year
- B. At least bi-monthly drills for the remainder of the year
- C. Directions for exiting the building posted in each classroom as well as common areas of the school
- D. Record of drills kept in the school office, including date, time, weather conditions, and the amount of time taken to evacuate the building(s)

514.2 Tornado Drills

Four tornado drills must be conducted each year, two in the fall and two in the spring. A record of drills must be kept on file.

The principal is responsible for the administration and implementation of effective emergency procedures for the protection of lives and property during and after a tornado.

The following Suggested Procedures for Tornado Drills has been issued by the Civil Defense Department.

A. ADMINISTERING THE TOTAL PROGRAM

The principal should:

- Provide a special warning signal that is different from the alarm for fire and for the all-clear signal.
- Designate an area of protection or safety for each classroom.
- Post on the wall of each classroom a chart of assigned safe areas and an alternate for each.
- Place a master chart of safe areas and rules in the office of the principal.
- Give instructions to custodial and lunchroom staff as to their responsibilities and safe areas.
- Hold a minimum of four emergency drills each year.

B. THE PLAN

A plan must be prepared and/or updated prior to the beginning of each school year and drills must be held in each school with all students, teachers, and administrative personnel participating. (A comprehensive recovery plan is available at: <http://www.boonecountyky.org/EM/SchoolTornadoPlanGuide.pdf>)

Students should be shown how to find protection from broken glass or flying debris (e.g. hiding under or behind a desk or tables, or crouching against an outside wall.)

All employees should know the location of gas and water shut-off valves.

514.3 Earthquake Preparedness

Each school shall establish an earthquake emergency procedure system. The earthquake emergency procedure system shall include, but not be limited to, all of the following:

- A plan for maintaining the safety and care of students and staffs. Written procedure shall include an earthquake preparedness plan for each building and which shall include hazard identification and mitigation, earthquake drills, emotional response, immediate response and care, communications, post-earthquake shelter, and long-term recovery.
- A drop procedure. As used in this section, "drop procedure" means an activity by which each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the window.
- Special care must be taken to anchor tall shelving to walls where possible, to avoid placing students' or teachers' desks or workstations within six feet of any tall furniture, and to ensure that all employees are aware of the location of gas and water shut-off valves.
- Procedures to ensure that the students and the school staff members are aware of, and properly trained in, the earthquake emergency procedure system.
- The Superintendent's office should be notified in the event of any injuries to students or staff members and/or any damage to facilities. Schools shall request assistance and support from the Catholic Schools Office as needed.
- Two earthquake drills should be conducted each year, one each semester. A record of drills must be kept on file.

514.4 Bomb Threats

If a telephone or written bomb threat is received by a school, the following procedures are recommended:

- Inform the police department immediately.
- Inform the Pastor and another administrator immediately.
- Accept the decision of the police authorities concerning course of action to be taken.
- Inform the Catholic Schools Office.

514.5 Intruder on the Property

In the event that an intruder enters the building or property, an announcement should be used to alert school staff. After the announcement, teachers are to take students to their classrooms and lock their doors. If the students are outside the classroom, and taking the students back to the classroom exposes them to danger as a result of the intruder(s)' presence, then the teacher takes them to the nearest available classroom or designated safe area for the lockdown. Individual students or small groups of students who are outside the classroom for any reason when the lockdown signal is given must go to the nearest available classroom or designated safe area for the lockdown. Doors should not be opened for anyone unless it is a student, a staff member, or the police. Teachers should take roll and call the office if someone is missing or if there is an extra student in the class. Doors should not be opened until the all-clear signal is given.

515 FLAG DISPLAY

The flag of the United States shall be displayed outside the school building when school is in session.

Every classroom shall display the flag. The salute to the flag should form part of the opening exercises every morning.

516 OBSERVANCES

Annual observances can be used to develop in students an appreciation of their Christian, cultural, and civic heritage (e.g., Holy Week, Catholic Schools Week, Thanksgiving.)

Participation in activities which have religious, cultural, and civic value is encouraged. Information concerning community resources is available from the Chamber of Commerce.

Each classroom must be furnished with a crucifix. A statue of the Blessed Mother in each classroom is recommended.

517 EXPERIMENTAL PROGRAMS

Experimental or innovative programs with provision for evaluation are encouraged. The evaluation of these programs should be sent to the Catholic Schools Office after the results have been analyzed. Permission for implementation of these programs is required from the Catholic Schools Office.

Principals and faculties must study their own school objectives, the distinctive attributes of their school community, the needs of their students, and the qualifications of available personnel. In light of these factors, innovation and experimentation can be helpful in improving the quality of education offered. The professional staff from the Catholic Schools Office will give whatever

assistance it can to encourage and aid principals and faculties in initiating and implementing these programs.

518 EDUCATIONAL ASSOCIATIONS

To keep abreast of current activities within their profession, principals, and teachers are encouraged to belong to educational organizations, such as National Catholic Educational Association (NCEA), International Reading Association (IRA), National Conference of Catechetical Leadership (NCCL), and National Council of Teachers of Mathematics (NCTM).

519 INFORMATION

It is required that census information be compiled concerning each student. The student's legal name should be used. The public school system receives this information.

520 CHANGES IN ORGANIZATIONAL STRUCTURE

It is the stated goal of the Catholic Schools Office to support local faith communities in providing a quality Catholic school education to as many students as possible in the Diocese of Owensboro. Because of the importance of decisions regarding the future of Catholic schools in local communities, a process must be followed that ensures input from a wide representation of constituents, along with careful discernment, before a recommendation is made to the Bishop concerning major changes in organizational structure.

At each step of the process, the Superintendent will provide continuous updates to the Committee for Total Catholic Education, the Director of Stewardship and Development, the Chancellor, and the Bishop.

520.1 OPENING OF SCHOOLS

- A. If a parish or group of parishes is considering the establishment of a new Catholic school, an Interim School Council (ISC) is appointed by the pastor if the new school would be established under a one-parish/one-school format. If a new interparochial school is under consideration, the Bishop shall appoint a pastor (formerly referred to as a "priest-pastor") from among the parishes represented, and the pastor shall in turn appoint an Interim School Council. The superintendent will serve as chair of the ISC.
- B. The ISC shall conduct a feasibility study, which may include contracting with an outside consultant. Factors studied will include but not be limited to:
 - an analysis of demographics, including the numbers of school-age Catholic children in the parish(es), as well as baptismal records from the previous five years;

- surveys of local Catholic families to determine interest and to help in making accurate enrollment projections;
- a cost projection including the physical plant (construction and/or remodeling) plus an estimated annual school budget;
- an analysis of financial support currently available, as well as the drafting of a plan to raise necessary additional funding;
- other factors that are unique to the local community.

If, after review and discussion of the feasibility study, the ISC recommends establishment of a new school, then Council members should meet with the parish Finance Council (or representatives of several Parish Finance Councils if multiple parishes are involved.)

If the ISC and the Parish Finance Council(s) jointly decide to recommend the opening of a new school, then a formal recommendation is submitted to the Bishop for consideration. The formal recommendation must be signed by the pastor(s) as well as the chairperson(s) of the Parish Council(s). If the Bishop gives written approval for the establishment of the new school, then the Interim School Council drafts a timeline for opening the school, and a charter and by-laws for the permanent School Council, including the selection process and terms of service for its members. The superintendent in turn submits the drafts of the school opening plan and the School Council constitution and by-laws, first to the pastor and then to the Bishop, for review and approval. After final approval, the Bishop will appoint a special ad hoc School Opening Committee, which will include the superintendent, the pastor, the School Council chair, and other members appointed according to their particular area(s) of expertise. As soon as possible after the new School Council is appointed, the superintendent will consult with the School Council to conduct the search for the new principal.

If, after review and discussion of the feasibility study, the ICS does not recommend the establishment of a new school, that recommendation is submitted to the Bishop. If the Bishop endorses the ISC's recommendation, the process is discontinued. If the Bishop decides that further study is needed, then the superintendent meets again with the ICS to conduct further study in areas specified by the Bishop.

If, after review and discussion of the feasibility study, the ISC recommends establishing a new school but there is not a consensus from the ISC and the Parish Finance Council, then the matter is submitted by the superintendent to the Bishop for a decision or further guidance.

520.2 CLOSING OF SCHOOLS

The Catholic Schools Office works closely with school administrators, pastors, and School Councils to boost enrollment and to improve overall school viability.

But there are times when local circumstances require school administrators, pastors, and School Council and parish Finance Council members to carefully discern whether or not it is practical to continue operating a Catholic School at its current location. Factors to be

considered include but are not limited to:

- enrollment trends over the previous five years;
- enrollment projections for the next five years;
- review of local parish baptismal records for the previous five years;
- analysis of parish financial support for the previous five years, and projections for the next five years;
- analysis of tuition rates for the previous five years and projections for the next five years.

Note: Especially in elementary schools where class sizes have decreased to less than 22 students per classroom, the amount of extra fundraising necessary to make up for smaller class sizes must be projected.

Any serious discussion of a possible school closing must involve the superintendent, the pastor, the school principal and/or director, and members of the School Council and the parish Finance Council. Discussions should begin taking place no later than November 1 of the academic year prior to a possible recommendation to close the school.

While the Bishop must ultimately make the final decision as to whether or not a school closes, it is best if the parish makes a recommendation to the Bishop that is fully endorsed by the pastor, the School Council, and the parish Finance Council. The formal recommendation must be signed by the pastor(s) as well as the chairperson(s) of the Parish Council(s). The Bishop must give expressed written consent before a decision to close a school becomes final.

If possible, a decision to close a school should be made prior to March 1 so that school personnel can make plans to make the closing as positive and memorable as possible for everyone involved. If the decision is made after March 1, the contract renewal date for teachers (May 1) must be taken into consideration.

520.3 CONSOLIDATION OF SCHOOLS

If two or more schools are considering a consolidation, then the chairs of the School Councils and the pastor(s) make a joint recommendation to the superintendent to appoint a special ad hoc Consolidation Committee. This recommendation should be made no later than November 1 of the year preceding the proposed consolidation. The Consolidation Committee shall consist of the superintendent as chair, the pastor(s), the School Council chairs, an additional representative from each School Council (appointed by the School Council chair), and three to five additional at-large members appointed by the superintendent, in consultation with the pastor(s) and the Bishop.

The Consolidation Committee shall consider all the factors listed in (A) Opening of Schools (See #520.1) and (B) Closing of Schools (#520.2) in arriving at a recommendation.

If the Committee's final recommendation is to consolidate, the recommendation is

submitted to the Bishop for review and approval. The formal recommendation must be signed by the pastor(s) as well as the chairperson(s) of the Parish Council(s). The Bishop must give expressed written consent before a decision to consolidate the schools becomes final.

Following the Bishop's approval, the Consolidation Committee drafts action plans and timelines to efficiently conduct the process. Decisions will need to be made concerning buildings and grounds, facilities, equipment and materials, and many other details. Of particular importance are accurate enrollment projections resulting in a determination of number of certified staff needed. This part of the process must be completed by mid-April, well in advance of the issuance of teacher contracts for the next school year.

No later than March 1 of the school year preceding the consolidation, the Bishop shall appoint a pastor from the parishes involved. By April 1, the pastor will appoint a new School Council, consisting of the pastor, the chairs of the current School Councils, one additional member from each School Council, and two to five at-large members. The School Council will then draft a charter and by-laws and submit those to the Bishop for approval by May 1.

The pastor, in consultation with the superintendent and School Council, will appoint a principal or principals from the schools forming the consolidation.

520.4 GRADE RECONFIGURATION

Recommendations for adding or dropping grades in a school should be made to the pastor by the School Council in consultation with the principal(s) and director (if applicable).

In making its recommendation, the Council should consider:

- five year enrollment trends
- building and space needs if expansion is considered
- staffing, equipment, and materials expense if expansion is considered
- cost savings if downsizing is considered
- impact on projected tuition rates if either expansion or downsizing is considered

After the recommendation is made, the pastor may approve the recommendation, in which case the principal carries it out; or the pastor may refer the matter back to the Council for further study and deliberation.

521 FIELD AND CLASS TRIPS

Field trips must be educational. Principals may request a waiver from the Catholic Schools Office for an annual trip as a reward for students (i.e., exiting grade class trip.)

522 SCHOOL-SANCTIONED ACTIVITIES

The purpose of school-sanctioned activities is to allow young people to grow in their faith, have a good time, form Christian friendships, and have an educational and learning experience. There are certain expectations of the children, youth, and adults who participate. (See Appendix N)

523 HARASSMENT

KRS525.070 states, "A person is guilty of harassment when with intent to harass, annoy, or alarm another person he:

- Strikes, shoves, kicks, or otherwise subjects him to physical contact; or
- Attempts or threatens to strike, shove, kick, or otherwise subject the person to physical contact; or
- In a public place, makes an offensively coarse utterance, gesture, or display, or addresses abusive language to any person present; or
- Follows a person in or about a public place or places; or
- Engages in a course of conduct or repeatedly commits acts which alarm or seriously annoy such other person and which serve no legitimate purpose.

The Schools of the Diocese of Owensboro 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 in the school.

Each school should have a harassment policy and procedures to deal with both peer and sexual harassment.

524 BULLYING

Each Catholic school in the Diocese must develop a bullying prevention policy. The school policy dealing with bullying may be part of another policy (e.g., the general discipline policy) or it may stand alone as separate policy. Whatever its status, there are elements that all schools should consider including in the policy.

- Take all bullying problems seriously, investigate all incidents thoroughly.
- Ensure that bullies and victims are interviewed separately.
- Obtain witness information.
- Keep a written record of the incident, investigation, and outcomes.
- Inform staff about the incident.
- Ensure that action is taken to prevent further incidents. Such action may include:
 - imposition of sanctions;
 - obtaining an apology;
 - informing parents of both bully and victim;
 - providing appropriate training;
 - providing mentor support for both victim and bully;

- In instances of severe and/or repeated bullying, the parents of the perpetrator may be required to obtain a professional evaluation and/or counseling for the student.

Parents should be made aware of the school complaints procedure and be assured that, should they make a complaint through that procedure, the matter will be taken seriously and dealt with accordingly.

525 THREATENING BEHAVIOR

Any behavior deemed threatening is inappropriate and may result in immediate suspension and/or dismissal from school. Threatening behavior is defined as statements, gestures, or actions intended to cause harm to oneself, another person, and/or damage to property.

Behaviors deemed threatening are to be addressed in the following manner:

- Student exhibiting threatening behavior is removed from the situation and placed under the direct supervision of appropriate school personnel.
- Student's parent/guardian is notified. Pastor and Superintendent of Schools are also apprised, if the threat is of a serious nature.
- It is recommended to have a range of consequences that take into consideration the age of the child. Very young children who make threatening statements may be required to attend a conference in which the student and parent are clearly told that any further threats may result in suspension and required mental health assessment. Definitions and penalties should be clear and signed by the student and parent/guardian.
- Because the school needs professional assurance that the student does not present a danger to him or herself, or to others at the school, the student may be suspended from school and may not attend any school activity or be present on school grounds pending a mental health assessment and final placement decision. The expense of any required counseling will be borne by the parent/guardian.
- Mental health assessment results and recommendations are shared with the principal who makes a final decision that may include conditions for reinstatement and follow up. In making the final decision, the principal considers the results of the mental health assessment, the history of problematic behavior, the circumstances surrounding the threatening behavior, the nature of the threat, the developmental stage of the student, and other relevant information.
- Written documentation is required at each phase of the case.

(See Appendix F)

Homicidal Threats

If a homicidal threat is made, the above steps are to be followed, and the police are to be contacted. The student(s) who have been threatened, as well as their parents, are to be notified as soon as possible. (See #412.8 and #706)

False Threats

Any student falsely reporting threatening behavior is subject to disciplinary action which may include suspension and/or dismissal from school. (See #410)

526 SEARCH AND SEIZURE

Participants at school-sanctioned activities have a responsibility to follow rules and respect the authority of adults whose jobs are to ensure a safe and enjoyable experience for many and not just one individual. Therefore, in order to maximize the protection of persons and property to the fullest extent possible, a search and seizure policy has been developed. (See App N, Form E).

School property does not belong to the student. It is recommended that schools include a policy in the parent/student handbook that states "the school/parish is co-tenant of lockers and desks and reserves the right to search them at any time without notice."

527 INTEGRATED PEST MANAGEMENT PLAN

Each Catholic school in the Diocese of Owensboro is required to implement an integrated pest management program with a primary goal of controlling dangerous and destructive pests with the judicious use of pesticides (302 KAR Chapter 29.) (See Appendix K)

528 ASBESTOS

In addition to commitment to excellence in education, the Diocese of Owensboro schools are also committed to assuring a safe and healthy learning environment for all 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 in school buildings through a detailed process which includes notifications, training, maintenance, proper handling, removal, and disposal. Each school must have properly trained personnel to maintain compliance which includes the conducting of a Periodic Surveillance each semester and accurate record keeping. This information and the specifics of AHERA, including the Operation and Maintenance plan of the school, can be found in the Asbestos File found at each school site.

