



DIOCESE OF SPRINGFIELD IN ILLINOIS
OFFICE FOR CATHOLIC EDUCATION

PRINCIPALS' HANDBOOK

REV.8/2025

A GUIDE FOR PRINCIPALS TO OPERATE A SCHOOL

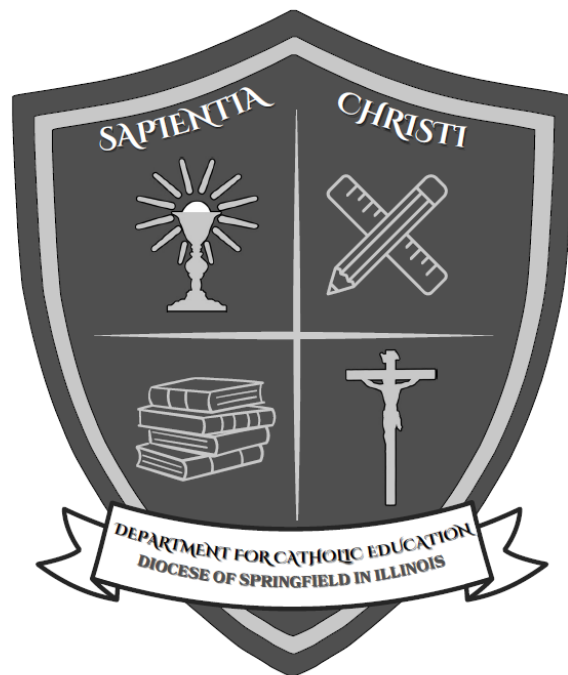


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*This section contains general guidelines on what to do each month.
Delete those items which do not pertain to your school and add local activities.*

AUGUST CHECKLIST

- Schedule meeting with the pastor.
- Attend meetings of school board, finance council and parent's club.
- Become familiar with the Principals Handbook and the diocesan *Handbook of Policies for Book 3: The Teaching Office of the Church*.
- Get to know the school's staff, teachers, and parents. Add staff & substitute numbers to your phone.
- Develop an orientation plan for new teachers, returning teachers and parents.
- Meet with the parents' group to ascertain their plans for the year and your expected role.
- Check on student immunization and health records for grades preschool/preK, K, 2, 6, and 9.
- Schedule vision and hearing screening for students as required by law.
- Schedule MAP Assessments details and import rosters for fall testing.
- Formulate duty schedules for playground, patrol, cafeteria, bus, etc.
- Develop a calendar for liturgical/sacramental celebrations during the upcoming year.
- Plan the initial faculty meeting. (The agenda should include a review of the salient points of school philosophy, the teacher handbook, discipline procedures, crisis management plan, and goals for the upcoming year.)
- Survey the building to make sure summer maintenance projects have been completed. Check bell system and fire alarms. Set phone messages.
- Develop teacher checklists for tasks to complete prior to school opening. Encourage teachers to complete these tasks prior to school opening and assist where necessary.
- Verify that your Illinois credentials are current and on file with the Office for Catholic Schools.
- Plan activities to nurture the faith community.
 - Faculty Eucharist and luncheon to start year.
 - Commissioning of teachers.
 - Day of Recollection.
- Plan for a Welcome Back, Meet the Teachers, Orientation Night. Assemble information packet to be distributed to parents
 - Student & Family Handbook
 - Family School Agreement
 - Volunteers
 - Transportation
 - Cafeteria
 - Insurance
 - Emergencies
 - School calendar
 - Field Trips
- Publish non-discriminatory policy in the parish bulletin.
- Schedule fire, severe weather, intruder, and bus evacuation drills.
- Confer with new teachers.
 - Confirm teaching certificates, physical exam report, and all required paperwork for personnel files
 - Explain details of school routine.
 - Follow through with the orientation.
 - Assign mentors
 - Plan regular meetings with them to "check in"
- Organize information to give toteachers.
 - Details of school routine and staff duties.
 - Report of homeroom enrollment.
 - Publication of regulations governing teachers and students...faculty handbook and student handbook, crisis management plan
 - Instruction concerning attendance, lost and found, lesson plans, etc.
- Discuss procedures with the school secretary.
 - Registrations materials.
 - Enrollment lists.
 - Classroom rosters.
 - Office routines.
 - Mail.
 - Student health forms.
- Plan emergency procedures for snow days and early dismissal. Inform teachers and parents.
- Review the school website and update it for the current year.
- Advertise for substitutes.

SEPTEMBER CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council, parent club.
- Complete Annual Report, crisis plan, Calendar Dates form, and NCEA report for the diocese.
- Orient volunteers, room mothers, etc. to their roles.
- Update list of current/available substitute teachers.
 - Develop a list of expectations and rules for substitute teachers.
 - Start “personnel” files for regular substitute teachers and provide required training
- Publish the date for school pictures.
- Survey special education services available in your area.
 - Get names and contact information of service providers from the district and/or special education cooperative.
 - Work with them to develop a schedule of acceptable times for service delivery.
- Implement the initial phases of a teacher observations and evaluation plan.
- Plan parent-teacher conferences by consulting with teachers and parents regarding time and frequency.
- Plan/schedule Reconciliation Services & opportunities for confession for students. (e.g. Advent & Lent).
- Inspect the building to make sure daily maintenance is meeting standards.
- Publish a monthly calendar/newsletter for students, teachers, and parents.
- Establish and review a discipline policy.
- Establish and review a homework policy.
- Review pertinent school laws with faculty.
- Arrange to attend regional public-school institute when one is available.
- Establish a format to evaluate existing curriculum programs. Make certain a schedule is established for a different subject each year. Assess textbook/eBook needs.
 - FACULTY MEETING:
 - Review diocesan catechesis formation process
 - Discuss procedure for school pictures.
 - Discuss process for teacher observation and evaluation
 - Plan special events for October.
 - Explain drills for the fall or review feedback from ones that already occurred.

OCTOBER CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council, parent’s club.
- Work with secretary on Oct. 15th exclusion due to missing health requirements.
- Inspect the building to make sure daily maintenance is meeting standards.
- Publish a monthly calendar/newsletter for students, teachers, and parents.
 - FACULTY MEETING:
 - Schedule the date and time for issuing report cards.
 - Plan for distribution and discussion of fall MAP results with faculty and parent.
 - Complete plans for parent-teacher conferences.
 - Plan for All Saints’ Day.
 - Review fire drill procedures.
- Nondiscrimination Policy form for diocese.

NOVEMBER CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council, parent’s club.
- Athletic Totals report for diocese and ISBE Immunization Report.
- File tuition assistance requests from Harvest of Thanks capital campaign.
- Organize a committee to plan for Catholic Schools Week. Consult with area principals regarding common agreement on time, celebrations, etc.
- Plan Christmas activities – programs, parties, luncheons, etc.
- Inspect the building to make sure daily maintenance is meeting standards.
- Publish a monthly calendar/newsletter for students, teachers, and parents.
 - FACULTY MEETING:
 - Discuss Catholic Schools Week activities: traditions, necessary changes and suggestions.
 - Plan Advent activities.
 - Discuss details of Christmas activities – programs, parties, luncheons, etc.

DECEMBER CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
 - Hold Advent activities.
 - Carry out the planned Christmas activities.
 - Inspect the building and plan maintenance work to be done during Christmas vacation.
 - Publish a monthly calendar/newsletter for students, teachers, and parents.
 - File Capital Campaign requests for Continuing Education (1st installment).
 - Submit Catholic Schools Week article/ad to *Catholic Times*.
 - FACULTY MEETING:
 - Complete plans for Christmas activities.
 - Distribute gifts to teachers and staff; hold a celebratory meal or event.
 - Discuss report cards and distribution.
-

JANUARY CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
 - Schedule conferences to prepare parents for possible student retention.
 - Order religion assessment (ACRE v2) materials per Office for Catholic Schools
 - Order diplomas, awards, and certificates.
 - Meet with individual teachers to discuss their progress on the supervision & evaluation plan.
 - If non-renewal of contract is under consideration, the teacher must be informed and given suggestions to remediate performance.
 - Inspect the building to make sure daily maintenance is meeting standards.
 - Publish a monthly calendar/newsletter for students, teachers, and parents.
 - Plan kindergarten registration and pre-registration for students already enrolled.
 - Begin work on next year's budget.
 - Inventory school materials for fall ordering.
 - Implement Catholic Schools' Week activities.
 - Plan for and set date for Open House in upcoming months.
 - Begin work on next school year budget with finance planning committee, set tuition.
 - FACULTY MEETING:
 - Review Catholic Schools' Week activities.
 - Check on diocesan catechesis formation process.
 - Consider reports given by various committees, such as new textbook adoptions, missions how curriculum mapping/evaluation is going, etc.
-

FEBRUARY CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
- Inspect the building to make sure daily maintenance is meeting standards.
- Publish a monthly calendar/newsletter for students, teachers, and parents.
- Plan severe weather drills.
- Distribute to teaching staff an intent form for the coming year. This is not a contract agreement but a request to know if they want to be considered for a contract the following year. (For a sample letter of intent, refer to the *Teacher Contract* section of this handbook.)
- Administer REQUIRED religion assessment (ACRE grades 5,8,11/12) February 1-28 and submit tests for scoring.
 - FACULTY MEETING:
 - Evaluate Catholic Schools Week activities.
 - Confirm recommendations for textbook adoption.
 - Plan Lenten and Easter activities.

MARCH CHECKLIST

- Review data from ACRE Assessment of religion for grades 5, 8, 11 or 12
- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
- Import MAP rosters for April testing in grades 3-8 (required).
- Register all students for the coming year.
- Inventory student forms and supplies.
- Attend Principal Leadership Conference.
- Develop school calendar for upcoming school year.
 - Include MAP assessment dates for Fall, Winter and Spring. Grades 3-8 are required. All other grades are local decision.
 - Include ACRE test dates for February.
- Carry out Lenten activities.
- Inspect the building to make sure daily maintenance is meeting standards.
- Publish a monthly calendar/newsletter for students, teachers, and parents.
- Involve faculty in selection of materials for next school year.
- Meet with teachers and parents of students being considered for retention.
- Announce any changes in school calendar due to snow days, etc.
- Complete teacher evaluation. Plan teacher/principal interviews.
- Remind pastor to do principal evaluation. (Copy sent to schools' office)
- Begin the process of posting teacher/staff openings for the upcoming school year. Develop and interview committee, time frame, questions, etc.
- Complete Educator Recognition Form for the Office for Catholic Schools.
 - FACULTY MEETING:
 - Discuss plans for Learning Fair/Science Fair/etc.
 - Discuss report cards and distribution.
 - Plan vocation or mission project.

APRIL CHECKLIST

- Complete MAP Assessment for grades 3-8 (required) ; all other grades local decision. Plan for teacher preparation to administer and interpret tests. Set-up special accommodations as needed.
- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
- Arrange with the pastor to begin preparations of contracts for next school year. Arrange for teachers to meet individually with the principal and/or pastor before renewing contracts.
- Inspect the building to make sure daily maintenance is meeting standards.
- Meet with maintenance staff to plan summer repair work. Obtain pastor's approval for these repairs.
- Publish a monthly calendar/newsletter for students, teachers, and parents.
- Review curriculum in relation to school philosophy and needs of present students.
- Adopt a plan for updating the school philosophy/mission statement. Take this topic to the BOE.
- Conclude teacher observation and evaluation.
- Begin plans for next year: staff, calendar, ordering, etc.
- Order textbooks.
- Plan graduation activities, awards day, May crowning, and end of the year activities.
- FACULTY MEETING:
 - Plan for end of the school year activities.
 - Discuss goals and plans for the new school year.
 - Develop a tentative calendar for the coming school year.
 - Review supply lists and textbook orders for the coming school year.

MAY CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
- Inform teachers of end of the year duties: inventories, ordering, needs, keys, etc.
- Complete retention list.
- IESA/IHSA registration for next year, Safe Environment Audit, MAP order for next year.
- File Capital Campaign Requests for Continuing Education (Final deadline is May 15th).
- Inspect the building to make sure daily maintenance is meeting standards.
- Publish a monthly calendar/newsletter for students, teachers, and parents.
- Review curriculum in terms of faculty expertise and needs.
- Compile tentative class lists for next year.
- Meet with P.E., music, and other teachers about a tentative schedule for next year.
- Finish summer maintenance plans.
- Send parents a tentative school calendar and supply list for next year.
- Advertise faculty vacancies, if not done last month.
- Begin interview process, if not done last month.
- Report to Schools Office progress on educational plan of non-certified teachers.
- Share the school's MAP Assessment test results with pastor, school board, etc.
- Attend the *Timely and Meaningful Consultation* meeting with your public district officials to determine need and resources for upcoming school year.
- Hold screening for Preschool, PreK, Kindergarten (if applicable)
 - FACULTY MEETING:
 - Plan awards day, May Crowning, graduation and any other activity scheduled.
 - Discuss closing days of school activities, report cards, and MAP score distribution.
 - Review building organization plans and needed teacher preparations for closing of year.
 - Distribute information for the next school year.

JUNE/JULY CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board and parent's club.
- ISBE reports due (Vision, Dental)
- Revise the student, parent and teacher handbooks as needed.
- Order art, office, and school supplies.
- Plan faculty in-services for the coming year.
- Inspect the building to make sure daily maintenance is meeting standards.
- Use the school mission and philosophy when hiring and orienting staff.
- Plan external communication tools: newsletter, brochure, parish bulletin inserts.
- Include parish and diocesan events in the yearly school calendar.
- Complete the budget and balance it.
- Plan summer tasks for secretary and maintenance staff.
- See that teachers have completed and returned list of promotion and retention, permanent records, class lists for next year, and teachers' handbook.
- Make plans with the school board and parents' club for next school year.
- Submit school calendar to appropriate entities.
- Evaluate technology needs.

All suspected abuse must be reported by the principal or teacher. See **Bk3§303.9** "Mandated Reporting" in the diocesan policy handbook. Schools must also adhere to the "Child Abuse and Sexual Abuse" policy stated in **Bk3§408.1** of the diocesan policy handbook.

In addition, schools must adhere to **Bk3§402.4** on respecting children. This policy applies to all teachers, catechists, school/parish employees (full and part-time) and all volunteers. The above described employees and volunteers must complete Safe Environment training and adhere to/sign the appropriate diocesan forms/documents. This includes the *Clerical Sexual Abuse of Minors: Policy for Education, Prevention, Assistance, and Determination of Fitness for Ministry*; the *Lay and Religious Employees and Volunteers Sexual Abuse of Minors: Policies for Education, Prevention, Assistance, and Procedures for Determination of Fitness for Ministry, Employment or Volunteer Service*; and the *Policy on Working with Minors* which can be found on the Diocesan website at <https://dio.org/>. The policies listed and the appropriate background forms designated for employees and volunteers of the school and parish are available from the Diocesan Office for Safe Environment on the above website.

Mandated Reporter Training

All school employees (including coaches, janitors, cafeteria personnel, aides, etc.) are required to complete mandated reporter training **annually**. The state of Illinois has changed its requirements to every three years, but our diocese continues to require it **annually**. The Illinois Online Mandated Reporter Training can be found at <https://mr.dcfstraining.org>. The purpose of this on-line course is to help all Illinois Mandated Reporters understand their critical role in protecting children by recognizing and reporting child abuse. Everyone who suspects child abuse or neglect should call the Illinois Department of Children and Family Services Child Abuse Hotline to make a report, but Mandated Reporters are required by law to do so. The training includes: 1. a pre-training assessment, 2. 60-90 minutes of self-paced interactive training, 3. a post-training assessment, and 4. a certificate of completion.

Criminal History Check Procedure for Employees of the School

Illinois law requires all school personnel to submit fingerprints for criminal background screening.

Fingerprinting must be completed prior to the date of hire. To begin the process, school employees/applicants must complete the *Diocesan Policy Certification Document* and the *Department of Children and Family Services Child Abuse and Neglect Tracking System (CANTS)* form. Applicants can find the contact information for the fingerprinting agency on the application forms. Contact the agency to schedule an appointment to complete this process.

Criminal History Check Procedure for Parish Employees and Volunteers of the School or Parish

Employees of the parish and all volunteers for the school or parish are required to complete an **online criminal history background check** that includes the Department of Children and Family Services Child Abuse and Neglect Tracking System (CANTS) form.

Safe Environment Training Requirement for School & Parish Employees and Volunteers

Employees of the school and parish as well as all volunteers for the school or parish are required to complete Safe Environment Training through *Catholic Mutual Group*.

Safe Environment Compliance Requirements can be found at <https://dio.org/office-for-safe-environment/compliance-guidelines/>



DIOCESE OF SPRINGFIELD IN ILLINOIS

PRINCIPAL'S GUIDE CALLING THE DCFS HOTLINE TO REPORT ABUSE OR NEGLECT

(Principals, please inform your employees to come to you with information regarding suspected abuse/neglect of a minor. As the administrator, you are then responsible for completing the steps below.)

****Mandated Reporters are required to report suspected incidents of abuse****

1. School personnel who suspect abuse/neglect, should **immediately notify** the school principal to discuss the details of the situation, determine if a call is warranted, and to contact the DCFS Hotline together if it is.
2. The principal and employee should **contact the DCFS Hotline at 1-800-25-ABUSE (1-800-252-2873)** to make a report.
 - Information you should have ready to discuss during the call includes:
 - Names, birth dates (or approximate ages), races, genders, etc. for all adult and child subjects involved
 - Addresses for all victims and perpetrators, including current location
 - Information about siblings or other family members, if available
 - Specific information about the abusive/neglectful incident or circumstances contributing to risk of harm – i.e. when the incident occurred, extent of injuries, how the child says it happened, and any other pertinent information
 - **If any of this information is not readily available, the reporter should not delay a call to the hotline**
3. An **intake number** will be given to the reporter regardless of whether an investigation is opened. If you are not provided with one, ask. It is necessary to complete the attached form for documentation purposes.
4. Following the Hotline Call to DCFS, **immediately contact the Office for Safe Environment**. A call to the diocese's Office for Safe Environment can be made prior to the Hotline if you need further guidance or assistance with this process.
5. Please fill out the attached form to **retain on file at the school** and **send a copy to the Office for Safe Environment**.



DIOCESE OF SPRINGFIELD IN ILLINOIS

REPORT - DCFS HOTLINE CALL

Date & Time of Hotline Call:	Intake ID #	Reporter Name
Reporter Relationship to Child	Reporter Address	Reporter Telephone/Email
1. Child's Name	1. Child's Gender	1. Child's Date of Birth
2. Child's Name	2. Child's Gender	2. Child's Date of Birth
Suspected Form of Mistreatment	<input type="checkbox"/> Abuse <input type="checkbox"/> Neglect	
Parent/Custodian Name	Parent/Custodian Address	
Parent/Custodian Name	Parent/Custodian Address	
Signs/Description of Abuse:		
Additional Children Involved:		



ACKNOWLEDGEMENT OF MANDATED REPORTER STATUS

I, _____, understand that when I am employed as a
(Employee Name)

_____, I will become a mandated reporter under the
(Type of Employment)

Abused and Neglected Child Reporting Act [325 ILCS 5/4]. This means that I am required to report or cause a report to be made to the child abuse and neglect Hotline number at 1-800-25-ABUSE (1-800-252-2873) whenever I have reasonable cause to believe that a child known to me in my professional or official capacity may be abused or neglected. I understand that there is no charge when calling the Hotline number and that the Hotline operates 24-hours per day, 7 days per week, 365 days per year.

I understand that in an effort to help mandated reporters understand their critical role in protecting children by recognizing and reporting child abuse/neglect, DCFS administers an online training course entitled **Recognizing and Reporting Child Abuse: Training for Mandated Reporters**, available 24 hours a day, seven days a week.

I further understand that the privileged quality of communication between me and my patient or client is not grounds for failure to report suspected child abuse or neglect, I know that if I willfully fail to report suspected child abuse or neglect, I may be found guilty of a Class A misdemeanor. This does not apply to physicians who will be referred to the Illinois State Medical Disciplinary Board for action.

I also understand that if I am subject to licensing under, but not limited to, the following acts: the Illinois Nursing Act of 1987, the Medical Practice Act of 1987, the Illinois Dental Practice Act, the School Code, the Acupuncture Practice Act, the Illinois Optometric Practice Act of 1987, the Illinois Physical Therapy Act, the Physician Assistants Practice Act of 1987, the Podiatric Medical Practice Act of 1987, the Clinical Psychologist Licensing Act, the Clinical Social Work and Social Work Practice Act, the Illinois Athletic Trainers Practice Act, the Dietetic and Nutrition Services Practice Act, the Marriage and Family Therapy Act, the Naprapathic Practice Act, the Respiratory Care Practice Act, the Professional Counselor and Clinical Professional Counselor Licensing Act, the Illinois Speech-Language Pathology and Audiology Practice Act, I may be subject to license suspension or revocation if I willfully fail to report suspected child abuse or neglect.

I affirm that I have read this statement and have knowledge and understanding of the reporting requirements, which apply to me under the Abused and Neglected Child Reporting Act.

Signature of Applicant/Employee

Date

CANTS 22
Rev. 5/2019

Office of the Director
406 E. Monroe Street • Springfield, Illinois 62701
www.DCFS.illinois.gov

All accidents and injuries should be documented whether minor or major. For student accidents, refer to **Section: Student Insurance**.

All accidents and injuries are to be reported to the parent or guardian immediately. An incident report should be kept on file. A copy of a student accident report should be sent to the Insurance Office when there is a question of liability. The diocesan Office for Insurance & Benefits will review the report and contact the parish/school with additional direction.

If a visitor is injured on your property, a liability claim form should be completed. The liability form can be found on the Insurance Office's web page at www.insurance.dio.org. The claim needs to be called into **GB Services** at (800) 780-9561 immediately.

Included in this section is an incident report form and reporting procedures. It is critical that all accidents be reported promptly.

STUDENT INCIDENT REPORT FORM

Use this form to report accidents, injuries, medical situations, criminal activities, traffic incidents, or student behavior incidents. If possible, a report should be completed within 24 hours of the event.

Date of Report:

1. PERSON INVOLVED

Full Name:

Address:

Identification: Driver's License No. Passport No. Other:

Phone:

E-Mail:

2. THE INCIDENT

Date of Incident:

Time:

AM PM

Location:

Describe the Incident:

3. INJURIES

Was anyone injured? Yes No

If yes, describe the injuries:

4. WITNESSES

Were there witnesses to the incident? Yes No

If yes, enter the witnesses' names and contact info:

5. POLICE / MEDICAL SERVICES

Police Notified? Yes No If yes, was a report filed? Yes No

Was medical treatment provided? Yes No Refused

If yes, where was medical treatment provided? On site Hospital Other:

6. PERSON FILING REPORT

Signature: _____ Date: _____

Print Name: _____

OFFICE USE ONLY

Report received by: _____ Date: _____

Follow-up action taken:

Action Taken:



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR INSURANCE AND BENEFIT SERVICES

Reporting Claims Procedure

It is imperative that all losses are reported in a timely manner and given top priority. If an incident happens whether it is a slip and fall by a visitor, an injury to an employee, a car accident with property damage or injuries, or a storm that damages your property, these incidents must be reported immediately. All claims must be reported to **GB Services** by calling **(800) 780-9561**.

It is critical to document injuries by noting as many details as you can, list witness names and take pictures of the accident area immediately following the accident. There are new laws that if an injury occurs to someone who is on Medicare or disability and it is not reported, the Parish/ Agency location can be fined **\$1,000 per day** by Medicare for every day the incident is not reported. Health Plans and Medicare will not pay medical bills of the injured party until they have collected from the property owner's liability insurance company.

Listed below are the procedures for reporting claims and incidents:

Liability Claims

Call **GB Services** and report the claim. Submit any invoices or bills to the insurance office unless directed to do otherwise by **GB Services**. It is helpful to inspect and take pictures of the where the injury occurred as soon as you are notified of the injury. Take notes and write down witness information.

Property Claims

Call **GB Services** and report the claim. Proceed with emergency repairs immediately to mitigate any further damages. Get at least two estimates for repairs. An adjuster will be assigned by **GB Services**, and they should contact you. It is helpful to inspect and take pictures of the damage.

Auto Claims

The driver involved in the accident is to call GB Services to report the accident or incident.

Workers Compensation Claims

The supervisor of the injured employee should call GB Services to report the injury. It is helpful to inspect and take pictures of the where the injury occurred as soon as you are notified of the injury. Take notes and write down witness information.

Building inspections have been mandated by the US EPA. Contact the pastor or the head of maintenance in your school to determine where asbestos may be located and what asbestos removal work has been done.

Removal is required if the response action dictates, usually because of the material's condition. Removal is also required prior to disturbing any asbestos, such as in building renovation or demolition. All work has to be done by a license asbestos contractor. The Diocesan Schools are re-inspected every three years.

All asbestos information must be kept on file in the school office along with the Asbestos Management Plan.

Periodic inspections of the building must take place and the Asbestos Management plan must be signed after each inspection. The inspection report constitutes a plan of action for the school. The team should list briefly any actions required of the school in the inspection report other than "observe and maintain" (often seen as "O&M" in reports) and if the school has taken those actions. The asbestos inspection company used by the school may file this report with the Illinois Department of Public Health on their behalf. If not, be sure to contact IDPH for instructions on how to submit.

Parents, teachers, and employees must be notified of the school's asbestos report and said report is available for viewing upon request. A statement in the parent/employee handbook that the building contains asbestos and that the asbestos report/plan is available for viewing in the main office is an easy way to satisfy this requirement.

Short-term workers such as painters, plumbers, or others, also must be notified of the presence of asbestos in the building. Putting this on the school's sign in sheet is a very easy way to satisfy this requirement. Some schools will have a form that such workers sign, or they post the notice near the sign in sheet.

Allen Service Corporation in Springfield monitors all asbestos inspections for the diocese. For further information about this service, contact the Office for Catholic Schools. The phone number and address of Allen Service Corporation is 1010 Clock Tower, Springfield; phone number **217-793-1761**. Mark Myers mmyers@GrahamandHyde.com

All schools are to follow the Notification of Asbestos Management Plan procedures described on next page. The AHERA Compliance Checklist can be found at <https://dio.org/principals/>. Also included are the current asbestos management requirements.

UPDATE JULY 2013: Asbestos related matters:

It is extremely important that all schools be in total compliance as outlined on the AHERA Compliance Checklist as posted on our <https://dio.org/principals/> site (Click on the "Resources" tab then on "Safety") and as required in Appendices B through G in your original asbestos management plan. All reports must be updated annually and added to the binder you are accountable for all records for all years. One copy of all triennial inspections must be kept in your office along with the original plan; a back-up copy should be stored in a secure location. Be sure to know who your designated person is (typically the principal but could be someone else) and that person should maintain all records and assure that the school is complying with all rules and regulations of IDPH and AHERA. It is important to remember and remind others that **NO ONE (employees, volunteers, etc.) is allowed to remove or disturb asbestos areas without being sure procedures are being followed.**

Random asbestos audits are taking place in Illinois nonpublic schools and some stiff fines had been assessed when the management plan was not being kept up to date or where work was done that did not follow the asbestos regulations. Please be sure to follow all the rules for handling asbestos--follow your asbestos plan, inform workers coming into the school to work on the building of the presence of asbestos, keep a copy of the annual notification to parents and staff in the management plan, conduct and record the six-month periodic surveillance reports in the management and keep all asbestos related documents in a single place in the school.

If you have any questions on your plan, your triennial inspections, etc., contact the **Allen Service Corporation (217-793-1761)**.

AHERA MANAGEMENT PLAN REQUIREMENTS

A. GENERAL

1. SCOPE

An Asbestos Management Plan is required for **every building built, purchased, or leased by the LEA** (Local Education Agency). For private schools, a Management Plan is required for all buildings with student occupancy and all buildings used by the maintenance staff. Buildings owned/used by the LEA on July 9, 1989 should already have a Management Plan. Buildings bought or acquired after July 9, 1989 are required to have a Management Plan prior to occupancy. See also attached copy of the Title 77 Section 855.300 Local Education Agency (LEA) Requirements.

2. LOCATION OF MANAGEMENT PLAN

A copy of the original Inspection Report and Management Plan is required to be on file at the office of the Superintendent as well as in each building. In most instances, the inspection report is included in the Management Plan.

3. DESIGNATED PERSON

The LEA is required to have a Designated Person who assures that the district is complying with the rules and regulations of IDPH and AHERA. Training for the Designated Person must include, as a minimum, basic knowledge of the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos; asbestos Management Plans; and federal and state rules and regulations concerning asbestos.

4. WARNING LABELS

Warning labels must be placed in a visible location on all friable asbestos-containing materials located in routing maintenance areas - boiler rooms, mechanical rooms, janitor closets, etc. in the building.

5. MANAGEMENT PLAN CONTENTS FOR BUILDINGS WITH KNOWN OR ASSUMED ASBESTOS-CONTAINING MATERIALS

The Management Plan is to include the building Inspection Report, the building's Management Plan, copies of the Asbestos Project Manager's Report for all abatement projects, copies of the Six-Month Surveillance Inspections, copies of the Three-Year Re-inspections, and all the recordkeeping requirements noted in Section "C".

6. MANAGEMENT PLAN CONTENTS FOR BUILDINGS BUILT AFTER OCTOBER 12, 1988

The Management Plan shall include a letter from the Architect stating no asbestos-containing materials were specified for the project and/or a letter from the contractor(s) stating no asbestos-containing materials were installed in the building.

The Management Plan must also include a copy of the annual notification to all parents and staff where the Management Plan is located and is available for review during normal business hours.

B. ADDITIONS, RENOVATIONS, AND MINOR REMODELING AFTER OCTOBER 12, 1988

1. ADDITIONS AND MAJOR RENOVATIONS

For additions, or renovation projects conducted by Architects or Engineers, a letter from the Architect stating no asbestos-containing building materials were specified and/or a letter from the contractor stating no asbestos-containing building materials were installed must be included in the Management Plan.

2. SMALL SCALE REMODELING BY OWNER'S OWN EMPLOYEES OR OUTSIDE CONTRACTORS

Any building materials installed after July 9, 1989 in any building must be verified as non-asbestos containing materials. This can be achieved by either obtaining and keeping on file Material Safety Data Sheets (MSDS) or by sampling of the materials by a licensed building inspector. If MSDS forms are not on file and no sampling has occurred, the materials are to be assumed asbestos-containing and treated as asbestos-containing materials.

3. BUILDINGS OBTAINED AFTER OCTOBER 12, 1988

If the district leases, purchases or uses any building as a school building after October 12, 1988, the building must be inspected for asbestos-containing materials and have an Inspection Report and Management Plan developed prior to any occupancy of the building. This includes portable classrooms, temporary building facilities, bus garages, etc.

C. MANAGEMENT PLAN RECORDKEEPING

1. ANNUAL NOTIFICATIONS

At least once every year beginning with the 1989 - 1990 school year, the school district must notify all building occupants by newsletter, letter, inclusion in the annual published student handbook, etc., the location of the Management Plan and that it is available for review during normal business hours. A signed and dated copy of the notification must be incorporated in the Management Plans

2. CUSTODIAL / MAINTENANCE 2-HOUR AWARENESS TRAINING

All custodial and maintenance personnel, including summer help, are required to receive a two-hour awareness training course within 60 days of employment. Documentation that each custodian/maintenance employee has been presented the course must be on file in the Management Plans.

3. CONTRACTOR/WORKER NOTIFICATION

Any contractor or non-district worker who will be conducting work within a building must sign the Management Plan before starting and must be advised of the locations of asbestos they may come in contact with.

4. SIX-MONTH SURVEILLANCE REPORTS

Every 6 months starting in January 1990, the LEA is to conduct a Surveillance Inspection. Copies of the Six-Month Surveillance Inspection Report are required to be in the Management Plans at the LEA office and the school.

5. THREE-YEAR REINSPECTION REPORTS

Every 3 years starting in 1992, the LEA is required to have buildings re-inspected by a licensed asbestos building inspector. Copies of all Three-Year Re-inspections are required to be in the Management Plan at the LEA office and the school.

6. SAMPLING RECORDS / REPORTS AFTER INITIAL INSPECTION

If sampling has been conducted, proper documentation is required to be on file in the Management Plans depicting name of person performing the sampling, location of materials, license number, sample number, chain of custodies, lab results, and lab accreditation.

D. ABATEMENT ACTIVITIES

1. ABATEMENT RECORDS

If an abatement project has been conducted by an abatement contractor, the Asbestos Project Manager's Report must be on file in the Management Plan at the district office and at the school.

2. SMALL SCALE O & M ABATEMENT PROJECTS

Abatement of less than 3 lineal feet or 3 square feet of asbestos-containing materials is considered small scale operation and maintenance work. This may be completed by in-house licensed asbestos workers or by abatement contractors following specific procedures. If a small scale O & M abatement project has been conducted, proper documentation must be filed in the Management Plans at the district office and at the school.

RE: Notification of Asbestos Management Plan

Once the asbestos inspection has taken place and the Asbestos Management Plan is developed, the Government is interested in three things:

- i. There is a book which contains the management plan and is on file in the principal's office and available for inspection during normal business hours.
- i. All relevant signatures are affixed in the respective places in the management plan.
- ii. There is notification of the management plan.

Relative to No. 3, such notification can be effectively carried out by having a statement such as the following in the Student Handbook:

_____ School has an Asbestos Management Plan that is on file in the principal's office and is available during normal business hours in accordance with federal regulations.

This statement should be included in your handbook or otherwise distributed to parents each year.

If you receive any letters or inquiries from the United States Government about your asbestos inspections, please contact **Mr. Tom Hyde directly at Graham & Hyde Architects, telephone (217) 793-1761.**

Lead Paint

There are Federal regulations pertaining to lead based paint for renovations and remodeling in child care facilities (day cares, pre-schools, and kindergarten classrooms) built before 1978 where the children are under 6 years old, attend at least 2 days a week for at least 6 hours per week or at least 60 hours per year. For more information on federal regulations, search for the "USEPA Small Entity Compliance Guide to Renovate Right" on the Internet. State regulations pertaining to lead hazards and controls can be found at Illinois Administrative Code Part 845. IDPH can also be contacted at 217-782-4977 or 217-782-0403.

Each principal must follow the diocesan policy on school athletics and cheerleaders as stated in *Handbook of Policies for Book 3: The Teaching Office of the Church* (hereafter known as the diocesan policy handbook). Also, all regulations for IHSA, IESA, and ISBE should be followed.

Prior to the start of the season, the principal should meet with the coaches to review the diocesan and school athletic policies. The approach of individual coaches must be in conformity with these policies.

For important information pertaining to athletics, refer to the sections in this book on Abuse and Neglect, and on Physicals. For Additional information see the section on Meetings.

All coaches (employees and volunteers) must:

1. Complete Safe Environment Training.
2. Go through a background check, **including fingerprinting.**
3. Sign appropriate certification forms.
4. **Successfully complete concussion protocol training.**

References with additional information are:

1. *We: A Model for Coaching and Christian Living* by Jim Yerkovich with Patrick Kelly, S.J. (NCEA, 2003)
2. *Athletics and the Gospel Mission of the Catholic School* by Rev. Richard McGrath, O.S.A., Ph.D. (NCEA, 2000)
3. *Guidelines for Diocesan Catholic Youth Coaches Training Formation* (National Federation for Catholic Youth Ministry, Inc., 1992)
4. *Coaching Catholic: Gospel Values in Youth Sports* by Rev. Richard J. McGrath, O.S.A., Ph.D. (NCEA, 2004)
5. *Catholic Youth Sports: A Guide for Coaches, Parents, and Caring Adults* by Rev. Richard J. McGrath, O.S.A., Ph.D. (NCEA, 2006)
6. *Play Like a Champion Today* from the University of Notre Dame. (<http://playlikeachampion.org>)

SECTION 6

ATTENDANCE

Schools must follow the diocesan policies on student attendance as stated in the diocesan policy handbook **Bk3§405**.

Guidelines for half-day attendance, tardiness, and confirming absences are to be developed at the local level.

Parents are required to call the school by a specified time. If a parent has not called by that specified time, the school is to call the parent.

One year attendance and nine year attendance forms can be found on the diocesan website at <https://dio.org/principals/>.

SECTION 7

BEFORE AND AFTER SCHOOL CARE, PRESCHOOL/SUMMER PROGRAMS

Legally, each building principal is responsible for children who arrive early to school or stay late after school. A solution to the arriving early/staying late problem may be a Before and After Care Program.

All Before and After school programs, as well as preschool programs, must have handbooks. Of special importance is the use of a sign-in/sign-out sheet for each day. These sheets must be kept for the entire school year unless there is a pending, unresolved incident. Only people authorized on the information sheet are allowed to pick up students. Also, remember that our diocese is not licensed as a daycare provider. Students must be toilet-trained because **our staff may not change diapers!**

If you are considering such a program:

- 1) Conduct a feasibility survey with parents.
- 2) Check on space availability.
- 3) Get permission from your pastor to proceed.

Every school should have policies concerning early arrival and dismissal that include proper supervision.

Students attending parish sponsored summer programs must have accident insurance! Children who do not have their own health insurance that includes accident coverage must purchase the round the clock coverage offered on the enrollment forms that the schools have for the current school year. The around-the-clock coverage must be purchased by June 15 of the current school year before attending a summer program.

A second option would be for the school to purchase a special risk policy for all students attending the summer program. Contact the Diocesan Insurance Office with any questions.

A resource is *Extended Programs in Catholic Schools: Some Legal Concerns* by Mary Angela Shaughnessy, SCN (NCEA Publication).

When considering a change such as preschool, the guidelines in the diocesan policy handbook **Bk3§207.11** "Major Changes in Schools" must be followed. Also refer to the "Office for Catholic Schools Preschool Handbook" for additional guidance in reference to preschool policies.

Every school should have a school board or board of education. Schools wishing to establish a school board should contact the Department for Catholic Education for proper procedures.

Catholic School Boards Inservice

Leadership and Service in Catholic Education

The call to contribute one's talents, time, and treasure to strengthen Catholic Education is a noble vocation. It involves a willingness to extend the mission of Christ's Church in a fallen world in order to shape minds, form hearts, and win souls for the Kingdom of God. If you have been chosen to be a part of the mission of Catholic Education for your parish or school, we are grateful for your commitment to help us form missionary disciples of Jesus Christ. You are serving the single largest ministry of the Catholic Church in a challenging era of culture and faith in America. As a Board Member, you are called to exercise a discernment about your gifts and how they can best be put in the service of children and families in the Catholic Schools of the Diocese of Springfield in Illinois. You are committing to place your experience, wisdom, and energy to seek and build up the true common good for your Catholic community.

I. Catholic School Boards in Springfield Diocese

A. *Advisory Boards and Governing Boards*

Boards for the Catholic Schools of the Diocese of Springfield in Illinois are of two basic kinds: Advisory or Governing Boards. If you serve a Catholic School in the Diocese that educates students in grades Kindergarten to 8, you are part of an Advisory Board:

- As the title suggests, Advisory Boards provide advice and assistance to the parish pastor and school principal in the operation of a diocesan school.
- Advisory Board members are consulted by the pastor or principal on key topics that are at the core of the ethos and long-term stability of the school.
- Parish schools serving students in primary and middle school grades (K-8 or lower) have Advisory Boards. These boards:
 - fall under the authority of the bishop, who appoints a pastor who has the administrative authority over the parish school. The pastor is ultimately responsible for hiring all personnel, appointing all board members, and authorizing all policies, working in conjunction with the principal of the school.
 - review topics and provide advice to the pastor and principal that relate to the long-term goals and strength of the school.
 - have no independent authority, have no direct reports among personnel, and do not set policy or procedures for the institution apart from their prudential advice to the pastor and principal

- If you serve a Catholic High School or a Regional Catholic Elementary School (those rare K-8 institutions that are not part of a single parish) in Springfield Diocese you are part of a Governing Board:
 - As the title suggests, Governing Boards have authority and legal standing to make governing decisions for the school, which, according to your local by-laws, may include the authority to:
 - appoint school leaders
 - establish school initiatives through a majority vote of members
 - develop policy for the school
 - Although a Governing Board has authority to make direct decisions that order the affairs of the institution, it is important that they have by-laws and procedures that also protect and respect the role and authority of the President and/or Principal for directing the daily operations of a Catholic school. As a matter of best practice, a Governing Board should charge a head of school to be the chief executive, while supporting the President and/or Principal with long-range objectives to strengthen the Catholic mission and identity of the school; with strategic in fundraising; with the development of a long-range plan for the school; with advice on community affairs; and suggestions for operational vitality.