The Diocese 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. Each school has a "Responsible Person" at the site to manage that school's asbestos program.

When implemented properly, the system that the Diocese has in place provides an environment that is safe with respect to potential asbestos exposure and meets all requirements for AHERA compliance. AHERA requirements may be found at:

<http://www.epa.gov/asbestos/pubs/aherarequirements.pdf>

INSTRUCTIONAL PROGRAM
(Series 600)

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INSTRUCTIONAL PROGRAM **(Series 600)**

The curriculum in the Catholic School should reflect the four interrelated purposes of catechesis: "to proclaim the mysteries of the faith, to promote community, to encourage worship and prayer, to foster moral formation, and to motivate service to others. (NCD, #215) Indeed this IS the mission of the Catholic Schools in the Diocese.

600 COMPONENTS OF AN EXCELLENT INSTRUCTIONAL PROGRAM IN A CATHOLIC SCHOOL

600.1 CATHOLIC IDENTITY

Instruction in the Catholic schools, guided by the light of divine revelation and Church teaching, assists each student in the development of interpersonal relationships, positive attitude, and work ethic, as well as the knowledge, skills, and behaviors necessary to live a life of service to the Lord, to the Church, and to the Body of Christ.

600.2 INSTRUCTIONAL LEADERSHIP

The principal is the instructional leader of the school and effectively and persistently communicates that role to the staff, students, and community. The principal encourages and develops leadership among staff members, recognizing the multiplying effect of shared leadership. The principal ensures that professional development is job-imbedded and ongoing, and is closely aligned with the school's vision, mission, and short and long-range planning.

600.3 CURRICULUM DEVELOPMENT AND REVISION

The Catholic schools review, revise, and update the curriculum for each subject area in accordance with the state of Kentucky's six-year textbook adoption cycle, with the exception that Religion is included in Group VI (year 6.) The Assistant Superintendent oversees the process. Each school names a representative for each year's subject-area committee, and the subject area committee communicates regularly until a revised draft is ready to present to the Diocesan Curriculum Committee and to Principals and Administrators of Catholic Elementary and Secondary Schools (PACESS) for review and approval. After approval by the Diocesan Curriculum Committee and by PACESS, the revised curriculum is submitted to the Committee for Total Catholic Education (CTCE) for review and approval, and for final approval by the bishop.

600.4 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

Religion textbooks are recommended by the Diocesan Office of Faith Formation. It is essential that schools follow the advice and counsel of the Office of Faith Formation in the selection of religion textbooks and instructional materials. Religion textbooks must be on the most current Conformity Listing of Catechetical Texts and Series, published by the United States Conference of Catholic Bishops' Ad Hoc Committee to oversee the use of the Catechism.

Other subject areas: After the subject-area revised curriculum is approved by CTCE, the Assistant Superintendent serves as a consultant to schools for adoption and purchasing of textbooks and instructional materials from the state-approved list that are closely aligned with the Diocesan Curriculum Guides (which are based on the Kentucky Program of Studies as well as national standards, if available.)

At the end of each subject area section in the Diocesan Curriculum Guide, there is a list of instructional materials that serves as an additional resource for teachers.

600.5 EFFECTIVE INSTRUCTION

Continuous progress toward mastery of the intended curriculum by all students in all subject areas is the stated goal of instruction in the Catholic schools. As the instructional leader, the principal supports teachers in their efforts to differentiate instruction as needed and appropriate. The principal also supports teachers in bringing the curriculum to life through interesting and engaging learning activities.

600.6 HIGH EXPECTATIONS

Catholic schools must establish and maintain a culture of expectations in which the teaching faculty believes and demonstrates that all students can attain mastery of the essential skills *in each subject area of the curriculum*, and that they, the teachers, have the capability to help all students to attain mastery.

600.7 FREQUENT MONITORING OF INSTRUCTIONAL RESULTS

Student academic progress must be measured frequently using a variety of assessments. The results are used to improve individual student performance and to improve the overall instructional program. (In other words, assessment results guide instruction).

600.8 DIFFERENTIATED LEARNING

Each student is a unique learner with particular strengths and weaknesses. In order to ensure continuous progress by all students, principals must be strong instructional leaders; teachers must share in that leadership and continually seek ways to improve instruction; and the principal and teachers must work together to frequently monitor student progress and continuously make adjustments to serve their needs. This continuous cycle of teaching, assessing, and instructional adjustments is referred to in the Effective Schools literature as *Managing the Learning Mission*.

Developmentally Appropriate Instruction is essential in achieving the goal of continuous progress for all students. As principals and teachers work together to identify the students who are performing either above or below grade-level expectations, they design interventions that effectively meet students' needs.

600.9 PROFESSIONAL TEAMWORK

Teachers working together to plan, deliver, and assess student learning activities is much more effective than teachers working in isolation. To the extent that resources allow, schools must provide teachers with time and training to build professional teamwork and

continually improve instructional delivery.

600.10 ALIGNMENT OF CURRICULUM, INSTRUCTION, AND ASSESSMENT

Schools must ensure that there is always tight alignment of subject area content that is written (curriculum), taught (instruction), and tested (assessment). Students cannot be expected to reach their academic potential if any of these three critical areas is out of alignment with the other two. Schools will follow course requirements as specified by diocesan policy and Kentucky statutory and regulatory mandates. Curriculum alignment is based on the Kentucky Program of Studies as well as national standards (as available) for each subject area.

601 CONTENT AREA

601.1 RELIGION

The goal of the teacher in a Catholic School is to bring about a developing love between the student and Christ, through the Church. This relationship cannot be formally measured or statistically recorded. However, there is a great deal of intellectual content (dogmatic, moral, historical, and scriptural) to be learned. The effective integration of these elements is the task of every teacher in the Catholic school. Classes in Catholic doctrine are to be taught every day that school is in session. Each teacher of Religion must be a practicing Catholic. (See #201.1)

The *Catechism of the Catholic Church* (and Compendium), and/or *The United States Adult Catechism of the Catholic Church* should be made available to all teachers. The *Catechism* is a statement of the Church's faith and of Catholic doctrine and each teacher should become familiar with this document. The *Catechism* is the basis for religious instruction in Catholic schools, and serves as a guide for teachers in both formal and informal catechesis.

The role of parents is critical to the success of the religion program. The principal and teachers of religion must emphasize to parents that their participation in sacramental programs is essential, and must share with parents the philosophy, objectives, and teaching methods of the religion program.

The religion program includes the celebration of the Eucharist and paraliturgies. Students are guided in a variety of methods of prayer, both formal and informal.

601.2 LANGUAGE ARTS

Language is the student's most powerful, most readily available tool, for without language there would be no communication. Language is the primary instrument of thought, a defining feature of culture and an unmistakable mark of individual identity.

Catholic schools seek to help in developing the communication skills - listening, speaking, reading, and writing - so that students can become effective human beings and gain confidence and competence in their own abilities to use their language effectively. In accordance with Catholic beliefs, the study of language aims at bringing the student to a rich understanding of himself or herself as a unique individual, as an important member

of a variety of communities, and as always as a child of God.

601.3 MATHEMATICS

Mathematics plays an integral role in Catholic Schools since it reflects the order and unity in God's universe. Mathematics contributes to the formation of Christians who can respond wisely and effectively to a changing world. Contemporary society demands mathematical knowledge which requires students to develop their ability to reason and think logically, and to discover creative ways of problem solving. Because of its nature, mathematics can contribute to the development of the whole person by enriching one's life and providing one with a practical tool for daily living.

Toward these ends, students should:

- learn to value mathematics
- learn to reason mathematically
- learn to communicate mathematically
- learn to use technology to investigate and solve problems
- become confident of their mathematical abilities
- become creative mathematical problem solvers

601.4 SOCIAL STUDIES

The Church is a rich treasure of wisdom in our attempt to build a modern society. In times of great moral challenges, widespread violence, racism, and diminished respect for human life, the call of the Church must echo justice. The social studies student must hear the call to value all human life and respect the dignity of the human person. In democracy there are rights; however, rights can only be protected if responsibilities are accepted. Responsibility does not focus on self but on family and the larger society. The world sees both growing prosperity and growing poverty, which are creating deepening divisions. A democracy must tend the needs of the poor and the vulnerable to survive. The dignity of work and the rights of the worker must be protected in order to have an economy that protects human rights, life, and dignity.

Citizens can only preserve and protect if they have a knowledge base in the social studies that includes historical perspective, geography, economics, government, and culture. Students well versed in these can actualize democracy by researching, planning, solving, interpreting, understanding, researching, and organizing for the future. They will understand the rule and law and the limitations to freedom. Social studies in action will provide leaders, citizens, scholars, and artisans who are tolerant of all cultures and races, and have a basic respect for human dignity.

601.5 KENTUCKY STUDIES

Kentucky studies is an integral part of the social studies program at all levels as it relates one's present status in Kentucky to heritage from the past and potential for the future. Instruction is focused on Kentucky families, schools, communities, and cities at the primary level. At the intermediate level the focus is on the historical, geographic, social, and economic development of Kentucky. The study of Kentucky becomes the vehicle for developing social studies concepts and learning skills using a variety of resource materials.

601.6 PRACTICAL LIVING

Several subjects are combined in the area of Practical Living. This area of the curriculum focuses on the needs of healthy productive individuals in today's society. It is important that these subjects be addressed in the development of students. Practical Living encompasses five (5) areas that must be addressed in the curriculum. These areas are:

- Health Education
- Physical Education
- Vocational Education
- Communication/Technology Education
- Driver Education

It is recognized that during the study of Practical Living many topics/concepts included in this curriculum are also addressed in other curriculum areas. With this in mind, schools should make a local decision as to how the concepts in this guide are implemented. Teachers are encouraged to address these areas across the curriculum. Faculty and staff must determine how these concepts will be integrated into the curriculum

601.7 SCIENCE

The Church's teaching/perspective must be incorporated in the teaching of science.

The student who is able to discover the harmony between faith and science will, in future professional life, be better able to put science and technology to the service of men and women, and to the service of God. It is a way of "giving back to God what He has first given to us." (Religious Dimension, #54)

Teachers of science must guide their students in understanding that positive science, and the technology allied to it, is a part of the universe created by God. There can be no conflict between faith and scientific knowledge; both find their source in God. Science is a way of knowing - knowing the complexity of God's creation. It is a way of solving problems. It is a way of organizing information, seeing relationships, understanding how things work, keeping a proper perspective, recognizing the consistency of the universe, and observing change. It is a way of recognizing our responsibility as stewards of God's creation.

601.8 FOREIGN LANGUAGE

Communication is becoming increasingly important in our "shrinking" world. Competence in more than one language and culture enables people to communicate with people in other cultures, to look beyond their own experiences, and to participate more fully in the global community and marketplace. The following standards were developed to help students achieve these goals:

- Communicate in languages other than English
- Gain knowledge and understanding of other cultures
- Connect with other disciplines and acquire information
- Develop insight into own language and culture
- Participate in multilingual communities and global societies

601.9 ART

From the dawn of civilization, the visual arts have been essential parts of the human experience. They provide a record of the finest achievement of the human spirit and are a means by which we define and measure culture. Even a culture whose language is unknown or indecipherable can speak to us through its art. The arts communicate and shape human thoughts and feelings.

It is entirely appropriate that the arts have a central and honored place in the scope of Catholic education. Throughout Western History, the Church is noted for having fostered and nurtured the arts, according to the cultural mores and expectations of the times. There is a long tradition within the Church that recognizes the rightness of the human longing to create beauty in collaboration with the Creator, and to give expression to the scope of human experience which transcends words alone. In music, poetry, and the visual arts, the tradition is long and well established. In the more recent history of the Church, dance, photography, and film have been given closer attention as potential vehicles for expressions of faith.

Holiness may be said to be the cooperation with God for what God has intended in creation. Beyond the desire to express the truths of our faith is the recognition that to be fully human is to be creative and expressive; thus in embracing the arts, the Church nurtures the fullness of what humankind is to become.

The *Art Curriculum Guide* is written with the belief that the understanding and practice of art can be taught in a manner not unlike the other subjects in the school curriculum. Art may often be used to facilitate and enrich the teaching of other subject matter. However, the individual integrity of art must be maintained, and must be taught for its own innate value. Instruction in art cultivates multiple forms of literacy by developing intuition, reasoning, imagination, and skills leading to unique forms of communication. Art teaches students to cope with ambiguity and subjectivity because in the arts, as in the world, there is often no single right answer.

601.10 MUSIC

“From the dawn of civilization music has been an essential part of the human experience. People of every age and culture have known the power of music and have used it to express their deepest emotions, and to accompany the most important events of their lives. Music has acted as an avenue for connecting time and space, experience and event, intellect and emotion. Music has reflected the vision, aspirations, and noblest desires of the human spirit by offering a means to express the otherwise inexpressible.” (*Responding to the National Music Standards*, Catholic Music Educator, September, 1994)

The study of music contributes in important ways to the quality of every student’s life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and

pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

“Music, as an academic subject, provides students with a way of communicating thoughts and feelings, giving them a much more powerful means of self-expression, which in turns bolsters self-esteem. Music education develops problem-solving abilities by encouraging creativity and alternative ways of perceiving and thinking. It encourages discipline, cooperation, and the creation of community. It enables students to appreciate their own culture and that of others.” (*Responding to the National Music Standards*, Catholic Music Educator, September, 1994)

In the Catholic Church, music has been integral to worship activities. In the Constitution on the Sacred Liturgy the Church says, “The musical tradition of the universal church is a treasure of inestimable value, greater even than that of any other art. The main reason for this preeminence is that, as sacred melody united to words, it forms a necessary or integral part of solemn liturgy.” (Vatican II, *Constitution on the Sacred Liturgy*, #112)

601.11 CATECHESIS FOR SEXUALITY (FAMILY LIFE PROGRAM)

“Sexuality is a fundamental component of personality, one of its modes of being, of manifestation, of communicating with others, of feeling, of expressing, and of living human love. Therefore it is an integral part of the development of the personality and of its educative process. It is in fact, from sexuality that the human person receives the characteristics which, on the biological, psychological and spiritual levels, make that person a man or a woman, and thereby largely condition his or her progress towards maturity and entrance into society.” (□Educational Guidance in Human Love,” Sacred Congregation for Catholic Education, Rome, 1983)

The Catholic schools of the Diocese of Owensboro will teach only Catholic truths in the area of human sexuality. Programs for parents and professional development training for teachers will be a part of the educational program.

Parents may give written permission for their child not to participate in the Family Life Program.

602 INSTRUCTIONAL PROGRAM SUPPORT

602.1 HOMEWORK

“Homework” is defined as assignments to be completed outside the classroom to:

- Increase understanding
- Reinforce and extend classroom instruction
- Teach students personal responsibility and planning
- Inform parents of the materials being covered

The cooperation of parents, teachers, and students is required in order to maximize the potential for homework to support the educational process.

Each school shall establish its own homework policy using the diocesan policy as a starting point. The individual school policy should provide more detail, including time allotments and teacher responsibilities. The policy should also list student responsibilities, parent responsibilities, and suggestions for both.

602.2 MEDIA CENTER

Each school must have a central library of books and other materials that will meet the curricular and recreational needs of the students. A well selected number of books and materials in a library is a vital part of the instructional facilities of a school. Schools are encouraged to meet the requirements of the certification standards for Kentucky Non-Public Schools.

A professional library containing current texts, supplementary literature, and periodicals provides faculty members with the necessary research material to develop curriculum and to evaluate new publications in the light of educational trends.

602.3 TIME ALLOTMENTS

Each school devises its own daily time schedule, using the following recommended weekly time allotment.

Elementary Education

▪ Language Arts	750 minutes per week
▪ Mathematics	300 minutes per week
▪ Science	120 minutes per week
▪ Social Studies	120 minutes per week
▪ Physical Education and Safety	100 minutes per week
▪ Fine Arts	120 minutes per week
▪ Health	60 minutes per week
▪ Applied Arts/Religion, Other Electives, and Required Programs	230 minutes per week

Middle Childhood Education

▪ Language Arts	300 minutes per week
▪ Mathematics	225 minutes per week
▪ Science	225 minutes per week
▪ Social Studies	225 minutes per week
▪ Physical Education/Safety	75 minutes per week
▪ Health	60 minutes per week
▪ Applied Arts/Religion, Other Electives, and Required Programs	225 minutes per week
▪ Fine Arts/Art	75 minutes per week
▪ Music	75 minutes per week minimum

285 minutes per week of additional instruction in one or more of the four basic curriculum areas.