B. Leadership and Authority in Catholic Schools

Leadership in our diocesan schools is exercised under the authority of the diocesan bishop, pastors of parishes, school boards, and principals.

- Two kinds of authority are exercised by these school leaders and boards:
 - Discretionary authority means the person or group of persons has the authority to make binding decisions.
 - Delegated authority means the person or group of persons is allowed to make decisions under and subject to a higher authority.
- Both Advisory Boards and Governing Boards operate directly or indirectly under the diocesan bishop and the Office for Catholic Education in the Diocese of Springfield in Illinois. The policies of all schools must therefore be in conformity with the policies of the Diocese in order to be recognized as Catholic. Some common features of Advisory and Governing Boards:
 - they have, to the extent practicable, committees consisting of board members and others who are competent to give advice in the areas of Catholic mission, academic excellence, and the operational vitality of the school.
 - they perform their duties within the context of the school's long-term strategic plan, which must include goals for self-operation and renewal, including recruiting and forming new board members.
- Advisory Boards often provide suggestions to support the fiscal stability of the school, or give advice on proposed policy or programs that the pastor or principal may be considering for the institution. In this way, the delegated

authority of Advisory Board Members is a service to the discretionary authority of the pastor and principal of the school, as the Board offers advice that informs the binding decisions of the school's official leadership.

- Other areas where an Advisory Board might offer broad, long-term advice, as consulted by the pastor and principal are:
 - Catholic mission – what the school aims to do to strengthen its calling and reason for existing as a Catholic School.
 - School vision or statement of educational philosophy – what the school believes about human beings in regard to the educational formation of children. For Catholic schools, this means what the school believes about the proper spiritual, academic, and human formation of children.
 - Strategic planning – what the school hopes to become or achieve.
 - School policies – specific principles or rules to be followed in all the various dimensions of the school's activities.
- Governing Boards often deliberate on:
 - Governance and management – who holds authority in what areas of school life.
 - Personnel – policies and practices regarding the adults in the employ of the school and their selection, formation, care, and evaluation. Such policies and the practices of the Catholic school must align with Church teaching and the employment policies of the Diocese.
 - Curriculum – what is taught and how.
 - Finances – budgets, including sources of revenue, how funds are spent, and accountability.
 - Admissions – the admission and retention of students
 - Development – fundraising beyond tuition through grants, events, annual giving, capital campaigns, and endowments.
 - Building and grounds – the physical environment of the school.

By these means, the discretionary authority of the Governing Board Members is a service to the authority of the bishop, sponsoring religious order (if there is one), and the Diocese, as the Board offers guidance that provides for the realization of the Catholic mission of the school and its ongoing vitality, in service to students and families.

C. Term Limits

In general, it is a good idea for Board By-laws to make provisions for term limits for members. 5-7 years is a good outside tenure to consider, allowing an individual time to contribute to the Catholic and scholastic mission of the school. Term limits are important to have in place so that other members of the community can share the labors and triumphs of the institution.

II. Higher Calling, Higher Standards

Higher Calling, Higher Standards is a document issued in April 2023 by Bishop Paprocki for the renewal of Catholic education in the Diocese of Springfield in Illinois.

A. *Introduction and Historical Context*

- In the Nineteenth Century, in response to a hostile Protestant civic environment, the Catholic Church in the United States built a vast and successful Catholic school system.
- Beginning in the 1960s, however, this system declined both in the number of schools and in the total enrollment, and staffing moved from clerical and religious to overwhelmingly lay persons.
- The remaining Catholic schools [still a significant presence in American education] face a new hostile opposition, now from a secular authority and culture.
- In our diocese alone, the Catholic Church educates more than ten thousand students in thirty-six Catholic grade schools and seven Catholic high schools.

B. *New Challenges and the Urgency for Renewal of Catholic Schools*

- Bishop Paprocki is calling us to renew of the mission of our schools in light of present needs and realities.
- The opposition the Church faces is “an aggressive secularism that is increasingly anti-Christian, and particularly anti-Catholic.” It includes top-down federal and state pressure. This secularism is powerfully promoted through all the means of social media, which is also harming young people psychologically.
- About all of us: Through the Sacraments of Initiation (Baptism, Confirmation, and the Eucharist), every member of the Catholic community is called to be a disciple of Jesus Christ. The practice of the faith means a way of life in which the members pursue **holiness, discipleship, and stewardship**. Briefly, these terms mean:
 - **Holiness** – conforming one’s own will and actions to God’s will, only accomplished with the help of God’s grace, primarily obtained through the Sacraments.
 - **Discipleship** – following Christ’s mandate to make disciples of all nations, that is, to spread the faith by our words and actions.
 - **Stewardship** – taking good care of the treasures of creation God has entrusted to us, to benefit present and future persons.
- About parents specifically: Through the Sacrament of Matrimony, Catholic parents have a special calling to holiness, discipleship, and stewardship to help them form their children according to the Catholic faith.
- Yet Catholic parents need the help of their parish and school help to attain these goals. This need calls for a renewal of the mission of our diocesan schools.

C. Clarity of Mission & Renewal

- Mission: According to HCHS, our schools have a two-fold mission:
 - First, they need to be places for the formation of our Catholic children in the faith, in human virtues, and in academics.
 - Second, our schools should be communities that assist parents in raising their children to be faithful, effective Catholics.
 - These two objectives are our schools' "higher calling," higher than that of public education.
- Mistaken missions (usually unstated):
 - Our schools exist to exist and survive because it is better to exist than cease to be.
 - Our schools exist to grow because they used to be larger and more numerous or because bigger is better.
 - Our schools exist to shield our children from the worst parts of contemporary culture, and should therefore be just more orderly, respectful, and functional alternatives to area public schools.
- **Our renewed and true mission: Our schools exist to form the children of parents who practice the faith.**
 - The children in families that practice the faith are the core constituency of our schools. Who are they? Look around our parish Masses on Saturday evening and Sunday. See the parents with school-age children. Our schools exist for them, for those parents and those children.
 - Thus, the core mission of our schools is "to form the next generation of Catholic disciples of Christ." To do this we need "authentically Catholic and vibrant schools to serve the families committed to our mission." Thus, "fewer, smaller" schools are preferable to preserving or just growing the enrollment and number of schools we have now.
 - This is a huge point because it brings great clarity to a school's mission. It is also very sobering, when we consider the problem of families who insist they are "Catholic" while not practicing the faith.
 - As HCHS puts it:

The objectives and measures of success for this initiative are not, primarily, about preserving or growing enrollment or about the number of schools in our diocese. In fact, if necessary, it is better that we have fewer, smaller, authentically Catholic and vibrant schools to serve the families who are committed to our mission, than to have many private alternatives to public schools that are failing to form Christian disciples.
- Further, in order to serve families committed to practicing their faith, HCHS says these schools must be **effective, accessible, affordable, and sustainable**.
 - **Effective** means they carry out their stated missions to transmit what they intend to transmit.

- **Accessible** means students can get to them. Our diocese covers a large geographic expanse, a great deal of it rural.
- **Affordable** means practicing Catholic parents are not denied a Catholic education for their children due to lack of money.
- **Sustainable** means the schools can continuing their mission into the future.
- **Tuition free for children of practicing Catholic families.** In regard to affordability and sustainability, Bishop Paprocki is calling for a radical approach to school financing, namely that the schools be tuition free.
 - In this approach, every adult member of a parish practices stewardship, which means tithing a set percentage of one’s income for the support of his or her parish. The entire parish (or collection of parishes for a multi-parish school), support its school.
 - Families participating most fully in the life of the parish, including regular Mass attendance, enjoy the full financial support of the parish.
- Non-Parish families: What about the other families who currently utilize our schools?
 - HCHS distinguishes “active parishioners” from “non-parishioners.” Non-active-parishioners (“Catholic” families who choose to not practice the faith) and non-Catholics are welcome when they support the spiritual, academic, and moral expectation of the school.
 - Families are fiscally supported by the parish in proportion to how active and engaged they are in the life of that faith community. Non-active Catholic and non-Catholic families will therefore not be fully subsidized by the rest of the parish.
- Adult formation:
 - Parents also need formation. It is assumed that the schools will cooperate with parishes to provide spiritual and human formation for its adult members.
 - Formation extends to the selection and training of board members, like we are doing in this in-service.
 - Formation also means in-school personnel. These persons, called to be exemplars of Christian discipleship, must be recruited, formed, and supported in their ministerial roles as Catholic educators.
 - The renewal of formation of Catholic school personnel has already begun through the establishment of the *Evermode Institute*. Norbertine monks have begun a multi-year doctrinal and spiritual formation of all diocesan teachers and administrators and parish catechists in the fundamentals of the Catholic faith and the Catholic vision.
- Because of the general, nation-wide shortage of teachers and administrators, the diocese will help schools recruit, train, and care for teachers and administrators, including overcoming the lack of proper formation teacher

- candidates may have received. This care could include salary, benefits, and even housing.
- In regard to the mission for students, the goal is for them to become “Catholic, Christian disciples,” which is why they need “intellectual, spiritual, and human formation.” They are to be prepared for human flourishing in this life and eternal life with Christ. This requires them knowing “who God created them to be” and “how to understand and engage with the world God created for them to steward.”
 - The school and parish should be a community that helps parents, the first teachers of the faith, be formed in virtue, love of God, and neighborly service.

D. The Seven Essential Characteristics of Catholic Education

These seven areas are the bases of HCHS’ “higher standards.”

1. **Supernatural vision** – Most fundamental is the faith that our schools are to have a supernatural vision and aspiration. We recognize that each person is created by God and called to live accordingly, with our ultimate destiny, if we achieve it, to participate in the Beatific Vision of the Most Blessed Trinity in heaven. Public schools are currently required to be secular and are even pressured to be atheistic and hostile to religious faith. Our schools put each person, the Church, and God at the center.
2. **A Catholic worldview** – Our Catholic tradition sees two “books” we “read” to understand our world, the book of Divine Revelation (Sacred Scripture and Sacred Tradition) and the book of creation (what reason reveals about the natural world). A Catholic school is not a public school plus some theology added to its curriculum. We seek to help our students see the unity of the Creator with creation. As HCHS puts it:
 - “In teaching math and science, we reveal the intelligibility, and goodness of creation, which points back to the intelligence and goodness of the Creator.
 - “In art and music, we reveal the transcendentals of truth, beauty, and goodness that point us back to the source of all that is true, beautiful, and good.
 - “In literature and history, we explore the human soul and moral life in relation to God, and the drama of the human response to God’s loving plan and the providence and active presence of God in the unfolding of human life.”
3. **Christian anthropology** – Anthropology is the study of the human being. Christian anthropology means our schools see human nature correctly – that is, as it really is. We are rational animals, either male or female, created good by God and crowned with rational intelligence and free will. We are wounded by original sin and have the inclination to sin called concupiscence. We are

redeemed by Christ and need God’s grace and human virtues. We are undergoing a life-long transformation of our inner selves through cooperation with grace. We have the earthly task of using creation for the good of humanity now and preserving it for the benefit of future human beings. We are called to live morally good lives perfected by loving one another the way Christ loves us.

4. **Animated by a Spirit of Community and Communion**—our parishes and schools together are to be a “place” where parents, their children’s primary educators, form a community where Catholic families can live and raise their families together. Isolation has been a big problem. Parishes and schools should be strong communities, as they once were and could be again.
5. **Sustained by Gospel Witness**—every adult person in the school community has a prophetic vocation, that is, the divine call to bear witness to the truth by their lives. Administrators, teachers, staff, and coaches are ministers of the faith and teachers of our youth. Parents too, are called to live according to the truths of our Faith. “Our students are called to bear witness inside and outside of school in how they treat others, in their concern for the poor and marginalized, and in their upright living in harmony with the Gospel.”
6. **Accessible, Affordable, Stable.** As discussed above, the schools are to be supported by the Catholic community of which that they are a part. To not charge tuition to educate the children of parents who practice their faith will require stewardship on the part of the whole Catholic community of faith.
7. **Organized and Governed from the Heart of the Church**—our Catholic schools, however locally governed, ultimately come under the authority of the diocesan bishop, a successor of the apostles. Our church is hierarchical in authority. The intellectual and moral truths of the Catholic faith are safeguarded by the Magisterium or teaching office of the Church, whose representative is the diocesan bishop.

E. *Strategic Plan*

- **Formation:** The renewal of formation for school personnel in what we believe and why has been underway for a year through the *Evermode Institute*. This formation is in all the dimensions necessary to be an effective “minister” to youth: the relationship between faith and reason, evangelization, apologetics, and personal spiritual formation, including prayer, devotion, and relationship with Jesus Christ.
- **Catholic Culture, Identity, and Standards:** The diocese will move away from secular ISBE recognition to an accreditation body and process that reflects what our schools aspire to be.

We should evaluate ourselves based on “clear standards for curriculum and culture in schools based in an authentically Catholic philosophy of education.” In addition, “Efforts will be undertaken to increase the practice of devotionals and sacramental life in our schools, including more frequent Masses, more opportunities for the sacrament of reconciliation, more

opportunities for Eucharistic adoration, incorporating more spiritual pilgrimages and retreats, and similar practices.”

- **Policy Refresh and Family Discipleship Commitment:**
 - *Policy Refresh* means reforming our “standards of conduct, expectations, and discipline in our schools and among our faculty and staff” in line with this reformed vision.
 - *Family Discipleship Commitment* mean the Family School Agreement will reflect the distinction between “active parishioner” and “non-parishioner.” Active parishioners will receive many benefits but are also undertaking great responsibilities. “Non-parishioners” will not be subsidized by the parish.
- **Talent:** The new Department of Catholic Education will oversee both the Office for Catholic Education and the Office of Catechesis. The diocese will “recruit and ‘grow our own’ pipeline of Catholic school teachers by promoting the special vocation to teaching, creating alternate pathways for the formation and licensing of teachers that reduce the burden of cost, and creative solutions for housing and community to help new teachers get established in their careers.”
- **Financial Stability, Structure, Governance, and Operations:** “Each Catholic school or community Catholic school district, as they may be formed, will be responsible for developing an economic and pastoral plan to phase out tuition and transition to parish support.”

F. *Summary*

Our schools are a key part of our obligation to make disciples of all nations, and are therefore to be “a safe haven for families to help their children grow, develop, and flourish.”

III. Board Members’ Responsibility for Implementing *Higher Calling, Higher Standards*

This presentation has been an introduction to HCHS, an attempt to bring out some of its important points.

Where do we go from here?

Individual board members and the board collectively will need to read, study, and reflect on the actual document, evaluate their schools based on it, and form plans to reform their schools as necessary.

Here are some overarching questions boards might consider in the context of *Higher Calling, Higher Standards*:

- What is a Catholic culture? Is an authentic Catholic culture present in our school community?
 - Are our Catholic education principles clear and correct?
 - Does our mission statement articulate what a Catholic school like ours should do?
- Do our school policies reflect proper standards for the adults and students?
- What will be the impact on our budget and enrollment if we implement the “active parishioner” vs, “non-parishioner” distinction?
 - Can the parish or parishes we draw from support the education of our active parish families?
 - Can our non-parish families afford the true cost of the education of their children?
- What can we do to foster more of a community among our school families?
- Are there any little things we could do right away to foster the renewal of our own school?

IV. Discernment Scenarios: What is the Duty of a Board Member?

The following scenarios and questions are designed to help Board Members view their roles and contributions within the context of the call to serve Christ and His Church under the authority of the school’s administrative leadership or that of the bishop.

1. A fellow Board Member pulls you aside after Mass and goes on a long tirade about a teacher at the school who gave a student a low score on a research paper for asserting that abortion is a moral good. Your fellow Board Member says that the school should not be promoting Church doctrine or assessing student projects on the basis of it. In the context of *Higher Calling*, *Higher Standards*, and your service as a Board Member, how do you proceed?

2. A parent in the school calls you to ask the Board to look into an issue, saying that there are rumors that a 2nd Grade teacher who was not offered a contract for the next school year, is allegedly a bigamist. The parent says that the private life of teachers is no business of the school and should have nothing to do with hiring or retention decisions. In the context of *Higher Calling*, *Higher Standards*, and your service as a Board Member, how do you proceed?

3. Your daughter comes home excited about auditions for the school musical. She says that they will perform, “Hairspray.” In the context of *Higher Calling*, *Higher Standards*, and your service as a Board Member, how do you proceed?

4. You are a member of an Advisory Board and a friend of yours serves as the School Secretary. Your friend gives you an account of an incident where a teacher proceeded to yell at and berate the Principal. She tells you that the Board

needs to intervene in this matter directly and immediately. In the context of serving as an Advisory Board member, how do you proceed?

5. You are a member of a Governing Board. The President calls you up and mentions that he would like to hire his niece, whom you know to be a self-professed Agnostic who dabbles in Astrology and Tarot Card readings, to serve as the coordinator for Catholic Mission and Identity in the School. In the context of your service as a Governing Board member, how do you proceed?

6. You have served as a Board Member for three years and recall that a certain gift was provided to the school by a donor for curriculum materials for science, but has never been allocated. The teachers that assist the Principal with school programming have decided that those funds would be better spent on Catholic literature and reading skills development for students. In the context of your service as a Board member, how do you proceed?

7. The pastor of your school convenes the Advisory Board and informs all of you that the Badminton Coach has been cursing at the girls and saying demeaning things to them in their struggles to master the game. He wants the Board to make a decision to terminate the Coach. In the context of serving as an Advisory Board member, how do you proceed?

8. When you pick up your fourth-grade son after school, he tells you that he received a zero from the teacher on his science project for talking out of turn in class, but he insists that it was his friend who sits next to him that was the guilty party. He says that he tried to get his teacher to understand, but says that she would not believe him, and yelled at him to “be quiet and stop arguing” in front of the class. You are furious, and the next Board Meeting is this evening. In the context of serving as an Advisory Board member, how do you proceed?

Characteristics of Effective Catholic School Boards

Many are called, but few are chosen.

--Matthew 22:14

While local circumstances and needs vary, the following characteristics are typical of effective Catholic School Boards—both Advisory Boards and Governing Boards:

- In general, an Advisory Board or Governing Board should be comprised of enough people to ensure a distribution of skillsets while remaining small enough to be effective at providing advice and insight on key decisions. Eight to ten members would be a good target for schools with enrollments up to 500 students.
- All Catholic Board Members should be purpose-filled practitioners of their faith and subscribe to all of the teachings of the Church—including, but not limited to—those on human identity and sexuality, since the formation of Catholic, missionary disciples of Jesus Christ is the highest ideal of the school's mission, and are to be the key components of the school's culture and framework of instruction. Because the Board leads the missionary efforts of a Catholic School, non-Catholic Board Members will need to be able to support the mission of the school, including those portions that touch on what the Church teaches about herself, as founded by Jesus Christ Himself to proclaim the truth of His salvific ministry and having the authority to promulgate the definitive interpretation of the Christian scriptures.
- Boards should not be comprised exclusively or predominantly of parents or grandparents of currently enrolled students, in order to ensure that decision-making for strategic initiatives remains objective and healthy. A sound composition for a Catholic School Board would include no more than one-third, current parents or grandparents; at least one third, parishioners who do not have children or grandchildren currently enrolled in the school, but who do have a deep commitment to the Catholic mission and identity of the institution; and no more 15% non-Catholics, with those individuals bringing specific skills or professional experience in law, marketing, or business that will provide sound advice to school leadership outside of Catholic mission issues or religious instruction.
- Boards should have By-laws that make provisions for term limits. 5-7 consecutive years of Board service allows an individual time to contribute to the Catholic and scholastic mission of the school, while ensuring that other members of the community can share the labors and triumphs of the institution.
- Effective Boards direct their attention and labors to long-range goals associated with the school's strategic plan and mission, usually on the topics of the health of the school's Catholic identity, its fiscal stability, and its operational vitality. This is best accomplished by not primarily looking at individual and immediate personnel or materiel questions, but rather the factors needed for the school to be stronger in one to three years.

In discerning strong candidates to serve on their local Boards, Pastors and Board Chairs should look for individuals who are:

- Well-formed and active in the Catholic faith
- Experienced and successful in business, law, accounting, or a service industry
- Able to articulate how they can best serve the long-term goals and interests of the school, rather than seeking a seat on the Board because they have a personal animus against the school's teachers or leadership team (sometimes parents are tempted to become Board Members to settle a grievance with one or more members of the school staff; this should be avoided at all costs).

The following section provides Pastors and Board Chairs with an application and discernment questions essential for the selection of Board Members who are a good fit for the mission and operational goals of our Catholic schools.

Application to be Considered as a Catholic School Board Member

Name: _____

Date: _____

Parish Affiliation: _____

Grade Levels Served by the Catholic School: _____

Profession: _____

1. What is your relationship with Jesus Christ and His Church? What are your thoughts on Catholic Church teachings about the human person? Please describe your prayer life, and your family's worship life. What most excites you about the Catholic mission of the school (please use the back of this form, if needed)?
2. What do you see as the most urgent needs of our Catholic school?
3. Why do you think confidentiality and helpful service are the hallmarks of effective Board Members?
4. Do you feel that you can be objective in decision-making, focusing primarily on furthering the Catholic mission and identity of the school? How would you execute your duties as a Catholic School Board Member?

Catholic Education Board/Council/Commission Development Checklist

This list of items may be useful as you plan what to include in different stages of preparing members for their important role in governing Catholic Education.

	When	By Whom
Prospective Members		
The board/council/commission's role in the Catholic Church		
How the Catholic board differs from a public school board		
The board's responsibilities/jobs		
The characteristics of the Catholic school, catechetical program, or education programs		
Board ethics		
Expectations <ul style="list-style-type: none"> • Bring specific skills and connections • Commit to diocese/parish/school/catechetical program and its cause • Commit to improvement • Give required time • Contribute to the work — roll up sleeves 		
Information about the diocese/parish/school/religious community that owns, sponsors, or operates the institution (including history and mission)		
Board constitution and/or bylaws (authority, responsibilities)		
Newcomers		
Board constitution and/or bylaws (authority, responsibilities)		
Emergency communications and procedures		
Current policies and handbooks		
Recent achievements and minutes		
Current projects		
Relationships with key groups/persons		
Meeting and committee structure		
Challenges/recurring issues		
Preparation for the meeting (including reading materials sent prior to the meeting)		
Resources (past minutes, budgets, reports, calendar of board activities, board members' addresses, phone numbers, email, etc.)		
Tour of parish/school/diocesan office <ul style="list-style-type: none"> • Presentations of key programs • Meetings with key people 		

Department of Boards and Councils, National Catholic Educational Association

	When	By Whom
All Board Members on Their Areas of Responsibility		
Mission and Vision		
Emergency communications and procedures		
Ongoing communications and relationships		
Planning		
Policy		
Finances		
Educational programs (including trends)		
Hiring of administrator (direct or advisory role?)		
Facilities		
Public policy (Regularly discuss current legislative proposals, federal and state regulations, laws, and diocesan policies/regulations that affect governance)		
Marketing and public relations		
Problem-solving		
Difference between policy and administration		
Conflict management		
Ownership of issues		
Committee structure and responsibilities		
Recruitment (board and committee members, succession planning)		
Institutional Advancement (development, third-source funding)		
Self-evaluation		
Board spirituality		
Decision making		
Roles and duties		
Teamwork		
Positive attitude in the conduct of business (good attendance, participation)		
High level of professionalism (prepare for meetings, accept tasks, complete tasks)		
Roles of administrator (no surprises, values the board, committed to empower the board)		
Trust (and confidentiality) within the board and school/parish/diocese		

Sample Calendar of School Board Agenda

JULY

1. Install officers. Elect officers for the coming year, if not done in June.
2. EXECUTIVE COMMITTEE gathers from the Board members, pastor and principal material to be covered in the annual report.
 - This report will cover programs, staff, students, board, administrator, parents, volunteers, etc.
 - Questions to ask: What went well? What still needs attention? What will we focus on during this next school year?
 - The annual report will list achievements in the long-range plan as well as objectives and achievements of the staff, principal and others who worked toward implementation of the educational objectives.
3. Prior to the August meeting, the EXECUTIVE COMMITTEE:
 - Sets the calendar of Board meetings and Executive Committee meetings for the entire year.
 - Plans in-service for new and former Board members; looks into possible diocesan or area in-service for board; inquiries about parent association meeting dates. These meetings are in addition to regular Board meetings.
 - Determines standing committees, responsibilities, and possible membership.
Suggested standing committees: Budget Committee, Development Committee, Planning Committee, Policy Committee

AUGUST

1. EXECUTIVE COMMITTEE:
 - Distributes calendar of dates and secures Board agreement for this.
 - Selects a chairperson for each standing committee. Explains the responsibilities of the standing committees and announces members of each committee.
 - Indicates who will present the annual report to the parish pastoral council. This report is then distributed to staff, parents, and other school publics.
2. Install officers, if not done in July.
 - Begin meeting with a prayer service. • Conclude with social time after the meeting.

SEPTEMBER

1. There is a PRINCIPAL'S REPORT every month, but September's is more encompassing and detailed. It addresses:
 - Philosophy and Mission Statements
 - Programs for the year new and those already in place
 - Staff • Enrollment • Goals for the year
2. Board responds to principal's report and asks questions.
3. Chairperson reviews how policies are formulated and enacted:
 - Board formulates: Final written policy sent to pastor
 - Pastor enacts: Pastor enacts by signing
 - Principal implements: Principal and staff work out specifics
 - Board monitors: Long Range Planning, its goals and objectives

OCTOBER

1. Present quarterly budget report.
2. Study current year's objectives for the five year plan; review timetable for the plan and adjust if necessary.
3. The EXECUTIVE COMMITTEE requests the Policy Review Committee to evaluate policies enacted by the Board. (If this is not a standing committee, it should be formed now.)
 - Are updates or revisions necessary?
 - Are local policies in keeping with the diocesan *Handbook of Catholic Education Policies*?
 - Do policies in parent/student handbook and faculty handbook need updating?

NOVEMBER

1. Policy Review Committee reports:
 - Which policies need revision?
 - Which policies need to be revoked?
 - What new policies are needed?
2. EXECUTIVE COMMITTEE receives from the Policy Review Committee a list of policies or policy items that need attention during the year.
3. EXECUTIVE COMMITTEE prepares these materials for revision, revocation, or new policy formation. (The principal's involvement is essential in this step.)

DECEMBER

1. EXECUTIVE COMMITTEE presents a self-evaluation instrument to the Board.
 - All Board members, including the pastor and principal, complete the form and return it to the Executive Committee.
 - The Executive Committee tabulates the results for January presentation.

JANUARY

1. Planning:
 - EXECUTIVE COMMITTEE and principal report on the status of the long-range plan objectives.
 - The Planning Committee is assigned to work with the principal on objectives to be addressed for the coming year. (If this is not a standing committee, it should be formed now.)
2. Submit half-year budget report:
 - Include actual and project amounts
 - Address any concerns or suggestions
3. The Budget Committee is assigned to work with the principal on the next fiscal year budget. (If this is not a standing committee, it should be formed now.)
4. EXECUTIVE COMMITTEE presents self-evaluation results to the Board.
5. The principal's job description is reviewed by an ad hoc committee appointed to do this.
 - Have the requirements of the job description been carried out?
 - Are there any concerns? Are expectations realistic?
 - Are the tasks in the job description "do-able"?
 - Recommended changes are determined with the principal's input.

FEBRUARY

1. Planning:
 - The Planning Committee and principal present the objectives for the coming year.
 - All sufficient time for discussion.
2. Present the first draft of the new budget.
3. EXECUTIVE COMMITTEE appoints a Search Committee if the principal is not returning.

MARCH

1. Appoint an ad hoc New Membership Committee. EXECUTIVE COMMITTEE appoints the members of this committee.
 - New members are sought.
 - Potential nominees are screened/interviewed.
 - Recommendations are made for election/appointment
2. EXECUTIVE COMMITTEE appoints an In-service Committee/Coordinator.
 - Assist new members to become familiar with issues, materials, and responsibilities.
3. Present the second draft of the new budget.
 - Discussion and questions.
 - Possible approval of budget.
4. Evaluation of the principals' relationship with board by board.

APRIL

1. Present the new budget to the finance council or whatever body approves budget request.
 - All budget decisions are subject to the pastor's approval.
 - The subsidy requested for the coming year is part of this presentation.
2. If the subsidy requested is not approved, the Budget Committee and principal analyze ways to adjust income and expense.
3. Evaluation of Board's internal and external functions by board members. *

p. 157-159 of *Building Better Boards: A Handbook for Board Members in Catholic Education*
(Washington, DC: 1991, The National Catholic Educational Association, second printing)

MAY

1. EXECUTIVE COMMITTEE invites new members for portion of the May meeting.
2. EXECUTIVE COMMITTEE can present a Board self-evaluation instrument or discussion similar to the December format.

JUNE

1. EXECUTIVE COMMITTEE compiles and presents the Board self-evaluation results if a self-evaluation was done in May.
2. Adjust budget if necessary. This is done by the principal and Budget Committee.
3. EXECUTIVE COMMITTEE gives final report on planning objectives begun in January.
4. EXECUTIVE COMMITTEE asks the Board to submit nominations for officers to be elected in July.
 - Nominees are compiled for July meeting ballot or consensus.

This material is adapted with permission from *Catholic School Management – On Boards – A Handbook for Agenda Planning and Preparation for Catholic School Boards* by Susan M. Weber and Richard J. Burke, Catholic School Management, Inc., 1989.

ROLE OF PRINCIPAL AS THE CHIEF EXECUTIVE OFFICER OF THE BOARD

1. Plays an active role in formulating agenda with board's executive committee.
2. Attends all board meetings.
3. Gives monthly report.
4. Sees that prayer and reflection are an integral part of each meeting.
5. Identifies program needs for the board's attention.
6. Provides data and background information for all board members [as a resource person].
7. Helps prepare initial budget draft for board's consideration.
8. Helps prepare on-going service for board members.
9. Provides special in-service for new board members each year.

Information from *Building Better Boards* by Lourdes Sheehan, RSM, Ed.D.

ADMINISTRATOR'S REPORT TO THE BOARD

- ◇ Activities and Events
- ◇ Curriculum (Present and Projected)
- ◇ Staffing Needs
- ◇ Program Concerns, Needs
- ◇ Testing Results
- ◇ Trends in Education/Methods
- ◇ Legislation Concerning Schools
- ◇ Participation in State and Federal Programs
- ◇ Enrollment Statistics/Community Demographics
- ◇ In-service Plan for Staff
- ◇ Status of Catechist Certification
- ◇ Building Needs, Conditions
- ◇ Items from Program Calendar, Faculty and Parent Bulletins
- ◇ Policy Needs
- ◇ Data for Long-Range Planning, Committee Work, Policy Formulation

Information from *Building Better Boards* by Lourdes Sheehan, RSM, Ed.D.

See the diocesan policy handbook **Bk3§506.1** (Calendar Requirements) and **Bk3§506.2** “Length of School Days.”

A copy of the calendar dates form can be found at <https://dio.org/principals/>. Send this form to the Office for Catholic Schools at the beginning of September each year as instructed.

Complete the Illinois State Board of Education Accountability Division’s Nonpublic School Calendar for the appropriate school year via IWAS on the ISBE website by the deadline.

To meet diocesan and state policy, your school calendar should consist of either 880 instructional hours or 176 student attendance days of 5 instructional hours. **The Office for Catholic Schools highly recommends that our diocesan schools count by hours.**

Note that some in-service and parent/teacher conference time can be counted as instructional hours or student attendance days. Follow the directions given by the Office for Catholic Schools.

Plan 8th grade graduations as close to the last day of school as possible, no more than one week prior to the last day of school.

SECTION 10 CATECHIST FORMATION PROCESS (ADULT ENRICHMENT)

SECTION 13 CATECHIST FORMATION PROCESS

Pursuant to policies Bk3§302.5, 302.6, 303.1, and 504.6, all teachers, Catholic and non-Catholic, must actively seek and maintain the appropriate formation through the Diocesan Catechist Formation process. Contact the director for catechesis for current information about these requirements: catechesis@dio.org

Schools should be aware of copyright laws. See the summary of the 1976 General Revisions of Copyright Law included in this section. A Classroom Copyright Chart and Fair Use Guidelines for Teachers are included in this section to inform principals/teachers of what they may do under the law.

Other sources of information on copyright law are:

- A. *Selected Legal Issues in Catholic Schools*, Mary Angela Shaughnessy, SCN. 1998, NCEA, Washington D.C. (Chapter 13, "Copyright Law, Technology, and Cyberspace," pp 91-99)
- B. *Primer on Law for Administrators and Boards, Commissions and Councils of Catholic Schools*, Mary Angela Shaughnessy, SCN. 2000, NCEA, Washington, D.C. (Chapter, 16, "Copyright Law, Technology, and Cyberspace," pp88-94.)
- C. *Copyright Act of 1976*, House Report 94-1476, 94th Congress, 2nd Session, 1976. ("Guidelines for Classroom Copying in Not-for-Profit Educational Institutions.")
- D. The Copyright and Fair Use Website of Stanford University Libraries at: <http://fairuse.stanford.edu>.
- E. Copyright Office, Library of Congress, Washington, D.C. 20559. Phone [202]-707-5000.(Ask for Circular r21, *Reproduction of Copyrighted Works by Educators and Librarians*.)

Also included in this section is information on copyright of movies and audiovisual materials. Software piracy is a crime under the U.S. Copyright Law. For information on types of piracy, why licensure matters, piracy and the law, tools and resources for software management, and internet piracy, go the website Business Software Alliance, www.bsa.org.

Guidelines for Classroom Copying in Not-for-Profit Educational Institutions

(House Report 94-1476, 94th Congress 2d Sess. (1976):

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- a) A chapter from a book;
- b) An article from a periodical or newspaper;
- c) A short story, short essay or short poem, whether or not from a collective work;
- d) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

II. Multiple Copies for Classroom

Use Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- a) The copying meets the tests of brevity and spontaneity as defined below;
- b) Meets the cumulative effect test as defined below;
- c) Each copy includes a notice of copyright;
- d) Definitions Brevity:
 - (i) Poetry:
 - (a) A complete poem if less than 250 words and if printed on not more than two pages or,
 - (b) From a longer poem, an excerpt of not more than 250 words.
 - (ii) Prose:
 - (a) Either a complete, story or essay of less than 2,500 words, or
 - (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. [Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]
 - (iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
 - (iv) "Special works": Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations, and which are intended sometimes for children and at other times for a more general audience fall short 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.
 - (v) Spontaneity:
 - (a) The copying is at the instance and inspiration of the individual teacher, and
 - (b) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
 - (vi) Cumulative Effect:
 - (a) The copying of the material is for only one course in the school in which the copies are made.
 - (b) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
 - (c) There shall not be more than nine instances of such multiple copying for one course during one class term. [The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news section sections of other periodicals.]

III. Prohibitions as to I and II above

Notwithstanding any of the above, the following shall be prohibited:

- (a) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.
- (b) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- (c) Copying shall not:
 - Substitute for the purchase of books, publishers' reprints or periodicals;
 - Be directed by higher authority;
 - Be repeated with respect to the same item by the same teacher from term to term.
 - No charge shall be made to the student beyond the actual cost of the photocopying.

Agreed March 19, 1976. Ad Hoc Committee on **Copyright Law** Revision: By Sheldon Elliott Steinbach. Author-Publisher Group: Authors League of America: By Irwin Karp, Counsel. Association of American Publishers, Inc.: By Alexander C. Hoffman. Chairman **Copyright** Committee. In a joint letter dated April 30, 1976, representatives of the Music Publishers' Association of the United States, Inc., the National Music Publishers' Association, Inc., the Music Teachers National Association, the Music Educators National Conference, the National Association of Schools of Music, and the Ad Hoc Committee on **Copyright Law** Revision, wrote to Chairman Kastenmeier as follows:

During the hearings on H.R. 2223 in June 1975, you and several of your subcommittee members suggested that concerned groups should work together in developing guidelines which would be helpful to clarify Section 107 of the bill [this section]. Representatives of music educators and music publishers delayed their meetings until guidelines had been developed relative to books and periodicals. Shortly after that work was completed and those guidelines were forwarded to your subcommittee, representatives of the undersigned music organizations met together with representatives of the Ad Hoc Committee on **Copyright Law** Revision to draft guidelines relative to music. We are very pleased to inform you that the discussions thus have been fruitful on the guidelines, which have been developed. Since private music teachers are an important factor in music education, due consideration has been given to the concerns of that group. We trust that this will be helpful in the report on the bill to clarify Fair Use as it applies to music.

The text of the guidelines accompanying this letter is as follows: guidelines for educational uses of music:

The purpose of the following guidelines is to state the minimum and not the maximum standards of educational fair use under Section 107 of H.R. 2223 [this section]. The parties agree that the conditions determining the extent of permissible copying for educational purposes may change in the future; that certain types of copying permitted under these guidelines may not be permissible in the future, and conversely that in the future other types of copying not permitted under these guidelines may be permissible under revised guidelines. Moreover, the following statement of guidelines is not intended to limit the types of copying permitted under the standards of fair use under judicial decision and which are state in Section 107 of the **Copyright Revision Bill** [the section]. There may be instances in which copying does not fall within the guidelines stated below may nonetheless be permitted under the criteria of fair use.

A. Permissible Uses:

1. Emergency copying to replace purchased copies, which for any reason are not available, for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. (a) For academic purposes other than performance, multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole, which would constitute a performable unit such as a section, movement or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil. (b) For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) that is,

- (l) Confirmed by the **copyright** proprietor to be out of print or

- (2) Unavailable except in a larger work, may be made by or for a teacher solely for the purpose of his or her scholarly research or in preparation to teach a class.
- (3) Printed copies, which have been purchased, may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- (4) A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
- (5) A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the **copyright** which may exist in the sound recording.)

B. Prohibitions:

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A (1) above.
4. Copying for the purpose of substituting, for the purchase of music, except as in A (1) and A (2) above.
5. Copying without inclusion of the **copyright** notice which appears on the printed copy.

The problem of off-the-air taping for nonprofit classroom use of copyrighted audiovisual works incorporated in radio and television broadcasts has proved to be difficult to resolve. The Committee believes that the fair use doctrine has some limited application in this area, but it appears that the development of detailed guidelines will require a more thorough exploration than has so far been possible of the needs and problems of a number of different interests affected, and of the various legal problems presented. Nothing in Section 107 or elsewhere in the bill is intended to change or prejudge the law on the point. On the other hand, the Committee is sensitive to the importance of the problem, and urges the representatives of the various interests, if possible, under the leadership of the Register of Copyrights, to continue their discussions actively and in a constructive spirit. If it would be helpful to a solution, the Committee is receptive to undertaking further consideration of the problem in a future Congress. The Committee appreciates and commends the efforts and the cooperative and reasonable spirit of the parties who achieved the agreed guidelines on books and periodicals and on music. Representatives of the American Association of University Professors and of the Association of American Law Schools have written to the Committee strongly criticizing the guidelines, particularly with respect to multiple copying, as being too restrictive with respect to classroom situations at the university and graduate level. However, the Committee notes that the Ad Hoc group did include representatives of higher education, that the stated "purpose" of the * * * guidelines is to state the minimum and not the maximum standards of educational fair use" and that the agreement acknowledges "there may be instances in which copying which does not fall within the guidelines * * * may nonetheless be permitted under the criteria of fair use."

The Committee believes the guidelines are a reasonable interpretation of the minimum standards of fair use. Teachers will know that copying with the guidelines is fair use. Thus, the guidelines serve the purpose of fulfilling the need for greater certainty and protection for teachers.

The Committee expresses the hope that if there are areas where standards other than these guidelines may be appropriate, the parties will continue their efforts to provide additional specific guidelines in the same spirit of good will and give and take that has marked the discussion of this subject in recent months. Reproduction and Uses for Other Purposes. The concentrated attention given the fair use provision in the context of classroom teaching activities should not obscure its application in other areas. It must be emphasized again that the same general standards of fair use are applicable to all kinds of uses of copyrighted material, although the relative weight to be given them will differ from case to case.

The fair use doctrine would be relevant to the use of excerpts from copyrighted works in educational broadcasting activities not exempted under section 110(2) or 112, and not covered by the licensing provisions of section 118. In these cases, the factors to be weighed in applying the criteria of this section would include whether the performers, producers, directors, and others responsible for the broadcast were paid, the size and nature of the audience, the size and number of excerpts taken and, in the case of recordings made for broadcast, the number of copies reproduced and the extent of their reuse or exchange. The availability of the fair use doctrine to educational broadcasters would be narrowly circumscribed in the case of motion pictures and other audiovisual works, but under appropriate circumstances it could apply to the inconsequential showing of an individual still or slide, or to the performance of a short excerpt from a motion picture for criticism or comment. Another special instance illustrating the application of the fair use doctrine pertains to the making of copies or phono records of works in the special forms needed for the use of blind persons. These special forms, such as copies in Braille and phono records of oral readings (talking books), are not usually made by the publishers for commercial distribution. For the most part, such copies and phono records are made by the Library of Congress' Division for the Blind and Physically Handicapped with permission

obtained from the **copyright owners** and are circulated to blind persons through regional libraries covering the nation. In addition, such copies and phono records are made locally by individual volunteers for the use of blind persons in their communities, and the Library of Congress conducts a program for training such volunteers. While the making of multiple copies of phono records of a work for general circulation requires the permission of the **copyright owner**, a problem addressed in section 710 of the bill, the making of a single copy or phono record by an individual as a free service for blind persons would properly be considered a fair use under section 107. A problem of particular urgency is that of preserving for posterity prints of motion pictures made before 1942. Aside from the deplorable fact that in a great many cases the only existing copy of a film has been deliberately destroyed, those that remain are in immediate danger of disintegration; they were printed on film stock with a nitrate base that will inevitably decompose in time.

The efforts of the Library of Congress, the American Film Institute, and other organizations to rescue and preserve this irreplaceable contribution to our cultural life are to be applauded, and the making of duplicate copies for purposes of archival preservation certainly falls within the scope of "fair use." When a copyrighted work contains unfair, inaccurate, or derogatory information concerning an individual or institution, the individual or institution may copy and reproduce such parts of the work as to permit understandable comment on the statements made in the work. The Committee has considered the question of publication, in Congressional hearings and documents, of copyrighted material. Where the length of the work or excerpt published, and the numbers of copies authorized are reasonable under the circumstances, and the work itself is directly relevant to a matter of legitimate legislative concern, the Committee believes that the publication would constitute fair use. During the consideration of the revision bill in the 94th Congress it was proposed that independent newsletters, as distinguished from house organs and publicity or advertising publications, be given separate treatment. It is argued that newsletters are particularly vulnerable to mass photocopying, and that most newsletters have fairly modest circulations. Whether the copying of portions of a newsletter is an act of infringement or a fair use will necessarily turn on the facts of the individual case. However, as a general principle, it seems clear that the scope of the fair use doctrine should be considerably narrower in the case of newsletters than in that of either mass-circulation periodicals or scientific journals. The commercial nature of the user is a significant factor in such cases: Copying by a profit-making user of even a small portion of a newsletter may have a significant impact on the commercial market for the work. The Committee has examined the use of excerpts from copyrighted works in the art work of calligraphers. The committee believes that a single copy reproduction of an excerpt from a copyrighted work by a calligrapher for a single client does not represent an infringement of **copyright**. Likewise, a single reproduction of excerpts from a copyrighted work by a student calligrapher or teacher in a learning situation would be a fair use of the copyrighted work. The Register of Copyrights has recommended that the committee report describe the relationship between this section and the provisions of section 108 relating to reproduction by libraries and archives. The doctrine of fair use applies to library photocopying, and nothing contained in section 108 "in any way affects the right of fair use." No provision of section 108 is intended to take away any rights existing under the fair use doctrine. To the contrary, section 108 authorizes certain photocopying practices which may not qualify as a fair use. The criteria of fair use are necessarily set forth in general terms. In the application of the criteria of fair use to specific photocopying practices of libraries, it is the intent of this legislation to provide an appropriate balancing of the rights of creators, and the needs of users. Amendments 1992 Pub. L. 102-492 inserted at end "The fact that work is unpublished shall not itself bar a finding of fair use if such finding is made upon consideration of all the above factors." 1990 Pub. L. 101-650 substituted "sections 106 and 106A" for "section 106" in introductory provisions. Effective Date of 1990 Amendment, Amendment by Pub. L. 101-650 effective 6 months after Dec. 1, 1990, see section 610 of Pub. L. 101-650, set out as an Effective Date note under section 106A of this title. Cross References Action for infringement of **copyright**, see section 501 of this title. Exclusive rights in copyrighted works, see section 106 of this title. Remittance of statutory damages see section 504 of this title. Use of certain works in connection with noncommercial broadcasting, see section 118 of this title. Use of material in conjunction with computers and similar information systems, see section 117 of the title. Section Referred to in Other Sections this section is referred to in sections 106, 106A, 108, 118, 501, 504, 511 of this title; title 18 section 2319.

INFORMATION FROM DIOCESAN LEGAL COUNSEL COPYRIGHT OF MOVIES OR AUDIOVISUAL MATERIAL

“The following (17 U.S.C. 110) suggests that it is ok for a teacher to purchase and play a video tape to her class. I would caution, however, that it should be done only once and not to other classes or on an annual basis.

Notwithstanding the provisions of section 106, the following are not infringements of copyright:

- (1) performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit education institution, in a classroom or similar place devoted to instruction, unless, in the case of a motion picture or other audiovisual work the performance, or the display of individual images, is given by means of a copy that was not lawfully made under this title, and that the person responsible for the performance performance know or had reason to believe was not lawfully made; ... (2) performance of a non-dramatic literary or musical work or of a dramatic-musical work of a religious nature, or display of a work, in the course of services at a place of worship or other religious assembly;”

COPYRIGHT AND FAIR USE FOR TEACHERS

The following chart was designed to inform classroom teachers of their rights under the copyright law and copyright guidelines of the United States. Copyright and the notion of intellectual property were written into the Constitution of the United States to promote learning and the useful arts and were designed to be supportive of the work of educators.

The purpose of copyright protection is repeatedly and mistakenly reported to be for the protection of authors and other intellectual property owners. In fact, has been always for the purpose of benefiting society as a whole and particularly the institutions of education. Learning, or “science” in the language of the Enlightenment and the Constitution, was to be promoted by allowing authors and other rights for a limited time for their work. The first copyright act written into federal law was titled “The Education Act.”

Teachers in the classroom make the decisions closest to the field of instruction and it is teachers that have been given the greatest rights rights that even their districts do not have. This Copyright Chart was designed to inform teachers of what they may do under the law.



Copyright and Fair Use Guidelines for Teachers

This chart was designed to inform teachers of what they may do under the law. Feel free to make copies for teachers in your school or district, or download a PDF version at

www.techlearning.com. More detailed information about fair use guidelines and copyright resources is available at www.halldavidson.net.

Medium	Specifics	What you can do	The Fine Print
Printed Material (short)	<ul style="list-style-type: none"> Poem less than 250 words; 250-word excerpt of poem greater than 250 words Articles, stories, or essays less than 2,500 words Excerpt from a longer work (10 percent of work or 1,000 words, whichever is less) One chart, picture, diagram, or cartoon per book or per periodical issue Two pages (maximum) from an illustrated work less than 2,500 words, e.g., a children's book 	<ul style="list-style-type: none"> Teachers may make multiple copies for classroom use, and incorporate into multimedia for teaching classes. Students may incorporate text into multimedia projects. 	<ul style="list-style-type: none"> Copies may be made only from legally acquired originals. Only one copy allowed per student. Teachers may make copies in nine instances per class per term. Usage must be "at the instance and inspiration of a single teacher," i.e., not a directive from the district. Don't create anthologies. "Consumables," such as workbooks, may not be copied.
Printed Material (archives)	<ul style="list-style-type: none"> An entire work Portions of a work A work in which the existing format has become obsolete, e.g., a document stored on a Wang computer 	<ul style="list-style-type: none"> A librarian may make up to three copies "solely for the purpose of replacement of a copy that is damaged, deteriorating, lost, or stolen." 	<ul style="list-style-type: none"> Copies must contain copyright information. Archiving rights are designed to allow libraries to share with other libraries one-of-a-kind and out-of-print books.
Illustrations and Photographs	<ul style="list-style-type: none"> Photograph Illustration Collections of photographs Collections of illustrations 	<ul style="list-style-type: none"> Single works may be used in their entirety, but no more than five images by a single artist or photographer may be used. From a collection, not more than 15 images or 10 percent (whichever is less) may be used. 	<ul style="list-style-type: none"> Although older illustrations may be in the public domain and don't need permission to be used, sometimes they're part of a copyright collection. Copyright ownership information is available at www.loc.gov or www.mpa.org.
Video (for viewing)	<ul style="list-style-type: none"> Videotapes (purchased) Videotapes (rented) DVDs Laserdiscs 	<ul style="list-style-type: none"> Teachers may use these materials in the classroom. Copies may be made for archival purposes or to replace lost, damaged, or stolen copies. 	<ul style="list-style-type: none"> The material must be legitimately acquired. Material must be used in a classroom or nonprofit environment "dedicated to face-to-face instruction." Use should be instructional, not for entertainment or reward. Copying OK only if replacements are unavailable at a fair price or in a viable format.
Video (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Videotapes DVDs Laserdiscs Multimedia encyclopedias QuickTime Movies Video clips from the Internet 	<ul style="list-style-type: none"> Students "may use portions of lawfully acquired copyright works in their academic multimedia," defined as 10 percent or three minutes (whichever is less) of "motion media." 	<ul style="list-style-type: none"> The material must be legitimately acquired: a legal copy (not bootleg) or home recording. Copyright works included in multimedia projects must give proper attribution to copyright holder.
Music (for integration into multimedia or video projects)	<ul style="list-style-type: none"> Records Cassette tapes CDs Audio clips on the Web 	<ul style="list-style-type: none"> Up to 10 percent of a copyright musical composition may be reproduced, performed, and displayed as part of a multimedia program produced by an educator or students. 	<ul style="list-style-type: none"> A maximum of 30 seconds per musical composition may be used. Multimedia program must have an educational purpose.
Computer Software	<ul style="list-style-type: none"> Software (purchased) Software (licensed) 	<ul style="list-style-type: none"> Library may lend software to patrons. Software may be installed on multiple machines, and distributed to users via a network. Software may be installed at home and at school. Libraries may make copies for archival use or to replace lost, damaged, or stolen copies if software is unavailable at a fair price or in a viable format. 	<ul style="list-style-type: none"> Only one machine at a time may use the program. The number of simultaneous users must not exceed the number of licenses; and the number of machines being used must never exceed the number licensed. A network license may be required for multiple users. Take aggressive action to monitor that copying is not taking place (unless for archival purposes).
Internet	<ul style="list-style-type: none"> Internet connections World Wide Web 	<ul style="list-style-type: none"> Images may be downloaded for student projects and teacher lessons. Sound files and video may be downloaded for use in multimedia projects (see portion restrictions above). 	<ul style="list-style-type: none"> Resources from the Web may not be reposted onto the Internet without permission. However, links to legitimate resources can be posted. Any resources you download must have been legitimately acquired by the Website.
Television	<ul style="list-style-type: none"> Broadcast (e.g., ABC, NBC, CBS, UPN, PBS, and local stations) Cable (e.g., CNN, MTV, HBO) Videotapes made of broadcast and cable TV programs 	<ul style="list-style-type: none"> Broadcasts or tapes made from broadcast may be used for instruction. Cable channel programs may be used with permission. Many programs may be retained by teachers for years— see Cable in the Classroom (www.ciconline.org) for details. 	<ul style="list-style-type: none"> Schools are allowed to retain broadcast tapes for a minimum of 10 school days. (Enlightened rights holders, such as PBS's ReadingRainbow, allow for much more.) Cable programs are technically not covered by the same guidelines as broadcast television.

Sources: United States Copyright Office Circular 21; Sections 107, 108, and 110 of the Copyright Act (1976) and subsequent amendments, including the Digital Millennium Copyright Act; Fair Use Guidelines for Educational

Multimedia; cable systems (and their associations); and Copyright Policy and Guidelines for California's School Districts, California Department of Education. Note: Representatives of the institutions and associations who helped to draw up

many of the above guidelines wrote a letter to Congress dated March 19, 1976, stating: "There may be instances in which copying that does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."

Each principal should check with local agencies for availability of counseling services if a school counselor is not employed directly by the school. Possible places which may offer counseling services are:

- ◆ Catholic Charities
- ◆ County Health Facilities
- ◆ Hospitals
- ◆ Local Public School District

Funds from Drug Free Schools and Communities can be used for counseling purposes. Check with the Office for Catholic Schools to find out how this can be accomplished.

Licensure requirements (counselor, nurse, etc.): “Each individual employed in a field requiring licensure shall hold and practice within the scope of the relevant license.”

All schools are required to develop and promulgate a Crisis Plan and to keep the plan updated. Plans that are six years old or more are considered outdated. A copy of the plan and updates is to be sent to the Office for Catholic Schools **each year**. Be sure your plan designates a school spokesperson to represent the school in times of crisis. All non-public schools **must hold an annual meeting** to review the school's crisis plan.

By law, crisis plans must now include Athletic Emergency Action Plans if a school has athletics, and an Asthma Episode Plan. Instructions and templates for both are attached.

All schools must fill out the **Private School Annual Review Compliance Report** in IWAS by the deadlines established by ISBE.

Resources:

1. Crisis Management in Catholic Schools by Thomas M. Batsis, O. Carm. (available through NCEA Publication)
2. Illinois State Police
3. Your public school districts
4. Website resources for crisis planning:

✦ American Counseling Association	www.counseling.org
✦ American School Counselor Association	www.schoolcounselor.org
✦ Boys and Girls Club of America	www.bgca.org
✦ Bullying	https://safechild.org/bullying/
✦ National Institute of Alcohol Abuse and Alcoholism	www.niaaa.nih.gov
✦ National School Safety Center	http://www.schoolsafety.us/
✦ National Gang Center	https://nationalgangcenter.ojp.gov/
✦ Office of Juvenile Justice and Delinquency Prevention	https://www.ojjdp.gov/
✦ National Catholic Educational Association	http://ncea.org
✦ U.S. Department of Education Practical Information on Crisis Planning: A Guide for Schools and Communities	https://www2.ed.gov/admins/lead/safety/crisisplanning.html
✦ Illinois State Board of Education (for crisis plan template)	www.isbe.net

Also find in this section "Safety Suggestions from the Insurance Office" and "Student Safety Patrols."

In addition, find in this section information on carbon monoxide detectors.

Emergency Action Plan (EAP)

In accordance with By-law 2.150, a school shall have on file for each student that participates (including practice) in interscholastic athletics a certificate of physical fitness issued by a licensed physician, physician's assistant or nurse practitioner as set forth in the Illinois State Statutes not more than 395 days preceding any date of participation in any such practice, contest or activity. As this By-law addresses pre-participation certification only, there is not a guideline or By-law in place to address release to interscholastic activity following an injury, with the exception of head injury/concussion. With the understanding that schools throughout the state have different needs and services available to them, this document was produced to provide guidelines on an athlete's return to activity following an injury.

Each school should have a written Emergency Action Plan (EAP) in place for each athletic practice/competition venue to address medical emergencies among athletes, staff, and officials. The EAP should also address spectator injuries, severe weather, fire, electrical failure, bomb threat, criminal behavior, or other possible emergencies or should be included and/or addressed in the school EAP. This plan should be developed to address the unique needs of the individual sport and venue.

EAP's should consist of the following components:

- Personnel
 - Roles
 - Training (AED/CPR/First Aid)
- Communication
 - On and off site communication
 - Land and cell phones/radios/etc.
- Equipment
 - AED
 - Medical Kit/Supplies
- Emergency Medical Care
- Player Medical Information
- Game day Responsibilities (includes appropriate sideline preparedness)
- Catastrophic Incident Plan

While each school's sports medicine/medical service needs and availability are different, guidelines should be developed per school to assist the coaching staff on what injuries should be allowed to return to competition without a medical release/medical professional clearance (including concussion/head injury). It is not practical to identify every situation or injury; however the following guidelines should assist the school/coaching staff on determining if the athlete should be allowed to return to activity without a release/medical professional clearance.

1. No swelling or deformity.

2. No headache, nausea, blurred vision, tingling, numbness, cognitive or sensory changes.
3. Symmetrical (equal to the other side) joint range on motion and strength.
4. Ability to bear weight, without a limp, if injury occurs to the lower body. Ability to put weight thru upper extremity if upper body injury.
5. Ability to complete full functional sporting activities without compensation.

Please remember that the majority of high school athletes are minors. If there is a question as to their injury and ability to participate, the parents/guardian should be consulted.

Athletes that are unable to meet the above criteria should be encouraged to seek medical attention prior to return to interscholastic activity. Those athletes that seek medical attention should be required to provide a written medical release indicating their ability to participate. Without obtaining this release, the school may assume legal liability if the athlete is allowed to participate in activities not permitted by their medical provider.

A proper plan establishes accountability, should be comprehensive, yet flexible, practical, and easily understood. The written EAP must be revised, approved, distributed, and should be rehearsed regularly prior to every athletic season. The athletic department, administration, and sports medicine team share the responsibility to establish, practice, and execute the EAP.

A sample venue-specific is included as a part of this document, which was developed from portions of the third and fourth editions of National Federation of State High School Associations Sports Medicine Handbook. Persons interested in purchasing this handbook can do so at the following location: <http://www.nfhs.org/resources/publications/>

Venue-Specific Emergency Action Plan

Venue

Sport: _____

Location: _____

Emergency Personnel

Present: _____

On-Call: _____

Emergency Equipment

Location On-Site:

- First-Aid Kit
- AED
- Items for proper care of blood-borne pathogens
- Ice or chemical ice packs, water, and towels
- Player Medical Information
- Environmental accommodations (cooling tubs, shelters, etc.)
- Other equipment as deemed necessary by local circumstances and qualifications of available personnel

Communication

Access to 911: _____

Access to on-call emergency medical personnel: _____

Access to school medical personnel _____

Role of First on the Scene

1. Control scene (gain access to athlete/injured individual) a. Initial Assessment (to determine ABCs - airway, breathing, circulation)
2. Detailed Assessment (to determine extent of injury/illness)
3. Send designated personnel to summon help if needed:
 - a. EMS: Call 911
 - b. Athletic Trainer: Call Athletic Training Room or Cell: _____
4. Send designated personnel to obtain necessary supplies
5. Initiate immediate care to the sick or injured athlete and stay with injured athlete/individual until medical care arrives or deemed appropriate to move

EMS Access

If EMS is called provide directions/access to scene

Directions to site/location: _____

Open access gates

Designate individual to meet EMS

Last updated: _____

Last practiced: _____

Illinois Asthma Episode Emergency Response Protocol

This document was prepared by the Illinois State Board of Education in collaboration with the Respiratory Health Association, Illinois Asthma Partnership, Chicago Asthma Consortium, and Illinois Department of Public Health. Public Act 100-726 allows schools to maintain undesignated asthma medication.

Purpose

The purpose of this document is to aid a student experiencing asthma exacerbation as evidenced by wheezing, coughing, shortness of breath, chest tightness, and/or breathing difficulty.

Equipment and Supplies

1. Prescribed quick-relief medication (albuterol, ProAir, Proventil, Ventolin, etc.). Many students have their own inhaler on their person, as allowed by state law PA 100-726. If asthma medication is not on the student, immediately summon school staff members who have access to the medication.
2. All equipment and supplies necessary for administering asthma medication (spacer, nebulizer machine, etc.)
3. Student's Asthma Action Plan (if available)

Procedures

Step	Condition	Action
1	<p><u>Asthma Episode</u> If student exhibits any of the following signs such as wheezing, coughing, shortness of breath, chest tightness, or difficulty breathing....</p>	<ul style="list-style-type: none"> • Assess student for any asthma episode symptoms. • Student report of “needing my inhaler” should be given primary weight even in the absence of other symptoms. • Summon or notify school nurse of student's condition regardless of severity of symptoms and report findings (if non-nurse is assisting student).

All staff members should review this protocol. Any staff member who may be likely to assist a student with asthma should review this protocol and practice with a “trainer” for the student's quick-relief medication OR the school's undesignated asthma medication. Training should be provided by a Registered Nurse (RN) assigned to the school, if available or by reviewing the package insert of the asthma medication (the student's or school's undesignated supply).

Illinois Asthma Episode Emergency Response Protocol updated 2022

Cardiac Emergency Response Plan Name of School

Sudden cardiac arrest events can vary greatly. Faculty, staff, and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

1. Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity (cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called *commotio cordis*. The person may have the signs of cardiac arrest described above and is treated the same.

2. Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

3. Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute (faster than once per second, but slower than twice per second).
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

4. Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

5. Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

6. Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" - directing others away from the scene.
- Notify other staff: athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, etc. to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent or guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact diocesan administration.

Building Location Information

School Name & Address _____

School Emergency Phone# *Insert #s for school-hours & after-hours, may be office during school hours* _____

Cross Streets _____

AED Location _____ Last Maintenance _____

AED Location _____ Last Maintenance _____

AED Location _____ Last Maintenance _____

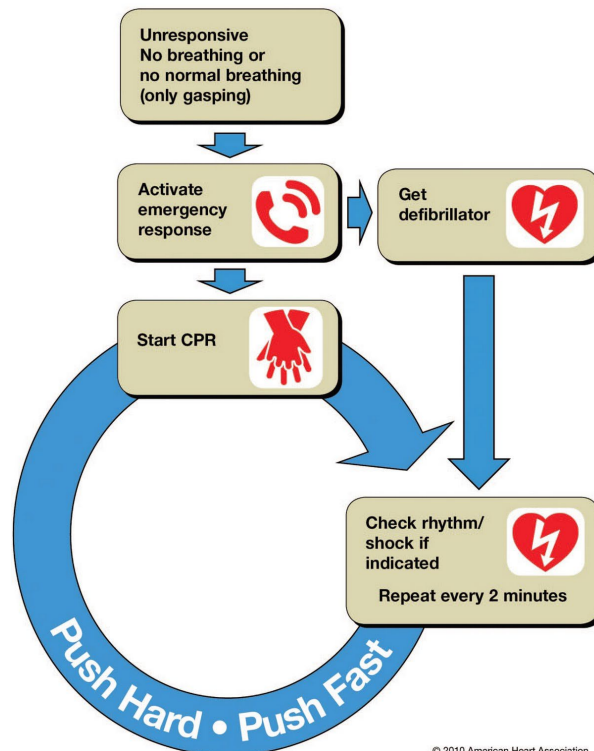
AED Location _____ Last Maintenance _____

AED Location _____ Last Maintenance _____

AED Location _____ Last Maintenance _____

CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL

Simplified Adult BLS



© 2010 American Heart Association

SAFETY SUGGESTIONS FROM THE INSURANCE OFFICE

School security is a subject of which we must continually be aware. Please consider the following:

1. Keep all school entrances locked if possible. If one entrance is left open, make it the one in close proximity to the school office.
2. All teachers and school personnel should be aware of any visitors in the school. Do not hesitate to ask the visitor's reason for being at the school.
3. Parents should submit a list of those authorized to remove a child from the school. If the parent did not give the authorization, no one coming to the school should be allowed to leave with the child.
4. Playground attendants should be keenly aware of anyone coming onto the playground at times when the children are outside.
5. If children are going to be absent, parents should be required to notify the school of the absence.
6. Teachers should be aware of any personality changes regarding a student.
7. No student should be allowed to "bully" or "humiliate" any other student.
8. If any type of weapon is brought into the school, the parents of the child should be notified and involved immediately.
9. Keep the atmosphere in the school as positive and happy as possible. If all students feel good about who they are and where they are, student-initiated violence is less likely to occur.
10. All schools should have an "open door policy," which makes it clear that students can approach any teacher or principal at any time with any problem.

Traffic Safety

Before the opening of the school, the administrator shall arrange with the local police officials for the protection of students who cross busy intersections on their way to and from school. Student patrols, trained and supervised by a teacher, may be used to supplement the services of patrol persons and crossing guards.

STUDENT SAFETY PATROLS

Tips for the patrol guard

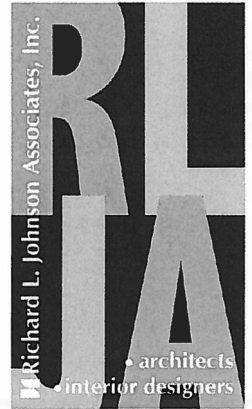
1. Control students, not traffic.
2. If a vehicle is coming down the street, be sure it is stopped before allowing anyone to cross the street.
3. The person crossing should be at the curb before stopping traffic.
4. Keep your eyes open, and be aware of all cars. Stand so that you can look both ways.
5. Remember that on dark, rainy days it is harder for drivers to see you and also more difficult to stop.
6. Being a safety patrol guard is a job and not the time to talk and joke with your friends.
7. If for any reason a safety patrol guard cannot be at the assigned place, it is the guard's responsibility to notify the appropriate school official.
8. Students should always walk, not run, across the street.

Tips for the school

1. Anyone considered for safety patrol guard should have a signed permission document from his/her parent or legal guardian. The document should stress the fact that the parent/legal guardian also has responsibility to contact the school authority if their child cannot be at the assigned place.
2. Safety patrol guards should be at least 11 or 12-years-old and should be chosen from the oldest class at the school.
3. While it is not mandatory, having 2 guards at each crossing instead of one can be a better plan. One child should be on each side of the street.
4. Obtain official reflective clothing for the safety patrol guard.
5. A system for reporting students that do not follow the rules of the patrol guard should be in place. Additionally, the patrol guard needs to know the consequences if the guard acts inappropriately.
6. An adult should be present with the new patrol guard for a period of time to be sure the child knows what to do.
7. Safety patrol crossings should preferably be at intersections with stop signs.
8. The safety patrol guard may be standing alone at an intersection at certain times. That child should have very specific direction about what to do if strangers approach him/her.
9. At the beginning of the school year, and again after a couple of months, teachers should go over the procedures for crossing the street.
10. Many schools offer an incentive to the safety patrol guard such as an end of the year picnic or tickets to an event. This stresses the importance of the job.
11. One person in the school should monitor the program and be available to receive contact from safety guards not available for their assignments.

Note: All safety patrol guards must go through a formal training process that is locally determined.

**THINGS YOU SHOULD KNOW ABOUT THE
CARBON MONOXIDE ALARMS - PUBLIC ACT 099-0470**

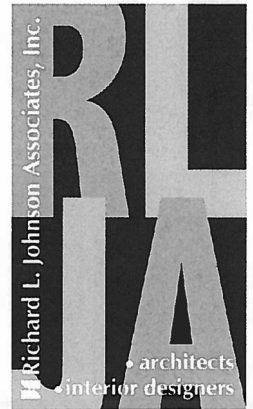


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1. Law takes effect January 1, 2016
2. No completion time has been issued but it would be good practice to have them installed by December 31, 2016 if not sooner.
3. Carbon Monoxide Alarm - Stand alone local alarm
4. Carbon Monoxide Detector - Does not alarm locally but is tied into the buildings fire alarm system.
5. Buildings designed before January 1, 2016 are permitted to use battery operated Carbon Monoxide Alarms or plug-in type with battery back-up. Devices must be UL labeled.
6. Buildings designed after January 1, 2016 should have Carbon Monoxide Detectors that are tied into the fire alarm system or Carbon Monoxide Alarms that are permanently tied into the buildings electrical system.
7. Carbon Monoxide Alarms or Detectors to be installed within 20 feet of a carbon monoxide emitting device.
8. Typical mounting heights should be 4 to 6 feet above the floor.
9. Devices should be tested annually.
10. Schools must require plans, protocols and procedures in response to the activation of a carbon monoxide alarm or carbon monoxide detection system.
11. The Office of the State Fire Marshall is currently working on the rules that will govern this Law.

**EXAMPLES OF CARBON MONOXIDE SOURCES INCLUDE BUT
ARE NOT LIMITED TO THE FOLLOWING:**

1. Fuel fired heating systems like boilers, indoor heating/ventilation units, outdoor roof top units, outdoor ground units and make-up air units.
2. Multi-Zone gas fire systems serving multiple rooms require devices in each room or in the ductwork within the 20 foot requirement.
3. Interior emergency generators.
4. Fuel fired kitchen equipment like ranges, ovens, steamers and dishwashers.
5. Fuel fired domestic water heaters.
6. Lab and Shop equipment such as gas outlets in science rooms, torches in welding labs, gas fired kilns, stationary or portable engines in an auto shop.
7. Maintenance operations such as a propane powered floor machine.
8. Any fuel burning piece of equipment.



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Public Act 099-0470

HB0152 Enrolled

LRB099 03752 NHT 23765 b

AN ACT concerning education.

**Be it enacted by the People of the State of Illinois,
represented in the General Assembly:**

Section 5. The School Code is amended by adding Sections 10-20.56 and 34-18.49 as follows:

(105 ILCS 5/10-20.56 new)

Sec. 10-20.56. Carbon monoxide alarm required.

(a) In this Section:

"Approved carbon monoxide alarm" and "alarm" have the meaning ascribed to those terms in the Carbon Monoxide Alarm Detector Act.

"Carbon monoxide detector" and "detector" mean a device having a sensor that responds to carbon monoxide gas and that is connected to an alarm control unit and approved in accordance with rules adopted by the State Fire Marshal.

(b) A school board shall require that each school under its authority be equipped with approved carbon monoxide alarms or carbon monoxide detectors. The alarms must be powered as follows:

(1) For a school designed before the effective date of this amendatory Act of the 99th General Assembly, alarms powered by batteries are permitted. In accordance with Section 17-2.11 of this Code, alarms permanently powered by the building's electrical system and monitored by any required fire alarm system are also permitted. Fire prevention and safety tax levy proceeds or bond proceeds may be used for alarms.

(2) For a school designed on or after the effective date of this amendatory Act of the 99th General Assembly, alarms must be permanently powered by the building's electrical system or be an approved carbon monoxide detection system. An installation required in this subdivision (2) must be monitored by any required fire alarm system.

Alarms or detectors must be located within 20 feet of a carbon monoxide emitting device. Alarms or detectors must be in operating condition and be inspected annually. A school is exempt from the requirements of this Section if it does not have or is not close to any sources of carbon monoxide. A school must require plans, protocols, and procedures in response to the activation of a carbon monoxide alarm or carbon monoxide detection system.

(105 ILCS 5/34-18.49 new)

Sec. 34-18.49. Carbon monoxide alarm required.

(a) In this Section:

"Approved carbon monoxide alarm" and "alarm" have the meaning ascribed to those terms in the Carbon Monoxide Alarm

Detector Act.

"Carbon monoxide detector" and "detector" mean a device having a sensor that responds to carbon monoxide gas and that is connected to an alarm control unit and approved in accordance with rules adopted by the State Fire Marshal.

(b) The board shall require that each school under its authority be equipped with approved carbon monoxide alarms or carbon monoxide detectors. The alarms must be powered as follows:

(1) For a school designed before the effective date of this amendatory Act of the 99th General Assembly, alarms powered by batteries are permitted. Alarms permanently powered by the building's electrical system and monitored by any required fire alarm system are also permitted.

(2) For a school designed on or after the effective date of this amendatory Act of the 99th General Assembly, alarms must be permanently powered by the building's electrical system or be an approved carbon monoxide detection system. An installation required in this subdivision (2) must be monitored by any required fire alarm system.

Alarms or detectors must be located within 20 feet of a carbon monoxide emitting device. Alarms or detectors must be in operating condition and be inspected annually. A school is exempt from the requirements of this Section if it does not have or is not close to any sources of carbon monoxide. A school must require plans, protocols, and procedures in response to the activation of a carbon monoxide alarm or carbon monoxide detection system.

Section 99. Effective date. This Act takes effect January 1, 2016.

Effective Date: 1/1/2016

CARBON MONOXIDE ALARMS IN EXISTING SCHOOLS

OVERVIEW OF STATE LAWS

Part of the ELI Series

[Topics in School
Environmental Health:
Overview of State Laws](#)

Environmental Law Institute

Why is this Issue Important for School Environmental Health?

Carbon monoxide (CO) is an odorless, colorless gas produced from the incomplete oxidation of carbon in combustion processes. In school facilities, sources of carbon monoxide may include worn or poorly maintained combustion devices (e.g., boilers, furnaces), or a malfunctioning flue. Vehicle exhaust from nearby idling vehicles can also be sources. If carbon monoxide builds up in the air inside a school facility, students and staff can be harmed by breathing in the gas. Early symptoms of CO poisoning may mimic the flu and include headache, dizziness, weakness, nausea, vomiting, chest pain and confusion. At high concentrations, CO exposure can cause loss of consciousness and death.

Key measures for preventing the accumulation of CO indoors include proper design and maintenance of fuel-burning equipment and limitations on vehicle idling. The use of carbon monoxide alarms, which alert occupants to elevated CO levels within a building, can be an important complement to these preventive measures. The U.S. Consumer Product Safety Commission (CPSC) has worked with Underwriters Laboratories (UL) to help develop a safety standard (UL 2034) for CO alarms.

For more information on carbon monoxide from the U.S. EPA, the Centers for Disease Control and Prevention and the CPSC, see

<https://www.epa.gov/indoor-air-quality-iaq/carbon-monoxides-impact-indoor-air-quality>,

<http://www.cdc.gov/co/default.htm> and

<https://www.cpsc.gov/Safety-Education/Safety-Education-Centers/Carbon-Monoxide-Information-Center>

What Types of State Policies are Included in this Overview?

Many states and localities have enacted laws and regulations requiring carbon monoxide alarms in certain types of residential buildings, and a growing number are establishing requirements for CO alarms in schools. This Overview includes state laws and regulations that require or promote the use of CO alarms in *existing school facilities*, though it may not necessarily include all such policies.

It is important to note that this Overview does *not* address CO alarm requirements for new or renovated school facilities. Some states have already established such requirements through their education laws, building codes, or fire codes. The 2015 version of the International Fire Code (IFC) – one model code adopted by many states – added a provision requiring CO alarms in classrooms in new educational occupancies. As states update their fire codes, the number of states requiring CO alarms in newly constructed schools will increase.

States included in the summary chart below: **CA, CO, CT, DC, IL, NJ, NY, RI, UT, VA, WV**

STATE & CITATION	CARBON MONOXIDE ALARMS SUMMARY OF LAW/REGULATION	LAW REQUIRES CO ALARM IN EXISTING SCHOOLS ?
CALIFORNIA Ca. Educ. Code § 32081	California education law encourages existing schools with fossil-fuel burning furnaces to install CO devices. The law also requires the state fire marshal to propose for adoption in the state building code a standard requiring that CO devices be installed in a public or private K-12 school built pursuant to the 2016 state building code (and later versions) if a fossil-fuel burning furnace is located inside the school.	NO [But does require in new schools]
COLORADO Co. Rev. Stat. § 25-1.5-101; 6 Co. Code Regs. § 1010-6:6.9	Colorado health law authorizes the Department of Public Health and Environment to establish and enforce sanitary standards for the operation and maintenance of schools. Department regulations require schools to install operational CO alarms in areas where fossil fuel-fired heaters and appliances are used. Alarms must be tested at least annually, with devices that rely only on battery power to be tested monthly and batteries replaced at least annually. Documentation of testing is to be made available upon request.	YES
CONNECTICUT Ct. Gen. Statutes § 29-292	Connecticut public safety law requires that the state fire code include a requirement for carbon monoxide detection and warning equipment in all public and non-public school buildings.	YES
DISTRICT OF COLUMBIA D.C. Code § 38-2803	District of Columbia education law requires the D.C. Department of General Services to conduct an annual survey to update information on the condition of each D.C. public school facility, including “whether or not the facility has a working carbon monoxide detector” and to submit the survey results to the D.C. Office of Public Education Facilities Planning.	NO
ILLINOIS 105 Il. Comp. Stat. §§ 10-20.57, 34-18.49; 41 Il. Admin. Code 112.100—250.	Illinois education law directs school boards to require that each school be equipped with approved CO alarms or CO detectors located within 20 feet of a CO-emitting device. For schools designed after effective date of the law, alarms must be permanently powered by the building’s electrical system or be an approved CO detection system. CO alarms or detectors must be in operating condition and inspected annually. Implementing regulations issued by the State Fire Marshal define the CO detectors that may be used in public schools and include specifications for approved CO alarms.	YES
NEW JERSEY N.J. Admin. Code § 5:70-4.9	New Jersey’s Fire Safety Code requires, as of September 3, 2017, the installation of CO detection equipment in all existing buildings, including educational facilities, that have fuel-burning appliances or attached garages. The code establishes criteria for the types of devices used and standards for installation and maintenance.	YES

<p>NEW YORK N.Y. Exec. Law § 378 (5-d); 19 N.Y. Code Rules & Regs. § 1225.1</p>	<p>New York law requires the state’s uniform fire prevention and building code to address standards for the installation of CO detecting devices that require the owner of every commercial building to install and maintain operable CO detecting devices if the building has an attached garage or appliances, devices or systems that may emit CO. The Uniform Code Supplement (which is incorporated by reference in state fire prevention and building code regulations) defines a commercial building as “any new or existing building that is not a one-family dwelling, a two-family dwelling, or a building containing only townhouses.” The code establishes the requirements for placement and maintenance of CO alarms or CO detection systems in existing and new commercial buildings that contain any CO source or are attached to a garage and/or any other motor-vehicle-related occupancy.</p>	<p>YES</p>
<p>RHODE ISLAND R.I. Stat. § 16–21–5.1; 216 R. I. Code Regs. 20-10- 4.28</p>	<p>Rhode Island education law requires, as of January 1, 2019, installation and maintenance of CO detectors in all school buildings where students are in attendance for any portion of the day. Carbon monoxide detectors must be installed and maintained in accordance with the National Fire Protection Association (NFPA) Code and the state fire safety code requirement; if the state fire marshal determines that no provisions in these codes are applicable to installation in schools, the provisions applicable to day care services may be used as guidance.</p>	<p>YES</p>
<p>UTAH Ut. Stat. § 15A–5–204; Ut. Admin. Code R277-400-12</p>	<p>Utah law establishes carbon monoxide detection system requirements as part of the state fire code. The law requires installation of CO detection systems in new and existing Group E occupancies (including K-12 schools) where a fuel-burning appliance, fire place, or forced air furnace is present. CO detection systems must be installed in accordance with the International Fire Code.</p>	<p>YES</p>
<p>VIRGINIA Va. Code § 22.1-138</p>	<p>Requires that each public school building that was built before 2015 and that houses any classroom for students must be equipped with at least one carbon monoxide detector.</p>	<p>YES</p>
<p>WEST VIRGINIA W. Va. Code, § 15A-10-12</p>	<p>Requires installation of CO detectors in every public or private school or daycare facility that uses a fuel-burning heating system or other fuel-burning device that produces combustion gases. The device must be located in each area with such fuel-burning device.</p>	<p>YES</p>

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Curriculum Topics Required by the State of Illinois

Any school receiving funds through the Early Childhood Block Grant or any of the National/State Breakfast, Lunch, or Milk programs must include instruction in these topics in at least ONE grade level at the school, but schools have flexibility in how these topics are taught:

Civics & Patriotism

- American patriotism;
 - The principles of representative government, as enunciated in the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois;
 - The proper use and display of the American flag; and,
 - The method of voting in elections by means of the Australian ballot system. The Australian ballot system is the method of voting by secret ballot currently used in the United States.
- The school requires pupils to recite the Pledge of Allegiance daily.
- The school requires that not less than one hour of each school week shall be devoted to the study of the subject mentioned in the first bullet point in the seventh and eighth grades or their equivalent, and not less than one hour of each school week to the advanced study thereof in all high school grades.
- No student shall receive a certificate of graduation without passing an examination on subjects in the first bullet point. (This requirement does not apply to students in 8th grade. Evidence of this is likely the constitution test that students take. School should retain these tests in student academic files.)
- The school provides instruction in the history of the United States, which must include the history of Illinois and other topics.