PUBLIC RELATIONS
(Series 700)

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PUBLIC RELATIONS **(Series 700)**

The key to public relations is communications. When the school has adequately created and strengthened its contact, through interpreting its goals and programs for the total community, understanding and cooperation will result.

700 STAFF COMMUNICATIONS

700.1 Principal's Bulletin

A periodic bulletin to all staff members provides an effective means of keeping everyone informed of activities within the school and avoids unnecessary classroom interruptions. It is recommended that the public address system be used only at scheduled times to make announcements, except in the case of emergencies, in order not to interfere with the teaching-learning process.

700.2 Visitors in the School

The principal should be informed of the presence of all visitors, student teachers, parents, or other persons who are in the school.

700.3 Communicating with Parents

Before letters or notes are sent to parents, teachers should consult with the principal. When a telephone call concerning a serious matter is planned by a teacher to the parents, the principal should be informed.

701 INDIVIDUAL SCHOOL HANDBOOK

Written policies and procedures should be developed by each school to supplement and/or make specific the Diocesan guidelines contained in this *Handbook for Catholic Schools*. The policies and procedures for teachers should be contained in a faculty handbook while those for parents in a parent handbook. In some schools there may be a need to develop, also, a student handbook.

702 SOLICITING FUNDS FROM STUDENTS

As a general rule, soliciting funds from students should not be permitted. Notable exceptions to this general rule are:

- A. The Bishops' Relief Collection
- B. Campaign for Human Development (Rice Bowl)
- C. The Holy Childhood Association
- D. Mission activities
- E. Approved school fundraisers

703 OPEN HOUSE

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

704 HOME AND SCHOOL ASSOCIATIONS

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. (See 107.3)

The five major activities of Parent Teacher Organizations are to:

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

705 CONTEST FOR STUDENTS

All contests and activities to be publicized in the school should have the approval of the principal.

706 POLICE DEPARTMENT

It shall be the policy of the school and its agents to cooperate actively with law enforcement agencies. It is imperative that the rights of the individual, the family, the school, and civil authorities be clearly understood and protected.

The following requirements shall be followed when police officers ask to either question or to remove a student from school:

- Parents/guardians shall be notified by school officials as soon as possible. (Parental notification/permission shall not be required if the student is an alleged victim of abuse by the parents.)
- If parents/guardians cannot come to the school and/or do not consent to the interview, the police will be asked to make arrangements to interview the student off school grounds.
- In cases of emergencies involving threats to the health and safety of individuals or the school community or in instances where illegal drugs are being sold on school property, immediate action will be taken to call in law enforcement officials to investigate. Parent/guardians will also be promptly notified. (See 412.6)
- In the event that parents/guardians are delayed in their arrival at school, school

officials will request that police wait until parents arrive before proceeding with questioning or removal of the student.

707 RESPONDING TO A SUBPOENA

Diocesan schools and staff members sometimes receive a subpoena to testify and/or to produce student records to a court or to an attorney's office. A subpoena is a court order and cannot be ignored. The following process should be used when a subpoena for student records is received:

- A. Determine whether the individual to whom the subpoena is addressed (e.g., the custodian of records or the principal) needs to personally appear to testify, or can simply mail certified copies of the records in advance of the compliance dated. You can contact the attorney who issued the subpoena for this guidance.
- B. Carefully review the words of the subpoena to determine what records are being requested. Do not produce fewer or more records than are requested. If clarification is needed, contact the attorney who issued the subpoena.
- C. The Family Educational Rights and Privacy Act (FERPA) requires a school to make a reasonable effort to notify the parents of the student (or the student if over 18) before complying with the subpoena unless, in the case of a Federal grand jury or law enforcement subpoena, a court order prohibits the school from disclosing the existence or contents of the subpoena. The notification is required so that the parents (or students over 18) may seek a protective order if necessary.
- D. Additional legal restrictions apply to disclosure of medical records that are in the school's possession, including mental health records. For example, a specific certification generally must be attached to the subpoena or court order for these records.

Receipt of a subpoena to testify or produce documents does not mean that the school or any employee of the school has done anything wrong or is going to be sued. In most cases, the underlying litigation relates to child custody disputes, auto accidents, or other matters. However, the school is required to respond appropriately to the subpoena, which is an order of the court. If the school is named as a party to the litigation, the Catholic Schools Office and the Diocesan Attorney should be contacted immediately.

708 PUBLIC SYSTEMS

To develop good public relations with neighboring public schools, the school should:

- A. Share activities when this is possible.
- B. Evidence willingness to cooperate in programs and share responsibility of education in the area.
- C. Evidence willingness to initiate contacts.

If a school is planning to close or drop grades, it is imperative that the principal of the local public school be notified well in advance so that proper adjustments may be made. Guidelines for the proper procedures are available from the Catholic Schools Office.

709 CIVIC AGENCIES

The school should make use of services offered by local community libraries, museums, stores,
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health and/or welfare agencies, theaters, etc. Invite local groups to participate in programs that will keep them in touch with changes in the school.

710 CHURCH'S ROLE IN POLITICAL ACTION

The Kentucky Bishops have cited from their recently published statement, *Political Responsibility: Proclaiming the Gospel of Life, Protecting the Least Among Us, and Pursuing the Common Good*, that the Church's role in political action includes the following:

- educating the faithful regarding the teachings of the Church and their responsibilities;
- analyzing issues for their social and moral dimensions;
- measuring public policy against gospel values;
- participating with other concerned parties in debate over public policy; and
- speaking out with courage, skill, and concern on public issues involving human rights, social justice, and the life of the Church in society.

The Bishops of Kentucky approved the following policy:

Catholic parishes and schools are asked to distribute only those voter education materials which have been developed by either the United States Catholic Conference of Bishops or the Catholic Conference of Kentucky and its sub-organization, KLEA. The Kentucky League for Educational Alternatives (KLEA) is the only officially sanctioned organization representing Catholic schools in Kentucky.

711 FEDERAL PROGRAMS

With regards to participation in federal programs of students enrolled in Catholic schools, the Diocesan Office of Catholic Schools can assist as a resource in establishing communication with the appropriate local public educational agency.

712 CATHOLIC SCHOOLS WEEK

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

713 VOLUNTEERS

All regular volunteers in the elementary and secondary schools of the Diocese of Owensboro shall be required to submit to a criminal history background check. (See Appendix L)

APPENDIX

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APPENDIX A
GUIDELINES FOR INTERVIEWING PERSONNEL

1. Applicant Qualifications

A. Application Form:

- 1) Each candidate should be given an application form to complete before the interview
- 2) Review the application form for each candidate in order to limit the number of interviews you will engage in

B. College Placement Folder:

- 1) When possible obtain a placement folder from the college of graduation of each candidate to be interviewed
- 2) Pay special attention to the recommendation from the supervisor and cooperating teachers.

C. Transcript:

- 1) Examine transcript of candidates for strength in subject matter.
- 2) Assign teachers in the areas for which they have major/minor preparation.

D. Reference Checking:

- 1) Request a written evaluation from the former principal (or principals if the candidate has taught in more than one school), requesting information concerning teaching ability, attendance record, and other pertinent data.

2. Interviewing

It has been said that most employment decisions are made in the first thirty seconds of the interview; the balance of the time is used to justify the decision. It is the purpose of these guidelines to assist principals in using the interview as an effective screening tool.

A. Establish Rapport:

Putting an applicant at ease starts with your greeting. A smile, a handshake, a friendly word, or greeting before you and the applicant even sit down can set the stage. Once seated, you should commence with a brief informal conversation.

B. Assessment of Christian Philosophy:

To determine whether an applicant's personal philosophy agrees with the Christian philosophy of the school and his/her ability and willingness to meet the school's goals and objectives, some suggested areas for questioning are:

- 1) Why do you want to teach in a Catholic school?
- 2) How would you describe your philosophy of education?
- 3) How is it possible to foster Christian community in a Catholic School?
- 4) What type of activities should take place in a Catholic school that indicate that it is Christian?
- 5) How extensive should prayer be in a school community -- among the administration, faculty, students?
- 6) What service might a Catholic school render to a community?
- 7) How should a school community demonstrate compassion and give service to the needy?

C. Job-related Questions:

- 1) Describe your present responsibilities and duties.
- 2) Discuss some of the problems you encounter in your teaching position or as a practice teacher.
- 3) What do you consider your chief accomplishment in your present teaching position?
- 4) In what way have your education and training prepared you for the teaching position for which you are applying?
- 5) What were your reasons for leaving your last teaching position?
- 6) What were some of the more difficult problems encountered in that school? How did you solve them?
- 7) In what extracurricular activities or clubs have you served?
 - a. When did you do this work?
 - b. What was the age group and background of the children in these activities?

c. What was your main achievement?

D. Observation of Classroom Techniques:

When feasible, it is suggested that the applicant be available to observe the school "in action" and also to have him/her present a model lesson.

3. Selection Process:

Once you are satisfied that you have enough data, close the interview and inform the applicant that he/she will be hearing from you soon in writing.

Interview other applicants for the same position.

Select the applicants that you feel show promise.

Confer with the priest/priest pastor on these. Discuss with him the teacher, his/her application, and data you gathered during the interview.

Notify the applicant of his/her acceptance or rejection. If rejected, it is not necessary or desirable to go into details as to why he/she did not get the position. This is particularly true if the reasons were based on personality or intangible factors.

SUGGESTED QUESTIONS TO ASK WHILE INTERVIEWING POTENTIAL CATHOLIC EDUCATORS

1. Can you support our Catholic educational philosophy?
2. Are you a practicing Catholic?
3. Are you willing to lead prayer in class?
4. Will you join us for liturgies and common prayer services?
5. Are you prepared to communicate the official teachings of the Church?
6. Will you include Catholic Christian values in your curriculum?
7. Will you encourage your students to be active Catholics?
8. Will you take time with students to help them with their personal faith and moral lives?
9. Will you support the social ministry programs?
10. Would you characterize yourself as a growing human being?

Taken from *Interviewing and Supporting the Catholic Educator*, by Rev. Alfred A. McBride, O. Praem.

APPENDIX B
DIOCESE OF OWENSBORO CATHOLIC SCHOOLS
Pre-Observation Instrument

Teacher _____

School _____

Subject Area(s) _____

Date _____

Grade _____

Pre-Observation Worksheet

1. What are the lesson objectives?

2. What teaching techniques will be used?

3. How will you evaluate students' mastery of the objective(s)?

4. Where are you in the course (unit, lesson, etc.)? review new learning

5. List any specific teaching behaviors you would like monitored (if applicable.)

6. List any special circumstances of which the evaluator should be aware.

Evaluator's Signature and Date _____

Teacher's Signature and Date _____

DIOCESE OF OWENSBORO CATHOLIC SCHOOLS
Classroom Observation Form

Teacher _____ School _____

Evaluator _____ Date _____

Grade Level/Subject Area _____

Standard 1: Demonstrates Commitment to the Mission of Catholic Schools

- a. Meets Diocesan Requirements for Spiritual and Cathechetical Growth and Development.
- b. Serves as a Catholic Christian role model to students, parents, and school community.
- c. Accepts assigned responsibilities in a spirit of cooperation.
- d. Makes professional decisions based on what is best for the students and the school.
- e. Communicates with parents in a proactive and positive manner.
- f. Maximizes opportunities to integrate Catholic teaching into the daily life of the school, both in academics and extracurricular activities.
- g. Provides consistent, varied and meaningful opportunities for all students to participate in prayer, worship and community service.
- h. Understands and lives the concept of Servant Leadership.

Comments:

Standard 1 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 2: Demonstrates Competence in Content Knowledge

- a. Demonstrates instructional strategies that are appropriate for the content being taught, and contribute to student learning.
- b. Connects content to life experiences of students.
- c. Identifies and addresses students' misconceptions of content.
- d. Demonstrates content knowledge that allows for integration of ideas and information across the disciplines.
- e. Follows established diocesan curricula.

Comments:

Standard 2 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 3: Designs Learning for All Students

- a. Establishes high expectations for students and plans instruction accordingly.
- b. Designs instruction and assessment aligned with diocesan curriculum.
- c. Designs learning objectives that clearly communicate expectations to students.
- d. Designs units and lessons that connect content across the disciplines.
- e. Uses a variety of instructional strategies that are based on best practices and require students to use higher-order thinking skills and real-world applications of knowledge.
- f. Develops and incorporates instructional strategies that address individual needs and learning styles.
- g. Designs appropriate accommodations for students with special learning needs.

Comments:

Standard 3 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 4: Demonstrates Effective Classroom Management

- a. Proactively teaches respectful behavior based on Gospel values.
- b. Develops positive rapport with individual students.
- c. Proactively teaches appropriate behavior in the classroom and common areas.
- d. Proactively teaches expectations for the various modes of classroom instruction.
- e. Establishes procedures that foster student responsibility and cooperation.
- f. Implements school-wide behavior plans (i.e., CHAMPs, common-area rules)
- g. Demonstrates composure in addressing misbehavior.

Comments:

Standard 4 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 5: Demonstrates Effective Teaching Practices

- a. Develops specific learning objectives aligned with content standards.
- b. Establishes and maintains positive rapport with students as a foundation for effective instruction.
- c. Uses questioning strategies and/or assignments that require students to develop and practice high-level thinking skills.
- d. Reinforces learning through guided practice, independent practice, and homework aligned with classroom instruction.
- e. Closely monitors students' progress and adjusts assignments as necessary.
- f. Models and/or demonstrates the skills, concepts, attributes, and thinking processes to be learned.

- g. Develops multiple teaching/learning strategies that actively engage students and connect with their prior knowledge, experiences, and aspirations.
- h. Provides opportunities for students to increase their knowledge of cultural diversity.
- i. Demonstrates competence in verbal and written communication.

Comments:

Standard 5 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 6: Assesses and Communicates Learning Results to Parents and Students

- a. Administers frequent and appropriate formative assessments to determine learning progress, guide instruction, and provide prompt and effective feedback to students.
- b. Chooses and/or designs summative assessment methods and tools that are aligned with the diocesan curricula and accurately measure student performance.
- c. Uses/adjusts assessment tools to meet the needs of diverse learners.
- d. Teaches students to self-assess through the use of rubrics, conferencing, and peer critiques.
- e. Communicates expectations, criteria for assessment, and timelines for task completion to students and parents.
- f. Provides students and parents effective, timely feedback on student learning and provides specific recommendations for improvement.
- g. Maintains privacy of student records and performance.

Comments:

Standard 6 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 7: Demonstrates Effective Collaboration

- a. Functions as a team player in the delivery of instruction to students.
- b. Collaborates with professional colleagues to meet the needs of all students.
- c. Works to improve instructional practices through collaboration with colleagues.
- d. Seeks counsel from colleagues and provides counsel when requested.
- e. Serves as a valued and productive member of instructional teams in the school (i.e., subject-area department, grade level team, vertical team, Professional Learning Team).
- f. Communicates positively and clearly with students, colleagues, and parents.
- g. Functions as a team player in carrying out special events to benefit the students and the school.

Comments:

Standard 7 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 8: Demonstrates Professional Growth

- a. Identifies, in consultation with the principal, Professional Growth Plan goals based on the Teacher Evaluation Standards.
- b. Maintains current certification as required by the Diocese of Owensboro.
- c. Seeks opportunities for professional growth by attending classes, workshops, and/or conferences.
- d. Actively pursues quality professional development for spiritual, professional and personal growth.
- e. Applies to instruction and classroom management the knowledge and skills acquired through professional development.

Comments:

Standard 8 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 9: Demonstrates Implementation of Technology

- a. Uses available technology to design and plan instruction that supports and expands learning.
- b. Uses available technology to engage students and enhance instruction.
- c. Uses available technology to implement instruction that facilitates learning.
- d. Integrates student use of available technology into instruction.
- e. Uses available technology to assess and communicate student learning.
- f. Demonstrates ethical and legal use of technology.

Comments:

Standard 9 Meets _____ Needs Improvement _____ Does Not Meet _____

Standard 10: Carries Out Professional Responsibilities

- a. Is punctual.
- b. Completes and maintains accurate records.
- c. Completes job requirements on time.
- d. Adheres to requirements of school faculty handbook and diocesan handbook.
- e. Complies with diocesan Code of Ethics for Catholic School Educators (page iv of diocesan handbook).
- f. Cooperates with parents in the education of students, including availability for personal conferences (within reasonable limits).
- g. Functions as a team player on the faculty.