Health Topics

- Human ecology and health
- Human growth and development
- The emotional, psychological, physiological, hygienic, and social responsibilities of family life including
 - sexual abstinence until marriage
 - prevention and control of disease
 - instruction in grades 6 – 12 on the prevention, transmission, and spread of AIDS
- Age-appropriate sexual abuse and assault awareness and prevention education in grades PreK – 12.
- Public and environmental health
- Consumer health
- Safety education and disaster survival
- Mental health and illness including how and where to find mental health resources and specialized help in the State
- Personal health habits
- Alcohol, drug use, and abuse including the medical and legal ramifications of alcohol, drug, and tobacco use
- Abuse during pregnancy
- Evidence-based and medically accurate information regarding sexual abstinence, tobacco and e-cigarettes and other vapor devices, nutrition, and dental health
- Course material and instruction in the Abandoned Newborn Infant Protection Act
 - For instruction regarding the Abandoned Newborn Infant Protection Act, schools may find some resources through the following:
<https://saveabandonedbabies.org/resources-for-educators/>
https://saveabandonedbabies.org/wp-content/uploads/2023/07/SAB_TeacherGuide-05.pdf
- Information about cancer, including without limitation types of cancer, signs and symptoms, risk factors, the importance of early prevention and detection, and information on where to go for help
- In grades 9 – 12, training on how to properly administer cardiopulmonary resuscitation (which training must be in accordance with standards of the American Red Cross, the American Heart Association, or another nationally recognized certifying organization) and how to use an automated external defibrillator.
- In grades 9 – 12, study and discussion on the dangers of allergies including recognizing the signs and symptoms of an allergic reaction including anaphylaxis, the steps to take to prevent exposure to allergens, and safe emergency epinephrine administration.

BK3§506.6 TEACHER PLANS

BK3§506.6.1 Policy *"The teacher's daily lesson plan for every subject (learning objective, instructional strategies and means of assessment) shall be carefully recorded prior to the week of the instruction. Such a record should be regularly reviewed by the principal or his/her delegate to ensure that the instruction offered is meeting both the individual needs of the students served and the stated curriculum requirements."*

Lesson plans are legal documents. All teachers are expected to have lesson plans for each subject they teach. Plans should include objective or aim, materials needed, procedure, and evaluation. The principal should collect lesson plan books at the end of each school year and keep them for one year. If lesson plan books are electronic, the principal should have access to those plans for at least one year after the class ends.

Each teacher's **daily schedule** is kept on file in the principal's office. A second copy should be kept in the classroom.

Years ago, a suggested time schedule for each subject was provided to assist administrators in developing a well-balanced educational program. Today it is impossible to create such a schedule to include all of the many areas of education such as drug education, family life, computer skills, health education, etc. and a schedule has not been developed by the Illinois State Board of Education.

RECOMMENDED INSTRUCTIONAL TIME ALLOCATIONS

The instructional time allocations below are based on considerations of a balanced curriculum for Grades K-8. The allocations are expressed in minutes per week to facilitate instructional planning. Percentages have been rounded to the nearest tenth of a percent. The activities are based on instructional time only (i.e. not to include recess/lunch).

Regarding religion class, whenever possible it should be scheduled first thing in the morning so that the religion class then can be integrated throughout the day. Mass cannot be included as instructional time. Mass should be celebrated at least once a week. If Mass for some reason is not celebrated in a particular week, another religion class needs to be inserted in that time slot. Remember the state does not recognize Mass/prayer time as instructional time.

Substituting Mass for religion class is permitted one day per week as part of the requirement that religious instruction be offered daily. However, Mass must not be calculated into the weekly instructional time for religion. As per diocesan policy from **Book 3 The Teaching Office of the Church §504.10.1**: Every Catholic school in the diocese must provide daily instruction in the Catholic faith for every student.

Health and Safety, Computer Education, and Writing Skills should be integrated/incorporated into the curriculum.

The total number of minutes reflected in the chart exceeds the minimal expectation, allowing for flexibility.

Curricular Areas	K	Gr. 1-2	Gr. 3-4	Gr. 5-6	Gr. 7-8
Religion	100	120	140	140	160
	6.10%	7.30%	8.50%	8.50%	9.70%
Language Arts (Reading/Literature, Writing, Accelerated Reader, Phonics English, Spelling, Library, Foreign Language)	700	600	550	500	475
	42.40%	36.40%	33.30%	30.30%	28.80%
Mathematics	175	250	225	200	200
	10.60%	15.20%	13.60%	12.10%	12.10%
Science	75	125	150	200	200
	4.50%	7.60%	9.10%	12.10%	12.10%
Social Studies	75	125	150	200	200
	4.50%	7.60%	9.10%	12.10%	12.10%
Fine Arts (Music, Art)	150	80	80	80	80
	9.10%	4.80%	4.80%	4.80%	4.80%
Computer Education	40	40	40	40	40
	2.40%	2.40%	2.40%	2.40%	2.40%
Physical Education	80	80	80	80	80
	4.80%	4.80%	4.80%	4.80%	4.80%
Additional minutes to be allotted to any other curricular areas instructional time (for flexibility in planning)	255	230	235	210	215
	15.60%	13.90%	14.40%	12.90%	13.20%
Total minutes per week	1650	1650	1650	1650	1650

SECTION 16

DISCIPLINE

To have effective discipline in the school, it is necessary to have good communication channels from school to home. This can be done with newsletters, happy grams, progress notes, etc. *Keep parents informed.*

Define all discipline policies and procedures for detention, suspension, and expulsion in the school handbooks.

All threats are to be taken seriously and investigated. If after investigation the Principal deems it warranted, the School may require a student who threatens others through words or actions to be removed from the school and not permitted to return until a psychologist or psychiatrist indicates in writing that it is safe for both the student and others in the school for the student to return to school. The seriousness of the threat may require reporting to local law enforcement officials (see handbook templates from the Office for Catholic Schools) and notifying the Office for Catholic Schools.

As long as your handbook states that the administration reserves the right to discipline students for off-campus conduct, principals can impose consequences for conduct occurring outside of school when that conduct affects the integrity and/or mission of the school, school personnel or other students.

SECTION 17

DIVORCE

The school must have on file court papers of divorce decrees, custody decrees, and restraining orders to use as guidelines for communications between the school and the home. Indicate in the school handbook that the principal should be notified when parents are divorcing or separating. Office forms can then be changed with a new addresses and phone numbers for both parents. This may also enable the faculty and staff to better meet the student's needs at this difficult time.

All schools must hold and document required fire, law enforcement, and severe weather drills. It is also a good practice to have periodic earthquake drills. Procedures for fires, tornadoes, earthquakes, bombs, and other disasters should be posted in every room.

All schools are required to have an updated crisis plan in place and meet annual review report requirements. This plan should include procedures for fires, tornadoes, earthquakes, bombs and other disasters. Location of fire extinguishers throughout the building must be included. The current crisis plan should be on file at the Office for Catholic Schools each year.

All schools need to complete the Annual Review Report for the Illinois State Board of Education within their electronic database (IWAS).

Some type of electronic parental notification system should be in place in case of emergencies. For every student there should be written documentation with emergency contact numbers and names of who is allowed to take the student home.

For earthquake drill information and to register for the national drill day, see Great Shake Out Earthquake Drills at shakeout.org.

In this section is a bulletin *When An Earthquake Strikes* and other earthquake information.

Also, in this section is information on the Enhanced 9-1-1 law.

WHEN AN EARTHQUAKE STRIKES

When an earthquake strikes, for a minute or two the solid earth may pitch and roll like the deck of a ship. The motion is frightening, but, unless it shakes something down on you, it is harmless. Keep calm and ride it out. Your chances of survival are good if you know how to act.

DURING THE SHAKING:

- If indoors, stay indoors. Hide under sturdy furniture. Stay near the center of the building. Stay away from glass.
- Don't use candles, matches, or other open flames.
- Don't run through or near buildings where there is danger of falling debris.
- If outside, stay in the open away from buildings and utility wires.
- If in a moving car, stop but stay inside.

AFTER THE SHAKING:

- Check utilities. If water pipes are damaged or electrical wires are shorting, turn off a primary control point. If gas leakage is detected, shut off a main valve and stay away until utility officials say it is safe.
- Turn on radio or television for emergency bulletins.
- Stay out of damaged buildings; aftershocks can shake them down.

More information:

EARTHQUAKE

Earthquakes usually occur without warning. If an earthquake occurs, the following actions should be taken inside the school building.

- The teacher or other person in authority implements action: **DROP**.
- As soon as possible, move the children away from windows and out from under heavy suspended light fixtures.
- Implement action: **LEAVE BUILDING** when the earthquake is over. **DO NOT RUN** – particularly on stairways.
- Guards should be posted at a safe distance from all buildings entrances to see that no one enters the buildings for any reason until the buildings have been declared safe.
- Do not light any fires after the earthquake.
- Avoid touching electrical wires that may have fallen.
- Render first aid if necessary.
- Take roll.
- Request assistance as needed, through appropriate channels, from the county or city civil defense office of fire and police departments.
- Notify utility companies of any break or suspected break in lines which may present an additional hazard.
- If possible, notify the school district defense coordinator (or other appropriate official).
- The principal will determine the advisability of closing the school.
- He/she will procure the advice of competent authority about the safety of the building.

Special consideration should be given to exit routes. The initial earth shock is the most severe. However, in a few areas earth shocks indicate that subsequent shocks may be more severe than the initial tremor. In these areas, such patterns should be considered in determining how soon the buildings may be reoccupied.

When an earthquake occurs, the following actions will be taken on the outdoor school grounds:

- The teacher, or other person in authority, implements action: **DROP**.
- As soon as possible, move the children away from buildings, trees, and exposed wires. **DO NOT RUN!**
- The safest place to be is in the open. Stay there until the earthquake is over.
- Follow appropriate instructions given for “inside school building.”

When children are on the school bus and an earthquake occurs, the following actions will be taken:

- The bus driver will pull to the side of the road away from any buildings, if possible, and issue the command: **DROP**. (On a mountain road, the side of the road may not be the safest place, so the bus driver should quickly consider the terrain before deciding where to stop.)
- Set the brakes and turn off the ignition.
- Wait until the earthquake is over.
- Contact the appropriate school official for instructions.

Children should be taught the safety precautions to be taken during an earthquake in the event that an adult is not present to tell them what to do. They should be given the following instructions:

- The safest place to be is in the open, stay there.
- Move away from buildings, trees, and exposed wires. **DO NOT RUN!**
- After the earthquake, if you are on your way to school, continue to school.
- After the earthquake, if you are on your way home, continue home.

Utility Failure

As modern society becomes increasingly more complex, the possible consequences due to loss of utilities becomes a matter of grave concern to all safety personnel. Whether or not a particular school can continue to operate when faced with a sudden and prolonged loss of one or more utilities depends on the degree of inconvenience to the school and community caused by the utility failure, the availability of alternate sources of supply, the availability of alternate school locations, the degree of community involvement, and the resourcefulness of both community and school officials.

Loss of utilities may be caused by any number of natural or man-made disasters. To minimize the effects of a utility failure, the following precautionary measures should be taken:

List the possible effects of the loss of each utility on your school plant. Loss of electricity might affect the ventilation, as well as light and heat.

List the alternate sources of power supply available in the community.

Consider the possibility and advisability of purchasing an emergency generator to supply essential needs. This equipment may be available via state or federal surplus property agencies.

Inventory the community resources to locate alternative sources of necessary supplies.

Locate buildings or parks that are suitable and available for use in good and bad weather in which to conduct school temporarily. If none is available, the school must be closed until repairs can be made.

“A GUIDE TO COMPLIANCE WITH PA 91-0518”

Senate Bill 149 (Public Act 91-0518) was signed into law August 13, 1999. This bill amends the Emergency Telephone System Act by changing the 9-1-1 requirements for non-business entities which includes schools, not-for-profits and local governments.

For more information go to: [Illinois Public Act 91-0518](#)

As the end of the year approaches, many tasks need to be accomplished; having teachers complete a checklist of procedures may be helpful. It should be turned in to the principal before leaving for the summer. Turning in a supply list for the next year is also a good idea.

A sample checklist is included in this section. These are suggestions which can be modified to fit the needs of individual schools.

END-OF-YEAR CHECKLIST

RECORDS, REPORTS AND FORMS

CUMULATIVE FOLDERS:

- Family record complete
- Academic progress averaged and recorded
- All standardized test results entered.
- Attendance and tardiness records accurate and complete
- Promotion, retention, or graduation recorded
- Untidy or incorrect items completely and accurately corrected

- First Communion and/or Confirmation information recorded
- Teacher's signature entered

REPORTS:

- Reading group lists given to the principal
(This is imperative in primary grades)
- Written suggestions for changes in grouping made
- Books used by each reading group listed
- Information concerning the class retentions, summer school students, those needing to be retested in August, etc. given to principal
- Profile charts (where used) are accurate and complete

REPORT CARDS:

- All grades and attendance accurately entered
- Promotion or retention noted in proper place
- Grades noted on permanent record cards of students

*Any grade books (paper or electronic) outside of the school's grading database must be kept for 5 years. The school office may want to collect them.

*Lesson plan books

CLASSROOM

TEXTBOOKS:

- Reference books covered and/or stored
- Rented texts mended and stored appropriately

TEACHER'S DESK:

- Manuals, teacher editions of texts, handbooks, etc. stored together
- Supplies neatly stored or returned to designated place
- Articles collected from children returned or removed
- Personal belongings removed and top of desk clear

STUDENTS' DESKS:

- All desks empty and marks removed
- Children's lockers emptied and cleaned

BLACK/WHITEBOARDS AND BULLETIN BOARDS:

- All boards cleared of pins, tacks, etc.
- Chalkboards/whiteboards properly cleaned
- Erasers cleaned and stored
- Chalk and markers removed and stored

MISCELLANEOUS:

- School-owned technology returned & stored
- Unused supplies returned to proper places
- Delete any photos & videos of students from personal devices
- Classroom repair needs given to principal
- Library books returned
- Supply lists, textbook replacements, etc. requisitioned
- Such items as flags, vases, waste basket, etc. cleaned and stored
- Keys belonging to the school returned to principal

Faith's Law Nonpublic School Guidance

Faith's Law: Public Act 102-0676 and Public Act 102-0702

The information about Faith's law can be found at: [Faith's Law \(isbe.net\)](http://Faith's Law (isbe.net))

Requirements that affect you:

Effective July 1, 2022: School districts, charter schools, and nonpublic schools must develop an **employee code of professional conduct policy**

You may update your individual professional conduct policies (see Sample Handbook document). The Diocese has the Standards of Conduct as well as Lay and Religious Employees and Volunteers Sexual Abuse of Minors: Policies for Education, Prevention, Assistance, and Procedures, for Determination of Fitness for Ministry, Employment or Volunteer Services ([Policy and Procedures – Diocese of Springfield in Illinois](#), Book II). We will update them as necessary. The school must post its employee code of professional conduct policy on its website, too.

Effective July 1, 2023:

1. ISBE is required to develop and maintain a **resource guide** that will be available on its website and include guidance for pupils, parents or guardians, and teachers about sexual abuse responses and prevention resources available in their community, including the contact information of entities that provide services for victims of child sexual abuse and their families.

Action Needed: At the beginning of the school year, each school district, charter school, or nonpublic school shall notify the parents or guardians of enrolled students of the availability of the resource guide. Each school district, charter school, or nonpublic school shall furnish the resource guide to a student's parent or guardian at the request of the parent or guardian and must also make the resource guide available on its website.

Student Handbook Language:

Faith's Law Notifications

Employee Conduct Standards

Schools are required to include in their student handbook the school's Employee Code of Professional Conduct. These standards, in part, define appropriate conduct between school employees and students. A copy of these standards can be requested from the school office.

The resource guide can be found here: [Faiths-Law-Resource-Guide.pdf \(isbe.net\)](#)

2. A superintendent of the employing school board shall, in writing, notify the state superintendent of education and the applicable regional superintendent of schools of any license holder whom he or she has reasonable cause to believe has committed an act of sexual misconduct as defined in Section 22-85.5 of this Code.

Action Needed: All incidents of sexual misconduct must be reported to the Director of the Office of Human Resources to give proper direction to the school and notify the state superintendent of education. See Policy 1207, “See §1207.2. Reporting Requirements, Compliance, and Cooperation for Lay and Religious Employees and Volunteers, third sentence: ‘In addition to reports required by civil law, these personnel are expected to promptly report allegations of a lay or religious employee or volunteer sexual abuse of a minor, or an allegation made against any other lay or religious employee or volunteer, to the HR Director at telephone number (217-321-1155) unless prohibited by applicable Church law (Canon 983, §1).’”

3. School districts, charter schools, and nonpublic schools are required to notify students and parents of alleged sexual misconduct and when formal action is taken due to an allegation of sexual misconduct.

Action Needed: See Sexual Misconduct Allegation Notification Requirements on p. 15 of the FAQ’s [Faiths-Law-Guidance-FAQ.pdf \(isbe.net\)](#) beginning with Question Q.11.

4. Applicants must complete an employment history review prior to working at a school.

Action Needed: Review Employment History Review Requirements on p. 19 of the FAQ’s [Faiths-Law-Guidance-FAQ.pdf \(isbe.net\)](#) beginning with Question Q.22.

- The applicant must complete: [Temp1-ISBE-Sexual-Misconduct-Disclosure-Form-Applicant.pdf](#)
- The prospective employer and applicant must both complete: [Temp2-Auth-Release-Sexual-Misconduct-Related-Info.pdf \(isbe.net\)](#). The employer must then forward the application to current/former employers.

Number 4 applies to all employees offered employment since July 1, 2023.

ISBE Nonpublic School Evaluation Instrument (2/2025)

Faith's Law

- A. The school has developed an employee code of professional conduct policy that addresses all required elements specified in 105 ILCS 5/22-85.5(d).
- B. The school has posted its employee code of professional conduct policy on its website, if any, and included the policy in any staff, student, or parent handbook provided by the school.
- C. The school has notified the parents or guardians of enrolled students of the availability of the Sexual Abuse Response and Prevention Resource guide at the beginning of each school year and has linked the resource guide on its website.
- D. The school provides notice to the parents or guardians of an enrolled student with whom an employee, agent of the school, or a contractor of the school is alleged to have engaged in sexual misconduct as defined in Section 22-85.5(c) of the School Code
 - "Yes" means school received an allegation and provided notice to the parents or guardians.
 - "No" means school received an allegation and failed to provide required notice.
 - "N/A" means no allegations of sexual misconduct involving enrolled students were received within the monitoring period.
- E. The school provides notice to the parents or guardians of a student when any formal action has been taken by the governing body relating to the employment of the alleged perpetrator following the investigation of sexual misconduct, including whether employment was terminated or whether the governing body accepted the resignation of the employee.
 - "Yes" means school received an allegation and provided notice of any formal action relating to the employment of the alleged perpetrator to the parents or guardians.
 - "No" means school received an allegation and failed to provide required notice.
 - "N/A" means no allegations of sexual misconduct involving enrolled students were received within the monitoring period or an allegation was received but did not result in any formal action against the alleged perpetrator. (Reporting requirements under D still apply for any allegation of sexual misconduct.)

Background Checks & Mandated Reporting

(excerpt from section 4)

The school has completed and kept on file the required employment history review documents under 105 ILCS 5/22-94(c)(3) and (4) for any new applicant hired on or after July 1, 2023. These include:

1. The Illinois State Board of Education Sexual Misconduct Disclosure Template for Applicant;
2. The Authorization for Release of Sexual Misconduct-Related Information and Current/Former Employer Response Template

**ILLINOIS STATE BOARD OF EDUCATION SEXUAL MISCONDUCT DISCLOSURE TEMPLATE
FOR APPLICANT**

Instructions to Applicant: To help protect students and children against the threat of sexual misconduct, Illinois law (105 ILCS 5/22-94) requires that we conduct a sexual misconduct background check on certain applicants for hire. Therefore, you are required to complete this standardized form, which is based on a template developed by the Illinois State Board of Education (ISBE). You will be required to provide the names, contact information, and other relevant information related to your current/former employer(s) on a separate form, also based on a template developed by ISBE. You will complete one such form for each current/former employer for whom you held a position involving direct contact with children or students.

You must complete this form promptly and return it to (the hiring entity). A copy of this form will be retained by (the hiring entity), but the information provided on this form shall not be deemed a public record.

Section 1: Applicant Information

Name: (First, Middle, Last):	Any Former Names by Which Applicant Has Been Identified:
Date of Birth:	Last Four Digits of Social Security Number:
IEIN (if applicable):	Email:
Street Address:	City, State, ZIP

Section 2: Questionnaire

For purposes of the three questions below, the term “sexual misconduct,” as defined in 105 ILCS 5/22-85.5 (sexual misconduct), means any act, including, but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity that (1) you committed as an employee or agent of a school district, charter school, or nonpublic school during which time you engaged in or had the possibility of engaging in the care, supervision, guidance, or control of or routine interaction with students; and (2) was directed toward or with a student to establish a romantic or sexual relationship with the student. Such an act includes, but is not limited to:

- 1) A sexual or romantic invitation;
- 2) Dating or soliciting a date;
- 3) Engaging in sexualized or romantic dialog;
- 4) Making sexually suggestive comments that were directed toward or with a student;
- 5) Self-disclosure or physical exposure of a sexual, romantic, or erotic nature; and
- 6) A sexual, indecent, romantic, or erotic contact with the student.

1.	Have you ever been the subject of an allegation of sexual misconduct? Note: Check “No” if an investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Have you ever been discharged from, been asked to resign from, resigned from, or otherwise been separated from any employment; been disciplined by an employer; or had an employment contract not renewed due to an adjudication or finding of sexual misconduct, or while an allegation of sexual misconduct against you was pending or under investigation? Note: Check “No” if an investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Have you ever had a license or certificate suspended, surrendered, or revoked; or had an application for licensure, approval, or endorsement denied due to an adjudication or finding of sexual misconduct or while an allegation of sexual misconduct against you was pending or under investigation? Note: Check “No” if an investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Section 3: Applicant Certification

I have read and understand the contents of this Sexual Misconduct Disclosure Form. I also understand that completion of this form does not preclude the hiring entity from performing other background checks (such as reference checks, criminal history background checks, and the like) in accordance with the hiring entity’s policy and/or as required by state statute for a particular position. I understand and agree that any false information I provide on this form or any willful failure to disclose information required on this form shall subject me to discipline, up to and including termination or denial of employment. By signing this form, I certify that the statements made in this form are correct, complete, and true to the best of my knowledge and I swear or affirm that I am not disqualified from employment.

Signature Printed Name Date

**AUTHORIZATION FOR RELEASE OF SEXUAL MISCONDUCT-RELATED INFORMATION
AND CURRENT/FORMER EMPLOYER RESPONSE TEMPLATE**

This standardized form is based on a template developed by the Illinois State Board of Education (ISBE) pursuant to 105 ILCS 5/22-94 of the Illinois School Code. This completed form and any information or records received by the hiring entity shall not be considered public records.

Instructions for Applicant:

Complete one form for each current employer (if any). Additionally, complete one form for each former employer that falls within any of the categories below:

1. A public or nonpublic elementary or secondary school.
2. An employer that, at the time of your employment, contracted with a public or nonpublic elementary or secondary school to provide services, including, but not limited to, employers that provided food services, bus services, or other transportation services. This category applies only if, as part of your employment with the employer, you had engaged in -- or there was the possibility that you would engage in -- the care, supervision, guidance, control of, or routine interaction with children or students.
3. Any other employer for which you, as part of your employment with the employer, did engage in or had the possibility of engaging in the care, supervision, guidance, control of or routine interaction with children or students.

Please be advised that if you are licensed by ISBE, the hiring entity is required to verify the employment history you report by checking ISBE's educator licensure database. The responses the hiring entity receives from your current and former employers will be used to evaluate your fitness to be hired or for continued employment. An applicant who provides false information or willfully fails to disclose information shall be subject to denial of employment, or if already hired, shall be subject to discipline, up to and including termination.

Section 1: Hiring Entity Information (to be completed by Hiring Entity)

Hiring Entity's Name:	Contact Person:
Address:	City, State, ZIP
Telephone Number:	Email:
Sent to Current/Former Employer By (insert name): On (insert date):	Received at Hiring Entity: By (insert name): On (insert date):

Section 2: Applicant Information (to be completed by Applicant)

Name: (First, Middle, Last):	Any former names by which the Applicant has been identified:
Date of Birth:	Last Four Digits of Social Security Number:
IEIN (if applicable):	Email:
Street Address:	City, State, ZIP:

Section 3: Current/Former Employer Information (to be completed by Applicant)

Employer:	Contact Person:
Address:	City, State, ZIP
Telephone Number:	Email:
Position Held:	Approximate Dates of Employment:

Section 4: Authorization for Disclosure of Employment Information and Release of Employer Liability (to be completed by Applicant)

By signing this form, I do hereby authorize my current/former employer identified in Section 3, above, to disclose to the hiring entity identified in Section 1, above, the following information and any records related to that information:

1. The dates of my current/former employment;
2. A statement as to whether I have ever been the subject of an allegation of "sexual misconduct," as defined in 105 ILCS 5/22-85.5 (Sexual Misconduct), (unless a subsequent investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated);
3. A statement as to whether I have ever been discharged from, been asked to resign from, resigned from, or otherwise been separated from any employment; been disciplined by the employer; or had an employment contract not renewed due to an adjudication or finding of Sexual Misconduct, or while an allegation of Sexual Misconduct against me was pending or under investigation (unless a subsequent investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated);
4. A statement as to whether I have ever had a license or certificate suspended, surrendered, or revoked; or had an application for licensure, approval, or endorsement denied due to an adjudication or finding of Sexual Misconduct or while an allegation of Sexual Misconduct against me was pending or under investigation (unless a subsequent investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated); and
5. Any other pertinent records, documentation, or information related to items 2 through 4 above.

Further, by signing this form, I do hereby release my current/former employer identified in Section 3, above, from any criminal or civil liability that may arise from the disclosure of information and records authorized under this Section 4 to the extent such release is permitted by law.

Applicant Signature

Printed Name

Date

Section 5: Information Request (to be completed by Applicant's current or former employer)

This form must be completed and returned to the hiring entity listed in Section 1 within 20 days of receipt.

Position held by Applicant:	Dates of Employment:
Person Completing Form:	Title:
Telephone Number:	Email:

For purposes of the following requests, the term "sexual misconduct," as defined in 105 ILCS 5/22-85.5 (Sexual Misconduct), means any act, including, but not limited to, any verbal, nonverbal, written, or electronic communication or physical activity, that:

1. Applicant committed as an employee or agent of a school district, charter school, or nonpublic school during which time Applicant engaged in or had the possibility of engaging in the care, supervision, guidance, control of or routine interaction with students; and
2. Was directed toward or with a student to establish a romantic or sexual relationship with the student. Such an act includes, but is not limited to, any of the following:
 - a. A sexual or romantic invitation;
 - b. Dating or soliciting a date;
 - c. Engaging in sexualized or romantic dialog;
 - d. Making sexually suggestive comments that were directed toward or with a student;
 - e. Self-disclosure or physical exposure of a sexual, romantic, or erotic nature; and
 - f. A sexual, indecent, romantic, or erotic contact with the student.

1.	To the best of your knowledge, has Applicant ever been the subject of an allegation of Sexual Misconduct? Check no if a subsequent investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated.	<input type="checkbox"/> Yes* <input type="checkbox"/> No or <input type="checkbox"/> I have no records or other evidence pertaining to this question. I have no knowledge of information pertaining to the Applicant that would disqualify Applicant from employment.
2.	To the best of your knowledge, has Applicant ever been discharged from, been asked to resign from, resigned from, or otherwise been separated from any employment; been disciplined by you (the employer); or had an employment contract not renewed due to an adjudication or finding of Sexual Misconduct, or while an allegation of Sexual Misconduct against Applicant was pending or under investigation? Check no if a subsequent investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated.	<input type="checkbox"/> Yes* <input type="checkbox"/> No or <input type="checkbox"/> I have no records or other evidence pertaining to this question. I have no knowledge of information pertaining to the Applicant that would disqualify Applicant from employment.
3.	To the best of your knowledge, has Applicant ever had a license or certificate suspended, surrendered, or revoked; or had an application for licensure, approval, or endorsement denied due to an adjudication or finding of Sexual Misconduct or while an allegation of Sexual Misconduct against Applicant was pending or under investigation? Check no if a subsequent investigation resulted in a finding that the allegation was false, unfounded, or unsubstantiated.	<input type="checkbox"/> Yes* <input type="checkbox"/> No or <input type="checkbox"/> I have no records or other evidence pertaining to this question. I have no knowledge of information pertaining to the Applicant that would disqualify Applicant from employment.

*If your answer to any of the above questions is "yes", you must provide any records and information in your control or possession related to the affirmative response. Please provide the information in the space below and attach any responsive records to this form. Additional pages of information may be attached.

I have read and understand the contents of this form. I certify that, to the best of my knowledge, the responses provided above are accurate, and the records provided in connection with these responses are true and correct.

Current/Former Employer Signature Printed Name/Title Date

Schools must follow the diocesan policy **Bk3§504.12** on Field Trips.

Due to liability reasons, the Office for Catholic Schools does not condone or support overnight field trips for any of our students unless cleared with our office. If parents wish to organize an overnight field trip on their own outside of school hours, planning must not occur on school or parish property, during school hours, nor can communications of said trip go through school notice systems or via any school dissemination of flyers/permissions/information for an overnight trip.

Included in this section are tips about field trips and some information about field trips from a National Catholic Educational Association publication, *School Handbooks: Some Legal Considerations* by Mary Angela Shaughnessy, SCN.

The two field trip permission forms to be used for your field trips are Release/Request Form Standard Activity and Release/Request Form Hazardous Activity (for field trips such as ski trips and dude ranches, etc.). These forms are posted on the Schools' office website: dio.org/principals.

Please see more information in **Transportation, School**.

Trips for which any fund-raising or correspondence are done through or at school become school-sponsored events.

To be truly educational in nature, field trips must have educational purpose and include pre-trip preparation/activity and post-trip educational activity/discussion.

Important: For every field trip, confirm that you have an updated copy of each volunteer's driver's license and auto insurance card and check that they are current. Also, cross-check the *Catholic Mutual Group's* list to be sure the driver has completed safe environment training. We recommend that drivers be 25 years or older, but no one under 21 should be allowed to drive.

If using/hiring a bus for a field trip, be sure to ask the bus company for a **Certificate of Liability Insurance**. A copy of the certificate needs to be submitted at least 30 days prior to the event to the Insurance Office at the Catholic Pastoral center for review.

Any parent/volunteer driving for a field trip needs to realize that in event of an accident, the insurance on their auto would be the first and primary coverage for the incident.

There is no educational or religious value in a field trip to an amusement park, and it is recommended that such trips not be sponsored by the school. **If parents want to organize such a trip on their own, no letters should be sent home from the school nor should any trip be publicized on bulletin boards in the school. Parents organizing the trip would then be held liable for any accident that might occur.**

Sample forms for Certificates of Insurance can be found at <https://insurance.dio.org>.

FIELD TRIP TIPS

1. Be sure to review the field trip policy.
2. You do not have to take any student on a field trip. It is a privilege not a right.
3. At least one chaperone needs to be a certified teacher from the school or the principal.
4. Make sure the students know how to find the teacher(s) if he/she should become separated from the group.
5. Teachers should have copies of the permission slips and emergency phone number with them on the trip. (Leave originals at school).
6. Don't ask the parents for permission to take their child on a trip. Instead, have them ask you to take their child. (See the wording on the sample forms in this section.)
7. Permission forms should be kept on file for 3 years after permission is given (see retention schedule).
8. **Overnight field trips for grade schools are not advised unless cleared with the Office for Catholic Schools.**

General Guidelines for Field Trip Chaperones

All chaperones are required to successfully complete the diocesan safe environment training *through Catholic Mutual Group* and complete a criminal history background check with the Diocese of Springfield in Illinois prior to the event.

1. Know the specific duties expected of a chaperone (*also refer to the diocesan Policy on Working with Minors*). Your role is that of a watcher and facilitator. Your help is needed in making sure things run according to plan (helping students stay on schedule, roll call, monitoring behavior, etc.).
2. It is not the duty of a chaperone to administer discipline. If a student fails to comply, is disrespectful, or is involved in a serious act, notify the teacher or person in charge at once. Do not argue with a student. Always maintain your composure, and never get physical with a student. Use a tone of voice in which you would expect to be addressed.
3. Understand the purpose of the trip.
4. Know and have available at all times the trip itinerary.
5. Do not deviate from the established itinerary, and do not make any additional stops if you are driving.
6. Arrive on time.
7. Know the rules for the students.
8. Be consistent in dealing with students. Avoid "bending" the rules.
9. Be a positive role model by conducting yourself in a professional and responsible manner at all times.
10. Do not smoke in front of students.
11. **The possession or consumption of alcohol or illegal drugs at any time during the course of the field trip is prohibited.**
12. Make certain that you are present and visible at all times wherever the students are gathered.
13. Support the teacher or person in charge and assist as needed.
14. An adult must call the roll each time the bus is loaded. Students must be completely quiet and answer for themselves. Do not rely on the word of other students. A headcount is not adequate for proper accountability.
15. Follow the rules outlined in the Diocese's *Policy on Working with Minors*; **1) Standards of the Diocese, 2) Policy for Physical Contact, and 3) Supervision of Programs that Involve Minors.**
16. Report any problems or safety concerns, especially medical-related to the person in charge immediately.
17. If your duties as a chaperone will require you to be separated from the person in charge, make sure you are aware of any applicable health needs of the students, allergies, special diets, medication, etc.
18. Understand that any sensitive information you may learn about a student must be kept confidential.
19. After returning to the school at the end of the trip, remain with students until all have been picked up.

Plan for your child to be treated as any other.

Chaperones will not be allowed to bring siblings of students without obtaining prior approval from the principal.

FIELD TRIP INFORMATION

- *Must all field trips have an educational purpose, or are strictly recreational trips (such as trips to amusement parks) allowed?* Many school law experts believe that all field trips should have some educational purpose. If an accident were to occur, a school could much more easily justify an education trip than one that is purely recreational.
- *Who schedules field trips?* It would be advisable to have one person keep a master schedule of all field trips.
- *What permission form is to be used?* The form is found on dio.org/principals.

When possible, both parents should sign the form, and any special conditions should be noted. If a trip poses some particular risks, such as being near a lake or walking through a wooded area where poisonous plants might be found, these should be noted.

If there is not a standard mode of transportation (such as school buses), the type of transportation for this trip should be noted, and parents should sign that they accept the mode which is being used. If parents are driving private cars, they should be told whether the school has insurance that covers the use of private cars. If the school does not have insurance, parents should be notified of that fact and should understand that they can be held personally liable in the event of accident or injury. Parent volunteer drivers should be asked to furnish proof of insurance. The same cautions apply when teachers use their own cars. Thus, the use of teacher cars should be discouraged.

The ratio of children to adult chaperones should be stated. Generally, the rule is that the younger the children are chronologically or mentally, the greater the standard of care. A good ratio might be one adult to every eight students. With very small children, one adult for every six or seven children might be considered.

Procedures for checking forms for forgery should be in place; spot checks are one way. The teacher responsible for the field trip could be required to check signatures with those that are on file in the office, or perhaps the school secretary could be given the task of checking all field trip forms. When one person consistently checks all forms, the likelihood of finding forgeries increases.

A student who does not have a signed permission form should not be allowed to go on the trip. A phone call from a parent should not be accepted in place of the signed form.

Taken from: *School Handbooks: Some Legal Considerations*, Mary Angela Shaughnessy, SCN, National Catholic Educational Association, 1987.

Roller skating as part of a parish or school activity is not recommended due to it being a “high risk” activity. If a school chooses to participate, they will be required to do the following:

1. Obtain a notarized hazardous activity release signed by a parent or guardian. (Included)
2. Students must wear protective head, elbow and knee gear. If rented, the rental company must provide to the insurance office a certificate of insurance for general liability endorsed to include the local parish/school/ agency and the Diocese of Springfield in Illinois as additional insured. The certificate must be in our office at least two weeks in advance.
3. No participant may leave the skating area unattended or on skates.
4. There must be a minimum of one adult supervisor for every 10 skaters.
5. Damages to property relating to the skating will not be covered.
6. Clear area of obstructions such as tables, chairs, furniture with sharp edges.
7. Activity planner must verify that participants have the required “student accident form” on file at the school.

This section of the handbook includes material to assist with the development of the financial budget for the school: a sample budget calendar.

To assist schools in calculating what percentages of the cost to educate come from parish subsidy, fund raising, and direct parent payment, use the "School Finance Assessment Summary Form" on page 90.

SAMPLE BUDGET CALENDAR

<u>MONTH</u>	<u>TASK</u>
July	Principal, with Board monitoring, begins implementation of yearly budget.
August	No budget activity.
September	Principal and Board review monthly and year-to-date figures against approved budget. This is done each month of the year.
October	Long range plan committee updates five year plan and presents budget implications to budget committee.
November	Principal/Board/Budget or Finance committee of Board review long range plan.
December	Principal/School Board Finance committee begins preparation of annual budget based on revised long range plan. Principal and School Board Finance Committee put budget in Chart of Accounts format.
January	Principal completes enrollment and staffing needs, including salary schedules and fringe benefits. Principal distributes budget request forms to faculty for use in ordering books, supplies, and departmental request.
February	Principal and School Board Finance Committee develop line-by-line expenditure budget using faculty and departmental requests and the assumptions of the long range plan. Include a refined salary and fringe benefits section. Include building repairs and improvement from the five year plan. Enrollment and staffing needs for next year are gathered.
March	Principal and School Board Finance Committee develop line-by-line income assumptions including tuition, fund raising, subsidies, and development income.
April	Principal and School Board Finance Committee present tentative budget to the School Board for approval.
May	Calendar the budget for control purposes and develop a monthly cashflow.
June	Principal publishes budget in some form.

Taken from *Building Better Boards*, Lourdes Sheehan, RSM, Ed.D., National Catholic Educational Association, 1990.