Comments:

Standard 10 Meets _____ Needs Improvement _____ Does Not Meet _____

Evaluator Signature/Date

Teacher Signature/Date

DIOCESE OF OWENSBORO CATHOLIC SCHOOLS
Summative Evaluation Instrument

Teacher:	Subject or Grade Level:
Evaluator:	Position/School:

Observation Dates:	
Conference Dates:	

Standard	Rating		
	Meets	Needs Improvement	Does Not Meet
Standard 1: Demonstrates Commitment to the Mission of Catholic Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Demonstrates Competence in Content Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Designs Learning for all Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Demonstrates Effective Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Demonstrates Effective Teaching Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Assesses and Communicates Learning Results to Parents and Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Demonstrates Effective Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Demonstrates Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 9: Demonstrates Implementation of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 10: Carries Out Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____

Teacher's Comments:
Evaluator's Comments:

 Teacher's Signature and Date
 (Signature does not necessarily indicate agreement)

 Evaluator's Signature and Date

DIOCESE OF OWENSBORO CATHOLIC SCHOOLS
Professional Growth Plan (PGP)

Name _____ School _____ Date _____

A. List your professional goal(s) for this school year.

B. Describe the activities that will be undertaken to achieve the goal(s).

C. Describe how you will evaluate progress toward the goal(s).

D. Describe how the goal(s) ties in with the school and/or diocesan strategic plan(s).

E. PGP is designed to improve performance in the standard(s) checked below:

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____ 10. ____

F. Teacher comments (optional, use reverse side if needed)

G. Principal comments (optional, use reverse side if needed)

Principal's Signature

Teacher's Signature

DIOCESE OF OWENSBORO CATHOLIC SCHOOLS
Walk-Through Observation Instrument

TEACHER _____ **GRADE** _____

SCHOOL _____ **DATE** _____

SUBJECT AREA(S) _____ **TIME** _____

Lesson Topic or Objective: _____

Part of Lesson Cycle: _____

The Teacher was...

The Students were.....

Evaluator's Comments

Evaluator's Signature _____ **Teacher's Signature** _____

The teacher's signature indicates that the teacher has read this form. It signifies neither agreement nor disagreement with the information. If desired, the teacher may attach comments or a response on a separate sheet and attach it to this form.

DIOCESE OF OWENSBORO CATHOLIC SCHOOLS

Prevalence of “Best Practices” in My Classroom/School

Reflect on how prevalent the use of each “best practice” is in your classroom. Rate your current level of using “best practices” using the following scale:

- 1 = The use of this best practice is ***not at all prevalent*** in my classroom.
- 2 = The use of this best practice is ***somewhat prevalent*** in my classroom.
- 3 = The use of this best practice is ***very prevalent*** in my classroom.

CURRICULUM

- 1. There is focus on a limited number of concepts and skills.
- 2. There is a reliance on key themes in the subject area standards to determine curriculum.
- 3. The teaching of essential concepts and skills is emphasized with all learners.
- 4. There is an emphasis on analyzing, evaluating, and applying information and concepts.
- 5. Disciplines are integrated where appropriate.
- 6. Information and concepts are used to solve problems and create products.
- 7. Technology is viewed as a tool to teach and learn subject areas.
- 8. Thematic units are utilized to integrate knowledge.
- 9. The curriculum includes a purpose, learning standards, implementation and accountability strategies.

PLANNING

- 1. I plan with the end in mind.
- 2. I plan across curricular areas.
- 3. I engage in on-going short and long-range instructional planning.
- 4. I collaborate with peers to vary teaching/learning strategies.
- 5. I incorporate reflection, impact on student learning, and refinement in my lesson plans.

ASSESSMENT

- 1. Assessment is aligned with curriculum designs, plans, and implementation.
- 2. Assessment is used to plan instruction, determine prior knowledge and determine progress.
- 3. There is a comparison of students to established standards and criterion-referenced tests.
- 4. Individual work and contributions to the group work are assessed.
- 5. There is a variety of assessment and reporting measures.
- 6. Assignments are returned to students with more feedback than just a score or grade.
- 7. Choice of assessment is determined by the product/method that best demonstrates what has been learned and includes a variety of measures such as student portfolios, performance events, performance tasks, etc.
- 8. A proper amount and a variety of assignments are assigned for homework in consideration of various grade levels.

APPENDIX C

FORMATIVE EVALUATION FOR PRINCIPALS

School Council/Pastor

Administrator: _____ Date: _____ School: _____

This instrument provides feedback to principals. It shall be distributed to all Catholic school Council/committee members. Upon completion of the formative evaluation form, it shall be mailed to the superintendent's office. All unsigned forms shall be discarded by the superintendent. A summary shall be compiled by the superintendent and given to the administrator and the priest pastor. The priest pastor should share the summary with the members of the school council/committee.

	Almost Always	Often	Sometimes	Seldom	Almost Never	Not Observed
Standard 1: The Principal gives direction to the school council:						
1.1 Together, principal and council chair build on the council's agenda.	1	2	3	4	5	6
1.2 Principal identifies school needs for the council's attention.	1	2	3	4	5	6
1.3 Principal offers ideas for the council's inservice opportunities.	1	2	3	4	5	6
1.4 Principal prepares an initial school budget draft.	1	2	3	4	5	6
1.5 Principal makes policy recommendations for council formulation.	1	2	3	4	5	6
COMMENTS: (Optional except for rating of 4 or 5)						
Standard 2: Principal provides the council with timely, thorough, and clear information about						

	Almost Always	Often	Some- times	Seldom	Almost Never	Not Observed
the school:						
2.1 Principal prepares a written or oral report for each council meeting.	1	2	3	4	5	6
2.2 Principal informs the council about evaluation of curriculum.	1	2	3	4	5	6
2.3 Principal keeps the council informed regarding results of national and/or diocesan testing programs.	1	2	3	4	5	6
2.4 Principal informs the council about school-wide problems and concerns.	1	2	3	4	5	6
2.5 Principal invites the council to special activities and events.	1	2	3	4	5	6
COMMENTS: (Optional except for rating of 4 or 5)						
Standard 3: Cooperation, mutual respect, and trust should characterize the relationship between principal and school council:						
3.1 Principal gives to the council and its individual members public loyalty and respect.	1	2	3	4	5	6
3.2 Principal sees that the council has adequate clerical assistance and help with arrangements for its activities.	1	2	3	4	5	6
3.3 Principal assists in recruiting new council members.	1	2	3	4	5	6
3.4 Principal sees that committees of the council have adequate assistance (data, personnel, materials) to carry out their tasks.	1	2	3	4	5	6
COMMENTS: (Optional except for rating of 4 or 5)						

	Almost Always	Often	Some- times	Seldom	Almost Never	Not Observed
Standard 4: The principal demonstrates accountability for the job that has been asked:						
4.1 Principal is responsible for fulfilling the job description in a satisfactory manner.	1	2	3	4	5	6
4.2 Principal is responsible for implementing local and diocesan policies.	1	2	3	4	5	6
4.3 Principal is responsible for completing the tasks assigned as an outgrowth of the council's formal goal-setting session.	1	2	3	4	5	6
4.4 Principal is responsible for compliance with diocesan guidelines.	1	2	3	4	5	6
COMMENTS: (Optional except for ratings of 4 or 5)						
Standard 5: The principal promotes a Catholic school climate in which the message is proclaimed, community is fostered, service is offered, and worship is celebrated:						
5.1 The principal supports the school philosophy and mission which reflect the unique Catholic character of the school.	1	2	3	4	5	6
5.2 The principal nurtures the faith development of faculty and staff through opportunities for spiritual growth.	1	2	3	4	5	6
5.3 The principal provides opportunities for the school community to pray together and celebrate faith.	1	2	3	4	5	6
5.4 The principal integrates Gospel values	1	2	3	4	5	6

	Almost Always	Often	Some- times	Seldom	Almost Never	Not Observed
and Christian ethics into the curriculum, policies, and life of the school.						
5.5 The principal encourages and promotes service within the school, parish, and community.	1	2	3	4	5	6
5.6 The principal ensures quality Catholic religious instruction of students.	1	2	3	4	5	6
5.7 The principal fosters a spirit of unity among home, school, and total parish.	1	2	3	4	5	6
5.8 The principal helps to create a positive working/learning environment.	1	2	3	4	5	6
COMMENTS: (Optional except for rating of 4 or 5)						

Evaluator's Comments:

Evaluator's Signature: _____

Date: _____

APPENDIX D

ADMINISTRATIVE FEEDBACK INSTRUMENT

Teachers

Administrator: _____ Date: _____ School: _____

This instrument provides performance feedback to principals. It shall be distributed to all teaching personnel. Upon completion of the feedback instrument by teachers, it shall be signed by the teacher and given directly to a teacher representative appointed by the principal. The teacher representative will forward all evaluations to the superintendent's office. All unsigned forms shall be discarded by the superintendent. A summary shall be compiled by the superintendent and given to the administrator and the priest pastor. The priest pastor should share the summary with the members of the school board/committee.

	Almost Always	Often	Some- times	Seldom	Almost Never	Not Observed
<i>Standard 1: Leadership in educational programs</i>						
1.1. encourages staff initiative and innovations	1	2	3	4	5	6
1.2. cooperates and consults with teachers when developing, improving, or implementing educational programs	1	2	3	4	5	6
1.3. serves as a resource in making materials and services available	1	2	3	4	5	6
1.4. plans and implements a well-organized opening and closing of the school year	1	2	3	4	5	6
1.5. demonstrates knowledge of leadership in educational programs	1	2	3	4	5	6
1.6. effectively observes in the classroom for the purpose of improving instruction	1	2	3	4	5	6
1.7. provides leadership and support in discipline which results in an atmosphere that is conducive to learning	1	2	3	4	5	6
1.8. effectively implements diocesan and school policies	1	2	3	4	5	6
1.9. regards the activities of the classroom as of primary importance to educational programs	1	2	3	4	5	6
1.10. Plans and implements change in accordance with school plans.	1	2	3	4	5	6
COMMENTS: (Optional except for ratings of 4 or 5)						

<i>Standard 2: Leadership in teacher relations</i>						
2.1. is accessible and responsive to teachers	1	2	3	4	5	6
2.2. is consistent, positive, frank, and tactful in dealing with teachers	1	2	3	4	5	6
2.3. helps build morale by recognizing the successful accomplishments of teachers	1	2	3	4	5	6
2.4. plans and conducts well-organized and effective meetings	1	2	3	4	5	6
2.5. promotes development of building personnel	1	2	3	4	5	6
2.6. communicates expectations of teaching staff	1	2	3	4	5	6
COMMENTS: (Optional except for ratings of 4 or 5)						
<i>Standard 3: Leadership in public relations</i>						
3.1. effectively interprets diocesan and school philosophy and policies to the community	1	2	3	4	5	6
3.2. promotes parental involvement with the school	1	2	3	4	5	6
3.3. communicates effectively with the community	1	2	3	4	5	6
3.4. is consistent, positive, frank, and tactful in dealing with the public	1	2	3	4	5	6
COMMENTS: (Optional except for ratings of 4 or 5)						
<i>Standard 4: Leadership in student relations</i>						
4.1. demonstrates an interest in students and their welfare; has good rapport with students	1	2	3	4	5	6
4.2. is consistent, positive, frank, and tactful in dealing with students	1	2	3	4	5	6
4.3. teaches students to develop respect for the rights, properties, and opinions of others	1	2	3	4	5	6
4.4. communicates expectations of students	1	2	3	4	5	6

COMMENTS: (Optional except for ratings of 4 or 5)

<i>Standard 5: Leadership in personal and professional characteristics</i>						
5.1. demonstrates professional manner	1	2	3	4	5	6
5.2. is positive, optimistic, and enthusiastic	1	2	3	4	5	6
5.3. maintains professional appearance	1	2	3	4	5	6
5.4. anticipates problems and is resourceful in coping with them	1	2	3	4	5	6
5.5. effectively responds to crisis situations, not showing anger or frustration, but acting decisively to solve problems	1	2	3	4	5	6
5.6. listens to the opinions of others and is receptive to constructive criticism	1	2	3	4	5	6
5.7. communicates effectively and in a timely manner	1	2	3	4	5	6
5.8. resists premature judgments	1	2	3	4	5	6

COMMENTS: (Optional except for ratings of 4 or 5)

<i>Standard 6: Leadership in promoting a Catholic school climate</i>						
6.1. supports the school philosophy and mission which reflect the unique Catholic character of the school	1	2	3	4	5	6
6.2. nurtures the faith development of faculty and staff through opportunities for spiritual growth	1	2	3	4	5	6
6.3. provides opportunities for the school community to pray together and celebrate faith	1	2	3	4	5	6
6.4. integrates Gospel values and Christian ethics into the curriculum, policies, and life of the school	1	2	3	4	5	6
6.5. encourages and promotes service within the school, parish, and community	1	2	3	4	5	6
6.6. ensures quality Catholic religious instruction of students	1	2	3	4	5	6
6.7. fosters a spirit of unity among home, school, and total parish	1	2	3	4	5	6
6.8. helps to create a positive	1	2	3	4	5	6

working/learning environment

COMMENTS: (Optional except for ratings of 4 or 5)

Evaluator's comments:

Evaluator's signature: _____

Date: _____

APPENDIX E

STUDENT ACCIDENT REPORT

Accident Report to the Principal's Office

Name of student _____

Presiding teacher _____

Date of accident _____

Time of accident _____

Place of accident _____

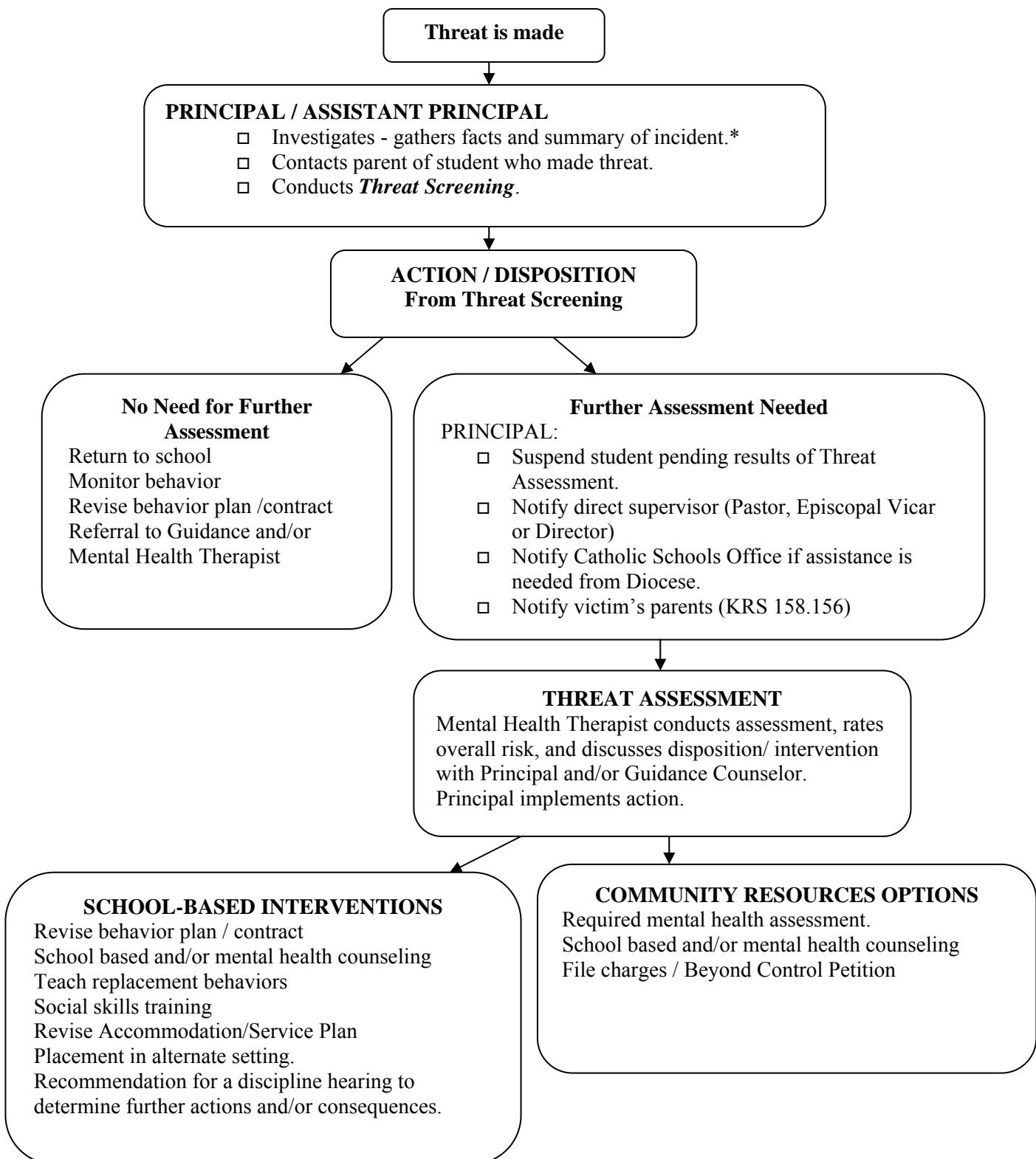
What happened (describe fully)?