SCHOOL FINANCE ASSESSMENT SUMMARY FORM

School _____ Date _____

	TWO YEARS AGO	LAST YEAR	CURRENT YEAR	PROJECTED FOR NEXT YEAR
Total School Expenditures	_____	_____	_____	_____
Divide by Total Number of Students	_____	_____	_____	_____
= Cost per Student	_____	_____	_____	_____
Total School Revenue	_____	_____	_____	_____
Subtract Total School Expenditures	_____	_____	_____	_____
= Parish Subsidy	_____	_____	_____	_____
Parish Subsidy				
Divide by Total School Expenditures = Percent of Parish Subsidy	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Parish Subsidy				
Divide by Total Parish Income = Percent of Parish Income	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
Total School Revenue	_____	_____	_____	_____
(from tuition, book fees, activities, etc.)				
Divide by Total School Expenditures	_____	_____	_____	_____
= Percent of School Subsidy from Tuition and Other Fees	_____	_____	_____	_____
Total All School Fundraising Activities	_____	_____	_____	_____
Divide by Total School Expenditure	_____	_____	_____	_____
= Percent of School Fundraising Subsidy	_____	_____	_____	_____

This section includes:

1. Diocesan Offices
2. Employee Labor Law Postings information
3. Step-by-step guide for how to submit job listings to the Diocesan website

DIOCESAN OFFICES
of the
CATHOLIC PASTORAL CENTER
1615 WEST WASHINGTON, SPRINGFIELD, IL 62702-4757
217-698-8500

ALL DIOCESAN AGENCIES AND OFFICES ARE LOCATED AT THE CATHOLIC PASTORAL CENTER,
EXCEPT FOR **CATHOLIC CHARITIES** WHICH IS LOCATED AT **1625 W. Washington, Springfield, IL 62702**

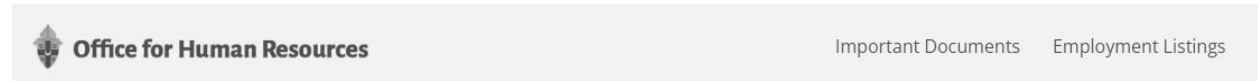
OFFICE OF THE BISHOP	OFFICE FOR HUMAN RESOURCES****
Most Reverend Thomas John Paprocki, Bishop	Mrs. Erin Danaher, Director
OFFICE OF THE VICAR GENERAL	OFFICE FOR INFORMATION TECHNOLOGY#
Rev. Msgr. David Hoefler, V.G., Moderator of the Curia	Mr. Spencer Mauch, Manager
OFFICE FOR ARCHIVES AND RECORD MANAGEMENT*	OFFICE FOR INSURANCE AND BENEFITS#
Mrs. Katherine Oubre, Director	Mr. Patrick Ketchum, Director
OFFICE FOR CAMPUS MINISTRY***	OFFICE FOR MARRIAGE AND FAMILY LIFE***
Mrs. Erin Danaher, Director	Ms. Gracie Ortiz, Director
OFFICE FOR CATECHESIS###	
Mr. Kyle Holtgrave, Director	
OFFICE FOR CATHOLIC CHARITIES####	OFFICE FOR PRO-LIFE, SPECIAL MINISTRIES, AND MISSIONS***
Mr. Steven Roach, Executive Director	VACANT, Contact Mrs. Cindy Callan until filled
OFFICE FOR CATHOLIC SCHOOLS###	OFFICE FOR PROPERTY, BUILDINGS & CEMETERIES#
Ms. Brandi Borries, Superintendent Mrs. Dawn Klinner, Assistant Superintendent	Mr. Anthony Swingle, Director
OFFICE OF THE CHANCELLOR AND GENERAL COUNSEL*	OFFICE FOR SAFE ENVIRONMENT****
Mr. James A. Bock, Chancellor and General Counsel	Mrs. Alison Lanter, Director
OFFICE OF THE CHIEF OF STAFF	OFFICE FOR TRIBUNAL SERVICES*
Mr. Mike Christie	Very Rev. Dominic Vahling, V.J., J.C.L. (Judicial Vicar)
OFFICE FOR COMMUNICATIONS##	OFFICE FOR VOCATIONS**
Mr. Andrew Hansen, Director	Very Rev. Brian C. Alford, Director
OFFICE FOR DEAF MINISTRY***	
Rev. Adam Zawadzki, Director	
OFFICE FOR THE DIACONATE**	CATHOLIC TIMES NEWSPAPER##
Dcn. David Sorrell, Director	Mr. Andrew Hansen, Editor
OFFICE FOR DIVINE WORSHIP & THE CATECHUMENATE*	PARISH LIAISON FOR RESTORED ORDER & DIOCESAN CELEBRATIONS###
Rev. Daren Zehnle, Director	Sr. M. Clementia Toolson, F.S.G.M.
OFFICE FOR FINANCIAL SERVICES#	VILLA MARIA CATHOLIC LIFE CONFERENCE & RETREAT CENTER @
Mrs. Janelle Brown, Director	Dcn. Greg Maynerich, Director
*DEPARTMENT FOR CANONICAL & PASTORAL SERVICES	#DEPARTMENT FOR FINANCIAL AND PARISH SUPPORT SERVICES
Mr. James A. Bock, Director	Mr. Mark Brummer, Director
**DEPARTMENT FOR VOCATIONAL SERVICES	##DEPARTMENT FOR COMMUNICATIONS, STEWARDSHIP, FAITH FORMATION
Very Rev. Brian C. Alford, Director	Mrs. Jennifer Hoeflerin, Director
***DEPARTMENT FOR LAITY, MARRIAGE, FAMILY LIFE, AND YOUTH	###DEPARTMENT FOR CATHOLIC EDUCATION
Mrs. Erin Danaher, Director	Dr. Mark Newcomb, Director
****DEPARTMENT FOR PERSONNEL SERVICES	####DEPARTMENT FOR COMMUNITY SERVICES
Mrs. Erin Danaher, Director	Mr. Steven E. Roach, Director

Employee Labor Law Postings

Federal and State Employment posters are required to be posted where the majority of employees will be able to view the information.

To Order Labor Law Posters

Go to dio.org/hr and select "Important Documents"



Scroll down and select "Other Documents"

Employment Forms

Leave of Absence Information
(Includes FMLA)

Volunteer Forms

Required Sexual Harassment
Training

Other Documents

Order Labor Law Posters through the "Law Poster Ordering Form"

Law Poster Ordering Form

To Print No Smoking Sign

Conduct the same steps as above but click "No Smoking Sign" and print the document.

No Smoking Sign

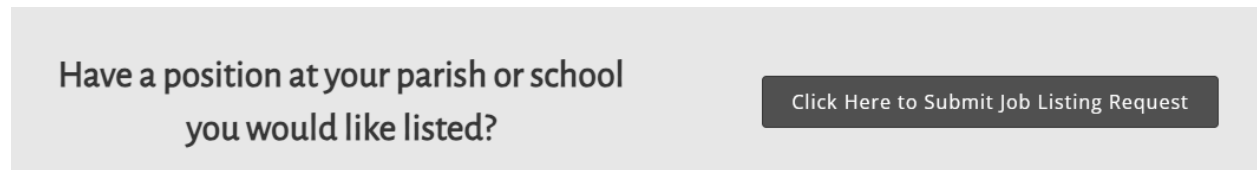
School Job Listings should be posted on the Diocesan Website

How to submit a Job Listing Request

Go to dio.org/hr and select Employment Listings



Scroll down and click “Click Here to Submit Job Listing Request”



Enter in your information, select your entity, job title, and job description or type in a description using the prompts

Job Listing Request Form

"*" indicates required fields

Name * **Position Title ***

First **Last**

Phone * **Email ***

Please enter a valid phone number. example@example.com

Please select your location *

Please Select a Parish *

Job Title You are Hiring For *

Job Description

I have a document to upload.
 I would like to type a description.

Employment Listing File Attachment *

Job Description *

Paragraph **B I** [List] [List] [List] [List] [List] [List] [List] [List] [List] [List]

Example: St. Sample School in Springfield is seeking a qualified teacher beginning August 2021. The teacher will instruct up to 30 students in a self-contained classroom for one grade level. St. Sample School provides academic excellence in a Catholic environment for 450 students in preschool through 8th grade.

Job Qualifications *

Paragraph **B I** [List] [List] [List] [List] [List] [List] [List] [List] [List] [List]

Example: Applicants should hold a current Illinois Professional Educator's License in Elementary Education or Early Childhood. The ideal candidate will be a practicing, faithful Catholic who is knowledgeable and supportive of the mission and philosophy of Catholic Schools and is committed to evangelization through excellence in Catholic education.

How candidates should apply *

Paragraph **B I** [List] [List] [List] [List] [List] [List] [List] [List] [List] [List]

Example: Applicants should send a resume and completed certified school staff application to Mr. St. Joseph, St. Sample School, 123 Saint Way,

SECTION 24

HUMAN SEXUALITY, FAMILY LIFE, AND SEX EDUCATION PROGRAMS

SECTION 27 HUMAN SEXUALITY, FAMILY LIFE, AND SEX EDUCATION PROGRAMS

Policy Bk3§504.3 states, "Education in sexuality and personal safety training are integral to a student's growth and development and shall be part of the curriculum of parish catechetical programs. Programs in human sexuality and personal safety training shall reflect the norms and guidelines provided in Church documents with special emphasis on those found in Canon Law, the National Directory for Catechesis and the safe environment guidelines of the Diocese of Springfield in Illinois (Article 12 of the USCCB Charter for the Protection of Children and Young People).

Parish catechetical programs shall schedule and conduct personal safety training as part of their yearly curriculum for students as designated by the diocesan Office for Safe Environment. "

Contact the Director for Catechesis for approved curriculum information: catechesis@dio.org.

References:

National Directory for Catechesis

The Truth and Meaning of Human Sexuality https://www.vatican.va/roman_curia/pontifical_councils/family/documents/rc_pc_family_doc_08121995_human-sexuality_en.html

Regarding The Teaching of Human Sexuality

According to *The Truth and Meaning of Human Sexuality: Guidelines for Education Within the Family* by the Pontifical Council for the Family, “there are various ways of helping and supporting parents” in their children’s education for love.

But “the role which others can carry out in helping parents is always subsidiary...and subordinate, that is, subject to the parents’ attentive guidance and control.”

The school is to assist the parents in their obligation. The document states further:

120. “It is recommended that respect be given to the right of the child or young person to withdraw from any form of sexual instruction imparted outside the home. Neither the children nor other members of their family should ever be penalized or discriminated against for this decision.” 146... “But if parents believe themselves to be capable of providing an adequate education for love, they are not bound to accept assistance.”

Origins (February 1, 2006 Vol. 23: No. 32)

Note from Office for Catholic Schools: It is recommended that parents be allowed the choice for their children to attend the classes or not to attend the classes—an alternative, such as study hall, may be offered. Also, a parent meeting should be held for each grade level before instruction begins so that parents can be informed of the content of the instruction.

Reference for Additional Information

1. USCCB: *Love and Sexuality* <https://www.usccb.org/topics/natural-family-planning/love-and-sexuality>
2. *Ruah Woods* ~ <https://www.ruahwoodsintstitute.org/>
3. *Theology of the Body Institute* ~ <https://tobinstitute.org/>
4. *National Directory for Catechesis* ~ 45.F. (p. 177-178)



DIocese OF SPRINGFIELD IN ILLINOIS

OFFICE FOR INSURANCE AND BENEFIT SERVICES

Lay Employee Benefits / Insurance Programs

“Do not make promises to employees about benefits that our plan documents cannot keep.”

Health Insurance (Self-Insured)

Blue Cross Blue Shield – network and third-party administrator
 BAS – eligibility/billing vendor; all full-time **(30 hrs/wk or more)** enroll online
 A shared employee’s hours are averaged between both parishes
 School employees with summer off average 30 hrs/wk over 9 months
 New hire must make benefit selections within 30 days of employment
 100% coverage on wellness benefit
 Deductibles - \$750 individual, \$2,250 Family
 Maximum out-of-pocket \$2,500 annually (\$7,500 for family)
 Out of pocket max for non-network \$4,000 (\$12,000 for family)
 Annual cost to parish per eligible employee is **\$11,460** for medical coverage

Dental Insurance (Self-Insured)

Delta Dental PPO network gives maximum discounts www.deltadentalil.com
 \$1,000 annual maximum benefit per person + To Go Program roll over of unused benefit
 \$50 annual deductible / \$150 for family

Prescription Drug (Self-Insured)

Express Scripts www.express-scripts.com
 \$15/\$35/\$50 for 30 days
 \$30/\$70/\$100 for 90 maintenance drugs at retail or mail order

Vision coverage (Self-Insured)

EyeMed network
 Specifically, for eye exams, lenses, frames, contacts

Basic Term Life Insurance / Voluntary Term Life - UNUM Life

Up to \$25,000 basic life based on age (when you retire you can maintain basic life coverage)
 Max VTL up to \$100,000 (spouse 100% of employee level but max at \$60,000)

Aflac – Post tax only

This is optional for employees.
 Contact Insurance Office to find out who the Aflac rep is for your parish/school

Certificates of Insurance

Forms can be found at www.dio.org/insurance
 Special events that are serving alcohol
 Contractors/construction projects
If you need proof of insurance to use others equipment or property

Unemployment program (Self-Payer Program)

Claims are paid by Insurance office. Forward IDES invoices/communications to the Insurance Office

Lay Employee Pension Plan

If you work **900 hours in a calendar year** you qualify for a year of eligibility
10 years of service and you are vested (or an active employee with 5 years and age 65)
Spouse receives 50% of your pension as a beneficiary
Current annual cost to parish is **\$3,100**

403b

The Standard <http://www3.standard.com>

Employee only contributions to 403b (no match) are pre-tax through payroll deductions
20hr/wk or more required for eligibility

Workers Compensation (Self-Insured Retention)

Safety first to reduce claims

Gallagher Benefits Services – Third Party Administrator 800-780-9561

Auto Insurance (Self-Insured Retention)

Ban on 9 to 15 passenger vans

Make sure parents that drive for field trips have valid drivers' license/insurance

Gallagher Benefits Services – Third Party Administrator 800-780-9561

Property Insurance (Self-Insured Retention)

Up to \$10,000 deductible based on property values /Up to \$20,000 wind and hail deductible

Gallagher Benefits Services – Third Party Administrator 800-780-9561

Quarterly Self-inspection and 5% discount program

Liability (Self-Insured Retention)

Student Accident

Ameritas Life offers insurance for students who need it

Catastrophic Student Accident coverage – Student Assurance Services

High Schools only for athletic participation

Risk Management/Training webinars –

Go to dio.org/insurance web page and select Webinars tab.

Use these webinars to help train employees

Billing Cycles:

Health; Dental; Vision; Life insurance billed monthly to parish

Property/Liability and Auto Insurance billed in July – for upcoming fiscal year

Workers Compensation billed in July – for upcoming fiscal year

Unemployment billed in April – for previous calendar year

Pension billed in December – for previous calendar year

403b paid after every pay period

Aflac billed monthly by Aflac to parish

Questions: pketchum@dio.org or insurance@dio.org or mkelly@dio.org or lweakley@dio.org

The above information is a summary only. Please contact the Office for Insurance and Benefits for additional information or plan documents.

The Diocese of Springfield in Illinois is providing this information about the Diocese's benefits. The information presented on this document is subject to change. Nothing herein shall be construed as a guarantee of benefits. This document is not a complete description of the Diocese's benefit plans. Nothing on this document supersedes or changes any of the terms and conditions of any plan documents, insurance policies, or other legal agreements. If the wording in this document contradicts any plan documents, laws regulations, administrative rules, insurance policies, or other legal agreements, the wording in the official documents and agreements will govern.

A job description for all employees must be kept on file at each school. The job description may be written jointly by the principal and the person holding the job or by the individual and approved by the pastor, principal and board.

A Catholic school principal should have a written job description which includes the qualifications and responsibilities of the principal which are listed in the *Handbook of Policies from Book 3: The Teaching Office of the Church*.

The principal's job description requires attendance at all area principals' meetings and other in-services/workshops sponsored by the diocese.

A resource which could be helpful is *Sample job descriptions for Secretaries/Directors/Vicars of Education; Superintendents of Schools; Diocesan Directors of Religious Education* a 1991 publication from the National Catholic Educational Association.

Some sample job descriptions are included in this section and more are available at the Department for Personnel Services.

Diocesan policy **Bk3§108** "Principal" states requirements for principals (appointment, qualifications, responsibilities, and evaluation).

Diocesan policy **Bk3§301** "Catechists" states requirements for all catechists.

Diocesan policy **Bk3§303.1** "Professional Qualifications" states requirements for all catholic school personnel.



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

Job Title: Catholic School Teacher-Minister

Reports to: Principal-Minister

Prepared Date: July 2024

POSITION SUMMARY:

Among all the members of the school community, Teacher-Ministers stand out as having a special responsibility for education. Through their teaching-pedagogical skills, as well as by bearing witness through their lives, they allow the Catholic school to realize its formative project. In a Catholic school, in fact, the service of the teacher is an ecclesiastical *munus* and office (cf. can. 145 CIC and can. 936 §§ 1 and 2 CCEO). In the formation of young people, teachers must be outstanding in correct doctrine and integrity of life (cf. can. 803 § 2 CIC and can. 639 CCEO). If the person being recruited does not comply with the requirements of the Catholic school and its belonging to the Church community, the school is responsible for taking the necessary steps to address noncompliance, up to and including dismissal. Teachers and administrative personnel who belong to other Churches, ecclesial communities or religions, as well as those who do not profess any religious belief, have the obligation to recognize and respect the Catholic character of the school from the moment of their employment.

ESSENTIAL FUNCTIONS:

I. FAITH COMMUNITY

- Commits to deepening his or her own understanding of Catholic belief and practice.
- Acknowledges that his or her primary responsibility is to minister to all the students at the Catholic School to see that they are properly evangelized and catechized in the Roman Catholic faith.
- Embraces the fact that the conduct and example set by the teacher in and outside of the school environment is essential to the ongoing work of evangelization in any Christian community.
- Participates openly and fully in diocesan faith formation efforts and completion of required faculty catechetical programs.
- Provides opportunities and encouragement to the students for the deepening of their faith and conformity to Church teaching.
- Encourages and helps parents carry out their duty as the primary educators of their children.
- Creates an atmosphere and provides experiences for the students so that they can come to a deeper personal love of the Lord and others.

II. CLASSROOM OPERATIONS

- Procures appropriate supplies as needed.
- Monitors environment for health and safety hazards.
- Ensures curriculum is age and grade appropriate and conforms with the official teachings of the Roman Catholic Church in all points of doctrine.

III. COMMUNICATION

- With students, is age appropriate, nurturing, topical, and faith based.



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

- With parents, is ongoing and supports a positive relationship.
- With administration, as necessary, related to students and working conditions.
- With colleagues and support staff, professional and collegial at all times.

REQUIRED EDUCATIONS and/or EXPERIENCE:

- Bachelor's degree in education or a related field, previous experience will be considered in lieu of degree.
- Previous experience working with children or students and supervising staff.

REQUIRED SKILLS, KNOWLEDGE, and CHARACTERISTICS:

- Must adhere to the diocesan code of conduct and agree to faithfully present the teachings of the Catholic Church to students.
- Excellent communication, interpersonal, and organizational skills.
- Professional demeanor and outward presentation.
- High degree of confidentiality.
- Able to stay positive in an ever-changing environment.
- Proven experience in coaching and training.
- Self-motivated and passionate about education.
- Able to manage and supervise large groups of people.
- Computer knowledge, including Microsoft Office products.
- Able to collaborate with diverse groups.
- Be open and welcoming to all students, parents, and staff.

DIOCESAN REQUIREMENTS:

- Federal and State Background and fingerprint check.
- Safe Environment Class, for 18 and older
- Certificate of good health
- TB test, if working in a school with children under the age of 6.

WORKING ENVIRONMENT:

Must be able to lift 30 pounds and climb stairs. May be exposed to all weather conditions and might be required to work in various temperatures within the facility and outside.

SCHOOL EXPECTATIONS:

-

Employee Signature

Date



Job Title: Catholic School Principal-Minister
Reports to: Pastor and/or Board of Limited Jurisdiction
Prepared Date: May 2024

POSITION SUMMARY:

The educational role of Principal-Ministers is associated with that of school leaders. School leaders are more than just managers of an organization. They are true educational leaders when they are the first to take on this responsibility, which is also an ecclesial and pastoral mission rooted in a relationship with the Church's pastors. In accordance with the canonical norms concerning Catholic schools, it is the responsibility of the school leadership to collaborate with the entire school community and in close dialogue with the pastors of the Church. Indeed, every official act of the school must be in accordance with its Catholic identity. This also applies to the school's curriculum, which is how the school community makes explicit its goals and objectives, the content of its teaching and the means for communicating it effectively. In the curriculum, the school's cultural and pedagogical identity are made manifest. A further responsibility of the school leadership is the promotion and protection of its ties with the Catholic community, which is realized through communion with the Church hierarchy. Indeed, the ecclesial nature of Catholic schools, which is inscribed in the very heart of their identity as schools, is the reason for the institutional link they keep with the Church hierarchy, which guarantees that the instruction and education be grounded in the principles of the Catholic faith and imparted by Principals of right doctrine and probity of life (cf. can. 803 CIC; can. 632 and 639 CCEO). Therefore, the Pastor or Superintendent has the right and the duty to intervene, always with appropriate, necessary, and adequate measures, when Principals or pupils do not comply with the criteria required by the universal, particular, or proper law of Catholic schools. See, Instruction of the Congregation for Catholic Education, "The Identity of the Catholic School for a Culture of Dialogue", para. 48-51 (March 29, 2022). The ultimate aim of being a principal is to provide Catholic educational leadership in the total school community. For this to be accomplished, the principal should be ever deepening his or her relationship with Christ.

ESSENTIAL FUNCTIONS:

I. FAITH COMMUNITY

- Ensures faculty participate in diocesan faith formation efforts.
- Works with the pastor to ensure that the school is a vital part of the parish community.
- Provides opportunities and encouragement to the staff for the deepening of their spirituality.
- Encourages and helps parents carry out their duty as the primary educators of their children.
- Creates an atmosphere and provides experiences for the students so that they can come to a deeper personal love of the Lord and others.
- Cooperates with the parish Director of Religious Education or parish contact person to provide for a working relationship, to promote a total parish educational program.



II. ADMINISTRATIVE

A. Personnel Management:

- Interviews and hires, with the approval of the Pastor, new teachers for the school
- Responsible for the dismissal of teachers after consultation with the pastor. Evaluates staff competency and makes a report to the pastor and parish board of education concerning the rehiring of staff members.
- Holds inviolate confidential information regarding students and teachers.
- Assigns duties to teachers and paraprofessionals on the school staff.
- Ensures the effective and smooth induction of new personnel onto the school staff.
- Is responsible for acquiring substitute teachers.
- Provides regularly scheduled faculty meetings.
- Allows the faculty the opportunity to express their views on the formulation of school policies and programs and utilizes these ideas whenever feasible.
- Administers, supervises, and coordinates all educational activities in the school.
- Concerns himself or herself with the safe transportation of students for school time activities.

B. Materials Management:

- Furnishes adequate instructional materials and supplies for effective teaching and learning.
- Ensures re-evaluation of texts, audio-visuals, library, and other instructional materials.
- Plans for the best use of the physical facilities of the school.
- Assures efficient operation and maintenance of the school facilities for safe and healthy conditions.
- Evaluates custodial services with the school.

C. Office Management:

- Maintains student and personnel records adequately.
- Assists in developing the annual school budget, projects budget needs.
- Develops school calendar within the framework of the diocesan and public-school calendar.
- Reports accidents to the proper persons.
- Develops regulations and programs that implement diocesan educational policies.
- Transacts all school business through the proper channels.
- Ensures that official records are properly maintained.
- Keeps on file an updated inventory of the equipment in the school which includes cost at time of purchase, date of purchase, and from whom purchased.
- Is responsible for the completion of routine reports.
- Provides for the dissemination of all directives and information from the Office for Catholic Education personnel and other authority.
- Maintains on file a copy of each teacher's daily schedule.
- Is responsible for all government programs, monitors continued use, and effectiveness.
- Is responsible for all school schedules.



D. Local Advisory Board or Governing Board

- Acts as the executive officer of the parish advisory board or governing board.
- Plans, with the board chairperson and pastor, the agenda for the meetings and sees that it is distributed to the members in advance.
- Provides information for the local board to help them perform their duty in a knowledgeable manner.

III. PUBLIC AND COMMUNITY RELATIONS

- Is responsible for understanding and actively supporting the policies adopted by the parish advisory board or governing board and interpreting these for teachers, parents, and students.
- Provides proper reception of visitors, prospective families, and stakeholders.
- Promotes activities which involve parental attendance and participation.
- Provides for the reception of ideas and suggestions from parents, faculty, and the public.
- Promotes community development through support and participation in civic activities.
- Maintains a good rapport with the local public-school administration.
- Educates teachers to value good communication with parents of students.
- Mediates differences caused by lack of understanding between parents and teachers.
- Keeps informed to help parents find the appropriate services for their child (counseling, health care, family services, etc.).
- Attends professional meetings that are required.

IV. SUPERVISORY

A. Teacher:

- Evaluates teacher effectiveness by regular visits to the classroom, culminating in an annual summative evaluation, which includes post-evaluation conference with teaching faculty.
- Offers sufficient assistance to the teachers by sharing techniques and professional suggestions.
- Ensures that all faculty members take part in all diocesan Catholic Faith Formation initiatives.
- Assesses and makes provisions for professional growth of the faculty through in-service workshops, educational meetings, professional literature, and observation of other qualified teachers in their grade or subject area.
- Encourages the faculty in their creative ability to inaugurate new trends in the school.
- Assesses teacher involvement in activities for the development of Faith Community among the faculty.
- Reviews and evaluates teacher-made tests and lessons and units of work taught.
- Provides specific assistance in the use of instructional aids, i.e., audio-visually, learning games, community resources.
- Evaluates and reviews standardized test results with the teacher.
- Promotes enthusiasm among the faculty and is a true unifying force among them.
- Is available to the faculty at specific times outside of school hours.

B. Student:

- Promotes among students the Catholic philosophy of message, community, worship, and service.



- Promotes the teaching of Catholic values which can be lived in the civic and parish communities.
- Encourages pupil participation in liturgy preparation and involvement.
- Reviews placement of students in classes and especially in remedial or advanced sections.
- Ensures appropriate placement of students in individual classes.
- Directs the guidance and disciplinary services of the school.
- Provides adequate supervision of the students, thus guarding the health, physical well-being, and safety of the students in all school situations.
- Handles discipline at the request of the teacher, after the teacher has addressed concerns.
- Provides effective communication between all concerned persons regarding pupil progress and needs.
- Offers parent-teacher conferences once a year and when necessary.
- Ensures suitable communication both within the school and from school to school.
- Works with staff and students to develop a shared responsibility for care and maintenance of the total physical environment.

C. Curriculum:

- Ensures implementation of curriculum directives of the diocesan staff and appropriate public authorities.
- Ensures that a curriculum is implemented which can be adapted to the community's needs and interests.
- Promotes a school curriculum which addresses itself to Catholic principles in accord with the official teachings of the Roman Catholic Church.
- Ensure all relevant groups (teachers, parents, etc.) are aware of new curricular developments.

DIOCESAN REQUIREMENTS:

- Federal and State Background and fingerprint check.
- Safe Environment Class, for 18 and older
- Certificate of good health
- TB test, if working in a school with children under the age of 6.

WORKING ENVIRONMENT:

Must be able to lift 30 pounds and climb stairs. May be exposed to all weather conditions and might be required to work in various temperatures within the facility and outside.

SCHOOL EXPECTATIONS:

-

Employee Signature

Date



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

Job Title: Catholic School Classroom Aide/Paraprofessional

Reports to: Principal-Minister

Prepared Date: July 2025

POSITION SUMMARY:

The Aide/Paraprofessional assists the lead teacher in the classroom. This position helps struggling students with one-on-one or small group instruction, makes copies of materials, and creates a positive and welcoming environment for students.

ESSENTIAL FUNCTIONS:

- Assist the lead teacher in implementing lesson plans and educational activities.
- Provide individualized attention and support to students with diverse learning needs.
- Assist with classroom management and behavior management strategies.
- Collaborate with the lead teacher to create a positive learning environment.
- Support students in their social and emotional development.
- Help prepare materials and resources for lessons.
- Provide assistance during classroom activities, including group work and individual assignments.
- Monitor student progress and provide feedback to the lead teacher.
- Assist with maintaining a clean and organized classroom environment.
- Other duties as assigned.

REQUIRED EDUCATION, EXPERIENCE, and SKILLS:

- Experience working with students or young children.
- High school diploma. Associate or bachelor's degree is preferred.

DESIRED SKILLS, KNOWLEDGE, and CHARACTERISTICS:

- Demonstrate understanding, respect, and support of Catholic Church teachings, mission, and values.
- Strong skills in the basics of education, i.e. reading, writing, and math.
- Demonstrated knowledge of Microsoft Office and Google Suite Products and general office skills.
- Ability to effectively communicate and collaborate with students, parents, and colleagues.
- Knowledge of early childhood development principles and practices.
- Patience, empathy, and a genuine passion for working with children.
- Ability to follow directions and work well as part of a team.
- Familiarity with management techniques.
- Valid driver's license.



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

DIOCESAN REQUIREMENTS:

- Federal and State Background and fingerprint check.
- Safe Environment Class, for 18 and older
- Certificate of good health
- TB test, if working in a school with children under the age of 6.

WORKING ENVIRONMENT:

Must be able to lift 30 pounds and climb stairs. May be exposed to all weather conditions and might be required to work in various temperatures within the facility and outside.

SCHOOL EXPECTATIONS:

-

Employee Signature

Date



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

Job Title: Catholic School Cafeteria Manager

Reports to: Principal-Minister

Prepared Date: July 2025

POSITION SUMMARY:

The Cafeteria Manager monitors the cafeteria operations, cafeteria employees, and volunteers to serve students lunch daily. This position also monitors the sanitation and preparation of food.

ESSENTIAL FUNCTIONS:

- Prepares hot and cold food items for students, teachers, and other staff.
- Maintains strict sanitation standards and temperature controls during all phases of the food preparation process.
- Cleans and sanitizes equipment and work area daily.
- Creates and reviews menus and counts of students needing lunch to meet preparation deadlines. Has attention towards common food allergens in students.
- Utilizes cost control methods to effectively produce food with minimal waste.
- Controls inventory by ordering supplies and food.
- Keep kitchen equipment in good working order by maintaining the repairable parts inventory.
- Supervises and leads cafeteria staff, monitors, and volunteers.
- Complies with sanitation regulations and completes health inspections.
- Other duties as assigned.

REQUIRED EDUCATION, EXPERIENCE, and SKILLS:

- High school diploma or equivalent required. Associate or bachelor's degree preferred.
- Food Safety Manager Certification preferred.
- 3 or more years' experience in food service or managerial role.

DESIRED SKILLS, KNOWLEDGE, and CHARACTERISTICS:

- Demonstrate understanding, respect, and support of Catholic Church teachings, mission, and values.
- Understanding of food safety regulations, codes, and standards.
- Hands-on experience with food preparation, cooking, and/or serving techniques.
- Familiarity with kitchen equipment and safety.
- Excellent organizational skills.
- Ability to remain calm and efficient under pressure.
- Commitment to excellent customer service and high standards.
- Undergo health inspections.
- Valid driver's license.



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

DIOCESAN REQUIREMENTS:

- Federal and State Background and fingerprint check.
- Safe Environment Class, for 18 and older
- Certificate of good health
- TB test, if working in a school with children under the age of 6.

SCHOOL EXPECTATIONS:

-

Employee Signature

Date



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

Job Title: Catholic School Cafeteria Staff

Reports to: Cafeteria Manager

Prepared Date: July 2025

POSITION SUMMARY:

The Cafeteria Staff oversees the preparation and serving of food for students and staff under the supervision of the Cafeteria Manager.

ESSENTIAL FUNCTIONS:

- Prepares hot and cold food items for students, teachers, and other staff.
- Maintains strict sanitation standards and temperature controls during all phases of the food preparation process.
- Cleans and sanitizes equipment and work area daily.
- Reviews daily menus and counts of students needing lunch to meet preparation deadlines. Has attention towards common food allergens in students.
- Utilizes cost control methods to effectively produce food with minimal waste.
- Other duties as assigned.

REQUIRED EDUCATION, EXPERIENCE, and SKILLS:

- High school diploma required.
- Food Safety Certification preferred.
- Experience in food service.

DESIRED SKILLS, KNOWLEDGE, and CHARACTERISTICS:

- Demonstrate understanding, respect, and support of Catholic Church teachings, mission, and values.
- Understanding of food safety regulations, codes, and standards.
- Hands-on experience with food preparation, cooking, and/or serving techniques.
- Familiarity with kitchen equipment and safety.
- Excellent organizational skills.
- Ability to remain calm and efficient under pressure.
- Commitment to excellent customer service and high standards.
- Valid driver's license.

DIOCESAN REQUIREMENTS:

- Federal and State Background and fingerprint check.
- Safe Environment Class, for 18 and older
- Certificate of good health
- TB test, if working in a school with children under the age of 6.



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

SCHOOL EXPECTATIONS:

-

Employee Signature

Date



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

Job Title: Catholic School Head of Maintenance

Reports to: Principal-Minister

Prepared Date: July 2025

POSITION SUMMARY:

The Head of Maintenance oversees the building and grounds that are maintained for **NAME** School in **LOCATION**. This would include determining and scheduling regular maintenance, repairs, and renovation projects with internal staff and external vendors.

ESSENTIAL FUNCTIONS:

- Manages the daily operations of assigned facilities and programs including staff, contractors, and vendors.
- Administers, plans and directs service contracts with outside vendors for plumbing, electrical, mechanical, and other maintenance.
- Inspects plant facilities and reviews inspection reports to determine repairs, replacement, or improvements required.
- Oversees maintenance staff and assigns duties such as janitorial, maintenance, repair, and building preparation for meetings and events.
- Maintains and purchases building and maintenance supplies, machinery, and equipment.
- Obtains bids from outside vendors in collaboration with the Principal and Pastor.
- Other duties as assigned.

REQUIRED EDUCATION, EXPERIENCE, and SKILLS:

- 3 or more years of experience in plumbing, HVAC, general repair, or professional/industrial cleaning.
- High School diploma or equivalent required. Associate or bachelor's degree preferred.

DESIRED SKILLS, KNOWLEDGE, and CHARACTERISTICS:

- Demonstrate understanding, respect, and support of Catholic Church teachings, mission, and values.
- Strong understanding of building envelope, mechanical, HVAC, plumbing, electrical, building systems, and the building construction process.
- Ability to analyze and interpret technical data.
- Experience developing project plans and participating in project teams.
- Ability to communicate clearly and concisely, both orally and in writing.
- Ability to comprehend both oral and written instructions to carry out complex tasks
- Excellent project planning, leadership and analytical skills.
- Ability to develop effective working relationships with students, staff and the school community.
- Ability to read and interpret documents, including blueprints.



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

- Ability to write complex reports and correspondence.
- Must possess a valid Illinois Driver's License.

DIOCESAN REQUIREMENTS:

- Federal and State Background and fingerprint check.
- Safe Environment Class, for 18 and older
- Certificate of good health
- TB test, if working in a school with children under the age of 6.

SCHOOL EXPECTATIONS:

-

Employee Signature

Date



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

Job Title: Catholic School Maintenance Staff

Reports to: Head of Maintenance

Prepared Date: July 2025

POSITION SUMMARY:

Under the supervision of the Head of Maintenance, the Maintenance Staff's primary responsibilities are to maintain a safe, clean environment by providing custodial and maintenance services to the school building.

ESSENTIAL FUNCTIONS:

- Maintains the grounds surrounding the school.
- Coordinate janitorial and custodian tasks with other Maintenance Staff and the Head of Maintenance.
- Perform regular cleaning and maintenance of the school building including sweeping, mopping, vacuuming, dusting, and sanitizing.
- Assists in the removal of snow from driveways, parking lots, sidewalks, and entrances of the school.
- Sanitizes restroom fixtures, including toilets, urinals, sinks, fixtures, walls, partitions, and floors.
- Moves and sets up chairs, tables, etc. as required for special school events and for lunch.
- Communicates with all levels of staff within the building, with members of the school community and those that utilize the space.
- Other duties as assigned.

REQUIRED EDUCATION, EXPERIENCE, and SKILLS:

- Prior experience in facilities management, janitorial, or custodial services.
- High School diploma or equivalent required. Associate or bachelor's degree preferred.

DESIRED SKILLS, KNOWLEDGE, and CHARACTERISTICS:

- Demonstrate understanding, respect, and support of Catholic Church teachings, mission, and values.
- Demonstrates the ability to maintain effective and professional working relationships with students, staff, and teachers.
- Heavy lifting and physical labor are required. Lifting and or moving 50 pounds regularly and occasionally up to 90 pounds.
- Demonstrated the ability to understand and follow directions in English.
- Required to properly handle chemical cleaners and supplies following manufacturer's instructions.
- Demonstrate cooperativeness and helpfulness.
- Valid driver's license.



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

DIOCESAN REQUIREMENTS:

- Federal and State Background and fingerprint check.
- Safe Environment Class, for 18 and older
- Certificate of good health
- TB test, if working in a school with children under the age of 6.

SCHOOL EXPECTATIONS:

-

Employee Signature

Date



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

Job Title: Catholic School Secretary

Reports to: Principal-Minister

Prepared Date: July 2025

POSITION SUMMARY:

The School Secretary assists in all functions of the school office. This position serves as the first point of contact for those calling or entering the school office and provides secretarial and office support for school administrators.

ESSENTIAL FUNCTIONS:

- Greets callers and guests, takes messages, and routes calls and emails as appropriate.
- Responds to callers and guests by providing general information and assistance with regard to school activities and procedures.
- Provide a high level of hospitality to visitors and meeting attendees.
- Perform office functions including, but not limited to copying, scanning, faxing, filing, mail sorting, and scheduling of meetings.
- Maintain school files in an orderly and timely manner. Follow diocesan record retention guidelines.
- Receive and provide receipts for student tuition and fees, extended care, fundraising, and other amounts of money.
- Prepare correspondence and reporting using Microsoft Office or other software as requested. May draft correspondence for the principal's signature.
- Prepare special mailings and other projects.
- Assist with school calendar management for all school activities.
- Act as liaison for the cafeteria to ensure students are added to the lunch service and money is collected.
- Maintain inventory of office supplies ensuring an adequate supply of forms, paper, etc. Place orders following established procedures.
- Assist in planning and executing school events, field trips, fundraising, and meetings as appropriate. May include assigning and overseeing volunteers for said events.
- Administer medication and maintain medication log for students on record for needing medication.
- Attend to students who are sick or hurt while on the school property. Inform parents and provide bandages or ice packs as needed. Execute emergency procedures as required. Write-up incident reports according to diocesan procedures.
- Monitor the Catholic Mutual Group database for compliance of school employees and volunteers.
- Assist in the preparation of the annual diocesan Safe Environment Audit.
- Practice discretion and respect privacy when dealing with personal, sensitive, financial, internal, and private matters.



DIOCESE OF SPRINGFIELD IN ILLINOIS

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- Other duties as assigned.

REQUIRED EDUCATION, EXPERIENCE, and SKILLS:

- Minimum of 3 years experience in a secretarial position. School setting is preferred.
- High school diploma. Associate or bachelor's degree is preferred.

DESIRED SKILLS, KNOWLEDGE, and CHARACTERISTICS:

- Demonstrate understanding, respect, and support of Catholic Church teachings, mission, and values.
- Excellent interpersonal and communication skills.
- Strong demonstrated knowledge of Microsoft Office and Google Suite products.
- Excellent organizational and time management skills.
- Ability to work in a team-oriented environment with a service-oriented mindset.
- Ability to identify issues and propose recommendations/solutions.
- Can be entrusted with highly confidential information.
- Strong drive to achieve results.
- Valid driver's license.

DIOCESAN REQUIREMENTS:

- Federal and State Background and fingerprint check.
- Safe Environment Class, for 18 and older
- Certificate of good health
- TB test, if working in a school with children under the age of 6.

SCHOOL EXPECTATIONS:

-

Employee Signature

Date

Each school must have a Long Range Strategic plan as stated in the diocesan policy handbook **Bk3§204.2**. When a school is up for state recognition, they must have an active long-range plan to pass the long-range planning/development section.

This section contains information on long range strategic planning. You may contact the Office for Catholic Schools for assistance and guidance in long range planning or development/marketing efforts.

The current template for the Long Range process is on the dio.org/principals site under the "Planning Information" menu tabs. In this area, you will find the instructional guide as well as the Long Range Planning Goals fillable forms in your choice of MS Word or Excel format.

LONG RANGE STRATEGIC PLAN IS DEVELOPED:

Education/school board in place and in-serviced on the concepts of strategic planning. Mission Statement created or revisited.

Strategic plan written including 3-5 year goals and first year objectives.

Goals and objectives are carried out and monitored by the education/school board.

Note:

Formulation of goals:

Catechesis

Curriculum & Instruction (includes staffing and technology)

Facilities & Safety

Planning, Development & Enrollment (includes finances and marketing)

Personnel & Governance

Relationship of School to the Community

*The Catholic identity and mission of the school should be reflected across all of these categories.

COMPREHENSIVE COMMUNICATIONS PLAN IS ESTABLISHED:

- Case statement
- Communication Plan
- Newsletter
- Annual Report
- Brochures
- Fact sheet
- State of the school message
- E-Newsletter
- Website
- Power Point presentation
- Video

ANNUAL FUND PROGRAM IS ESTABLISHED:

- Faculty/staff
- Board
- Major gifts
- Parents
- Parishioners
- Grandparents
- Alumni
- Businesses
- Alumni Parents
- Adopt-A-Class
- Memorial Giving

PLANNED GIVING EFFORTS ARE INITIATED:

- Will seminar or bequest promotion
- Insurance seminar or promotion
- Establish and promote an endowment with the Foundation for the People of the Roman Catholic Diocese of Springfield in Illinois

SECTION 28 MEDICATION POLICIES & OTHER HEALTH ISSUES

Principals are to communicate to parents and follow the diocesan Office for Catholic Schools recommendations on school health policies. These guidelines reflect recent State Board of Education guidelines.

Included in this section are recommendations from the Office for Catholic Schools, sample forms for requesting administration of medications at school, and a log sheet for administration of medication to students.

Also included in this section find information on the Illinois law regarding students' self-administration of asthma medication (a memo from the director plus an authorization form and a parent/guardian letter). Schools are required to allow the self-administration and/or self-carry of asthma/diabetes/seizure medication and epinephrine injectors upon receipt of necessary documents.

Schools must have a policy for the administration of medical cannabis infused product to a student who is a registered qualifying patient.

EPIPENS at school are to be self-administered, administered by a licensed medical professional or parent. If self-administered, the parent should put in writing that the child is capable of administering an EPIPEN without assistance from the school. Trained staff may administer an EPIPEN only in the case of an emergency.

A current Minimum Immunization Requirements Entering a Child Care Facility or School in Illinois can be found at <https://dph.illinois.gov/topics-services/prevention-wellness/immunization/minimum-immunization-requirements.html>. Further immunization information can be found at www.idph.state.il.us. In the Topics & Services list, click on Prevention & Wellness and then Immunization. Requirements can be found under Childhood Immunization Schedule and under K-12 School immunization. Contact information for local health departments of IDPH can be found at <https://dph.illinois.gov/contact-us/regional-health-departments.html>.

Included in this section are guidelines on Head Lice Procedures (including sample letters you could use to inform parents).

A child should be sent home from school upon displaying symptoms of a communicable disease, having a temperature of 100 degrees or above, having vomited or diarrhea, or having experienced an accident requiring a doctor's attention. A child who shows a sign of illness should not come to school. Parents must notify the school when a child has a communicable disease. The administrator shall notify the Department of Public Health per their requirements when a student is sent home because of a suspected communicable disease.

Opioid antagonists are now required at all schools.

SCHOOL HEALTH POLICIES

As a general principle, medications will not be given at school. Acutely ill students will be sent home. Students convalescing from an acute illness should remain at home until the need for medication no longer exists. Students should not be allowed to have any drugs in their possession on the school grounds. Special circumstances exist for a health problem that can be expected to be of a long duration. When such a condition exists, the following policy will be adhered to:

A. PRESCRIPTION MEDICATION

To assure school attendance for students who must use medication in the treatment of chronic disabilities or illness.

Any student, who is required to take oral medication during the regular school day, must comply with school regulations. These regulations must include at least the following:

1. Written orders from a physician detailing the name of drug, dosage, and time interval medication is to be taken.
2. Written request and permission from the parent or guardian of the student that the school complies with the physician's orders.
3. Medication must be brought to school in a container appropriately labeled by the pharmacy or physician.
4. Every medication given must be recorded on a medication log which includes date, time, dosage and signature of person giving medication.
5. Only the person designated by the principal or registered nurse shall be allowed to dispense the oral medication pursuant to the physician's orders and then that person shall make the notations required in item 4 above.

Use of intramuscular or intravenous medication must be cleared with the physician and administered by a registered nurse or designated administrator.

B. NON-PRESCRIPTION MEDICATION

1. No non-prescription medication will be dispensed in our school.
2. The non-prescription medication includes aspirin, Tylenol, antacids, antihistamines, and any other medication.
3. No topical application of alcohol, peroxide, calamine lotion, or any other medication will be used. However, students may apply sunscreen according to current school law.
4. If injury occurs, we will use soap and water and inform the parent if the child needs further treatment or needs to be sent home.
5. If a child needs medication, the parent will be called, and he/she resumes the responsibility to bring the child medication or take the child home.

C. COMMUNICATION

Opportunities must be provided for communication with the student, parent and physician regarding the efficiency of the medication administered during school hours.

1. Observe, evaluate and report to student's parent or legal guardian, the student's health status and reaction at school to the medication(s) that has been prescribed by the physician. It is the parent's responsibility to inform the physician of any complications.
2. Report to the parents or legal guardian those factors in the school that might seriously impede the child's recovery.

D. IMMUNIZATION

1. All students must be in compliance with Illinois State Law Regulations concerning immunizations.
2. Any child who is not in compliance by October 15 of the current school year will be asked to remain at home until the child has the proper immunizations.
3. Immunizations are provided by City or County Health Departments if the parent desires.
4. Objections to Examinations and/or immunizations.
 - a. A parent/legal guardian who objects to his/her child being examined and/or immunized is eligible to be exempt from exams and/or immunizations only as follows:
 - i. **Medical Objection.** Any medical objection to an immunization must be presented by a physician licensed to practice medicine in all its branches indicating the reasons and signed by the physician on the certificate of child health examination and placed on file in the child's permanent record. Should the condition of the child later permit immunization, this requirement will then have to be met.

- i **Religious Objection.** An objection based on religious grounds shall be presented to the school by the parent/ legal guardian in writing signed by the by the parent/legal guardian, detailing the grounds for the objection. The objection must set forth the specific religious belief that conflict with the examination and/or immunization. General philosophical or moral reluctance to allow examinations, immunizations, and/or screening shall not provide a sufficient basis for a religious exception to the requirement of exams and immunizations. Each objection will be addressed on a case by case basis. **NOTE:** In the event the objection to a vaccine is based on the vaccine containing aborted fetal cell lines. the school should inform the parent/ guardian that the objection must be able to state that an alternative vaccine is not readily available to the parent/guardian’s child. The religious exemption form may be found at the IDPH website: <https://dph.illinois.gov/topics-services/prevention-wellness/immunization/religious-exemption.html>
- b. The school shall inform the objecting parent/legal guardian of measles outbreak control exclusion procedures in accordance with the Department’s rules, Control of Communicable Diseases Code (77 Ill. Adm. Code 690) at the time the parent/legal guardian presents the objection. 665.510

E. HEALTH RECORD

- 1. All children entering preschool for the first time must have a health exam by a physician.
- 2. All children entering kindergarten or 1st grade, 6th grade, and 9th grade, or new to school, must have on file by October 15 of the current year a completed written health exam by a physician. Any child not in compliance with the health exam will be asked to remain at home until this exam occurs.
- 3. Dental exams are required for kindergarten, 2nd grade, 6th grade, 9th grade, or students new to school by May 15.
- 4. Vision exams are required for kindergarten and students new to an Illinois school by October 15 of the current year.
- 5. It is the parent/legal guardian’s responsibility to inform the school of any physical abnormalities, such as birth defects, allergies, epilepsy, diabetes, etc.

Illinois Department of Public Health

**RECOMMENDED GUIDELINES FOR MEDICATION
ADMINISTRATION IN SCHOOLS**

- 1. Only those medications which are necessary to maintain the child in school and must be given during school hours shall be administered. Asthma medication may be self-administered.
- 2. A program for administration of medications to children in schools must be developed and managed by a certified school nurse or designee.
 - c) Each dose of medication shall be documented in the child’s individual health record. Documentation shall include date, time, dosage, route and the signature of the person administering the medication or supervising the child in self-administration. In the event a dosage is not administered as ordered, the reasons therefore shall be entered in the record.
 - b) The certified school nurse may, in conjunction with a licensed prescriber and parent(s)/ guardian, identify circumstances in which a child may self-administer medication.
 - c) Effectiveness and side effects shall be assessed with each administration and documented as necessary in the child’s individual health record. Documentation of effects for long-term medications should be summarized at least quarterly or more frequently as determined by the certified school nurse.
 - d) A procedure shall be established for written feedback to the licensed prescriber and the parent(s)/guardian at scheduled appropriate intervals for long-term medication or as requested by the licensed prescriber.
 - e) All permission for long-term medication shall be renewed at least annually. Changes in medication shall have written authorization from the licensed prescriber.
- 3. All medications, including non-prescription drugs, given in school shall be prescribed by a licensed prescriber on an individual basis as determined by the child’s health status. This excludes standing orders.

- c) A written order for prescription and non-prescription medications must be obtained from the child’s licensed prescriber. The order includes:

Child’s Name	Date of Birth
Licensed Prescriber and Signature	Licensed Prescriber Phone/Emergency Number
Name of Medication	
-dosage	- frequency & time of administration
Date of Prescription	-route of administration
Discontinuation Date	Date of Order
Intended Effect of the Medication	Diagnosis Requiring Medication Other
Time Interval for Re-Evaluation	Medications Child is Receiving

b) Medication must be brought to the school in the original package or an appropriately labeled container.

1) Prescription medications shall display:

Child's Name
Prescription Number
Medication Name/Dosage
Administration Route and/or Other Direction
Date and Refill
Licensed Prescriber's Name
Pharmacy Name, Address and Phone Number
Name or Initials of Pharmacist

2) Over the Counter Medication (OTC)

OTC (non-prescription) medications shall be brought in with the manufacturer's original label with the ingredients listed and the child's name affixed to the container.

4. In addition to the licensed prescriber's order, a written request shall be obtained from the parent(s)/guardian requesting the medication be given during school hours. The request must include the parent(s)/guardian's name and phone number in case of emergency. It is the parent(s)/guardian responsibility to assure that the licensed prescriber order, written request and medications are brought to the school.
5. Medications must be stored in a separate locked drawer or cabinet. Medications requiring refrigeration should be refrigerated in a secure area.
6. The parent(s)/guardian will be responsible at the end of the treatment regime for removing from the school any unused medication which was prescribed for the child. If the parent(s)/guardian do(es) not pick up the medication by the end of the school year, the certified school nurse will dispose of and document that medications were discarded. Medications will be discarded in the presence of a witness.

CARE OF STUDENTS WITH DIABETES ACT (HOUSE BILL 6065)

The legislation allows the parents of a diabetic child to work with their doctor and craft a “diabetes care plan” for the student while in school.

The mandate that applies to any public or nonpublic school is this: if the diabetes care plan calls for a delegated care aid, the principal will ask staff if anyone wants to volunteer to be so designated and assist the student in management of the disease. No staff person can be compelled to become a delegated care aid, and the definition in the law says he or she must volunteer. If there are no volunteers among staff, a delegate care aide cannot be provided. Each affected school must review the requirements of the delegate care aid in the submitted care plan to ensure reasonableness before asking for volunteers. The statute also provides protections for staff members who do not volunteer and civil immunity for those who do.

Those volunteering to become delegated care aides will require training. The mandate for training lies completely on the local school district. There is no explicit provision in the law that requires nonpublic schools to train delegated care aides.

The most consequential provision of the Act is allowing students to do the following on their own (provided it is so authorized according to the diabetes care plan):

1. check blood glucose when and wherever needed;
2. administer insulin with the insulin delivery system used by the student;
3. treat hypoglycemia and hyperglycemia and otherwise attend to the care and management of his or her diabetes in the classroom, in any area of the school or school grounds and at any school-related activity or event in accordance with the diabetes care plan; and
4. possess on his or her person, at all times, the supplies and equipment necessary to monitor and treat diabetes, including, but not limited to, glucometers, lancets, test strips, insulin, syringes, insulin pens and needle tips, insulin pumps, infusion sets, alcohol swabs, a glucagon injection kit, glucose tablets, and food and drink, in accordance with the diabetes care plan.

**REQUEST FOR ADMINISTERING MEDICATION AT SCHOOL AND
RELEASE FROM LIABILITY**

THIS FORM MUST BE RETURNED TO SCHOOL WHEN CHILD REQUIRES MEDICATION

I/We, the undersigned parents/guardians of the minor child, _____, a student at _____ School, hereby request _____ School to allow said child to attend school in spite of his/her special health problem to be given medications prescribed by _____ from _____ to _____ under the supervision of school personnel. The medicine is to be furnished by me and labeled by the physician or pharmacist with said child's name, doctor, and drug store, name of drug, and the specific time it is to be given at school. I/We assume all responsibility for any mistake in furnishing an incorrect dosage. For and in consideration of allowing said child to attend school in spite of his special problem, we hereby re- lease, relieve and discharge _____ School and/or any of its agents or employees, from any and all liability for any injury or damage to the health of said child arising out of, or resulting from the necessity of said child having to take medication during school hours. I/We have read, understand and agree to the school's regulations concerning giving medication at school.

Signature _____ Date _____

Address _____ Phone _____

STATEMENT OF PHYSICIAN

Date _____

<u>Name of Student</u>	<u>School</u>	<u>Child's Date of Birth</u>
<u>Diagnosis</u>	<u>Name of Medication</u>	<u>Dosage</u>
<u>Time Administered</u>	<u>Method of Administration</u>	<u>Discontinue Date</u>
<u>Physician's Signature</u>		<u>Physician's Phone</u>
<u>Physician's Address</u>		

All medications will be kept in a locked drawer. The principal will administer or designate an appropriate person to administer the medication.

SAMPLE MEDICATION LOG SHEET

_____ SCHOOL

This information must be provided to the school when the student returns with medication.

STATEMENT OF PHYSICIAN

_____	_____	_____
Name of Student	Grade	Date
_____	_____	
Diagnosis	Name of Medication	
_____	_____	
Dosage	Time of Administration	
_____	_____	
Method of Administration	Date to Discontinue	

_____	_____
Physician's Signature	Telephone Number

_____	_____
-------	-------

_____	_____
Address	City, State, Zip

MEDICATION LOG

DATE	TIME	DOSAGE	BY WHOM	COMMENTS

HEAD LICE PROCEDURES

1. Have local HEAD LICE GUIDELINES.
2. If there is a suspected case, check the student and if he/she has head lice or nits, call the parent to pick up the child and treat him/her. The family then needs to follow procedures as handedouts.
3. On the following day students sent home should be re-inspected and should bring proof of treatment done, i.e., box top. If the students still have head lice or nits, send them home. Another treatment should follow in seven (7) days.
4. Check the classroom of the child sent home and brothers and sisters of a child sent home. Send information home to all parents of affected classrooms.
5. If more than one classroom is involved, check the whole school. Send information home to all parents.
6. Advise parents to use a commercial product especially designed to treat head lice. They should consult with their physician or pharmacist for advice on product selection to use.
7. If a child is found to have lice a second time or a repeated case, the child cannot return to school until evidence of treatment has occurred and presents a written release from their physician.
8. If applicable, clearance to return to school from local health department.

IF A PROBLEM PERSISTS

1. Send more information home to all parents about what can be done at home.
2. All stuffed animals in the classroom should be put in plastic bags and stored for two (2) weeks.
3. Every student's coat, sweater or hat should be stored in a plastic bag during the school day until the lice problem is under control.
4. All carpets should be vacuumed at least once per day, and the vacuum cleaner bag should be thrown away.
5. Discourage all small group activities.

CHECKING FOR HEAD LICE

1. When you check a child, wear plastic gloves and change gloves after each child. One glove and craft stick (popsicle stick) work very well. Disposable gloves can be purchased in quantity, and the sticks can be purchased at hobby shops in boxes of 500.
2. Carry a trash can around to put the gloves and sticks in and dispose of used gloves and sticks when finished.
3. Two or more individuals checking is of great help, especially in double checking suspected cases.
4. If still unsure, put sample under a microscope, and it will become quite evident whether it is a nit or not.

Enclosed are some informational sheets that can be sent out to parents.

**SAMPLE LETTERS TO PARENTS
WHEN HEAD LICE IS FOUND ON THEIR CHILD**

Date

Dear Parent/Guardian:

We have discovered that your child _____ (Child's Name) _____ has head lice, a problem that is easily treated. Head lice affect more people than all other childhood communicable diseases not including the common cold. But like a cold, when children come in close contact with each other, it is easy to pass head lice along. Shared hats, clothing, brushes, pillows and other personal articles are perfect vehicles to transfer lice from one person to another. It is important to act immediately to prevent their spread to other classmates and to your family as well.

Head lice are small, only about 1/16 of an inch long. They are grayish-white with dark edges. While they cannot fly and do not jump, they move quickly. That is why it is difficult to find them in a child's hair.

Diagnosis of head lice is generally made when lice eggs (called nits), which are fastened to the hair shaft, are clearly evident. Nits are teardrop in shape and also very small, only about 1/32 of an inch. They are "glued" to the hair and cannot be washed or brushed out like dandruff. Clusters of nits may be found in any section of the hair, but they are more apt to be behind the ears and at the nape of the neck.

Getting rid of head lice and nits need not be difficult. It is a matter of washing the hair with a louse killing product, and then very carefully removing all the nits. Removal of the nits is important to avoid re-infestation. Without an aid, it can take hours. A special nit-loosening rinse is available which makes the job easier.

If you have any questions, please call me between the hours of __A.M. and __P.M.

Sincerely,

Date

Dear Parent/Guardian:

We conducted a check for head lice and found a case in our school, so we are sending the directions on the opposite side of this letter for how to detect and treat head lice. Please explain to your children the danger of using other children's combs, hats, scarves, etc. You will want to examine your own child/children regularly and be alert to any symptoms.

I want to assure you that we, at _____ (School Name) _____ School, will be alert to any such conditions in the future. It is not at all unusual to have a few cases of head lice in a school, any more than anything else that is transmitted from person to person. We will be in touch with you if the situation should warrant it.

With your continued cooperation and interest in your children we can work together to keep _____ (School Name) a really exceptional school.

Sincerely,

Authorization for Self-Administration of Asthma Medicine

I, _____ or we, _____ and _____, parents or guardians of _____ (hereinafter "Student"), a student at _____ School (hereinafter School) hereby request and authorize School to permit Student to self-administer asthma medication prescribed by the Student's physician, physician assistant, or advanced practice registered nurse, which is described more fully in a written statement provided by the Student's physician, physician assistant, or advanced practice registered nurse, which has been given or will be given shortly to the School. We (I) understand that this authorization will not be effective, and the School cannot act upon it until the School has received the above-described written statement from the Student's physician, physician assistant, or advanced practice registered nurse.

We (I) understand and acknowledge that the School, the Parish of which it is a part, their agents and employees, the Diocese of Springfield in Illinois, the Bishop of Springfield in Illinois are to incur no liability, except for willful and wanton conduct, as a result of any arising out of self-administration of medication by the Student.

We (I) hold harmless and indemnify the School, the Parish of which it is a part, their agents and employees, the Diocese of Springfield in Illinois, the Bishop of Springfield in Illinois against any and all claims, except based on willful and wanton conduct, arising out of self-administration of medication by the Student.

We (I) understand that any abuse of this right by the Student or any endangerment of another student or students by means of the Student's possession of this medication may result in appropriate disciplinary action under our discipline policy.

This authorization is effective only for the School Year 20__ - 20__.

Date _____

Parents or Guardians

Authorization for Self-Administration of EpiPen

I, _____ or we, _____ and _____, parents or guardians of _____ (Hereinafter "Student"), a student at _____ School (hereinafter School) hereby request and authorize School to permit Student to self-administer EpiPen medication prescribed by the Student's physician, physician assistant, or advanced practice registered nurse, which is described more fully in written statement provided by the Student's physician, physician assistant, or advanced practice registered nurse, which has been given or will be given shortly to the School. We (I) understand that this authorization will not be effective, and the School cannot act upon it until the School has received the above-described written statement from the Student's physician, physician assistant, or advanced practice registered nurse.

We (I) understand and acknowledge that the School, the Parish of which it is a part, their agents and employees, the Dioceses of Springfield in Illinois, the Bishop of Springfield in Illinois are to incur no liability, except for willful and wanton conduct, as a result of any injury arising from self-administration of medication.

We (I) hold harmless and indemnify the School, the Parish of which it is a part, their agents and employees, the Diocese of Springfield in Illinois, the Bishop of Springfield in Illinois against any and all claims, except based on willful and wanton conduct, arising out of self-administration of medication by the Student.

We (I) understand that any abuse of this right by the Student or any endangerment of another student or students by means of the Student's possession of this medication may result in appropriate disciplinary action under our discipline policy.

this authorization is effective only for the School Year 20____ - 20____.

Date _____

Parents or Guardians

Dear Parents or Guardians,

You may request and authorize _____ School to permit a student in your care and custody to self-administer asthma medication or EpiPen medication prescribed by the student's physician. If this is allowed, you must understand that the School, the parish of which it is a part, the employees and agents of the school, the Diocese of Springfield in Illinois and the Bishop of Springfield in Illinois are to incur no liability, except for willful and wanton conduct, as a result of any injury arising from the self-administration of medication by the student.

In order to allow this the school, in accord with the state statute, requires all of the following before it can give effect to your request and authorization:

1. A written authorization from the parents or guardians of the student.
2. A statement, contained in our authorization form, that the parents or guardians:
 - * acknowledge that School, the parish of which it is a part, the employees and agents of the School, the Diocese of Springfield in Illinois and the Bishop of Springfield in Illinois are to incur no liability, except for willful and wanton conduct, as a result of any injury arising from the self-administration of medication by the student; and
 - * agree to indemnify and hold harmless School, the parish of which it is a part, the employees and agents of the School, the Diocese of Springfield in Illinois and the Bishop of Springfield in Illinois.
3. A written statement from the physician, physician assistant, or advanced practice registered nurse must contain the following information:
 - the name of the student/patient;
 - the name and purpose of the medication;
 - the prescribed dosage; and
 - the time or times at which or the special circumstances under which the medication is to be administered.

Parents and guardians also must understand that as a matter of our discipline policy that any abuse of this statutory right by a student and/or any endangerment of other students as a result of a student possessing this medicine may result in appropriate disciplinary action by the School.

If you have any questions about this, do not hesitate to contact me. If you wish to see a copy of the statute, please contact me.

Sincerely,

(Principal)

Opioid Antagonists 2024

New legislation in effect for nonpublic schools regarding *opioid antagonist supplies to be kept at every school*. Takes effect January 1, 2024, so please read carefully. Many schools have had luck buying a supply at the local drug store without prescriptions.

Public Act 103- 0348

Provides that a school district, public school, charter school, or nonpublic school shall maintain a supply of an opioid antagonist in any secure location where an individual may have an opioid overdose. Provides that if there is a shortage of opioid antagonists, a school district, public school, charter school, or nonpublic school shall make a reasonable effort to maintain a supply of an opioid antagonist. Provides that the requirement that a health care professional prescribe opioid antagonists applies only if the school district or school is not able to obtain opioid antagonists without a prescription.

Full text found at: <https://legiscan.com/IL/text/HB3428/2023>

Excerpts of changes:

The school district, public school, charter school, or nonpublic school ~~shall may~~ maintain a supply of an opioid antagonist in any secure location where an individual may have an opioid overdose, unless there is a shortage of opioid antagonists, in which case the school district, public school, charter school, or nonpublic school shall make a reasonable effort to maintain a supply of an opioid antagonist. Unless the school district, public school, charter school, or nonpublic school is able to obtain opioid antagonists without a prescription, a health care professional who has been delegated prescriptive authority for opioid antagonists in accordance with Section 5-23 of the Substance Use Disorder Act ~~shall may~~ prescribe opioid antagonists in the name of the school district, public school, charter school, or nonpublic school, to be maintained for use when necessary. Any supply of opioid antagonists shall be maintained in accordance with the manufacturer's instructions.

Prior to the administration of an opioid antagonist, trained personnel must submit to the school's administration proof of completion of a training curriculum to recognize and respond to an opioid overdose, which curriculum must meet the requirements of subsection (h-5) of this Section. ~~Training must be completed annually. Trained personnel must also submit to the school's administration proof of cardiopulmonary resuscitation and automated external defibrillator certification.~~ The school district, public school, charter school, or nonpublic school must maintain records relating to the training curriculum and the trained personnel.

(h-5) A training curriculum to recognize and respond to an opioid overdose, including the administration of an opioid antagonist, may be conducted online or in person. The training must comply with any training requirements under Section 5-23 of the Substance Use Disorder Act and the corresponding rules.

It must include, but is not limited to:

- (1) how to recognize symptoms of an opioid overdose;
- (2) information on drug overdose prevention and recognition;
- (3) how to perform rescue breathing and resuscitation;
- (4) how to respond to an emergency involving an opioid overdose;
- (5) opioid antagonist dosage and administration;
- (6) the importance of calling 9-1-1 or, if 9-1-1 is not available, other local emergency medical services;
- (7) care for the overdose victim after administration of the overdose antagonist;
- (8) a test demonstrating competency of the knowledge required to recognize an opioid overdose and administer a dose of an opioid antagonist;

There are many trainings available online, and free options can be found. For example, I utilized End Overdose at <https://endoverdose.net/> for a free, under 30-minute training that included all the requirements and produced a certificate at the end. The company is based out of California and offers free test materials with paid shipping. I only did the training.

From ISBE:

Maintaining Supply of Opioid Antagonist

Effective Jan. 1, 2024, Illinois schools will be required to maintain a supply of opioid antagonist, as outlined in [Public Act 103-0348](#). Schools should follow [Section 1.540](#) of the Illinois Administrative Code to implement undesignated medications.

If your school/district already has undesignated opioid antagonist in place, it will be helpful to review standing protocol, consider supply needs, and consider updates to procedures if necessary.

If having undesignated opioid antagonist is new for your school/district, planning is needed. You should assemble a team to:

- Consider a site assessment to determine where to locate the supply.
- Explore local options for obtaining the supply.
- Devise a training plan.
- Plan your communication.
 - Notify school personnel of training opportunities and implementation.
 - Notify students at a developmentally appropriate level.
 - Notify parents of the available supply and the choice to opt out of having the opioid antagonist administered to their child.

Consideration should be given for obtaining the supply by contacting local health departments or community overdose prevention organizations. Be sure to review ISBE's Administrative Rule 1.540 for training requirements, the need for a standing protocol, which includes a written order for the medication, and reporting requirements when the medication is administered.

ISBE, the Illinois Department of Public Health, and the Department of Human Services division of Substance Use Prevention and Recovery are all working together to support schools during the implementation process for undesignated opioid antagonists in alignment with Administrative Rule.

This section can be used to list meeting dates and times for specific organizations that require the principal's attendance or expertise. Modify the log to fit local needs.

LOCAL LEVEL

Athletic Meeting:

Finance Council: School administrator attendance is recommended (at least periodically)

Long Range Planning:

Parent Organization:

Pastoral Council:

PR:

Regional Principals' Meeting:

School Board:

Technology Committee:

Others:

CHECKLIST FOR PLANNING A MEETING

PURPOSE OF THE MEETING

- Decide reasons for having the meeting.
- Determine program content.
- Plan the agenda.
- Set yearly goals.

ATTENDANCE

- Decide who should attend.
- Determine the number of people expected.

RESOURCE PEOPLE

- Determine why you are inviting them.
- Invite them.
- Make arrangements for any special needs they have (equipment, transportation, lodging, etc.)

TIME

- Select the date; set timeline for year at the onset; emphasize and adhere to an annual Board calendar of activities.
- Select the starting and ending times.

PLACE

- Determine needs (seating capacity, arrangement of furniture, kitchen, audio-visual, accessibility, parking, restrooms, lighting, etc.).
- Reserve Space.
- Request any special set-up of furniture.

EQUIPMENT

- Order any equipment needed (projector, screen microphone, record player, easel, blackboard, chalk and erasers, portable risers or stage, etc.).

REFRESHMENTS

- Determine what you need (food, beverages, utensils, serving utensils, coffee pot, refrigerator, cups, etc.).
- Make arrangements for what you need (purchase, borrow, reserve from the facility).
- Make arrangements for the time and manner (preparation, serving, clean-up).

PUBLICITY

- Plan publicity (fliers, posters, ads, invitations, displays, gimmicks, etc.).
- Carry out publicity plans.

EVALUATION

- Review plans for the meeting; check that the program is really what you want: check the arrangements are completed.
- Determine an evaluation tool which will help measure the success of the meeting.

MISSION AD GENTES EDUCATION

“Go therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit” Mt 28:19

“The pilgrim Church is missionary by its very nature. For it is from the mission of the Son and the mission of the Holy Spirit that it takes its origin, in accordance with the decree of God the Father” Decree on the Church’s Missionary Activity (Second Vatican Council, 1965)

And so, by our baptism in a missionary Church, we are all missionary disciples. We are all “on mission”. Mission catechesis is an aspect of faith formation that cannot be overlooked. The Office for the Missions seeks to connect the people of the Diocese of Springfield in Illinois with the larger world and the Universal Church. These connections are made through prayer, personal sacrifice, financial offerings, education/awareness and immersion experiences. Staff in the Office for the Missions is available to assist you in making this connection for your students.

Understanding of Mission, the specific purpose of missionary activity is evangelization and the planting of the Church among peoples and groups where she has not taken root (ad gentes or “to the nations”). When we speak of “mission” we mean first of all, evangelization – the witness and proclamation of God’s word, and secondly, ad gentes, in places where the Church is not fully planted. Other good works, no matter how worthy or necessary, are not missionary if these two criteria are not met.

Mission Moderator: It is helpful for schools to have a Mission Moderator who is responsible for promoting mission activities within the school. This person should have a heart for mission and an enthusiasm for sharing the Gospel to the ends of the earth. The Mission Moderator could be a teacher or other staff person or a volunteer parent or parishioner. Ideally, it is not the principal who already has much to do but is someone who can work closely with principal and faculty to ensure attention is paid to the formation of students as life-long missionaries. The Mission Moderator’s contact information should be forwarded to the Office for the Missions at the start of the school year.

Missionary Childhood Association is the primary mission education/catechesis program in the diocese. MCA is one of four Pontifical Mission Societies. The Pontifical Mission Societies are recognized as the principal instrument for educating the faithful to an awareness of the Church’s universal mission and for encouraging their support, in prayer and sacrifice, for the evangelizing mission of the Church among two-thirds of the human family. Consequently, MCA should enjoy priority in mission education and fundraising in our schools.

MCA was founded in 1843 by French Bishop Forbin-Jansen who was convinced that children could play their own part in Mission. After learning about the great needs of the world’s poorest children, young people are invited to pray and to offer financial help so that children in the Missions today may know Christ and experience His love and care. Today, through MCA, students in PreK-grade 8 are invited to make a special commitment as missionaries. MCA offers a number of educational, prayer and fundraising resources throughout the school year that help form children as missionary disciples. The national MCA website is www.missio.org

Mission Mass is an annual celebration held at the Cathedral in October. All schools are invited to send representatives to celebrate, pray and recommit to another school year of missionary activity. A Mission Mass Guide is sent to each school to help staff prepare all students for this celebration. Prayers and activities around the Mission Mass theme are included in the Guide. Awards are given to MCA member schools based on their per capita contributions to MCA over the previous school year.

Fundraising is part of our commitment to be missionaries. The Missionary Childhood Association offers mite boxes to students at Advent and Lent to encourage a spirit of sacrifice. The fundraising component is SECONDARY to education and catechesis and must always be combined with formation. Fundraising without faith formation does little to form life-long missionaries. MCA funds are distributed to support priests, Religious and lay catechists bring the Good News to children in 110 countries around the world.

Additional Recommended Mission Education Resources

Journey with Jesus is a supplementary mission education curriculum created by the Missionary Society of St. Columban. The PreK- Gr. 8 program is based in Scripture, Church documents, Catholic Social Teaching and the Catechism of the Catholic Church. Each grade level includes a teacher's manual, five lessons, prayers, activities, at home connections, video presentations, original songs on CD and a classroom poster all focusing on a specific theme. The program is available for a free loan period through the Office for the Missions.

Maryknoll was founded in 1911 by the US Catholic Bishops to recruit, send and support US missionaries in areas around the world. Since then Maryknoll has grown to include Fathers, Brothers, Sisters and Lay Missioners serving primarily in Africa, Asia and Latin America. Maryknoll Media Products has published a variety of print publications, films and posters, including a free K-5 and middle grade classroom magazine program which includes a copy of Maryknoll magazine for each student every month, a poster, and lesson plan highlighting one article in the magazine. Many Maryknoll products are available on free loan from the Office for the Missions. Visit www.maryknoll.org/classroom to enroll your students in the magazine program.

Other Organizations

From time to time you may be asked to have your students support other mission or global humanitarian organizations. It is always important for our students to know what is happening around the world and to pray daily for the needs of missionaries and those they serve. There are many organizations working around the world. You may be approached to sponsor fundraisers to support a variety of causes. You need to be careful and thoughtful about whom you invite to your school. Here are some points to consider when allowing an organization access to your school:

Is the organization Catholic? If not, can you be certain that they will not act in any way contrary to the teachings of our Catholic faith? This determination is often difficult to make. It is probably more prudent to work with a Catholic organization doing the same or similar work. Catholic institutions should support Catholic institutions to ensure our continued ability to spread the Good News. We can only support the evangelization efforts of Catholic organizations.

Does the organization practice good stewardship? In addition to sharing our resources with organizations that uphold our Catholic teachings, it is important to know how well funds are being spent. Good stewardship insists that this be an important consideration. Eighty-seven percent of MCA's annual funding in the United States is used for the Church's service among children in the Developing World and to provide mission education materials to children in the United States.

Is the organization sustainable? Many good and holy people feel called to work in the Missions. Before supporting an individual or "home grown" missionary endeavor it is important to consider if the project is sustainable. It does little good to raise funds for a school building project in Guatemala if the local people have not been consulted, if a long-term plan has not been created, if there is no Church oversight and if there are insufficient partners supporting the project to make it viable. This is not to say that small, locally-based projects are not worth your support, just that careful evaluation is necessary in cases where the project is not sponsored by a Church institution.

Does the effort include education and formation for the students? It is important to remember that any fundraising should have an educational and a formational component. It cannot be assumed that the students understand a fundraiser's purpose or how it relates to their faith. This undertaking should be as thoughtful as all your curriculum decisions.

Some Common Organizations that are NOT Missionary:

Remember: mission = evangelization + ad gentes

Samaritan's Purse is a nondenominational evangelical Christian organization providing spiritual and physical aid to hurting people around the world. Operation Christmas Child sends boxes of gifts to children in developing countries. Each box includes an evangelical religious tract. As Catholics, we cannot support the evangelization efforts of non-Catholic organizations whose beliefs may be in conflict with ours.

Box of Joy, Cross International is both a Catholic organization and an evangelical Christian organization. They promote filling boxes with Christmas gifts to be sent overseas to children living in poverty. This model of charity frequently does more harm than good, both to us and the recipient. Please contact the Office for the Missions before you commit to Box of Joy.

Heifer Project provides gifts of livestock to help people in developing countries lift themselves out of poverty. Heifer International is a humanitarian organization with no religious affiliation. Catholic Relief Services has a similar project catalog if you are interested in sponsoring a particular project.

UNICEF is an agency of the United Nations which works to assist and support children around the world primarily in the areas of child survival and education. There is some concern among Catholic organizations regarding the work of UNICEF. There is no reason to support the work of UNICEF over a Catholic organization like CRS or MCA.

Food for the Poor is a non-Catholic organization that helps the poor in Latin America and the Caribbean. Previously Food for the Poor focused on fundraising through churches but has recently been targeting schools.

There are many, many global humanitarian organizations working in the United States. The Office for the Missions is happy to assist you with any inquiries about organizations that might approach your school for support.

Postscript:

Catholic Relief Services is the official relief and development agency of the US Catholic Church. An agency of the US Catholic Bishops Conference, CRS has formation pieces for high school and college students. CRS is our "go to" agency when a natural or man-made disaster strikes around the world. CRS sponsors CRS Rice Bowl, a family program available in our parishes each Lenten season. CRS's work is not evangelization, which is the work of the Pontifical Mission Societies, but is motivated by the Gospel of Jesus Christ and the principles of Catholic Social Teaching. The Director of the Office for the Missions is also the local CRS Director and can assist with awareness and education regarding disaster response through CRS.

Sister Parish, or twinning, relationships should be based on genuine partnership and solidarity and exist for all parishioners to grow in faith. These relationships should exist to lead all to a greater awareness of the universal mission of the Church. They should not create a financial dependency or promote a paternalistic relationship. School children should not be asked to forsake participation in the Missionary Childhood Association to financially support a sister parish.

The Office for the Missions maintains a lending library of mission resources and is eager to be of assistance in animating a missionary spirit in your school community.

"The ultimate purpose of mission is to enable people to share in the communion which exists between the Father and the Son"
Redemptories Missio 23

**Office for the Missions
Catholic Pastoral Center
1615 W. Washington
Springfield, IL 62702
217/698-8500
missions@dio.org**

It is optional for schools in the Diocese of Springfield in Illinois to be members of the National Catholic Education Association (NCEA) and keep membership current with annual dues.

The Harvest of Thanks endowment from the capital campaign includes a Continuing Education Claim in which the NCEA dues may be claimed and reimbursed for schools who apply.

NCEA Logo Guidelines:

The Catholic Schools Week logo must be used in its entirety without changes or deletions of any kind in design, color or any other element. A school, arch/diocese, or organization owned and controlled by a Catholic entity may not authorize a commercial vendor to create or distribute items using the logo without first emailing nceatalk@ncea.org and receiving written permission from NCEA.

Each school is to have a Blood-borne Pathogens Exposure Control Plan that meets the requirements of the Department of Labor, Occupational Safety and Health Administration (29 CFR 1910.1030). A copy of the plan and the yearly information form follows.

Schools need to pay special attention to:

1. Providing yearly in-service for all faculty and staff (documented in individual personnel files)
2. Making the decision whether your school is doing the full series of hepatitis B vaccination after an exposure incident or to offer immunization before an exposure incident
3. Being sure universal precautions are followed by all faculty/staff at all times

Note: Some companies that provide materials you could use for your yearly in-service are:

OSHA Education Center

<https://www.oshaeducationcenter.com/compliance-training/bloodborne-pathogens-certificate/>

American Red Cross

www.redcross.org/take-a-class/classes/bloodborne-pathogens-training-online/a6R3o00001wEux.html

Some companies have free videos available on YouTube that are around 10 minutes in length, but check for current availability:

Affordable Safety Training: <https://www.youtube.com/watch?v=-8zP-by6RbU>

Betco: <https://www.youtube.com/watch?v=wjpbeqDKZnE>

ESU8: <https://www.youtube.com/watch?v=hd2I7pzVO80>

GotSafety: <https://www.youtube.com/watch?v=erTVjo6YYCI>

You could also check with your local health department, other institutions such as hospitals and medical/dental facilities, etc. for help in fulfilling your requirements of yearly in-service for all faculty/staff.

**DIOCESE OF SPRINGFIELD IN ILLINOIS
OFFICE FOR CATHOLIC SCHOOLS**

OSHA EXPOSURE CONTROL PLAN INFORMATION

Please complete the requested information.

SCHOOL _____ CITY _____

Our Exposure Control Plan is located _____

During the 20 ____ - 20 ____ school year, in-service will be held on _____

The presenter of the in-service will be _____

_____ We have chosen to offer the full series of hepatitis B vaccination *after* an exposure incident.

_____ We have chosen to offer immunizations *before* an exposure incident.

Staff immunizations were initiate on _____ and _____ completed on _____

Persons who were immunized:

_____ Name _____ Position

_____ Name _____ Position

_____ Name _____ Position

Person completing the above information:

Name _____ Position _____

DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC EDUCATION

BLOODBORNE PATHOGENS EXPSOURE

CONTROL PLAN

March 1993

**DIOCESE OF SPRINGFIELD
OFFICE FOR CATHOLIC EDUCATION
BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN**

School Name:
Location:
Date of Preparation:

A. Information

The Diocese of Springfield in Illinois, Office for Catholic Schools, establishes this written exposure control plan to eliminate or minimize district occupational exposure to Bloodborne Pathogens and to meet the requirements of the Department of Labor, Occupational Safety and Health Administration, 29 Code of Federal Regulations (CFR), Part 1910.1030.