Nature of injury

Describe any first aid administered

Signature of teacher _____ Date _____

APPENDIX F
THREATENING BEHAVIOR FLOW CHART



*Any suspicion of sexual abuse/harassment needs to be reported to the Catholic Schools Office.

THREAT SCREENING

Student Name _____ Date _____
DOB _____ School _____ Grade _____
Individual(s) completing screening: _____

Summary of the threat: _____

Verbatim quote of threat: “ _____ , ”

Precipitating events and circumstances before threat was made: _____

Student's emotional state at the time of threat:

yes no Student was rational and not agitated.

(Note: If comments were made in the heat of emotion or during an escalating incident, the threat may be more of an emotional expression than a real threat.)

Specific details were given in the threat (evidence of planning):

- | | | |
|--|--|-------|
| <input type="checkbox"/> yes <input type="checkbox"/> no | Identity of the victim | _____ |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Reason/motive | _____ |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Means-weapon/method | _____ |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Date, time, or place | _____ |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Specific details are logical or plausible (as opposed to unrealistic/unlikely) | _____ |

Behavior traits:

- | | | |
|--|---|---|
| <input type="checkbox"/> yes <input type="checkbox"/> no | History of verbal aggression toward | <input type="checkbox"/> adults <input type="checkbox"/> peers |
| <input type="checkbox"/> yes <input type="checkbox"/> no | History of physical aggression toward | <input type="checkbox"/> adults <input type="checkbox"/> peers |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Preoccupied with themes of violence/hatred: | <input type="checkbox"/> verbal <input type="checkbox"/> writing <input type="checkbox"/> artwork |
| | <input type="checkbox"/> music <input type="checkbox"/> wrestling <input type="checkbox"/> gang affiliation | |

School Dynamics:

- | | |
|--|--|
| <input type="checkbox"/> yes <input type="checkbox"/> no | Student is detached from: <input type="checkbox"/> school <input type="checkbox"/> teachers <input type="checkbox"/> peers <input type="checkbox"/> activities |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Student: <input type="checkbox"/> is a victim of bullying; or <input type="checkbox"/> bullies peers |
| <input type="checkbox"/> yes <input type="checkbox"/> no | Increased <input type="checkbox"/> intensity and/or <input type="checkbox"/> frequency of aggression |

Screening recommendations:

- Return to class; monitor behavior
- In-school consequences/interventions (such as in-school suspension, behavior plan, etc.)
- Suspension pending Threat Assessment. (Contact: Pastor, Director, and/or Superintendent)
- Referral to Guidance/Mental Health Therapist for follow-up.

Comments / Notes:

APPENDIX G
Exhibit A

CONTRACT FOR INDIVIDUAL TEACHER

Teacher's Name _____

Name of School _____

Address _____

This contract shall be in effect for a period of one year commencing on _____, 20____ and extending to _____, 20____.

The first paycheck for this contract will be on _____, 20_____. The last paycheck will be _____, 20_____. Total number of paychecks _____.

Witnesseth: The teacher shall be credited with _____ years of educational experience for salary purposes, subject to verification by the Catholic Schools Office.

While rendering the education services specified herein, the educator shall be paid a salary of \$_____ and receive all specified benefits of retirement and insurance.

When the teacher signs his/her contract he/she is informed of his/her tentative assignment. If there are no changes to the assignment between this time and thirty (30) days prior to the opening of school, the signed contract shall remain in force.

Teaching Assignment (Subject/Level) _____

Other Duties _____

Leave days accumulated through the end of the last full contract year _____. (See section 306.1 of the Policy Handbook for a description of the leave days for the academic year covered by this contract.)

The teacher agrees to teach according to the supervision, authority and regulations of the Roman Catholic Church and the Diocese of Owensboro Catholic Schools, and to abide by the *Code of Ethics for Catholic School Educators*.

I have read, understand, and will abide by the rules and regulations in the Handbook for Catholic Schools, as well as applicable handbooks published by the individual school(s), both of which may be amended from time to time.

This agreement completed in duplicate this _____ day of _____, 20_____.

Teacher's Signature

Teacher's Address

Principal's Signature

Pastor's Signature

EXHIBIT G
Exhibit B
PRINCIPAL'S EMPLOYMENT CONTRACT

THIS CONTRACT OF EMPLOYMENT made and entered into by and between _____ School, hereinafter referred to as First Party, and _____, Principal, hereinafter referred to as Second Party.

WITNESSETH: That for and in consideration of the sum of _____ to be paid as hereinafter set out, First Party does hereby and by these presents employ Second Party as the principal in its school system and Second Party does hereby accept said employment, both under the following terms and conditions:

1. The consideration set out above shall be paid in _____ equal payments with the first payment commencing on _____, with a like payment on the same day of each month thereafter for a total of _____ months.
2. Except as set out in paragraph 9 below this Contract of Employment may be terminated with or without cause by either party at the conclusion of the school year; provided, however, that this contract for one (1) school year shall automatically be renewed unless notice in writing is received from Second Party by First Party by May 15 of any given year.
3. "School year" for purposes of this contact shall coincide with the school year as it is fixed from year to year by the School Board.
4. As an integral part of this Contract of Employment Second Party will perform services and duties as prescribed by State and Local laws, the Rules and Regulations of the Office of Catholic Schools of the Diocese of Owensboro and its authorized agents as well as policies and rules adopted by the duly constituted parish school authority. For purposes of this contract Second Party is presumed to have made himself familiar with the services, duties, rules, regulations and policies referred to in this numbered paragraph.
5. Second Party shall be directly responsible for purposes of this contract to the Parish School Board (or Interparochial School Board) and the Pastor for the interpretation and performance of the role of the Second Party in carrying out the duties required by this contract including curricular, co-curricular and extra-curricular assignments.

This means that in addition to regular duties of principalship, Second Party is required, under this contract, to attend all meetings and educational functions scheduled for Second Party by the Catholic Schools Office or by the School Board or/and Pastor including but not limited to all functions at which Second Party's school is required to attend whether they be religious functions, recreational activities or any other school functions that may arise from time to time.

6. Absence of Second Party from regular principalship duties or such other official assignments as are required by the School Board and/or Pastor shall be deemed to be a violation of this contract.
7. As an integral part of this contract Second Party, subject to the direction of the Diocesan Office of Education and/or Parish School Board, shall, in order to better Second Party's Professional performance, attend the annual in-service days and workshops made available from time to time by Catholic Schools Office or those recommended by First Party. [The number of professional development days shall not exceed _____.]

8. For purposes of this contract Second Party shall report to the Pastor before the opening of school and after the closing of school and shall daily report to the assigned location at least _____ minutes in advance of the official starting time of the school day and shall remain at the assigned place at least minutes following dismissal of the students unless otherwise directed by the First Party. Other assignments shall mutually be worked out by the First Party and Second Party.
9. This contract may be canceled at any time without notice for good and sufficient cause at the option of the First Party, said good and sufficient cause shall include, but not be limited to, the following:
- a. Violation of any of the duties set out herein.
 - b. Failure to carry out reasonable directions given by the Pastor.
 - c. Inability for any reason to carry out the duties provided herein.
 - d. Incompetence in the performance of teaching and/or principalship duties or any duties provided herein.
 - e. Grave offense against Catholic doctrine or morality.
 - f. Involvement In a public crime or scandal.
 - g. Any conduct unbecoming an education professional which reflects unfavorably upon the school and/or any reprehensible conduct reflecting unfavorably on the school.

Such cancellation of this contract by First Party may be appealed first to the appropriate parish authority. If the decision cannot be resolved at this level then said decision may be appealed to Catholic Schools Office, which decision will be final.

This the _____ day of _____, 20 ____.

FIRST PARTY (Pastor)

SECOND PARTY (Principal)

APPENDIX H

January 1993

EMPLOYEE'S KENTUCKY DEPARTMENT OF EDUCATION **MEDICAL EXAMINATION FORM***

Name _____ Birth Date _____ Sex _____

Address _____

Applicant With or Employed By _____ Board of Education

HISTORY

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

Surgical (All major operations)

Family History (T.B., Epilepsy, Diabetes, etc.)

PHYSICAL

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

TUBERCULIN RISK ASSESSMENT

Please submit copy of Tuberculosis Risk Assessment and any subsequent treatment, if directed.

CERTIFICATION OF MEDICAL EXAMINATION

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

Date of Examination _____
KDE/MIC APPROVED 1671- 412

Signature

M.D.

*A separate form is provided for bus drivers.



APPENDIX I

DIOCESE OF OWENSBORO

CATHOLIC SCHOOL EMPLOYMENT APPLICATION

Date of application

SECTION 1. PERSONAL DATA

CHECK TITLE: Ms. Sister
 Mr. Brother
 Dr. Rev. (Diocesan)
 Rev. (Religious)

Full name of religious community and initials (if applicable) _____ City and state of provincialate _____

Home address: no., street, city, state, zip Home phone

Work address: school/firm, no., street, city, state, zip **Work phone**

Birth: _____ Month/day/year _____ State/country _____

Religion: _____
(Religion is a bonafide requirement and information solicited meets requirements of Federal law)

Parish/Church: _____ Pastor: _____

SECTION 2. EDUCATIONAL BACKGROUND

TYPE OF SCHOOL	NAME OF SCHOOL	CITY AND STATE	DATES ATTENDED	DEGREE EARNED	DATE DEGREE GRANTED

PRACTICE TEACHING:

School	address, city, state, zip	date	grade/subject
School	address, city, state, zip	date	grade/subject

CERTIFICATION:

State/agency	type	area	cert. no.date issued	expiration
State/agency	type	area	cert. no.date issued	expiration

List major workshops, seminars, internships, grants, summer programs in which you have participated in the last five years and which are normally part of a degreed program. (Do not include conventions, single meetings, etc.)

Program-place	sponsor	date	field
Program-place	sponsor	date	field

Please list all of your teacher association and other professional association memberships:

SECTION 3. PRESENT EDUCATIONAL ASSIGNMENT AND EXTRA-CURRICULAR INVOLVEMENT

School where presently employed	position(s) held
---------------------------------	------------------

Street and no.	city and state	zip	grade(s) taught
----------------	----------------	-----	-----------------

Subject taught if departmentalized	total # of students taught this year	hrs. spent in teaching weekly
------------------------------------	--------------------------------------	-------------------------------

Hours spend in other school-related (not preparation) tasks. Specify.

If your present teaching situation is unique (e.g., team teaching), please explain:

Please circle any of these extra-curricular activities in which you are engaged as a part of your present assignment or as an extension of it: sports, dramatics, music, forensics, school paper/yearbook, community programs, other.

Specify and give details of your participation here: _____

Enter below any formally organized out-of-school religious education programs, for either children or adults, in which you assist:

Name of parish or school _____

Grade level _____ hours per week _____ number of students _____

COMMENTS: _____

SECTION 4. PREVIOUS EXPERIENCE

POSITIONS IN EDUCATIONAL INSTITUTIONS. List all prior educational employment below. Put the most recent first.

CITY AND STATE	SCHOOL	YOUR TITLE	GRADE OR SUBJECT	FROM MO/YR	TO MO/YR

OTHER EXPERIENCE

EMPLOYER AND ADDRESS	NATURE OF EXPERIENCE	FROM MO/YR	TO MO/YR

SECTION 5. APPLICANT DATA

List all positions which you are qualified to hold and wish to be considered for, in order of preference.

GRADE LEVEL	SUBJECT OR SPECIALTY	INDICATE FULL-TIME, PART-TIME, OR SUBSTITUTE AVAILABILITY

I have the following preference as to school or location in which to teach:

REFERENCES: (3 persons able to give information about your qualifications for the position for which you are applying.)

NAME	ADDRESS/PHONE	OFFICIAL POSITION

How soon will you be available? _____ How long will you be available (final date) _____

If under contract, when are you required to sign next year's contract? _____

Reasons for leaving your present (or most recent) employment:

If you have placement papers on file with a placement bureau or college placement office, give its full name and address:

For this type of employment, the Diocese of Owensboro requires a criminal history background check and Safe Environment training as a condition for employment/volunteering. Prior to beginning work, (1) the criminal history background check and Safe Environment Online Training must be completed, and (2) a physical examination, which shall include a Tuberculosis Risk Assessment and any subsequent treatment (if directed), is completed at the applicant's expense.

Date _____ Signature _____

Please enclose the following with application: (1) Most recent college transcript
(2) Valid teaching certificate

APPENDIX J

NATIONAL and STATE PROFESSIONAL ORGANIZATIONS

A. United States Conference of Catholic Bishops (USCCB)Catholic Education Committee

MANDATE AND GOALS FOR THE COMMITTEE

The committee provides guidance for the educational mission of the Church in the United States in all its institutional settings. The Committee on Catholic Education guides, directs, and coordinates this task, working closely with the Committee on Evangelization and Catechesis. The scope of the committee's work includes Catholic elementary and secondary schools, Catholic colleges and universities, and college campus ministry. The committee advocates for federal public policies in education that are consistent with Catholic values and that uphold parental rights and responsibilities regarding education.

This mandate includes the following areas of responsibility: Catholic primary and secondary schools, including school public policy issues, parent relationships and advocacy; Catholic higher education, especially presidents and campus ministry; *Ex corde Ecclesiae; Sapientia Christiana*.

KEY MISSION RESPONSIBILITIES

- Encouraging and supporting efforts in Catholic education by fostering the distribution and implementation of both universal Church documents on education as well as related documents developed by the bishops of the United States
- Supporting educational efforts in the Church in the United States by developing policies, guidelines, and resources for use by bishops in their dioceses
- Providing consultation on educational issues when requested, including advising and representing the bishops
- Collaborating with the Committee on Evangelization and Catechesis regarding evangelization and catechesis in Catholic schools and universities
- Providing support and advocacy in federal public policy on behalf of Catholic educational institutions from pre-school through high school levels
- Bringing to Catholic education the perspectives and concerns of other cultures and people with special pastoral needs through collaboration with other committees/offices

Diocesan Catholic schools must ensure that all curriculum materials for catechetical instruction must be on the most current USCCB Conformity List.

B. National Catholic Education Association (NCEA)

The National Catholic Education Association (NCEA), the professional association for Catholic educators:

1. advances the educational and catechetical mission of the Church;
2. provides leadership and service to its members;
3. articulates the contribution of Catholic education to the Church and society;
4. proclaims the uniqueness of Catholic schools;
5. advocates recognition of and support for Catholic education in parish, school, and college and university communities;
6. enhances and supports leadership among the members; and
7. fosters local, national, and international collaboration.

N.C.E.A. is an important national affiliation for Catholic schools to maintain. Every school is urged

to hold membership in the N.C.E.A.

C. Council for American Private Education (CAPE)

The Council for American Private Education (CAPE) is a Washington-based coalition of 14 national organizations. CAPE was founded in 1971 by National Catholic Education Association (NCEA), United States Catholic Conference (USCC), and a broad range of national private school organizations to be the voice of the nation's private elementary and secondary schools. The Kentucky Non-Public School Commission has membership in CAPE.

D. National Council for Private School Accreditation

The National council for Private School Accreditation is dedicated to the accreditation process as a viable and responsible means of establishing witness of school excellence. NCPSA is committed to accreditation based on the concept of voluntary peer recognition; that is, the principle that institutions sharing common purposes and objectives 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 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.

E. Kentucky Non-Public Schools Commission

The Kentucky Non-Public Schools Commission (KyNPSC) is approved by and is a charter member of the NCPSA. In August, 1997, the Kentucky Board of Education endorsed the membership of the KyNPSC in the NCPSA.

KyNPSC believes that the parents in the Commonwealth of Kentucky have a responsibility and a right to choose how their children are educated. This freedom of choice allows for a variety of alternatives to public education. 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 State Board of Education.

KyNPSC is responsible for overseeing the accreditation of non-public schools in the Commonwealth of Kentucky. The process includes a self-study of the school with sections that address all areas of school accountability. A planning process is also included that continually challenges the schools to better meet the needs of the students they serve.

The entire accreditation process is considered to be a constructive exercise for the school to improve

the educational process.