A copy of the Memorandum dated February 5, which was sent to all nonpublic school principals from, Mary Jayne Broncato, ISBE, should be kept with this Exposure Control Plan. This memorandum contains OSHA rules on Bloodborne Pathogens and a copy of the Standard form from the Federal Register.

Time frame for implementation:

- ⇒ By March 30, 1993, schools will have completed the Exposure Control Plan
- ⇒ By April 29, 1993, schools will have completed the in-service education for the staff - this would be the responsibility of the principal, after thoroughly studying the information in the Exposure Control Plan
- ⇒ By May 29, 1993, staff immunization program will be initiated

B. Exposure Determination

The Diocese of Springfield, Office for Catholic Schools, has identified the following classification of employees who, in the performance of their duties may have reasonably anticipated skin, eye, mucous membrane, or parental contact with blood or other potentially infectious materials (blood, semen, vaginal secretions, internal body fluids, body fluids visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids).

1. The following are job classifications in which employees may have occupational exposure:
 - a. school nurses and/or secretaries and principals (those who treat students);
 - b. custodians (those who clean up blood or other potentially infectious materials (OPIM)).
2. The following is a list of tasks and procedures in which the employees identified above may reasonably anticipate occupational exposure to blood and other potentially infectious materials (OPIM);
 - a. responding to injury or administering first aid
 - b. responding to illness
 - c. performing certain personal and health care procedures
 - d. cleaning up blood or other potentially infectious materials

C. Implementation Schedule and Methodology - The general overview of the schedule and method of compliance is as follows:

1. Schedule:

The local school will provide in-service training for all employees. This in-service will include information on the OSHA regulations, the methods of Universal Precautions, work practice controls, personal protective equipment, training in cleaning and disposal of waste and the availability of the Hepatitis B vaccine.

It is the responsibility of the local principal to schedule the initial in-service and in-service annually thereafter. (See Attachment A for sample Information and Training Procedures.)

2. Compliance Methods

- a. Universal Precautions shall be observed to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials. (See Attachment B for Universal Precautions Outline.)
- b. Engineering and work practice controls will be utilized to eliminate or minimize exposure to employees at this facility. Where occupational exposure remains after institution of these controls, personal protective equipment shall also be utilized.
- c. Hand washing facilities are also available to the employees who incur exposure to blood or other potentially infectious materials. OSHA requires that these facilities are readily accessible after incurring exposure. At this facility hand washing facilities are located:

If hand washing facilities are not feasible (such as on the playground), the employer is required to provide either an antiseptic cleanser in conjunction with clean cloth paper towels or antiseptic towelettes. If these alternatives are used, then the hands are to be washed with soap and running water as soon as possible.

- d. After removal of personal protective gloves, employees shall wash hands and any other potentially contaminated skin area immediately or soon as feasible with soap and water.
- e. If employees incur exposure to their skin or mucous membranes, then those areas shall be washed or flushed with water as appropriate as soon as feasible following contact.
- f. Contaminated needles or other contaminated sharps are not to be bent, recapped, or removed (except as noted below).
 - Contaminated needles and other contaminated sharps are not to be bent, recapped or removed unless the employer can demonstrate that no alternative is feasible or that such action is required by a specific medical procedure.
 - Such recapping or needle removal must be accomplished through the use of a mechanical device or a one-handed technique.
- g. Contaminated sharps that are reusable are to be placed immediately, or as soon as possible after use into appropriate sharps containers. At this facility the sharps containers are puncture resistant, labeled with a biohazard label and are leak proof.

At this facility, sharps containers are located:

The above containers will be examined and maintained on a regular schedule. The schedule for reviewing the effectiveness of the controls is as follows. *(List schedule such as daily, once/week, etc., as well as list who has the responsibility to review the effectiveness of the individual controls, such as the maintenance person, principal, etc.)*

Schedule: _____

Responsibility: _____

- h. In work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials, employees are not to eat, drink, apply cosmetics or lip balm, smoke, or handle contact lenses.
- i. All procedures will be conducted in a manner which will minimize splashing, spraying, spattering and generation of droplets of blood or other potentially infectious materials.
- j. Equipment which has become contaminated with blood or other potentially infectious materials shall be examined prior to servicing or shipping and shall be decontaminated as necessary unless the decontamination of the equipment is not feasible. A readily observable label as required shall be attached to the equipment stating which portions remain contaminated.
- k. All personal protective equipment used at this facility will be provided without cost to employees. Personal protective equipment will be chosen based on the anticipated exposure to blood or other potentially infectious materials. The protective equipment will be considered appropriate only if it does not permit blood or other

other potentially infectious materials to pass through or reach the employees' clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.

Personal protective equipment to be provided. **Disposable (single use) Gloves**

- ⇒ Gloves shall be worn where it is reasonably anticipated that employees will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes. Disposable (single use) gloves are not washed or decontaminated for re-use.
- ⇒ Gloves are provided for each employee at the annual training. Replacements are provided at: (location)
- ⇒ The person who has the responsibility for distribution is: _____

- l. The local school ensures that the employee uses appropriate personal protective equipment unless the local school shows that the employee temporarily and briefly declined to use personal protective equipment when under rare and extraordinary circumstances, it was the employee's professional judgment that in the specific instance its use would have prevented the delivery of health care or public safety services or would have posed an increased hazard to the safety of the worker or co-worker. When the employee makes this judgment, the circumstances shall be investigated and documented in order to determine whether changes can be instituted to prevent such occurrences in the future.
- m. The local school will replace personal protective equipment as needed to maintain its effectiveness, at no cost to the employee.
- n. If a garment is penetrated by blood or other potentially infectious materials, the garment is removed immediately or as soon as feasible.
- o. All personal protective equipment is removed prior to leaving the work area. When personal protective equipment is removed it is placed in an appropriately designated area or container for storage, washing, decontamination or disposal

D. Housekeeping

- 1. The local school ensures that the worksite is maintained in a clean and sanitary condition. The local school implements an appropriate written schedule for cleaning and method of decontamination based upon the location in the facility, the type of surface to be cleaned, the type of soil present, and tasks or procedures being performed in the area.
- 2. All equipment and environmental and working surfaces shall be cleaned and decontaminated after contact with blood or other potentially infectious materials:
 - a. Contaminated work surfaces are decontaminated with an appropriate disinfectant after completion of procedures: immediately or as soon as feasible when surfaces are contaminated or after any spill of blood or other potentially infectious materials: at the end of the work shift if the surface may have become contaminated since the last cleaning.
 - b. Protective coverings, such as plastic wrap, aluminum foil, or imperiously backed absorbent paper used to cover equipment and environmental surfaces is removed and replaced as soon as feasible when they become contaminated or at the end of the work shift if they may have become contaminated during the shift.
 - c. All bins, pails, cans, and similar receptacles intended for re-use which have reasonable likelihood for becoming contaminated with blood or other potentially infectious materials are inspected and decontaminated on a regularly scheduled basis and cleaned and decontaminated immediately or as soon as feasible upon visible contamination. Frequency: _____ Responsibility: _____
 - d. Broken glassware which may be contaminated is not to be picked up directly with the hands. It is cleaned up using mechanical means such as brush and dustpan, tongs, or forceps and placed in appropriate sharps container. All contaminated sharps shall be placed in appropriate containers.

E. Regulated Waste Disposal

- 1. All contaminated sharps shall be discarded as soon as feasible in sharps containers which are located: _____. Containers are to be closable, puncture resistant, leak proof on sides and bottom, and labeled or color-coded in accordance with this standard.
- 2. Regulated waste other than sharps shall be placed in appropriate containers. Such containers are located: _____. Containers are to be closable, constructed to contain all contents and prevent leakage of fluids during handling, labeled or color-coded in accordance with this standard, and closed prior to removal to prevent spillage of contents during handling.

F. Laundry Procedures

1. Laundry contaminated with blood or other potentially infectious materials will be handled as little as possible. Such laundry will be placed in appropriately marked bags at the location where it was used. Such laundry will not be sorted or rinsed in the area of use.
2. All employees who handle contaminated laundry will utilize personal protective equipment to prevent contact with blood or other potentially infectious materials.

G. Hepatitis B Vaccine

1. The hepatitis B vaccination series will be offered after an exposure incident to employees who have been identified as having had an exposure to blood or other potentially infectious material. The full hepatitis B vaccination series will be made available to the employee as soon as possible, but not later than 2 to 4 hours, after the incident. The hepatitis B vaccination series will be offered at no cost to the employee.
2. Employees who decline the Hepatitis B vaccine will sign a waiver (Attachment C).
3. Employees who initially decline the vaccine but who later wish to have it may then have the vaccine provided at no cost. *Please list who has the responsibility for assuring that the vaccine is offered, the waivers are signed, etc., and who will administer the vaccine):*

4. The Hepatitis B vaccine is given in three intramuscular doses. Two initial doses are given one month apart and the third dose is given six months after the first.

H. Post Evaluation and Follow-up.

1. When the employee incurs an exposure incident, it should be reported to: *(List who has responsibility to maintain records of exposure incidents.)*

(Attachment D: Post-Exposure Incident Report/Follow Up Form)

2. All employees who incur an exposure incident will be offered post-exposure evaluation and follow-up in accordance with the OSHA standard.
3. This follow-up will include the following:
 - a. Documentation of the route of exposure and the circumstances related to the incident.
 - b. If possible, the identification of the source individual and, if possible, the status of the source individual. The blood of the source individual will be tested (after consent is obtained) for HIV/HBV infectivity. (Attachment E: Consent or Declination to HIV/HBV Testing)
 - c. Results of testing of the source individual will be made available to the exposed employee informed about the applicable laws and regulations concerning disclosure of the identity and infectivity of the source individual.
 - d. The employee will be offered the option of having his/her blood collected for testing of the employee's HIV/ HBV serological status. The blood sample will be preserved for at least 90 days to allow the employee to decide if the blood should be tested for HIV serological status. However, if the employee decides prior to that time that testing will be conducted, the appropriate action can be taken, and the blood sample discarded.
 - e. The employee will be offered post-exposure prophylaxis when medically indicated as recommended by the U.S. Public Health Service.
 - f. The employee will be given appropriate counseling concerning precautions to take during the period after the exposure incident and evaluation of reported illnesses.

- g. The following person(s) has been designated to assure that the policy outlined here is effectively carried out as well as to maintain records related to this policy: _____

I. Interaction with Health Care Professionals

A written opinion shall be obtained from the health care professional who evaluates employee of this facility. Written opinions will be obtained in the following instances:

1. When the employee is sent to obtain the Hepatitis B vaccine.
2. Whenever the employee is sent to a health care professional following an exposure incident.
3. Health care professionals shall be instructed to limit their opinions to:
 - a. whether the Hepatitis B vaccine is indicated and if the employee has received the vaccine, or for evaluation following an incident.
 - b. that the employee has been informed of the results of the evaluation.
 - c. that the employee has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials. (Written opinion to the employer is not to reference any persona medical information.)

J. Medical Records

1. The local school shall establish and maintain an accurate record for each employee with occupational exposure.
2. This record shall include:
 - a. the name and social security number of the employee.
 - b. a copy of the employee's hepatitis B vaccination status including the dates of all the hepatitis B vaccination status including the dates of all the hepatitis B vaccinations and any medical records relative to the employee's ability to receive vaccination as required.
 - c. a copy of all results of examinations, medical testing, and follow-up procedures.
 - d. the local school's copy of the healthcare professional's written opinions required.
 - e. a copy of the information provided to the healthcare professional as required.
3. The local school ensures that employee required medical records are:
 - a. kept confidential.
 - b. are not disclosed or reported without the employee's express written consent to any person within or outside the workplace except as required by this section or as may be required by law.
4. The local school shall maintain the required records for at least the duration of employment plus 30 years.

K. Training Records

1. Training records include the following information:
 - a. the dates of the training sessions.
 - b. the contents or a summary of the training sessions.
 - c. the names and qualifications of persons conducting the training.
 - d. the names and job titles of all persons attending the training sessions.
2. Training records are maintained for 3 years from the date on which the training occurred.

L. Availability of Records

1. All required records are available upon request to the regulatory agency for examination and copying.
2. Employee training records are provided upon request for examination and copying to employees, to employee representatives, and to the regulatory agency.
3. Employee medical records required by this paragraph are provided upon request for examination and copying to the subject employee, to anyone having written consent of the subject employee, and to the regulatory agency.

M. Transfer of Records

1. The local school transfers employee records regarding the standard to comply with the requirements set forth in 29 CFR 1910.20(h).
2. If the local school ceases to do business and there is no successor employer to receive and retain the records for the prescribed period, the local school will notify the regulatory agency at least three months prior to their disposal and transmit them, if required by the regulatory agency to do so, within that three month period.

N. Responsibility of Recordkeeping

All records required by the OSHA standard will be maintained by:

(Name person's responsible) _____

Location of records: _____

INFORMATION AND TRAINING

- A. Training for all employees will be conducted prior to initial assignment to tasks where occupational exposure may occur. Training will be conducted in the following manner:

Training for employees will include explanation of:

1. The OSHA standard for Bloodborne Pathogens
2. Epidemiology and symptomatology of blood-borne diseases
3. Modes of transmission of Bloodborne Pathogens
4. This Exposure Control Plan, i.e., points of the plan, lines of responsibility, how the plan will be implemented, etc.
5. Procedures which might cause exposure to blood or other potentially infectious materials at this facility
6. Control methods which will be used at the facility to control exposure to blood or other potentially infectious materials
7. Personal protective equipment available at this facility and who should be contacted concerning it
8. Post-exposure evaluation and follow-up
9. Signs and labels used at the facility
10. Hepatitis B vaccine program at the facility

- B. The training will be conducted in the following way: *(Indicate if there will be a presenter, videotapes, written material, etc.)*

- C. The following person(s) is (are) responsible for conducting the training: _____

- D. All employees will receive annual refresher training (within one year of the previous training).

- E. The outline for the training material is located: _____

- F. Copies of the Exposure Control plan is accessible in each building and is available to employees upon request for examination and copying.

- G. The Exposure Control Plan will be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure.

UNIVERSAL PRECAUTIONS

I. Universal Precautions Statement

Treat all exposure as if it was an infections exposure to blood-borne pathogens and use protection against exposure every time.

II. Potentially Infectious Exposure Includes:

- A. any exposure to human body fluids: blood, urine, feces, saliva
- B. any exposure to items contaminated with body fluids
- C. any piercing mucus membranes or skin as in needles, sticks, human bites, etc.

III. Infectious Control Kits (classrooms, teachers' lounge, office):

- A. should include: disposable gloves, sawdust, tissues/paper towels, etc.
- B. use when dealing with body fluids or contaminated objects
- C. suggestions:
 - put gloves in pocket at recess
 - take tissues along to recess
 - always keep barrier between skin and body fluids
- D. WASH HANDS!

IV. Safe Disposal of Contaminate Waste

- A. Wear disposable gloves. When disposable gloves are not available or unanticipated contact occurs, hand and other affected areas should be washed with soap and water immediately after contact.
- B. Clean and disinfect all soiled hard washable surfaces immediately, removing soil before applying a disinfectant.
 1. Use paper towels or tissues to wipe up small, soiled areas. After soil is removed, use clean paper towels and soap and water to clean area.
 2. Disinfect area with a solution of Ethyl or Isopropyl alcohol or another disinfectant.
 3. Apply sanitary absorbent agent for larger soiled areas. After soil is absorbed, vacuum or sweep up all material.
 4. Disinfect area with a clean mop.
- C. Clean and disinfect foiled rugs and carpets immediately.
 1. Apply sanitary absorbent agent, let dry and vacuum.
 2. Apply rug shampoo (a germicidal detergent) with a brush and re-vacuum.
- D. Clean equipment and dispose of all disposable materials.
 1. Soiled tissue and flushable waste can be flushed in toilet. Discard paper towels, vacuum bag or sweepings in a waste receptacle lined with a plastic bag.
 2. Rinse broom and dust pan in disinfectant solution.
 3. Soak mop in disinfectant solution and rinse thoroughly or wash in hot water cycle after soaking in disinfectant.
 4. Disinfectant solution should be promptly disposed of down a drain.
- E. Clothing and other non-disposable items (e.g. towels) soaked with body fluids should be placed in a plastic bag to be sent home or laundered.
- F. Remove disposable gloves and discard in waste receptacle.
- G. Wash hands.
- H. Plastic bags holding contaminated waste should be secured and disposed of daily.

DECLINATION STATEMENT

I understand the due to my occupational exposure to blood or other potentially infectious materials I may be at risk for acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B. vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Employee Signature

Date

POST EXPOSURE INCIDENT REPORT/FOLLOW UP

TO: Administration Office

PROMPTLY REPORT ALL INCIDENTS OR EXPSOURE TO POTENTIALLY INFECTIONS MATERIALS: blood, mucous, and non-intact skin, vomit, and saliva.

NAME: _____ ADDRESS: _____

TELEPHONE: _____ POSITION: _____ AGE: _____

SOC. SEC. #: _____ DATE/TIME OF INCIDENT: _____

DESCRIBE INCIDENT, NATURE OF EVENTS AND ACTIVITY AT THE TIME OF EXPSOURE (Be Specific):

NATURE OF EXPSOURE:

NAME OF SOURCE OF EXPSOURE:

INJURY REPORT FILED: YES _____ NO _____

HEALTH RESPONSE TEAM CONTACTED: YES _____ NO _____

DO YOU CONSENT TO A BLOOD TEST FOR HBV AND HIV SEROLOGICAL STATUS?

YES _____ NO _____

Signature of Employee

FOLLOW UP

POST-EXPOSURE PROPHYLAXIS? YES _____ NO _____

COUNSELING? YES _____ NO _____

EVALUATION OF EMPLOYEE'S PHYSICAL CONDITION (Attach Physician's Report)

CONFIDENTIAL

**CONSENT OR DECLINATION TO HUMAN
IMMUNODEFICIENCY VIRUS (HIV) AND HEPATITIS B
VIRUS (HBV) TESTING FOLLOWING
EMPLOYEE EXPSOURE**

EXPLANATION

A Member of the _____ School staff was accidentally exposed to your blood or body fluid. In order comply with recommendations of the Centers of Disease Control, we are requesting your consent to test your blood for the antibody to the human immunodeficiency virus (HIV) and hepatitis B virus (HBV). This test will show whether or not you have been exposed to HIV or HBV. It will not show whether or not you actual have AIDS orhepatitis.

You consent will enable us to provide the necessary care and assist in the proper medical management of the exposed employee. It is important that you understand the following:

1. We cannot test for HIV or HBV without your consent.
2. You will not be charged for this test.
3. This signed consent form and the test results will be kept confidential.
4. Should the test results for positive, you will be notified.

=====

I have been informed about the implications and limitations of the test for the antibody to HIV and HBV. I have been able to ask questions about the test. Those questions were answered to my satisfaction. I understand the benefits and risks of the test.

____I consent to have my blood tested for the HIV/HBV antibody.

____I decline to have my blood tested for the HIV/HBV antibody.

Signature

Date

Signature of Parent/Guardian if Minor

Date

“Release of school Parish Religious Education Program Records” can be found in **Bk3§406.3**.

“Inactive File of School Records” can be found in **Bk3§406.4**.

“Custodial Parents” can be found in **Bk3§402.3**.

For each new student enrolling in a school for the first time, parents/legal guardians must provide a copy of that student’s legal birth certificate (not the hospital copy). The school may make a copy of the legal birth certificate for the student’s permanent file and return the original to the parent. When ISBE visits, files of students enrolled 08-08-08 forward must have that documentation.

Schools must incorporate a system for flagging records of missing children and have it stated in the Student and Family Handbook. This is a requirement of ISBE and will be checked during the Educational Review. A few suggestions on how to do this:

- Make a list
- Use sticky notes
- Put file into separate pocketfolder

Sample policy wording:

Upon notification from a law enforcement agency that a present or past student is missing, his or her records will be flagged with a written notice of the information. That flag will remain until the law enforcement agency has contacted the school that the missing child has been recovered. If a request for the student’s records is made before the flag has been removed, the school will immediately notify the law enforcement agency and will hold the records until their release has been approved by the law enforcement authority. For written requests, the school will provide the law enforcement agency with a copy of the request. If the request is made in person, the school will ask for identification from the person making the request, including contact information and a copy of a driver’s license, as well as the birth date of the child and their relationship. He or she will then be informed that a copy of the records will be mailed. The school will provide the law enforcement agency with the obtained information as well as a description of any individual making the request in person.

Included in this section are:

- ◆ Release of records requirements when fees and tuition are unpaid (This includes an explanation of the official and unofficial record.)
- ◆ Information regarding students’ permanent record and the temporary record.
- ◆ Directives on transferring student records between diocesan schools.
- ◆ Sample permanent record which can be purchased from the Office for Catholic Schools.
- ◆ Statement of rights - provisions of Buckley Amendment.
- ◆ Notes on Record Keeping.

RELEASE OF RECORDS WHEN FEES OR TUITION ARE UNPAID

Per 105 ILCS 5/28-19.2(a), "No discrimination or punishment of any kind, including the lowering of grades, exclusion from classes, or withholding of student records, transcripts, or diplomas may be exercised against a student because the student's parents or guardians are unable to purchase required textbooks or instructional materials or to pay required fees."

"No discrimination or punishment of any kind" includes not only these actions listed above in statute, but also exclusion from school-sponsored social events such as graduation and prom.

The School Code requires that the **OFFICIAL RECORD** be sent within ten (10) days of receiving a request for records. The **OFFICIAL RECORD** consists of the following:

The formal record showing dates of enrollment, courses studied, grades, credits and awards received, bearing the signature and title of the certifying official, the seal of the school, if any, and the date of issue. (See permanent record definition below.)

STUDENTS' PERMANENT RECORD AND TEMPORARY RECORD

The following definitions apply:

"Student Permanent Record" means the minimum personal information necessary to a school in the education of the student and contained in a school student record. Such information may include the student's name, birth date, address, grades and grade level, parents' names and addresses, attendance records, and such other entries as the State Board may require or authorize.

"Student Temporary Record" means all information contained in a school student record but not contained in the student permanent record. Such information may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, teacher evaluations, and other information of clear relevance to the education of the student, all subject to regulations of the State Board. The information shall include information provided under Section 8.6 of the Abused and Neglected Child Reporting Act and information contained in service logs maintained by a local education agency under subsection (d) of Section 14-8.02f of the School Code. In addition, the student temporary record shall include information regarding serious disciplinary infractions that resulted in expulsion, suspension, or the imposition of punishment or sanction. For purposes of this provision, serious disciplinary infractions means: infractions involving drugs, weapons, or bodily harm to another.

Parents/legal guardian, or someone specifically designated in place of the parent, do have a right to inspect and copy all school student permanent and temporary records of that child.

The request to inspect and/or copy such records must be granted within a reasonable time, and not more than ten (10) days after the request is received by the official records custodian. The principal is the usual custodian of records unless a staff position covers this responsibility (see following pages on Student Record Rights).

If a student graduates or leaves your school and has special education testing on file, the information is to be returned to the Special Education Department of the public school; it is not to be sent with the transfer itself. Parents must sign a specific release of this testing for the new school. Testing of this kind is best kept as part of a temporary student record held by the principal and accessible to teachers when needed.

Student Record Rights

The Family Educational Rights and Privacy Act (FERPA) and the Illinois Student Records Act afford parents or guardians and students over 18 years of age (“eligible students”) certain rights with respect to the student’s school records. They are:

1. The right to inspect and copy the student’s education records within 10 business days of the day the school receives a request for access.

The degree of access a student has to his or her records depends on the student’s age. Students less than 18 years of age have the right to inspect and copy only their permanent record. Students 18 years of age or older have access and copy rights to both permanent and temporary records. A parent or guardian or student should submit to the building principal a written request that identifies the record(s) he or she wishes to inspect. Within 10 business days, the building principal will make arrangements for access and notify the parent or guardian or student of the time and place where the records may be inspected. In certain circumstances, the school may request an additional 5 business days in which to grant access. The school charges **[\$.35]** per page for copying, but no one will be denied their right to copies of their records for inability to pay this cost. **[adapt if needed]**

These rights are denied to any person against whom an order of protection has been entered concerning the student.

2. The right to have one or more scores received on college entrance examinations included on the student’s academic transcript [applicable to high schools only].

Parents or guardians or eligible students may have one or more scores on college entrance examinations included on the student’s academic transcript. The school will include scores on college entrance examinations upon the written request of the parent or guardian or eligible student stating the name of each college entrance examination that is the subject of the request and the dates of the scores that are to be included.

3. The right to request the amendment of the student’s education records that the parent or guardian or eligible student believes are inaccurate, irrelevant, or improper.

A parent or guardian or eligible student may ask the school to amend a record that is believed to be inaccurate, irrelevant, or improper. Requests should be sent to the building principal and should clearly identify the record the parent or guardian or eligible student wants changed and the specific reason a change is being sought.

If the school decides not to amend the record, the school will notify the parent or guardian or eligible student of the decision and advise him or her of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or guardian or eligible student when notified of the right to a hearing.

4. The right to permit disclosure of personally identifiable information contained in the student's education records, except to the extent that the FERPA or Illinois School Student Records Act authorizes disclosure without consent.

Disclosure without consent is permitted to school officials with legitimate educational or administrative interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); or a person serving on the School Board. A school official may also include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (such as an attorney, auditor, medical consultant, therapist, or educational technology vendor); or any parent or guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility or contractual obligation with the district.

Upon request, the school discloses education records without consent to officials of another school in which a student has enrolled or intends to enroll, as well as to any person as specifically required by State or Federal law. Before information is released to these individuals, the parents or guardians or eligible student will receive prior written notice of the nature and substance of the information, and have an opportunity to inspect, copy, and challenge such records.

Academic grades and references to expulsions or out-of-school suspensions cannot be challenged at the time a student's records are being forwarded to another school to which the student is transferring.

Disclosure is also permitted without consent to: any person for research, statistical reporting or planning, provided that no student or parent or guardian can be identified; any person named in a court order; appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons; and juvenile authorities when necessary for the discharge of their official duties who request information before adjudication of the student.

5. The right to a copy of any school student record proposed to be destroyed or deleted.

The permanent record is maintained for at least 60 years after the student transfers, graduates, or permanently withdraws. The temporary record is maintained for at least 5 years after the student transfers, graduates, or permanently withdraws. Temporary records that may be of assistance to a student with a disability who graduates or

permanently withdraws, may, after 5 years, be transferred to the parent or guardian or to the student if the student has succeeded to the rights of the parent or guardian. Student temporary records are reviewed every 4 years or upon a student's change in attendance centers, whichever occurs first.

6. The right to prohibit the release of directory information.

Throughout the school year, the school may release directory information regarding students, limited to:

- Name
- Address
- Grade level
- Birth date and place
- Parent or guardian names, addresses, electronic mail addresses, and telephone numbers
- Photographs, videos, or digital images used for informational or news-related purposes (whether by a media outlet or by the school) of a student participating in school or school-sponsored activities, organizations, and athletics that have appeared in school publications, such as yearbooks, newspapers, or sports or fine arts programs
- Academic awards, degrees, and honors
- Information in relation to school-sponsored activities, organizations, and athletics
- Major field of study
- Period of attendance in school

Any parent or guardian or eligible student may prohibit the release of any or all of the above information by delivering a written objection to the building principal within 30 days of the date of this notice.

7. The right to request that military recruiters or institutions of higher learning not be granted access to your student's information without your prior written consent [applicable to high schools only].

Federal law requires a secondary school to grant military recruiters and institutions of higher learning, upon their request, access to secondary school students' names, addresses, and telephone numbers, unless the student's parent or guardian, or the student if he or she is 18 years of age or older, submits a written request that the information not be released without the prior written consent of the parent or guardian or eligible student. If you wish to exercise this option, notify the building principal.

8. The right contained in this statement: No person may condition the granting or withholding of any right, privilege or benefits or make as a condition of employment, credit, or insurance the securing by any individual of any information from a student's temporary record which such individual may obtain through the exercise of any right secured under State law.

9. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington DC 20202-8520

TRANSFERRING STUDENT RECORDS BETWEEN DIOCESAN SCHOOLS

SEND COPIES of the following to the new school.

- A. The permanent file section containing the record of grades.
- B. The permanent file section with the yearly standardized test labels.
- C. The attendance record for every year the child was in the school (The newest permanent record folders include this information in the section with the record of grades but students having the older permanent file will need attendance sheets copied.)

Also, SEND THE ORIGINAL Health Record.

There is no need to send more than this unless it appears pertinent or the receiving school specifically asks for it.

DO NOT SEND the special education testing. Refer to "Students Permanent Records and Temporary Record" in this section of the *Principals' Handbook*.

BUCKLEY AMENDMENT

All schools should abide by the Buckley Amendment.

This school abides by the provisions of the Buckley amendment with respect to the rights of non-custodial parents. In the absence of a court order to the contrary, a school will provide the non-custodial parent with access to the academic records and to other school related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order.

NOTES OF RECORD KEEPING

IEPs and 504 Plans are kept in the Student Temporary Records. When the student graduates or transfers, contact the local Special Education District for instructions as to what to do with the records.

On the Permanent Record, below the grades, indicate your coding system for students who have had a "modified program," i.e., and * next to a subject would indicate a "modified program." Then write in, "An * indicates a student participated in a 'modified academic program'." A policy should be in place in your handbook.

Each school shall maintain student permanent records and the information contained therein permanently or until the Diocesan Office determines differently. No school shall maintain any Student Temporary Record, or the information contained therein beyond its period of usefulness to the student and the school, and in no case longer than 5 years after the student has transferred, graduated or otherwise permanently withdrawn from the school.

**DIOCESE OF SPRINGFIELD IN ILLINOIS
ELEMENTARY CUMULATIVE REPORT**

The Elementary Cumulative Report is an 8 1/2" x 18" folder which can be printed from the template on the dio.org/principals website. To provide you with the basic format of the folder, each page has been individually reproduced for this handbook.

Family Name	First	Middle	Place of Birth	Date Birth
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DIOCESE OF SPRINGFIELD IN ILLINOIS - ELEMENTARY CUMULATIVE REPORT

Family Record

Present Address
Phone Number
Father's Name
Place of Birth
Religion
Occupation
Mother's Name
Place of Birth
Religion
Occupation

Child's Record - Reception of Sacraments

Date of Baptism
Church
Address
Certificate
Date of First Communion
Church
Address
Certificate
Date of Confirmation
Church
Address
Certificate

Record of Entrance and Transfer

Date	Explanation

Date	High School entered

The following are necessary:

1. Relationships with public schools
2. Financial reports to the community
3. Use of the school facilities
4. Hiring, evaluating and releasing personnel
5. Job descriptions for all employees
6. Personnel benefits
7. School visitors
8. Admissions criteria and priorities
9. Discipline/suspension/dismissal
10. Field trips
11. Uniforms/Dress Code
12. Tuition payments; penalty for non-payment
13. Athletic eligibility
14. Substance abuse
15. Communicable diseases (Refer to the diocesan policy handbook **Bk3§408.4**)
16. Internet user's policy/agreement (one for students and one for employees)
17. Technology Plan
18. Sexual abuse/harassment policies (meet criteria from Faith's Law)
19. Crisis Management Plan
20. RIF (Reduction in Force) Policy
21. Threats Policy
22. Bullying Policy
23. Electronic Device Policy
24. Social Media Policy

The Office for Catholic Schools has published a Model Student & Family Handbook and a Model Faculty & Staff Handbook. **ALL** schools are expected to use the templates beginning with the 2024-2025 school year and every year forward. Schools should adapt the content as described and may add as much as desired.

See also the diocesan policy handbook **Bk3§403.1** "Local Policies and Guidelines" and **Bk3§303.6** "Local Faculty and Staff Policies and Guidelines".

Included in this section is policy writing guidelines and checklists for handbooks.

POLICY WRITING GUIDELINES

POLICY WRITING: THE TEN MOST COMMONLY ASKED QUESTIONS FROM CATHOLIC SCHOOL MANAGEMENT - ON BOARDS

Without a doubt, policy writing raises more questions among board members, principals and pastors than any other board skill or task. And that is good! For no other board task is as important. Policy writing is the board's method for setting parameters, responding to needs, and establishing order and procedure in the school program. Because this is such an important task we have compiled the ten most commonly asked questions. We hope they will serve as a guide as your board goes about this essential task.

1. What is a school policy?

A school policy originates with a need and is a statement of a long-term, preferred condition or procedure for the school. A policy statement articulates "what" is the preferred condition. An example: "The school day shall consist of five hours of instruction time." Notice that this policy statement describes the preferred condition and provides the principal with guidance (five hours of time) as well as discretion (when to schedule the school day) for writing an administrative rule. Policies are passed by the board and normally ratified by the pastor.

2. What is a rule (guideline)?

A rule is a direct, written response by the principal as to how a policy will be carried out. Using the example above, a principal will determine when school begins, how much instruction time is needed for each subject area, and when school ends for the day. In other words, a rule details the who, what, when, where and how of implementing a policy. Rules are written by the principal and should not be approved by the board. However, many principals consult their board on rule content and language.

3. How is a policy developed?

Policy writing is a careful step-by-step process. Consider the following steps:

- a) A need is identified. This need is brought to the board's attention and discussed. The board determines whether to pursue the need as a possible policy proposal.
- b) The principal researches the need. The principal articulates the need, looks at the alternatives as well as the consequences, and suggests policy language.
- c) The board discusses the proposed policy. At a board meeting the board continues the discussion on the need for the policy. This is a time to ask questions and to consider the long-term implications of the policy.
- d) The school community is consulted. If the proposed policy will directly affect the community, they should be consulted. Consultation can take place either at an open meeting for that purpose or through a survey (either written or by tele-phone).
- e) The policy language is revised. After the consultation the board and principal rewrite the policy language taking into account what has been expressed by the community. The language should be clear, simple, and non-technical and should address the action to be taken.
- f) A board action is taken. The proposed policy is written in resolution form and placed on the agenda for formal action (consensus or vote).
- g) The principal writes a rule. Once the policy is passed and ratified the principal writes a rule to accompany the new policy.
- h) The policy is promulgated. If the policy and rule will directly affect the community, the policy should be communicated in the most effective manner (by mail, meeting or announcement).

4. Who usually discovers policy needs?

Anyone involved in the pastor, principal, board member, teacher and parents—can discover a policy need. What is important here is that individuals take the need to the board for further examination.

5. How long does policy development take?

Policy development usually takes three to four months—sometimes longer. Take your time with policy development. Remember, policy is a long-term condition and it is essential to explore and understand the implications of that condition.

6. How is it known if the policy passed is good?

Each time the board passes a new policy, establish a specific date for a formal review (usually twelve months later). This review is put on the agenda and the board and principal discuss the following questions:

- ◆ Is the policy effective?
- ◆ Does the rule implement the policy?
- ◆ Do we need to make any changes?

Also, each year thereafter, the Policy Review Committee reviews the policy (along with all other policies) to assure its timeliness and response to a need.

7. What are the different kinds of policies? School policies usually fall into the following categories:

- ◆ Community relations
- ◆ Administration
- ◆ Business affairs
- ◆ Development affairs
- ◆ Student affairs
- ◆ Academic affairs
- ◆ Personnel affairs
- ◆ Internal board operations

8. How many policies should be passed in a year?

The number of policies passed per year is not important. What is important is that the policy response to a need, is clear to all and a rule is written to implement the policy.

9. How will future board members and school administration understand the intent of the policies that were passed?

We recommend that for each new policy there is printed on its reverse side a brief history of the policy and a rationale for its passage. If a policy is passed and later revised the original policy language is also included on the back along with the rationale for its revision.

10. Where should policies be kept?

Policies should be systematically arranged in a "policy manual." Use the categories mentioned in question seven to arrange your policies in an orderly fashion. Also, date the policies (the year and month they were passed) and include a copy of the principal's rule. All board members, the principal and the pastor need a copy of this manual. In addition, place a copy of the manual in a convenient place for teachers, school personnel and parents to view.

The above information is reprinted from CATHOLIC SCHOOL MANAGEMENT-ON BOARD, A PUBLICATION OF Catholic School Management, Inc., 24 Cornfield Lane, Madison, CT 06443. Permission granted from the publisher for distribution to school administrators within the Diocese of Springfield in Illinois.

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Diocese of Springfield in Illinois

Department for Catholic Education

STUDENT/FAMILY HANDBOOK POLICIES

SCHOOL: _____

DATE: _____

(Please Write the Page Number in Handbook Where Policies Can Be Found)

- _____ Mission Statement
- _____ Philosophy, Objectives, and Purpose of Program

Admission & Attendance Policies:

- _____ Non-Discrimination Statement (use current one!)
- _____ Written description of methods for complying with nondiscrimination policy (Grievance Procedure)
- _____ Age Requirement
- _____ Birth Certificate Requirement
- _____ Early Admissions, if applicable
- _____ Students with Disabilities
- _____ If there is an admissions preference for Catholic students, it must be stated
- _____ Gender identity * (see BK2§650)
- _____ Attendance (Requires daily attendance)
- _____ Absence (If child is going to be absent, the parent should call the school; if the parent has not called school, the school is to call the parent) & homework policy
- _____ Diagnostic Procedures to Identify Truancy
- _____ Truancy Policy

Academics & Records:

- _____ Catholic Instruction statement
- _____ Field Trips Diocesan Policy** (see BK3§408.5, BK3§504.12)
- _____ In the policy, it should state that a field trip is a privilege, not a right
- _____ Sample of Standard Field Trip Permission Form
- _____ Grading, Promotion, Retention
- _____ Homework
- _____ Student Records and Rights
- _____ Flagging Records of Missing Children
- _____ Non-Custodial Parents** (see BK3§402.3.1)
- _____ Transfer of Records (105 ILCS 10/6)
- _____ Standardized Testing
- _____ Students with Disabilities

Building Operations:

- _____ Arrival and Dismissal Procedures
- _____ Asbestos Notification (if applicable)
- _____ Building and Grounds Access Policy** (see BK5§800)
- _____ Visits to Classrooms

Discipline & Conduct:

- _____ Respect for Dignity of All
- _____ Conduct and Prohibited Conduct
- _____ When and Where Conduct Rules Apply
- _____ Disciplinary Measures
- _____ Suspension** (see BK3§407.2)

Discipline & Conduct (continued):

- _____ Expulsion** (see BK3§407.3)
- _____ Bullying Policy (105 ILCS 5/27-23.7)
- _____ Corporal Punishment
- _____ Firearms and Weapons
- _____ Reporting of Drugs, Firearm Incidents, and Attacks on Personnel (to SIRS & Law Enforcement)
- _____ Grievance Procedure
- _____ Harassment (General, Teen Dating, Sexual) (BK3§402.8)
- _____ Isolated Time Out & Physical Restraint
- _____ Search & Seizure
- _____ Police Questioning ** (see BK3§402.6)
- _____ Hair Styles – Statement of Allowance (PA 102-0360)
- _____ Uniform Dress Code
- _____ Video and Audio Monitoring Systems (if applicable)

Extracurricular & Athletic Activities:

- _____ Code of Conduct and Violations
- _____ List of Activities with Requirements for Participation
- _____ Annual Sports Physical
- _____ Academic Eligibility (if applicable)
- _____ Modification of Athletic Uniform (105 ILCS 5/22-90)
- _____ Concussion Oversight Team and Protocols

Financial Matters:

- _____ Tuition and Payment Options
- _____ Payment of Fees
- _____ Refund Policies

Health & Safety Policies:

- _____ Anaphylaxis Prevention
- _____ Communicable Disease ** (see BK3§408.4.1)
- _____ Counseling and Guidance
- _____ Diabetes Care
- _____ Illness or Injury
- _____ Immunization and Health, Eye, Dental Examinations (105 ILCS 5/27-8.1)
- _____ Insurance Requirement
- _____ Medications and Self-Administration Policies
- _____ Administration of Undesignated Medicine (if applicable)
- _____ Freedom from Liability
- _____ Student Pregnancy
- _____ Safety Drill Procedures and Conduct
- _____ Toxic Art Supplies and Required Eye Protection
- _____ Wellness Policy (if applicable)

Media, Internet, Technology, and Public Relations:

- _____ Acceptable Use and Unacceptable Use
- _____ Social Media (105 ILCS 75/15)
- _____ Student Photos and Names * (see BK3§402.7)
- _____ Cell Phones and Other Electronic Devices (see BK3§402.9)
- _____ Technology Vendors Annual Notice to Parents
- _____ Diocesan Information Technology Systems (see BK5§4500)

Parent Communications & Information:

- _____ Parent/Teacher/Administration Contacts
- _____ Chain of Command for Communication
- _____ Parent Organizations
- _____ Parent Service Requirement (if applicable)
- _____ Policy Making
- _____ Advisory Board/School Board
- _____ School Visitation Rights
- _____ Sexual Abuse Awareness, Grooming
- _____ Faith's Law Notification
- _____ Mandated Reporters
- _____ Sexual Abuse Resource Guide
- _____ Sex Offender Notification
- _____ Visitors
- _____ Student Discipline * (see BK3§407.1)
- _____ Student Grievance Procedures (optional)
- _____ Student Search and Seizure (optional)

Handbook:

- _____ Right of Administration to Amend Handbook
- _____ Agreement to Abide by the Handbooks & All Diocesan Policies (Signed by Parents and Students)
- _____ Parent and Student Signatures to Comply with the Family School Agreement

* These Policies from *The Handbook of Policies from Book 2: The People of God* and *Book 3: The Teaching Office of the Church* may be repeated verbatim in the local handbook.