F. AdvancED

AdvancED is the union of the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), and National Study of School Evaluation (NSSE). AdvanceEd is the world's largest education community, representing public and private schools and districts across the United States, and in countries throughout the world. AdvancEd provides customized professional learning, accreditation, research, and continuous improvement to every school and district it serves. The accreditation process is designed to help schools and districts continuously improve through a unified, clear approach. The accreditation process is based on a five-year term accreditation that provides ongoing external checks, support and feedback.

G. Catholic Conference of Kentucky (CCK)

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

H. Kentucky League For Educational Alternatives (KLEA)

The Kentucky League for Educational Alternatives is a grassroots organization whose purpose is to bring justice to our students and our Catholic schools. KLEA provides updates and takes political action initiatives on legislative issues affecting entitlements for Catholic school parents and students. KLEA was established as a response to the Statement of the United States Conference of Catholic Bishops' *Renewing OUR Commitment to Catholic Elementary and Secondary Schools in the Third Millennium.* The Bishops ..."support and encourage the formation of diocesan, state and national organizations of Catholic School parents."

APPENDIX K

INTEGRATED PEST MANAGEMENT PROGRAM (PESTICIDE APPLICATION IN SCHOOLS)

Each Catholic school in the Diocese of Owensboro is required to implement an integrated pest management program with a primary goal of controlling dangerous and destructive pests with the judicious use of pesticides (302 KAR Chapter 29). An integrated pest management program shall include the following:

- A. Advance notification of pesticide use:
 1. If a pesticide is to be applied in or around a school, an advance notification of pesticide use shall be given or sent by the school at least twenty-four (24) hours prior to the pesticide application to all staff members, health professionals assigned to provide services at the school and parents or guardians of students enrolled in the school as determined by the contact information maintained on file. Notice shall not be required if:
 - a. A pesticide is to be applied at a time the school is not in session under the calendar set by the school board; and
 - b. Persons other than the applicators and the minimum number of school staff necessary to allow the applications are not scheduled to be in the building during the application and for at least twenty-four (24) hours after the application.
 2. A master copy of the notification shall be maintained by the school in a file marked IPM for twenty four months after the notice is issued and shall be subject to inspection upon request by Division of Environmental Services personnel.
- B. The notification shall include the following:
 1. The date of possible pesticide application;
 2. A description of the general location of the pesticide application;
 3. description of pests treated, the brand name of the pesticides applied, including the list of active ingredients, and the pesticide application method; and
 4. A telephone number that parents and staff can use to contact the school for more information.
- C. If special circumstances arise that prevent advance notice from being provided as required, such as the emergency application of pesticides to control organisms that pose an immediate health threat, the school shall provide the notice as soon as possible. The notice shall explain the reasons why advance notice was not provided and shall also include the information required in subsection 2(a) to (d) of this section.
- D. The certified applicator shall only be responsible to furnish to the school the information needed by the school to comply with subsections (2)(a) to (c) of this section:
 1. At least thirty-six (36) hours prior to the application of the pesticide, if the school notification is provided as required by subsection (1)(a) of this section; or
 2. As early as possible, if the school notification is provided as required by subsection (3) of this section.
- E. 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.

F. Exemptions:

This administrative regulation shall not apply to application of the following types of pesticides:

1. Germicides, disinfectants, bactericides, sanitizing agents, water purifiers, and swimming pool chemicals used in normal cleaning activities;
2. Personal insect repellents;
3. Human or animal ectoparasite control products administered by qualified health professionals or veterinarians; and
4. Manufactured paste or gel bait insecticides placed in areas where humans or pets do not have reasonable access to the bait; or
5. Paraffin-based rodent control products placed in industry identified tamper-resistant bait stations.

Additional Information:

Kentucky Department of Agriculture:

Bill Guffy, Structural Pest Control Branch Manager at (502) 564-7274 x241 or
bill.guffy@kyagr.com

United States Environmental Protection Agency

Office of Pesticide Programs www.epa.gov/pesticides/ipm/brochure
Web Site: <http://schoolipm.ifas.ufl.edu>

APPENDIX L

BACKGROUND CHECKS FOR SCHOOL EMPLOYEES AND SCHOOL VOLUNTEERS

Any adult who works with youth or children in the Diocese of Owensboro must submit to a background investigation every two years.

If you are a new employee or volunteer, you must also attend a Safe Environment Program. All necessary paperwork will be completed at that training. (**Please** contact your place of ministry for training dates/times.)

If you have attended a Safe Environment Program within the past five (5) years and your previous background investigation @as expired (more than two years old) or is close to expiration, please complete the following tasks:

- (a) Print out both of the following forms, which can be obtained from your school, parish, or online at http://www.rcdok.org/safe_environment/ :**

Authorization and Release for the Procurement of Investigative (Criminal Background) Report

Cabinet for Health and Family Services Central Registry Check (needs to be two-sided, on one sheet of paper so the signatures are on the same sheet as the information)

- (b) Complete both forms in their entirety (Please note that both forms require a witness signature.)**

- (c) Mail the completed forms to the following address-,**

**Molly Thompson
Catholic Pastoral Center
600 Locust Street
Owensboro KY 42301**

- (d) NO MONEY NEEDS TO BE SENT. The diocese will handle the cost for the Cabinet request.**

Once we have completed your background 'investigation, we will notify you an your place of ministry by mail and will provide you with an updated identification card stating that you have received a clear background check.

If you have any questions, please contact Molly Thompson at the Catholic Pastoral Center: molly.thompson@pastoral-org 270-683-1545

APPENDIX M

DIOCESE OF OWENSBORO

POLICY ON ACCEPTABLE USE OF TECHNOLOGY AND SOCIAL MEDIA

In order to serve the needs of the People of God in the Diocese of Owensboro (“the Diocese”) and to be responsible stewards of the gifts given to the Diocese, the Bishop of the Diocese issues the following policy. This policy regulates the use of Technology and Social Media for all employees and volunteers of the Diocese and all diocesan parishes and other diocesan entities (“personnel”).

The goals of the Diocese in using Technology are to improve communication among diocesan and parish personnel; to provide pertinent information to a larger audience; and to allow both parish and diocesan personnel to have access to the wealth of appropriate and necessary information available on Technology.

Technology and social media should be viewed as tools to further the purposes and goals of the Diocese, which purposes and goals must always conform to the mission and work of the universal Roman Catholic Church. It is, therefore, imperative that personnel, whether they are employees or volunteers, conduct themselves in a responsible, ethical, and polite manner while using Technology.

The intent of this Diocesan *Policy on Acceptable Use of Technology and Social Media* is to ensure that all uses of Technology by personnel are consistent with the purposes and mission of the Diocese. This policy does not attempt to articulate all required or proscribed behavior by personnel. Personnel utilizing technology and social media, either for ministerial or personal use, must be vigilant in representing themselves as ministers of the Catholic Church in all interactions that can be viewed publicly. Anything that could cause scandal to the ministry should be avoided. Such may include mention of inappropriate use of alcohol, advocacy of inappropriate music/movies, inappropriate language, inappropriate dress, or the expression of opinions that are contrary to the teachings of the Catholic Church. One’s personal social networking, blog, websites, and other online activities and communications are public in nature, and employees and volunteers give up any expectation of privacy when they engage in public online activity and communication. Employees and volunteers are role models for the faithful and young people of the Church. The Diocese expects employees and volunteers to conduct themselves accordingly both while on-duty and off-duty from an employed or volunteer position. Therefore personnel are to use good judgment and abide by the following:

1. All use of Technology for diocesan or parish ministry, such as a website and e-mail, social networking, video sharing, message board and blog accounts (“diocesan accounts”) must be in support of the work of the church and the diocese.
2. Any use of Technology through diocesan accounts for illegal purposes, or in support of illegal activities, is prohibited.
3. Any use of Technology through diocesan accounts to communicate threatening, abusive, derogatory, sexually oriented/explicit or obscene language or material is prohibited. Communications should be professional and are being rendered on behalf of the parish or Diocese.
4. Each website, social networking, video sharing, message board and blog site used for diocesan or parish ministry must be registered with the Diocesan Communication Office and must have

at least two adult administrators who can access and monitor the site. Administrators are to ensure the site complies with this and all Diocesan policies and codes of conduct.

5. Any use of diocesan accounts for commercial purposes is prohibited.
6. Any use of diocesan accounts for partisan political lobbying is prohibited.
7. Any use of Technology in a manner that serves to disrupt the use of the network by other users is prohibited.
8. All material viewed on web sites should be considered copyrighted and not available for reproduction, unless specifically stated otherwise or unless specific permission is granted for reproduction. All parishes, schools and offices operating under the auspices of the Owensboro Diocese may reproduce all original material on the diocesan web site, www.rcdok.org, excluding material that is hyperlinked from an outside URL. Permission should be received before a user posts information released by other individuals or parishes. Users should also make every effort to validate information and sources before posting information, and to list sources when passing along information received.
9. Diocesan accounts should be used only by the personnel who are authorized user(s) of the account, and only for the authorized purpose. Passwords should be used only by authorized personnel.
10. Personnel are required to maintain virus protection software on their computers used for telecommunications, after consulting their respective IT expert.
11. Diocesan entities that allow children to have access to Technology must have safeguards to ensure that children cannot access inappropriate material.

Any violation of this or any other Diocesan policy via technology should be brought to the attention of the Pastor/Parish Life Coordinator or the Diocesan Communications Director immediately. This may be done anonymously. Violators are subject to action, up to and including, termination of employment.

For policy regarding the use of Technology and social media in communications with minors and vulnerable adults, see **DIOCESE OF OWENSBORO POLICY REQUIREMENTS GOVERNING DIOCESAN, PARISH, AND SCHOOL MINISTRIES INVOLVING MINORS AND VULNERABLE INDIVIDUALS.**

Approved by Priests' Council 5-21-12

DIOCESE OF OWENSBORO CATHOLIC SCHOOLS

SOCIAL MEDIA POLICY FOR STUDENTS

In order to establish guidelines for students' use of social media, the Diocese of Owensboro Catholic Schools Office promulgates the following policy. The intent is to ensure that students' use of social media is consistent with the purpose and mission of Catholic school education.

This policy does not attempt to articulate all required or proscribed behavior by students. Students must understand that one's personal use of social media is public in nature, and individuals give up any expectation of privacy when they engage in electronic communication. Students using social media, either for school or personal use, must be vigilant in representing themselves as responsible members of the Catholic school community when taking part in electronic communication that can be viewed publicly.

Guidelines for the use of social media by Catholic school students:

1. Students are expected to be respectful toward their peers when using social media. Bullying, harassment, disrespect, or threatening statements toward other students through social media will be addressed as a disciplinary issue if it has a negative effect on the safe and orderly environment of the school.
2. Students are expected to be respectful toward school personnel and other adult members of the school community when using social media. Communication that is disrespectful toward school personnel or other adult members of the school community will be addressed as a disciplinary issue.
3. School personnel are discouraged from accepting students as "friends" on a social networking site such as Facebook, and vice-versa.
4. Students should not post photos or videos of other members of the school community on social networking sites without their permission. Inappropriate graphics and/or images should never be posted by students on social networking sites. If activity of this nature interferes with the safe and orderly environment of the school, it will be addressed as a disciplinary issue.

In the Gospel of Mark, Jesus is asked, "Which commandment is the most important of all? Jesus replied, The most important one is this: 'Listen, Israel! The Lord our God is the only Lord. Love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.' The second most important commandment is this: 'Love your neighbor as you love yourself.' There is no other commandment more important than these two." (Mark 12.28-29)

The Catholic schools of the Diocese of Owensboro are committed to fostering a school environment based on Gospel values. Proactively teaching students about the appropriate boundaries of social media is a critical part of establishing and maintaining a truly Christian school environment.

Adopted September, 2012

APPENDIX N SCHOOL-SANCTIONED ACTIVITIES

CODE OF CONDUCT:

The purpose of school-sanctioned activities is to allow young people to grow in their faith, have a good time, form Christian friendships, and have an educational and learning experience. Therefore, we have certain expectations of the children, youth and adults who participate. (See Form D).

SEARCH AND SEIZURE:

Participants at school-sanctioned activities have a responsibility to follow rules and respect the authority of adults whose jobs are to ensure a safe and enjoyable experience for many and not just one individual. Therefore, in order to maximize the protection of person and property to the fullest extent possible, a search and seizure policy has been developed. (See Form E).

TRANSPORTATION:

1. It is strongly recommended that school buses or commercial vehicles be used for transportation whenever possible. If it is not possible to use such vehicles, then privately owned vehicles may be used as long as the owner is aware that his/her vehicle insurance is primary. Liability coverage limits are recommended to be set at \$300,000 at a minimum. It has been a trend for several years that individuals who drive frequently for organizations larger than themselves to carry a minimum of \$500,000.
2. All volunteer drivers must fill out Form F, *The Volunteer Drivers Form*. This will be kept on file in the school and updated annually or as needed. If the volunteer answers yes to any of the questions on the form, they may be disqualified as a driver. Issuance of citations and/or conviction as a felon are not automatic bars to consideration. Drivers for youth events must be at least 21 years of age.
3. No privately owned vehicle may be allowed to leave the school site unless a seatbelt is available for each passenger. It is the driver's responsibility to ensure that all vehicle safety and traffic laws are observed. All drivers are encouraged to be aware not to place anyone weighing less than 100 pounds near an air bag.
4. When more than one vehicle is used to transport participants, all drivers should have written directions/maps and be briefed on the area. It is encouraged that each group should have compatible emergency communication devices (i.e., walkie-talkies, CB radios, cellular phones, etc.) along with appropriate information such as channel and/or cell phone numbers.
5. No adult should be ALONE in a vehicle with a minor (anyone under age 18).
6. All drivers should drive directly to and from designated locations without unnecessary stops. Acceptable stops might include: illness, emergency bathroom breaks and/or vehicle problems.
7. It is strongly recommended that at least one vehicle be equipped with a First Aid Kit and a First Aid Manual.
8. No firearms are to be carried in any vehicle at any time.

INSURANCE:

1. With the understanding that sports teams and the like may require blanket permission at the beginning of the season, Form C should be required prior to any other out-of-town/overnight activity and submitted to the principal or designated person.
2. If a particular location requires a Certificate of Proof of Insurance, for Diocesan liability a minimum of two weeks is required to obtain the Certificate from the Office of Administration.
3. If a school leases a vehicle wherein which the school must supply the driver, Form F must be completed, according to the letter from the Diocesan Office of Administration (this letter may be found behind Form F).

CHAPERONES/OTHER VOLUNTEERS

1. The school is responsible for supervision if it is known that unsupervised participants may be present. Supervision is more than physical presence; it is full time involvement with the youth.
2. All chaperones must be at least 21 years of age. Any volunteer under 21 must have supervision, and may not be considered a chaperone.
3. Some school sponsored activities do not require the recommended level of chaperones. In these instances/cases, the chaperone number would be determined by the principal. In some situations, it may be necessary that there be a minimum of one (1) chaperone per ten (10) minors for High School level activities, one (1) chaperone per seven (7) minors for Middle School level activities and one (1) chaperone for every five (5) minors under Middle School age. The chaperones should reasonably be available and visible at all times during the events, take part in enforcing the rules, and take control of any situation that the young people are unable to handle. It is recommended that NO activity have less than 2 ADULT chaperones, preferably 1 male and 1 female. No adult should be alone with a minor (anyone under age 18). All chaperones must have read and signed Page 19 of the Diocesan Sexual Abuse Policy (see Form H).
4. All chaperones will abide by the same rules and requirements given to minors (example: no alcohol consumption at any time during the trip or event).
5. All volunteers shall complete the appropriate records check as required by the Diocese of Owensboro. The returned appropriate records check should be kept on file at the school.
6. All chaperones must be approved by either the Principal or Supervisor of the individual event.
7. Chaperones shall not at any time purchase questionable or illegal items for a minor (example: smoking materials or any smokeless tobacco product, alcohol, drugs, weapons, condoms, and sexually-suggestive materials, clothing or items).
8. Adult leaders may not use tobacco products while in the presence of minors.
9. If possible, on all overnight and/or out-of-town activities, some chaperones should be of the same gender as the participants. If the young people are male and female, there should be a male and female chaperone.
10. It is strongly recommended that each school have a procedure in place to accommodate participants who arrive before an activity or remain after an activity.

SLEEPING ACCOMMODATIONS:

1. Adults are not to share a closed hotel room, dorm room or vehicle with one minor except when the minor is the adult's own child.
2. Care must be taken that sleeping areas are clearly segregated between males and females.
3. In situations where males and females share a common large room (example: a parish hall), a rotation of adults is to be provided at all times for proper supervision. (At least one [1] designated adult [male or female] available to supervise the area throughout the night. An alternative would be to hire an adult for security/supervision who is at least 21 years of age.)

HOTEL ACCOMMODATIONS:

1. Care is to be taken when booking hotels for groups. A request must be made upon making reservations that, if possible, all of the rooms be on the same floor or location in the hotel.
2. Adjoining rooms should be requested when possible for better supervision. All rooms must be checked by the group leader before assigning them to groups to avoid males and females having adjoining doors.
3. No minor should be allowed to leave the hotel property without authorized permission.
4. Minors should be informed of safety rules and security measures prior to the trip and reminded of these periodically during the trip. Fire procedures should be reviewed at the hotel/motel.
5. Chaperones should set a curfew and make a room check at night. During the day, there should be periodic group meetings to be sure everyone is present.
6. Pay TV and long-distance telephones lines should be turned off at the hotel desk. The use of pay phones should be encouraged for long distance calls.

CAMPING:

1. It is strongly recommended that tents which can accommodate large numbers be used whenever possible. This will allow for better supervision.
2. There is to be no coed sleeping in tents.
3. There must be enough chaperones available so that at least one adult remains awake throughout the night.

ABUSE:

1. All paid employees or volunteers must sign Form H, stating that they have read, understand and accept the Diocese of Owensboro's Statement of Policy and Procedures regarding Sexual Abuse. (See Appendix I)
2. All **volunteers** shall complete the appropriate records check as required by the Diocesan Sexual Abuse policy. The records check should be kept on file at the appropriate place as per the Diocesan Sexual Abuse Policy and Procedures. (See Appendix L)

3. All **paid employees** shall complete the appropriate records check as required by the Diocesan Sexual Abuse policy. The records check should be kept on file at the school. (See Appendix L)
4. There is in addition a safe environment component in the Charter of the United States Catholic Conference of Bishops and in the Statement of Policy and Procedures on Sexual Abuse of the Diocese of Owensboro that requires that all employees and all volunteers in our Catholic schools be required to attend educational opportunities regarding issues involving sexual abuse. It is highly suggested that all parents participate in these educational opportunities. An age-appropriate component on safe environment shall be made available in our Catholic schools for all students. However, parents may exercise the option to have their child(ren) opt out of this safe environment component.
5. Anyone who obtains information of known or suspected physical or sexual abuse, neglect, exploitation and/or harassment of any participant while in performance of his/her duties for a school, shall report said information immediately to the proper authorities (the Department of Social Services listed under State of Kentucky, and/or law enforcement officials). The adult making a report should immediately inform his or her supervisor that a report has been made. (Form I).

CRISIS INTERVENTION:

To prepare for the possibility of a potentially violent situation, the following guidelines are being recommended. The priorities will be for **SAFETY** and **NOT BETRAYING TRUST** with the attempt to find the balance between the two. It is important to remember to focus on the **behavior** and **NOT** our **own judgments!**

1. To help insure the ability to communicate with a next of kin in case of an emergency, at check-in to any event, make sure there is a phone number for an emergency contact person.
2. In the event of a crisis situation or **A THREAT TO THEMSELVES**, (i.e., threat of suicide, etc.) the following steps are suggested:
 - a. Call parent/legal guardian/emergency contact/host family for exchange student provided on registration form
 - b. Communicate the situation and your level of concern; suggest the need for an assessment and ask about initiating that process
 1. Call an emergency contact number provided for local crisis line counselors.
 2. If they cannot be reached or refused to come and get the individual or appear to be unconcerned and are not going to do anything, as a last resort, call the police, as they have emergency numbers they can call for such situations; persons may be admitted for assessment when there is a concern for their or someone else's safety.
 - c. If the situation escalates beyond your control, call 911 or legal authorities.
3. Responses will be as follows to a situation where there is concern for potential violence or

THREAT TO OTHERS.

- a. If there is immediate danger, one or more adults will act as a physical presence while another/others will call 911 to activate appropriate emergency personnel. The police will be summoned for any injury occurring during an incident involving violence or aggressive behavior.

- b. If danger is suspected, the youth will be interviewed by a pair of adults on the team, preferably one of the school personnel and another adult that is ascertained to have a rapport with them. Confidentiality requires that the information learned in the interview will be discussed with others on a “need to know” basis.
- c. Search and seizure will be used as a means of last resort. With the search and seizure policy in place and noted in the Code of Conduct, this would not be absolutely necessary (See Search and Seizure, Form E).

INCIDENT REPORT:

A *School Incident Report Form* (Form J) must be completed for every incident that involves professional medical attention or for which potential medical attention might be required. This may include other incidents (i.e. damaging property). (Report anything that needs immediate/potential attention.) Keep these on file at the school. If there is potential for a liability claim, send a copy of Form J to the Diocesan Office of Administration. It is encouraged that an Incident Report be completed and reported within 24 hours minimum of the incident.

EXPECTATIONS:

1. Priority must be given to any trip to ensure that all participants fulfill their Sunday and Holy Day obligations.
2. If the Sacrament of Reconciliation is offered, it should be done in an open setting.
3. Medical changes: If information changes on the individual’s Permission Form (Form A), please inform the school (i.e., insurance policy, medical condition, medicines, etc.)
4. All movies should be approved by a designated school official before they are presented to young people. Caution should be taken concerning the moral content, especially with regard to violence and sexually explicit content. (Catholic Movie Hotline, 1-800-311-4CCC).

ROMAN CATHOLIC DIOCESE OF OWENSBORO, 600 Locust St., Owensboro, KY 42301

Name/Address of Institution (Parish, School, etc.) Sponsoring Activity _____

_____**EMERGENCY MEDICAL RELEASE AND HEALTH INFORMATION FOR MINORS**

Minor Participant's Name _____ Male/Female (circle) Birthdate ____ / ____ / ____

Address _____ Phone _____

Father's _____ or Legal Guardian's _____ Name _____ Home Phone _____

Home Address _____ Work/Cell Phone _____

Mother's _____ or Legal Guardian's _____ Name _____ Home Phone _____

Home Address _____ Work/Cell Phone _____

In an emergency, please notify (Name/Phone #): _____

Name of Individual In Case Parent/Guardian Cannot Be Reached: _____ Phone: (____) _____

Is anyone designated as the primary or sole custodial parent by court order or decree? NAME _____

Name anyone who is restrained from picking up the child. _____

HEALTH HISTORY:

Child's Physician: _____

Any pre-existing or present medical conditions, disabilities, physical handicaps, or major illnesses: _____

_____Name of any **prescription medications** and concise directions, including dosage and frequency of dosage: _____

_____If my child is in pain and if deemed advisable by a supervisory adult, I grant permission for the following non-prescription medication to be given:
Acetaminophen Yes No
Ibuprofen Yes NoAny allergies (food, latex, animals, etc?) Yes/No _____ Allergic to any medications? Yes/No _____
If yes, explain: _____

Date of last tetanus shot _____ Contact lenses? Yes/No _____

Any swimming restrictions: Yes No What? _____Any activity restrictions? Yes No What _____

(OVER)

Revised April 2014

EMERGENCY MEDICAL RELEASE AND HEALTH INFORMATION FOR MINORS (cont'd.)

Consent for Emergency Care

I/We, the undersigned parent(s)/guardian of _____ do hereby request and give permission for the provision of necessary medical treatment for the above-named child. I/we understand that supervisory personnel will immediately seek to reach the above-named child's contact(s) in case of a medical emergency. If any injury/incident does occur during this event that requires transportation to a hospital or doctor, I/we give permission for a representative of the parish/school/etc. to secure necessary medical attention. I/we further authorize any duly qualified physician, dentist, or hospital to render such aid or treatment that may be necessary and understand that I/we assume responsibility for the cost of any such treatment. I/we authorize the release of pertinent medical information to supervisory personnel.

* **Please understand that, depending upon the seriousness of the situation, your child may be transported to the nearest hospital.**

Parent/Guardian Signature: _____ Date: _____

Health Insurance Company (that covers above-named child): _____

Insurance Policy #: _____ Group #: _____

PERMISSION FORM & LIABILITY RELEASE

PURPOSE: This Permission Form/Liability Release is intended to cover all diocesan-, deanery-, parish-, and Catholic school-sponsored activities for anyone under the age of eighteen (18). Catholic schools and/or programs have the right to require parent/guardian to give permission for students/participants eighteen (18) years of age or older.

I/We, the parent(s) and/or legal guardian(s) of _____ (child's name), hereby request permission for this child to participate in any and all of the activities of the Roman Catholic Diocese of Owensboro and the Diocese of Owensboro Catholic Schools. I/We release from responsibility the Roman Catholic Diocese, Diocese of Owensboro Catholic Schools, and any person transporting my/our child to or from activities, unless such person was negligent in transporting said child or children. I/We understand the possibility of unforeseen hazards and know the inherent possibility of risk. Taking into account the subject's age, I/we believe that the subject of this release is physically and mentally capable of taking reasonable precautions to protect his/her own safety and has the maturity and judgment not to put himself/herself or others in dangerous situations.

--I hereby consent to the use of a photograph of my child for the purpose of publication. Yes No

Parent/guardian Signature _____ Date _____

Received by _____ Date _____
(Signature of DRE, CRE, Teacher/School Personnel, Youth Representative, etc.)

IF THERE ARE ANY CHANGES IN THE INFORMATION ON THIS FORM, IT IS YOUR RESPONSIBILITY TO NOTIFY THE APPROPRIATE LEADER AND GET THE FORM UPDATED. (e.g. insurance policy changes, changes in medical condition or medicines, court orders, etc.)

Revised April 2014

ROMAN CATHOLIC DIOCESE OF OWENSBORO, 600 Locust St., Owensboro, KY 42301

Name/Address of Institution Sponsoring Activity _____

EMERGENCY MEDICAL RELEASE AND HEALTH INFORMATION FOR ADULTS**HEALTH HISTORY:**FULL NAME (Please print) _____ Birthdate ____ / ____ / ____
Address _____ Phone _____Any pre-existing or present medical conditions, disabilities, physical handicaps, or major illnesses: _____

_____Name and dosage of any **medications** that must be taken: _____

_____Any allergies (food, latex, animals, etc?) Yes/No _____ Allergic to any medications? Yes/No _____
If yes, explain: _____

Date of last tetanus shot _____ Contact lenses? Yes/No _____

Any swimming restrictions: _____ Yes _____ No _____ What? _____
_____Any activity restrictions? _____ Yes _____ No _____ What? _____

In case of medical or surgical emergency, I hereby request and give my permission to the Catholic Diocese of Owensboro for hospitalization and/or provision of necessary medical treatment. I understand that I am responsible for the cost of any medical treatment (including surgery) received. I hereby release the directors and staff of this event from all responsibility for sickness or accidents which occur during the event.

Name of Health Insurance Company: _____ Insurance Policy #: _____ Insurance Certificate #: _____

*** Please understand that, depending upon the seriousness of the situation, you may be transported to the nearest hospital.**

Signature: _____ Date: _____

Name someone who may be contacted in case of emergency.

Next of Kin/Guardian _____ Relationship _____ Phone _____

Name _____ Relationship _____ Phone: _____

IF THERE ARE ANY CHANGES IN THE INFORMATION ON THIS FORM, IT IS YOUR RESPONSIBILITY TO NOTIFY THE APPROPRIATE LEADER AND GET THE FORM UPDATED. (e.g. insurance policy changes, changes in medical condition or medicines, etc.)**Revised April 2014**

DIOCESE OF OWENSBORO
ACTIVITY INFORMATION FORM

Parish/School/Institution _____ Date _____

Dear Parent or Legal Guardian:

Your child is eligible to participate in a parish/school/diocesan-sponsored youth activity requiring transportation. This activity will take place under the guidance and supervision of employees and/or volunteers from _____ parish/school/diocese. A brief description of the activity follows:

Destination _____

Educational Objective _____

Planned Activities _____

Designated Supervisor of the Event _____

Date, Time, and Location of Departure _____

Participants may not be dropped off before _____

Anticipated Time and Location of Return _____

****Participants may not be left unattended upon return so be on time please!****

Method of Transportation _____
(If personal vehicles are used, volunteer drivers will complete Form E.)

Accommodations (if applicable) _____

Total Cost _____ Other Details: _____

Cut here-----Cut here-----Cut here-----Cut here

Please return this bottom portion to the designated supervisor of the event: _____

Name and Date of Activity _____

Name of Participant _____

Parent/Guardian Phone (Home) _____ **Phone (Work/Cell)** _____

► In an emergency someone other than parent/guardian ▲

Emergency Contact Available during Event (Other than Parent/Guardian):

Name: _____

Phone (Home) _____

Phone (Work) _____

Phone (Other) _____

X _____

Parent/Guardian Signature

Date

**In signing this, parent/guardian is agreeing to pick up participant on time.

(OVER)

(APP N) 9

Revised April 2014

PARENT/GUARDIAN COPY
LIABILITY RELEASE

I/We, the parent(s) and/or legal guardian(s) of _____ (child's name), hereby request permission for this child to participate in any and all of the activities of the Roman Catholic Diocese of Owensboro and the Diocese of Owensboro Catholic Schools. I/We release from responsibility the Roman Catholic Diocese, Diocese of Owensboro Catholic Schools, and any person transporting my/our child to or from activities, unless such person was negligent in transporting said child or children. I/We understand the possibility of unforeseen hazards and know the inherent possibility of risk. Taking into account the subject's age, I/we believe that the subject of this release is physically and mentally capable of taking reasonable precautions to protect his/her own safety and has the maturity and judgment not to put himself/herself or others in dangerous situations.

Parent/guardian Signature _____ Date _____

Received by _____ Date _____
(Signature of DRE, CRE, Teacher/School Personnel, Youth Representative, etc.)

PARISH/SCHOOL/DIOCESAN COPY
LIABILITY RELEASE

I/We, the parent(s) and/or legal guardian(s) of _____ (child's name), hereby request permission for this child to participate in any and all of the activities of the Roman Catholic Diocese of Owensboro and the Diocese of Owensboro Catholic Schools. I/We release from responsibility the Roman Catholic Diocese, Diocese of Owensboro Catholic Schools, and any person transporting my/our child to or from activities, unless such person was negligent in transporting said child or children. I/We understand the possibility of unforeseen hazards and know the inherent possibility of risk. Taking into account the subject's age, I/we believe that the subject of this release is physically and mentally capable of taking reasonable precautions to protect his/her own safety and has the maturity and judgment not to put himself/herself or others in dangerous situations.

Parent/guardian Signature _____ Date _____

Received by _____ Date _____
(Signature of DRE, CRE, Teacher/School Personnel, Youth Representative, etc.)

Revised April 2014

Diocese of Owensboro Catholic Schools
20____-20____ Permission Form: Trips for School Activities of One School Day or Less

Dear Parent or Legal Guardian:

Your son(s)/daughter(s) is/are invited to participate in school-sponsored activities throughout the year that will require transportation to a location away from school grounds. These activities will always be under the guidance and supervision of school employees. If a bus is required there will always be a certified driver. Each time that a trip is planned, **you will receive written notification at least three school days before the planned trip** informing you of the following: Destination, Planned Activities, Supervisor of the Event, Date and Time for departure and return to school, and Cost (if any).

We are requesting that parents/guardians sign this permission form **to allow their son(s)/daughter(s) to participate in all trips for school-related activities of one school day or less during the 20____-20____ school year.** However, if you prefer to extend written permission for each individual trip, please indicate that preference.

Liability Release I/We, the parent(s) and/or legal guardian(s) of the below named son(s)/daughter(s), hereby request permission for my son(s)/daughter(s) to participate in any and all of the activities of the **Diocese of Owensboro Catholic Schools**. I/We agree on behalf of myself/ourselves, my child/children names herein, or our heirs, successors, and assigns, to hold harmless and defend the **Diocese of Owensboro Catholic Schools**, its officers, directors, employees, agents, and representatives associated with the event, from any claim arising from or in connection with my/our child/children attending the event, or in connection with any illness or injury (including death) or cost of medical treatment in connection therewith, and I/we agree to compensate the parish/school, its officers, directors, and agents, and the Diocese of Owensboro Catholic Schools, its employees and agents and chaperones, or representatives associated with the event for reasonable attorney's fees and expenses which may incur in any action brought against any or all of them as a result of such injury or damage, unless such claim arises from the negligence of the parish/school or Diocese of Owensboro Catholic Schools, or its officers, directors, employees, agents, or representatives.

Please check the appropriate box:

I give permission for my son(s)/daughter(s) to participate in ALL trips for school-related activities of one school day or less during the school year listed above.

I request notification at least three school days in advance of each trip for a school-related activity to provide permission for participation by my son(s)/daughter(s) and I understand that my son(s)/daughter(s) will not be permitted to participate unless the school receives my written permission.

X _____
Parent/Guardian Signature

Date (MM/DD/YYYY) ____ / ____ / ____

Student(s) Name(s): _____

Grade and/or Homeroom: _____

Revised April 2014

CODE OF CONDUCT

The purpose of school-sanctioned activities is to allow young people to grow in their faith, have a good time, form Christian friendships, and have an educational and learning experience. Therefore, we have certain expectations of the children, youth and adults who participate.

- < Chaperones and/or other supervising adults are responsible for the action of youth participants. Each school will take full responsibility for any damage done by their members at the program site. We look to the adult chaperones and/or other supervising adults to help enforce the Code of Conduct and to set a good example.
- < The possession or use of alcohol, illegal drugs or weapons by participant, youth and adult, is not permitted, and will result in disciplinary action which could include dismissal from the activities. In extreme cases parents and legal authorities will be notified, regardless of the time. Parents/legal guardians will be financially and/or physically responsible for participants= transportation home. Search and seizure guidelines are in place.
- < Treat the property with care. If you break something, tell your Chaperone and/or other supervising adult.
- < Behave in a way that respects the rights of all. Be cooperative, and do those things which promote a good reputation for you and your school. Any serious violation of this Code of Conduct may result in dismissal from the program.

YOUTH PARTICIPANT

X _____ X _____

ADULT PARTICIPANT

X _____

NOTE: If the Teacher, staff contact or an adult supervisor is in attendance, they are to keep this form. If youth are not accompanied by a school representative, then forms should be forwarded to the appropriate school office before the event.

SEARCH AND SEIZURE

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.

Some guidelines for search and seizure protocols:

No person's outer clothing, pockets, or his/her personal effects (e.g. handbags, backpacks, etc.) shall be searched by authorized personnel unless there are reasonable grounds to believe the search will reveal evidence of a violation. Reasonable cause is a suspicion with some basis in fact. A phone call, a note, or a suspicious appearance can constitute reasonable cause.

Searches shall only be conducted by those directly responsible for the person=s conduct along with another adult witness.

Another adult need not be present to ask a student to hand you something. One only needs to have an adult present if the student is searched. Requesting a student to take something out of his/her pocket is not considered a search.

When a search is conducted, either the conductor of the search, or the witness, shall be the same gender as the subject of the search.

No search shall be conducted in the presence of any other student/participant.

Those who fail to cooperate when requested to shall be subject to other disciplinary action.

The procedures for searching students should be more stringent than those for searching mere possessions.

Illegal items (e.g., weapons, drugs, etc.) or other possessions reasonably determined by authorized personnel to be a threat to safety and security will be seized. Parents and legal authorities will be notified as per policy.

Pat down searches shall be conducted by legal authorities only (i.e. police).

School or parish property does not belong to the student. It is recommended that schools and programs include a policy in the parent/student handbook that states the school/parish is co-tenant of lockers and desks and reserves the right to search them at any time without notice.

SUGGESTIONS FOR A SEARCH:

Dump pockets (pants, coats, etc), purses, back packs, etc.

Make them pull pant legs up and their socks down (no touching of participant by adult).

**DIOCESE OF OWENSBORO
VOLUNTEER DRIVERS FORM**

NAME OF DRIVER: _____ DATE OF BIRTH: _____

ADDRESS: _____

DRIVER'S LICENSE NUMBER: _____ EXP DATE ____ / ____ STATE ISSUED: ____

YEAR, MAKE AND MODEL OF VEHICLE: _____

INSURANCE COMPANY'S NAME: _____ EFF DATE OF INSURANCE ____ / ____

AGENT'S NAME: _____ PHONE:(____) ____ - ____

In order to provide for the safety of our young people, other members of the school, and those we serve, we cannot use your services as a volunteer driver if you do not have a current valid drivers license and insurance on your vehicle. Please take a minute to answer the following statements. Have you ever received a citation for or been convicted of:

	YES	NO	DATE
A. Driving under the influence of alcohol or drugs?	____	____	____
B. Hit and run?	____	____	____
C. Failure to report an accident?	____	____	____
D. Negligent homicide arising out of the use of a motor vehicle?	____	____	____
E. Using a motor vehicle for the commission of a felony?	____	____	____
F. Permitting an unlicensed person to drive?	____	____	____
G. Reckless driving?	____	____	____
H. Drag racing/speed contest?	____	____	____
I. Moving Violations?	____	____	____
J. Have you ever been convicted of a felony of any kind?	____	____	____
K. Operating a vehicle during a period of license suspension, revocation or forfeiture?	____	____	____
L. Using a motor vehicle without the owner's authority?	____	____	____

If you answered yes to any of the questions listed above, it may disqualify you as a volunteer driver. Issuance of citations and/or conviction as a felon is not an automatic bar to consideration. If you desire please give pertinent details on the back or arrange to speak to the School Representative. All information will be dealt with in a respectful manner.

It is expected that all of our volunteer drivers will abide by the Kentucky seat belt law. No privately owned vehicle may be allowed to leave the parish site unless a seatbelt is available for each passenger. All drivers should be aware not to place anyone weighing less than 100 lbs. near an air bag. All drivers should drive directly to and from designated locations without unnecessary stops except for emergencies.

All privately owned vehicle's insurance is primary.

X _____
VOLUNTEER DRIVER

X _____
SCHOOL REPRESENTATIVE

Please give pertinent details for any items to which you answered "yes" on a separate page.

TO: All Schools specifying that they sometimes lease or rent vehicles
FROM: Office of Administration, CPC
RE: Liability Coverage for Leased or hired vehicles
DATE: June 9, 1999

If your school plans to sponsor a trip that requires the leasing or hiring a vehicle to transport the individuals wherein which the school furnishes the driver, you need to make a copy of the enclosed form. Fill it out and send it or fax it to:

Stacy Ebeling	and	Sr. Joseph Angela
Catholic Mutual Group		Catholic Pastoral Center
4223 Center Street		600 Locust Street
Omaha, Nebraska 68105-2498		Owensboro, KY 42301-2130

Fax Number: 402-551-2943 Fax Number: 270-683-6883

This form needs to be completed and faxed or mailed 4 to 7 days prior to the event. This will give Catholic Mutual sufficient time to run a MVR if needed. This will extend insurance to the hired and non-owned coverage to the locations sending in the information. It is important that the Diocese have a record of all hired or leased vehicles.

Thanks for handling this as needed for your transportation.

Sincerely yours,

Sister Joseph Angela Boone
Chancellor

**DIOCESE OF OWENSBORO
AUTO LIABILITY RENTAL COVERAGE
INFORMATION SHEET
TERM 6/1/_ TO 5/31/_**

School Name: _____

Address: _____

Driver Information:

Name on License: _____

Date of Birth: _____

Driver License #: _____

State: _____

Dates of Rental: _____

Purpose: _____

**Once completed fax to Sister Joseph Angela at the Catholic Pastoral Center at 270-683-6883 and Catholic Mutual at 402-551-2943 attention Member Services 48 hours in advance of the rental

****This form is used for schools who lease a vehicle for a specific purpose and who will be supplying the driver.**

FORM H

ACKNOWLEDGMENT OF RECEIPT OF
DIOCESE OF OWENSBORO
REVISED SEXUAL ABUSE POLICY AND PROCEDURES

Parish/School/Institution/Agency: _____

Date: _____

I, _____, have read the “Revised Sexual Abuse
(please print)

Policy and Procedures.” I fully understand, accept, and agree to abide by it.

Signature _____

Printed Name _____

Position _____

Date _____

NOTE: This signed form must be sent to the Diocesan Office of Safe Environment (600 Locust Street, Owensboro, KY, 42301) as noted in Article 1.3.2 of this document.

Rev 7/1/14

FORM I**ABUSE REPORT FORM
DIOCESE OF OWENSBORO****CONFIDENTIAL: Suspected Abuse/Neglect/Exploitation/or Harassment Reporting Form**Type Report: Minor Adults Incident Date(s): _____

County of Report _____ Report Date: _____

1. Information About Person(s) Being Abused:

NAME(S) AGE SEX NATURE OF REPORT

A. _____
B. _____
C. _____

CATEGORIES: (Please assign as many numbers as apply to the Nature of Report above)

- | | |
|--------------------|----------------------|
| 1. Physical Injury | 5. Self-Neglect |
| 2. Sexual Abuse | 6. Caretaker Neglect |
| 3. Mental Injury | 7. Exploitation |
| 4. Neglect | 8. Harassment |

ADDRESS:

Street/Rural Route City/Zip County Telephone Number

PARENT(S)/GUARDIAN _____ Relationship _____

OTHER HOUSEHOLD MEMBERS _____

2. Describe nature/extent/causes of abuse/neglect/exploitation or harassment. List witnesses and/or collateral contacts, previous incidents or reports. Describe behavior of alleged perpetrator (dangerous?).

3. Alleged Perpetrator (if different from parent(s)/guardian above):
Name _____ Relationship _____
- Address _____
Street/Rural Route _____ City/Zip _____ County _____ Telephone Number _____
4. Does this person have contact with minors as a _____ volunteer or _____ paid employee of the parish or diocese? _____ Yes _____ No
If yes give name of Parish _____

5. Action Taken (check all that apply):

- Called Kentucky Abuse Hotline (1-800-752-6200)
- Reported to Local Police
- Reported to local Human Services
- Reported to Pastor/Parish Administrator
- Other - Explain _____

6. Please include any other information that you feel is pertinent to this report not already mentioned above.
-
-
-

7. Person filing report (report will be held in confidence, **subject to KRS 620.030, Duty to report dependency, neglect or abuse**, and will be on file at Catholic Charities):

Name _____ Date _____

Mail to: OFFICE OF THE BISHOP
 600 LOCUST ST.
 OWENSBORO, KY 42301

**DIOCESE OF OWENSBORO
SCHOOL INCIDENT REPORT FORM**

DATE OF THE INCIDENT _____ TIME OF THE INCIDENT _____

NAME OF THE VICTIM _____ AGE _____

ADDRESS OF THE VICTIM _____

PARENT/GUARDIAN OF VICTIM _____

PHONE (DAY) _____ PHONE (EVENING) _____

LOCATION OF THE INCIDENT _____

PERSONS WHO WITNESSED THE INCIDENT:

NAME _____ PHONE _____

NAME _____ PHONE _____

NAME _____ PHONE _____

DESCRIBE HOW THE INCIDENT HAPPENED _____

WHAT WERE THE APPARENT INJURIES _____

HOW AND BY WHOM WERE THE INJURIES TREATED AT THE SCENE _____

WHAT ADDITIONAL MEDICAL ASSISTANCE WAS SOUGHT _____

WHAT IF ANY HOSPITAL/MEDICAL FACILITY WAS USED _____

WERE THE PARENTS CONTACTED _____

PARENTS CONSENTED TO PARENTS DECLINED MEDICAL TREATMENT

WHY? _____

WHO CONTACTED THE PARENTS _____

PRESENT CONDITION OF THE VICTIM _____

NAME OF PERSON SUBMITTING THE REPORT _____

TITLE OF PERSON SUBMITTING THE REPORT _____

DATE _____

MAIL OR FAX A COPY OF THIS REPORT WITHIN 24 HOURS MINIMUM TO TWO WEEKS

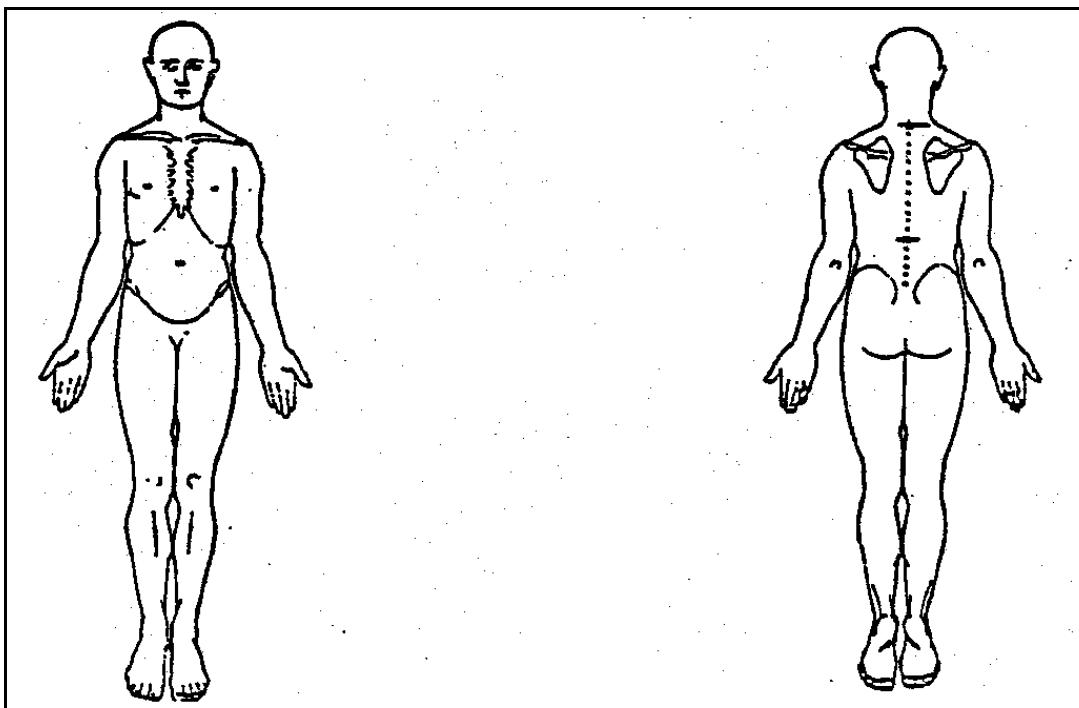
MAXIMUM TO: CHANCELLOR/ADMINISTRATION

600 LOCUST STREET

OWENSBORO, KY 42301

270-683-1545

FAX: 270-683-6883



APPENDIX O

TEACHER HIRING: A GUIDE

- Application*
- Certification (State Credentials/Certificates)*
- Statement of Eligibility (if Intern)*
- Transcripts*
- References (those listed and those that obviously should be listed)
 - Professional
 - Personal
- Years Experience Verification*
- Appropriate Criminal Records Checks*
- Statement of Health**
 - Tuberculin Risk Assessment and any subsequent treatment, if directed**
- Contract*
 - (includes reading of the Handbook for Catholic Schools)*
 - Non-Catholic Understanding (if applicable)*
 - I-9 (U.S. Dept. Of Justice Employment Eligibility Verification Form)***
 - Diocesan Sexual Abuse Policy signed statement as being read*
 - Kentucky New Hire Reporting (also sent to requesting agency)***

Faculty (Annually)

- Employee sign-off sheet for asbestos related information (Guide for Reducing Exposure to Asbestos□)
- Blood Borne Pathogens training for all employees on an annual basis as required by OSHA and Diocesan Policy (e.g., video)*

* Copy to Diocesan Catholic Schools Office

** Separate Medical File and copy to Diocesan Catholic Schools Office

*** Kept in School File only

APPENDIX P

REDUCTION IN FORCE: DEFINITION OF “ACADEMIC FIELD”

According to Diocesan Policy 4117, a reduction in force (RIF) occurs within an academic field. For clarification of the handbook, we have agreed that “Academic Field” is generally defined by the teacher certificate, including area specialization, endorsement or major or minor field as listed on the certificate. Examples of academic fields include:

- Speech and Hearing
- Foreign Language
- Band/Instrumental Music
- Library/Media Specialist
- Music
- Art
- PE
- Specific subject area in a departmentalized middle or high school
- Other specialized areas requiring special training or certification may be defined.
- “General Classroom Teacher” is the academic field for teachers who do not fall into one of the above categories.

A teacher will be considered to be within an academic field if

- they have a certificate with area of specialization or endorsement,
- or they are working within that field and are working toward a certificate or endorsement by taking at least 6 credit hours per year. Language should be added to contract:
“Completion of 6 credit hours toward endorsement or certification is expected for contract renewal.”

Reduction in force will occur by seniority within each academic field.

Examples:

- Foreign Language teachers may be retained even if general classroom teachers have higher seniority.
- Library specialists, art or music or other teachers within a specialized academic field may be retained because they are within that academic field, even if general classroom teachers with higher seniority are being laid off.
- Teachers who will be needed within an academic area might not be waivered, even though teachers with higher seniority in other academic areas are waivered.

If a general classroom teacher (on continuing contract) is affected by the RIF, and is certified to teach at middle school (grades 7-8) or high school (9-12), that teacher could bump a teacher at the middle school or high school with the same certification and fewer years of seniority. A general classroom teacher without a specialization area or endorsement cannot bump a middle school or high school teacher who has the specialized area or endorsement. Some positions may also require that the teacher be willing and qualified to perform certain athletic or extra-curricular assignments associated with the position

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