** These Policies from *The Handbook of Policies from Book 3: The Teaching Office of the Church* and *Book 5: The Temporal Goods of the Church* may be repeated verbatim but should be expanded further in the local handbook.

Note: Policies encompass recommendations from the Illinois Principals Association and the following books: Religious Education, Parish and Youth Minister: Legal Issues for Catechetical and Youth Leaders and School Handbooks: Legal Considerations both by Mary Angela Shaughnessey SCN, J.D. Ph. D.



Diocese of Springfield in Illinois

Department for Catholic Education

LOCAL FACULTY/STAFF HANDBOOK POLICIES

SCHOOL: _____

DATE: _____

(Please Write the Page Number in Handbook Where Policies Can Be Found)

- _____ About the Parish and Catholic School (optional)
- _____ School and Parish Facilities
- _____ Mission Statement
- _____ Philosophy, Objectives, and Purpose of Program

General Personnel Policies:

- _____ Administration ** (see BK3§102, 107, 108)
 - _____ At-Will Employment for Noncontractual Employees
- Hiring and Orientation Policies:*
- _____ Conflicts of Interest
 - _____ Disability Accommodation
 - _____ Equal Employment Opportunity * (see BK3§302.2.1)
 - _____ Hiring Process * (see BK2§602-3, BK3§303.4)
 - _____ Employment Authorization Verification
 - _____ Job Descriptions * (see BK2§601)
 - _____ Licensure Requirements (ISBE)
 - _____ Posting of Openings (optional)
 - _____ Staff Health and Personnel Records ** (see BK3§303.5.1)

Wages:

- _____ Accommodations for Nursing Mothers
- _____ Attendance
- _____ Direct Deposit (optional)
- _____ Garnishment and Child Support
- _____ Gifts (recommended)
- _____ Job Abandonment (recommended)
- _____ Meal and Rest Periods
- _____ Overtime
- _____ Pay Advances (optional)
- _____ Pay Period
- _____ Pay Raises (optional)
- _____ Pay Rate (optional)
- _____ Paycheck Deductions
- _____ Recording Time
- _____ Record Time Keeping Problems
- _____ Wage Disclosure Protection

Benefits:

- _____ Dental Insurance (if school participates)
- _____ Health Insurance (if school participates)
- _____ Life Insurance (if school participates)
- _____ Unemployment Compensation Insurance (if school participates)
- _____ Vision Care Insurance (if school participates)
- _____ Worker's Compensation Insurance (if school participates)
- _____ Paid Leave for All Workers Act
- _____ Sick Days and Personal Days
- _____ Bereavement Leave * (see BK2§524.01)
- _____ Family Medical Leave Act * (see BK2§524.02)
- _____ Domestic/Sexual Violence Leave * (see BK2§524.03)
- _____ Jury Duty Leave

- _____ Military, Emergency Services Leave * (see BK2§524.04)
- _____ Voting Leave
- _____ Election Judge Leave
- _____ Witness Leave
- _____ Blood and Organ Donation Leave * (see BK2§524.05)
- _____ School Conference, Activities Leave * (see BK2§524.06)
- _____ Personal Leave * (see BK2§524.07)
- _____ Parental Leave * (see BK2§525)
- _____ Pension (if school participates)
- _____ 403(b) Plan (if school participates)
- _____ Section 125 Plans (if school participates)

Performance, Discipline, Layoff, and Termination

- _____ Child Abuse and Sexual Abuse * (see BK3§408.1)
- _____ Code of Professional Conduct (Faith's Law) ** (see BK2§503)
- _____ Confidentiality * (see BK2§605)
- _____ Criminal Activity and Arrests * (see BK2§611)
- _____ Customer, Client, and Visitor Relations (recommended)
- _____ Disciplinary Process (recommended)
- _____ Drug and Alcohol Policy * (see BK2§611)
- _____ Employer Sponsored Social Events (optional)
- _____ Exit Interview (optional)
- _____ Failure to Fulfill Contract * (see BK3§302.9.1)
- _____ Gender Identity * (see BK2§650.2)
- _____ Grievance and Conflict Resolution Procedures (recommended: see BK2§1157)
- _____ Harassment ** (see BK2§1303, BK3§402.4)
- _____ Loyalty (optional)
- _____ Mandated Reporting * (see BK3§303.9.1-3)
- _____ Non-Tenure & Contract Renewal * (see BK3§302.8.1-2)
- _____ Outside Employment (recommended)
- _____ Performance Improvement (optional)
- _____ Performance Reviews ** (see BK3§303.7.1, BK3§111.5.1)
- _____ Personal Appearance (recommended)
- _____ Post-Employment References (optional)
- _____ Professionalism (recommended)
- _____ Resignation (optional)
- _____ Termination * (see BK3§302.10.1-2)
- _____ Transfers and Promotions (optional)
- _____ Workforce Reductions (Layoffs) (recommended)
- _____ Workplace Smoking (recommended)
- _____ Workplace Violence (recommended)

Building Operations:

- _____ Access to Personnel and Medical Records Files
- _____ Attendance, Arrival, Departure of Staff (recommended)
- _____ Bulletin Board (recommended)
- _____ Business Closure and Emergencies (optional)
- _____ Document Retention (recommended)
- _____ General Safety (recommended)

- _____ Mail Use (optional)
- _____ Maintenance and IT requests (optional)
- _____ Cell Phones, Electronics (recommended)
- _____ Computer Security and Copying of Software
- _____ Internet Usage Policy Including Email and Social Media
(diocesan website, BK2§675 and BK5§4500)
- _____ Telephone Use
- _____ Personal Data Changes (recommended)
- _____ Security (optional)
- _____ Solicitation and Distribution
- _____ Student Illness Procedures (optional)
- _____ Third Party Disclosures (optional)
- _____ Use of Employer Property or Premises (optional)
- _____ Workplace Privacy and Right to Inspect

Instructional Duties:

- _____ Catholic Instruction ** (see BK3§504.10-11)
- _____ Lesson plans ** (see BK3§506.6)
- _____ Parent Communications (optional)
- _____ Parent Conferences (optional)
- _____ Record-Keeping and Grading (recommended)
- _____ Selection of Educational materials (recommended)
- _____ Substitute Teachers (recommended)
- _____ Supervision of Students ** (see BK3§402.5)
- _____ Transfer of Records (optional)

Non-Instructional Duties:

- _____ Attendance at Meetings, Conferences (recommended)
- _____ Crisis Management Plan (recommended)
- _____ Extra-Curricular Activities (recommended)
- _____ Extra Duties (optional)
- _____ Field Trip Policies and Procedures ** (see BK3§408.5,
BK3§504.12)

Student Discipline:

- _____ Conflict Resolution for Students (optional)
- _____ Corporal Punishment * (see BK3§402.4.2)
- _____ Student Discipline * (see BK3§407.1)
- _____ Student Grievance Procedures (optional)
- _____ Student Search and Seizure (optional)

Handbook:

- _____ Right of Administration to Amend Handbook
- _____ Agreement to Abide by the Handbooks & All Diocesan
Policies (Signed by Employee)

* These Policies from *The Handbook of Policies from Book 2: The People of God* and *Book 3: The Teaching Office of the Church* may be repeated verbatim
 ** These Policies from *The Handbook of Policies from Book 3: The Teaching Office of the Church* may be repeated verbatim but should be expanded further in
 the local handbook

SECTION 35

PRINCIPAL CONTRACT

The Principal Employment Contract will be emailed to principals each spring. If a blank copy is needed at another time, contact the Office for Catholic Schools.

The key to proper resolution of problems with any employee is communication, and one of the best ways of doing this is by accurate evaluations and careful documentation. When a principal violates policies of the diocese, the local policies approved by the pastor, school policies, the principal's contract, or otherwise fails to perform designated responsibilities, ordinarily the principal is to be informed by the pastor. Except in cases of serious misconduct which warrant immediate dismissal, a written warning that his/her performance must improve within a specified length of time must be given to the employee. Every care must be taken by the pastor to document his/her deficiencies and to ensure that a fair and equitable process is followed to address the deficiencies before they result in dismissal. It is recommended that a copy of this warning be sent to the Superintendent of Catholic Schools and the Director of Human Resources.

Parishes set a specific date by which contracts are offered each year. The contract should extend August 1 through July 31st.

SECTION 36

PRINCIPAL EVALUATION

Principals should be evaluated **annually** just like other school staff, but different forms should be used. Completed evaluation forms should be kept in the principal's personnel file. Information regarding the evaluation of principals can be found in the diocesan policy handbook **Bk3§108.4** "Evaluation".

Forms to be used for principal evaluation are listed below and can be found on the Office for Catholic Schools web site at <https://dio.org/principals/>.

Principal Professional Growth Assessment: This could be used for self-evaluation by the principal, parent evaluation of the principal, and/or staff evaluation of the principal.

Principal's Evaluation - Pastor's Survey: This should be used for the pastor's evaluation of the principal each year.

Principal Performance Review - School Board Consensus: This should be used for the school board's review of the principal with the focus on how well the board and principal work together.

IMPORTANT - A copy of the principal evaluation by the pastor should be sent to the Superintendent of Catholic Schools at the Office for Catholic Schools.

PRINCIPAL PROFESSIONAL GROWTH ASSESSMENT

RATIONALE:

What makes a principal a good Catholic School principal? While there are as many styles of the effective leadership as there are styles of good teaching, professional growth in any style depends upon the principal's ongoing efforts to design performance objectives that will lead toward improvement. Furthermore, as the person most directly responsible for the school, which s/he serves, the principal must be accountable for her/his performance and growth. Consequently, all principals are to participate in professional growth.

The principal's responsibilities are organized into three (3) major competency areas:

1. Spiritual,
2. Managerial
3. Educational

It is each of these competency areas that are addressed in this assessment. PURPOSE and USE:

1. This assessment can be used:
 - a) To provide an opportunity for staff to give input regarding the principal's responsibilities.
 - b) To provide an opportunity for parents to give input regarding the principal's responsibilities in the area that pertain to parents.
 - c) To provide an opportunity for the principal's self-reflection concerning her/his responsibilities.
2. The results of the assessment can be used:
 - a) To focus discussion between pastor and principal regarding performance.
 - b) To provide information for setting principal performance objectives for the coming school year.

Individual forms are held in confidence by the pastor and are not released to the principal. The forms are collated and summarized and shared with the principal. Each principal chooses with whom else the summary is shared.

Adapted from the Archdiocese of Indianapolis

**Diocese of Springfield in Illinois
Office for Catholic Schools
PRINCIPAL PROFESSIONAL GROWTH ASSESSMENT**

NAME:

SCHOOL:

DATE:

When completing this form, please answer all questions from your observations of her/him as they affect your specific and general responsibilities as a teacher in the school. Please use the following code:

- 0 Unable to Respond: No basis on which to formulate a judgment.
- 1 Needs improvement: Consistently encounters difficulty in carrying out the specific responsibility.
- 2 Effective: Responsibilities are normally carried out within a reasonable time and with minimum delays and difficulties.
- 3 Very Effective: Responsibilities are always carried out in a prompt, efficient and conscientious manner.

I. **SPIRITUAL LEADER** - Faith development, building of Christian community and the formation of moral and ethical values characterize the Catholic school principal.

The Principal...	0	1	2	3
A. Implements the mission and philosophy of the school				
B. Fosters a high standard of professional ethics				
C. Plans, implements and evaluates catechetical efforts within the school				
D. Leads and provides opportunity for staff prayer				
E. Attends school liturgies and related functions				
F. Encourages Christian service within the school, parish and civic community				
G. Encourages parents to confer with staff members				
H. Treats parents and community visitors hospitably				
I. Cooperates with community agencies				
J. Stays alert to the community and to changing conditions that might affect the school				
K. Develops positive working relationships with staff				
L. Develops positive working relationships with parents				
M. Keeps students informed per school events				
N. Is available to students				
O. Is willing to discuss with students their interests and problems				
P. Provides for spiritual/emotional support of school community members				
Q. Promotes a multicultural community				

COMMENTS:

**Diocese of Springfield in Illinois
Office for Catholic Schools**

II. MANAGERIAL: Personnel and school management, financial accountability and development with its ancillary skills in public relations, marketing and outside financial help provide an environment to support student learning.

The Principal...	0	1	2	3
A. Defines basic Diocesan policies				
B. Defines basic school policies				
C. Establishes realistic goals				
D. Coordinates staff efforts				
E. Defines staff duties and responsibilities				
F. Delegates and supervises staff responsibilities				
G. Works to diminish confusion in daily operational procedures				
H. Responds to requests of staff in acquiring materials				
I. Plans and utilizes her/his time effectively				
J. Plans effective in-service days				
K. Makes necessary preparation before taking action				
L. Makes prompt and workable decisions as circumstances demand				
M. Gives evidence of sustained follow-up for projects and programs				
N. Keeps parents and extended school community informed through exchange of information				
O. Works with beginning teachers as needed				
P. Works to affect a collegial relationship with staff members				
Q. Is able to work with others in a harmonious way				
R. Encourages group participation				
S. Encourages the expression of ideas				
T. Keeps work load of staff balanced and equitable				
U. Supervises all teachers regularly in order to help them improve instructional performance				
V. Provides constructive and appropriate criticism				
W. Minimizes loss of class time in preparing extra activities for students				

COMMENTS:

**Diocese of Springfield in Illinois
Office for Catholic Schools**

III. EDUCATIONAL LEADERSHIP: Knowledge of child development, curriculum and instructional techniques is supported by the implementation of the Core Curriculum Guide by the principal in a Catholic School of the diocese.

The Principal...	0	1	2	3
A. Introduces, promotes, and develops curriculum/program change				
B. Promotes a multicultural approach to education				
C. Maintains contact with current research/practice in both secular and religious areas				
D. Promotes a positive staff morale				
E. Interprets and uses results of testing programs (Achievement & Religion testing)				
F. Identifies and effects needed changes				
G. Attends to professional development of the staff				
H. Knows developmental levels of children				
I. Provides leadership in curriculum implementation				
J. Supervises classroom instruction effectively				
K. Assesses the general effectiveness of the teaching/learning program				
L. Facilitates for the delivery of services for special need students				

COMMENTS:

**Diocese of Springfield in Illinois
Office for Catholic Schools**

QUALITIES OF OVERALL PERFORMANCE:

A Principal in a Catholic school integrates multiple tasks and management performance. This overall performance affects the climate of the school and helps to identify it as a Catholic school.

The Principal	0	1	2	3
A. Has a clear understanding of duties and responsibilities				
B. Is organized				
C. Provides effective supervision				
D. Makes sound decisions				
E. Is effective in working with staff, students and parents				
F. Encourages use of staff talents/expertise				
G. Praises achievements of staff				
H. Makes them self available to staff				
I. Follows through on projects/programs				
J. Exhibits consistency and fairness in dealing with staff, students, parents				
K. Respects individual opinions				
L. Introduces, promotes, and develops curriculum/program change				
M. Promotes/encourages individual professional growth				
N. Uses the services offered by the central office				

COMMENTS:

Signature Optional: _____ Date: _____

PRINCIPAL'S EVALUATION: PASTOR'S SURVEY

NAME: _____ SCHOOL: _____ DATE: _____

Instructions: Circle the number which most accurately reflects your opinion of the principal's performance.

	Unable to Evaluate	Unsatisfactory	Needs Improvement	Meets Expectations	Exceeds Expectations	Excellent
1. Gives leadership for developing and maintaining strong religious education in the school	0	1	2	3	4	5
2. Has a collaborative relationship with total religious education in the parish	0	1	2	3	4	5
3. Provides opportunities for Eucharistic celebrations with staff and students	0	1	2	3	4	5
4. Involves students and teachers in the preparation for liturgical celebrations	0	1	2	3	4	5
5. Guides the spiritual development and prayer opportunities of students and staff	0	1	2	3	4	5
6. Keeps clientele informed through regular bulletins	0	1	2	3	4	5
7. Sees school in relation to total parish	0	1	2	3	4	5
8. Promotes and cooperates with programs and projects existing in the parish	0	1	2	3	4	5
9. Cooperates with other members of the parish staff	0	1	2	3	4	5
10. Contributes positively during parish staff meetings	0	1	2	3	4	5
11. Represents the school positively with outside agencies	0	1	2	3	4	5
12. Meets necessary deadlines as they pertain to parochial matters	0	1	2	3	4	5
13. Participates in parish activities and services	0	1	2	3	4	5
14. Gives Christian witness in accord with position held	0	1	2	3	4	5
15. Is open to suggestions and shows cooperation spirit	0	1	2	3	4	5

COMMENTS/EXPLANATIONS:

Pastor's Signature

Principal's Signature

Date

Date

PRINCIPAL PERFORMANCE REVIEW - SCHOOL BOARD CONSENSUS

Principal _____

Date _____

School _____

City _____

Number of Years at School _____

	Unable to Evaluate	Almost Never	Seldom	Often	Almost Always
The principal gives direction to the school board.					
1. Together the principal and chairperson build the board's agenda	0	1	2	3	4
2. Principal identifies school needs for the board's agenda	0	1	2	3	4
3. Principal offers ideas for the board's in-service opportunities	0	1	2	3	4
4. Principal prepares an initial school budget	0	1	2	3	4
5. Principal makes policy recommendations for board formulation	0	1	2	3	4

Comments:

	Unable to Evaluate	Almost Never	Seldom	Often	Almost Always
The principal provides the board with timely, thorough, and clear information about the school.					
1. Principal prepares a written or oral report for each board meeting	0	1	2	3	4
2. Principal informs the board about evaluation of curriculum	0	1	2	3	4
3. Principal keeps the board informed regarding results of national and/or diocesan testing	0	1	2	3	4
4. Principal informs the board about school wide problems and concerns	0	1	2	3	4
5. Principal invites the board to special activities and events	0	1	2	3	4

Comments:

	Unable to Evaluate	Almost Never	Seldom	Often	Almost Always
Cooperation, mutual respect and trust characterize the relationship between the principal and school board.					
1. Principal gives to the board and its individual members public loyalty and respect	0	1	2	3	4
2. Principal sees that the board has adequate clerical assistance and help with arrangements for its activities	0	1	2	3	4
3. Principal assist in recruiting new board members	0	1	2	3	4
4. Principal sees that committees of the board have adequate assistance (data, personnel, materials) to carry out their tasks	0	1	2	3	4

Comments:

	Unable to Evaluate	Almost Never	Seldom	Often	Almost Always
The principal demonstrates accountability for the job that has been asked.					
1. Principal is responsible for fulfilling the job description in a satisfactory manner	0	1	2	3	4
2. Principal is responsible for implementing local and diocesan policies	0	1	2	3	4
3. Principal is responsible for completing the tasks assigned as an outgrowth of the board's formal goal-setting session	0	1	2	3	4
4. Principal is responsible for compliance with diocesan guidelines	0	1	2	3	4

Comments:

Principal's Greatest Strength:

Areas for Possible Goal Setting by the Principal:

Fill in this section with specific procedures and dates for special events. Listed on the next two pages are some events that may apply to your school; others that are particular to your school can be included.

Note on school dances: If you sponsor school dances, anyone leaving early must be picked up by his/her parent.

Note on parish functions with alcohol: Make sure that appropriate licensing is obtained for alcohol at parish functions. Insurance is also required.

Also, find in this section an “*Application Form for a Proposed Children’s or Youth Program*” to be used any time someone proposes a new program.

Annual Fund

Catholic Schools Week

Christmas Program

Confirmation/ First Eucharist

Field Day

Fine Arts Night

Fund Raisers

Learning Fair

Liturgies

Parent Teacher Conferences

Prayer Services

Prayer Time/ Retreat for faculty/staff

Reconciliation/First Penance

Registration

School Dances

Science Fair

Speech Meet

Sample Application Form for a Proposed Children's or Youth Program

Program Name: _____

Program sponsors: (nationally) _____ (locally) _____

Program mission:

Target age group(s): _____

Anticipated number of participants: _____ Suggested minimum number of adult sponsors: _____

Have all adult sponsors completed their VIRTUS® or CMG awareness and training? Yes _____ No _____

Have all adult sponsors completed the Certificate and Authorization document? Yes _____ No _____

Have all adult sponsors completed a criminal background history check with the Diocese Office of Human Resources?
Yes _____ No _____

If no, when will the awareness and training be completed? _____

Describe the program including the length of the program, the location of sessions, and the goals and objectives:

Date submitted: _____

Submitted by: _____

Date approved: _____ Date denied: _____

Reason for denial: _____

Reviewed by: _____

SECTION 38

PUBLIC RELATIONS/MARKETING/MEDIA

For information on public relations/marketing, visit the marketing section (under the "Planning" tab) of the <https://dio.org/principals/> website.

Another good source of marketing material is the Catholic Schools Week Marketing Kit available each year from the National Catholic Education Association (www.ncea.org). This agency can also be contacted via phone (1-800-711-6232).

MARKETING A CATHOLIC SCHOOL

Marketing is essential in advancing the mission and identity of a Catholic school.

MARKETING A CATHOLIC SCHOOL IS BROKEN DOWN INTO THREE AREAS:

MARKETING FOR IMAGE - In all cases, marketing for enrollment and financial resources relies on the school first being marketed for image. How well is your school known and perceived in the community?

MARKETING FOR STUDENTS - This need is increasingly evident in light of the declining birthrates. The parishioners should be your first target audience, then expand to your neighborhoods, feeder schools, or individual groups of children.

MARKETING FOR DOLLARS - There is a distinct need to market for dollars to broaden the base of financial support for schools.

For Marketing/Enrollment Management ideas go to <https://dio.org/principals/>.

SECTION 39

RECORD KEEPING

This section includes approved retention schedules for various school records. For information about implementing good record keeping practices or for additional retention schedules (i.e. financial records), please refer to the "Records Management Handbook for Parishes, Schools and Cemeteries," which can be found at: <https://dio.org/archives/information-for-parishes/>.

If you have any questions about record keeping or retention schedules, please contact Katie Oubre, Director of Archives and Records Management at 217.698.8500 ext. 171 or koubre@dio.org.

PERSONNEL FILE INFORMATION

EDUCATIONAL (TEACHERS, ADMINISTRATORS) PERSONNEL FILES SHOULD CONTAIN THE FOLLOWING INFORMATION:

1. Employment application and resume.
2. Teaching License (Current license shown through ELIS. Principals should have administrative license, too.)
3. College transcripts with degree listed. (If no degree, a plan to get one must be on file. If degree is not listed, another document showing the degree is acceptable.)
4. Copies of signed contracts for each year of employment at your school.
5. Evaluation reports with evidence that the report has been discussed, seen, signed and dated by the teacher and signed and dated by the evaluator (usually the administrator). (Annual)
6. I-9 Forms (with employer signature and documents listed) and Job Description.
7. Health physical with statements from physician of adequate health to work and freedom from communicable diseases at time of initial employment.
8. Documented results of negative testing for TB at beginning of employment for anyone working in a building with children aged 6 or younger; this does **not** have to be done annually.
9. Sexual misconduct templates 1 & 2 (Faith's Law) for employees who begin work after 6/30/23).
10. Record of Safe Environment Training (Protecting God's Children).
11. Signed Diocesan Policy on Sexual Abuse of Minors agreement form (within the last 5 years).
12. Evidence of Clear ISP/FBI Sex Offender and Violent Murderer database check.
13. Evidence of clear fingerprint background check.
14. DCFS Background check: CANTS form (within the last 5 years).
15. DCFS mandated reporter form (Annual).
16. Certificate of completed DCFS mandated reporter on-line training. (Annual)
17. Certificate of completed CMG Anti-Harassment training (Annual).
18. Statement of agreement to abide by school handbooks, signed annually.
19. IT Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.
20. Social Media Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.
21. Proof of yearly in-service on OSHA standards on Bloodborne Pathogens and the Exposure Control Plan
22. Proof of in-service for medical needs as required by ISBE.

SUPPORT STAFF PERSONNEL (SECRETARY, MAINTENANCE, CAFETERIA ETC.) FILES SHOULD CONTAIN THE FOLLOWING:

1. Employment application, reference check and letters
2. I-9 Forms (with employer signature and documents listed).
3. Job description.
4. Copies of evaluation forms signed by employee and evaluator. (Annual)
5. Health physical with statements from physician of adequate health to work and freedom from communicable diseases at time of initial employment.
6. Documented results of negative testing for TB at beginning of employment for anyone working in a building with children aged 6 or younger; this does not have to be done annually.
7. Sexual misconduct templates 1 & 2 (Faith's Law) for employees who begin work after 6/30/23).
8. Record of Safe Environment Training (Protecting God's Children).
9. Signed Diocesan Policy on Sexual Abuse of Minors agreement form (within the last 5 years).
10. Evidence of Clear ISP/FBI Sex Offender and Violent Murderer database check.
11. Evidence of clear fingerprint background check.
12. DCFS Background check: CANTS form (within the last 5 years).
13. DCFS mandated reporter form (Annual).
14. Certificate of completed DCFS mandated reporter on-line training. (Annual)
15. Certificate of completed CMG Anti-Harassment training (Annual).
16. Statement of agreement to abide by school handbooks, signed annually.
17. IT Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.
18. Social Media Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.
19. Proof of yearly in-service on OSHA standards on Bloodborne Pathogens and the Exposure Control Plan
20. Proof of in-service for medical needs as required by ISBE.

Requirements for Minors as Employees

Before hired:

- _____ Employment Application
- _____ Reference Form
- _____ For schools: fingerprints (Needs parent signature as well)
- _____ For parishes: background check (Needs parent signature as well)
- _____ DCFS CANTS 689 (Needs parent signature as well)
- _____ Sex Offender Sign Off (Needs parent signature as well)

After hired:

- _____ Employee Status Change Form
- _____ Federal and State W-4
- _____ I-9
- _____ Direct Deposit Form
- _____ Emergency Contact Form
- _____ Sexual Harassment Training
- _____ Handbook Sign Off (Needs parent signature as well)

Stipulations:

- Have to follow IL laws for working
 - Work is not deemed as a hazardous occupation
 - Work is limited to 3 hours per day on school days; 8 hours on non-school days and no more than 6 days or 48 hours per week
 - Work is performed only between the hours of 7 a.m. and 7 p.m. during the school year; 7 a.m. to 10 p.m. June through September
 - A 30-minute meal period is provided no later than the fifth hour of work
- Must be 14+ and 14+15 y/o need workers permit
 - Exclusion for working at sporting events
- Must be supervised by someone 21+ who has met all Safe Environment requirements
- Cannot be alone supervising children
- Adults must be present at all times
- Under 18 not allowed to use power equipment (I.E. mower, weed wacker, hedge trimmer, no ladders, no kitchen appliances, no driving, no improper chemicals)

After high school graduation - must complete Safe Environment training and background check through CMG

Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
Alumni Lists	2015.075	Records show name, address, month, and year of graduation.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
Class Photographs	2015.076	Photographs of each class in the school.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
Curriculum Materials	2015.077	Materials developed by diocesan educational programs to educate students in a particular subject. Documents the basic educational content, the source of the information and the manner in which it is to be presented. May include lesson plans.	Until administrative use ceases.	Destroy.
Diplomas	2015.078	Unclaimed diplomas and jackets of students either lacking credits for graduation, with outstanding fees or not picked up.	10 years after date student was to graduate.	Destroy.
Federal Title & Chapter Program Files	2015.079	Administrative files of federal Title and Chapter programs (grants and subsidies for educational purposes). Includes: applications, vouchers, compliance reports, etc.	3 years after the expiration of the contract or grant, provided that all audits and other requirements have been met. (34 CFR 668.24)	Destroy.
Graduation Programs	2015.080	Printed programs which list all graduates to be presented at graduation. May also list honors achieved, scholarships awarded, etc.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.

Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
INS Form I-20	2015.081	Federal I-20 form used to determine and prove a foreign student's eligibility to attend school in the United States.	3 years after the student has graduated, completed, or permanently withdrawn from the school. (8 CFR 214.3g)	Destroy.
Orders of Protection	2015.074	Certified copies of orders of protection filed with schools or daycare programs under the Illinois Domestic Violence Act of 1986 (750 ILCS 60/222(f)). File with Student Temporary Record.	See Student Temporary Record.	See Student Temporary Record.
Permission Slips Without Incident	2015.068	Records documenting parental permission for a child to participate in an activity (field trip, dance, athletics, etc.) without incident.	3 years.	Destroy.
Permission Slips With Incident	2024.001	Records documenting parental permission for a child to participate in an activity (field trip, dance, athletics, etc.) involving personal injury of a minor or disabled person if incident occurs.	2 years after legal disability is removed or minor reaches age 18. (735 ILCS 5/13-211)	Destroy.
		See also: Administrative-Insurance-Claims, Personal Injury of Minor or Legally Disabled Person For non-injury incidents, please consult Administrative-Insurance schedule for appropriate record series.		
Personnel Files: School Employees	2015.082	Files may contain evaluations, contract agreements, attendance records, resume, etc. Does not include payroll or pension records. See Retention Schedule Financial - Payroll Documentation See Retention Schedule Insurance - Pension Files, Pension Log Books, Pensions: Benefit Listings, or Pensions: Monthly Reports	Teacher Contracts (preferred), or other Evidence of Work and Salary History: Permanent. All Others: 5 years after termination. (29 CFR 1627.3)	Keep at School. Consult Archivist if records are fragile or overly numerous. Destroy.

Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
Pupil Record Cards	2015.069	Index cards (4x6) containing condensed student transcript. Includes name, address, DOB, dates entered and withdrawn, and grades for each class taken. Span from mid-1920s to late 1940s, depending on the school.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
Scholarship Files	2015.083	Records of scholarships and tuition reimbursements granted. May include applications, accounting for funds, correspondence, etc.	10 years after final disbursement. 735 ILCS 5/13-206	Destroy.
Scholarship Recipient List	2015.084	A list of all scholarship recipients. Kept for historical purposes.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
School Agreements	2024.001	May include Family School Agreements, Handbook Agreements, Photograph Agreements signed every year. Should be kept separate from Student Record.	10 years after completion of terms, expiration or cancellation. (735 ILCS 5/13-206)	Destroy.
School Calendar	2015.085	Calendar of school events.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
School Directory	2015.086	Directory of students, faculty and staff. May include information about school rules, policies, etc. If kept in electronic information system, directory information must be saved or exported for preservation purposes.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.

Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
School Evaluative & Accreditation Files	2015.087	Records relating to school evaluations and accreditation proceedings. May include final reports, interim reports, background materials and briefing papers. May include evaluations by WCEA, OCE or ISBE.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
School Handbooks	2015.088	Student and faculty handbooks which describe policies and procedures of the school.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
School Lunch Records	2015.070	Records pertaining to the administration of school and/or free and reduced lunch programs. May include order forms, reimbursement forms, reports, applications, verification records, direct certification records, etc.	3 years after submission of final claim for reimbursement. (7 CFR 210.23(c))	Destroy.
School Publications	2015.089	Newspaper or newsletter published by the school. Contains information about school events, issues of importance, op-ed, etc.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
School Statistical Data	2015.091	Statistical information collected by education office on various demographic and administrative concerns: racial, religious, enrollment testing, etc.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.

Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
Student Achievement Tests	2015.092	Any standardized test results arranged by class with summary data for each child. Retain child's summary data in student permanent record.	5 years after the class has graduated, completed, or permanently withdrawn from the school. (105 ILCS 10/4)	Destroy.
Student Achievement Tests - Summary Data	2015.093	Summary data compiled by testing source (e.g. NWEA, MAP, etc.). Reports sent to education office and schools for analysis and accountability.	Education Office: 5 years. Schools: Until administrative use ceases.	Destroy.
Student Grade Books	2015.094	May also be referred to as Teacher Evaluations of Students. Records of student grades: Each volume covers an academic year and includes one to three grade levels. May include name of student, DOB, date of enrollment, parents' names, grade, etc.	5 years. (105 ILCS 10/4)	Destroy.
Student Grade Books - Historical	2015.095	Pre-1950 records of student grades. Each volume covers an academic year and includes one to three grade levels. May include name of student, DOB, date of enrollment, parents' names, grade, etc.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.
Student Health Records	2015.071	The medical records of students. May include: identifying information, health history, results of mandated testing and screenings, medication dispensation records and logs (e.g., glucose readings), long-term medications administered during school hours, and other health-related information that is relevant to school participation (e.g., nursing services plan, failed screenings, yearly sports physical exams, interim health histories for sports).	60 years after student has graduated, completed, or permanently withdrawn from the school. (105 ILCS 10/4)	Destroy.

Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
Student Permanent Record	2015.096	The minimum personal information necessary to a school in the education of the student and contained in a school student record. Such information includes the student's name, birth date, address, grades and grade level, parents' names and addresses, attendance records, transcripts, achievement test scores (grades 9-12), record of release of information, etc.	Permanent, pending Archivist review.	Keep at School. Consult Archivist if records are fragile or overly numerous.
Student Religious Education Records	2015.097	Records which document the formal religious education of a student. May include sacramental certificate, enrollment forms, evaluations, notices to parishes, correspondence, parish school of religion registration cards, etc. Should not include record of First Reconciliation.	5 years.	Destroy.
Student Special Education Records	2015.098	Records that related to the identification, evaluation, placement, or provision of education to, students with disabilities. Includes Individualized Education Plans. Records created by public school districts may require return to the district upon student withdrawal; contact local district office.	5 years after student has graduated, completed, or permanently withdrawn from the school. (105 ILCS 10/4)	Destroy.
Student Temporary Record	2015.099	All information contained in a school student record but not contained in the student permanent record. Such information may include family background information, intelligence test scores, aptitude test scores, psychological and personality test results, teacher evaluations, achievement test scores (grades K-8) and other information of clear relevance to the education of the student. In addition, the student temporary record shall include information regarding serious disciplinary infractions that resulted in expulsion, suspension, or the imposition of punishment or sanction. For purposes of this provision, serious disciplinary infractions means: infractions involving drugs, weapons, or bodily harm of another.	5 years. 105 ILCS 10/4	Destroy.
Student Transfer Forms	2015.072	Record of a student transferring schools.	60 years after student has permanently withdrawn from the school. (105 ILCS 10/4)	Destroy.

Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
Transcript Requests	2015.100	Requests by students or schools for transcripts to be sent. Includes letter of requests and date sent.	60 years after student has graduated, completed, or permanently withdrawn from the school. (105 ILCS 10/4)	Destroy.
Tuition Contracts & Supporting Records	2015.101	Agreement between parents and school to pay tuition. May include billing notices, payment ledgers, receipts, etc.	10 years after completion of terms, expiration, or cancellation. (735 ILCS 5/13-206)	Destroy.
Visitor Logs	2015.073	The register tracking visitors to a school or agency.	3 years.	Destroy.
Yearbooks	2015.102	A published volume documenting the events of the school year.	Permanent.	Keep at School. Consult Archivist if records are fragile or overly numerous.

The following Diocesan authorities have approved all updates to this retention schedule:

Vice-Chancellor for Archives and Records <u><i>Katherine O'Neil</i></u>	Date <u>7/23/2024</u>
Chancellor and General Counsel <u><i>[Signature]</i></u>	Date <u>7/24/2024</u>
Vicar Judicial <u><i>[Signature]</i></u>	Date <u>7/23/24</u>
Moderator of the Curia <u><i>[Signature]</i></u>	Date <u>7/23/2024</u>
Director, Department for Catholic Education <u><i>[Signature]</i></u>	Date <u>29 July 2024</u>

SECTION 40

REMEDIATION/TERMINATION OF TEACHERS

Information on termination of teachers can be found in the diocesan policy handbook **Bk3§302.9** "Failure to Fulfill a Contract" or **Bk3§302.10** "Catechist Dismissal/Not Offering a New Contract for a Subsequent Year."

Included in this section is a list of points for meeting with problem teachers.

Also included is an Employee Corrective Action Report form to use as you work with problem employees.

The key to proper resolution of problems with any employee is communication, and one of the best ways of doing this is by accurate evaluations and careful documentation. When a teacher violates policies of the diocese, the local policies approved by the pastor, school policies, the teacher contract, or otherwise fails to perform designated responsibilities, ordinarily the teacher is to be informed by the principal. Except in cases of serious misconduct which warrant immediate dismissal, a written warning that his/her performance must improve within a specified length of time must be given to the employee. Every care must be taken by the administrator to document his/her deficiencies and to ensure that a fair and equitable process is followed to address the deficiencies before they result in dismissal. It is recommended that a copy of this warning be sent to the Superintendent of Catholic Schools and the Director for Human Resources.

Should circumstances warrant immediate termination, contact the Director for Human Resources before termination!

INSUBORDINATION

Effective two-way communication is important, and employees should always feel free to make constructive comments to management. Conversely, for a school to be effective management must have a level of authority. To strike the balance between communication and authority, managers should also always treat employees with dignity and respect, value the opinion of all employees, and maintain their professionalism. Managers should always strive to clearly convey to the employee they supervise the nature and scope of the work the employee will be expected to perform and provide clear and specific directions. Managers should also attempt to make sure employees understand what is being asked of them to include if applicable the expected time frame for completing an assigned task. Employees also have an obligation. Specifically, employees have an obligation to treat their supervisors with dignity and respect, strive to perform their assigned duties in good faith, and to not willfully undermine the authority of management. Failure of an employee to show respect or to act in good faith can rise to the level of insubordination.

DEFINITION OF INSUBORDINATION

Insubordination occurs when an employee willfully fails to follow a reasonable directive of a supervisor or otherwise strives to undermine effective management. Insubordination means defiant conduct or rebellious behavior. It does not mean the voicing of an opinion or making constructive criticism in a courteous, professional manner. Insubordination includes but is not limited to:

- ~ Directing rude remarks, curses, or wisecracks, verbally or in writing towards a manager;
- ~ Willfully refusing to follow the reasonable directive of a manager;
- ~ Directing offensive non-verbal communication or body language towards a manager;
- ~ Threatening a manager with physical violence or otherwise making threats towards a manager;

Depending on severity insubordination can result in an employee being disciplined up to and including termination of employment.

POINTS FOR MEETING WITH PROBLEM TEACHERS

DOCUMENT ALL EVENTS THAT ILLUSTRATE WHAT IT IS THAT MAKES THE EMPLOYEE AN UNDESIRABLE OR INEFFECTIVE EMPLOYEE: DESCRIBE BEHAVIORS AND AVOID JUDGMENTS.

Conference should include presentation of all points that have been documented.

1. Enumerate precisely what is wrong and needs improvement.
2. Make sure the document includes a statement that the school wants the employee to improve.
3. State what the school is going to do to help the teacher.
4. Give a deadline at which time all parties will sit down and review improvement.
5. Include a statement that, if there is no improvement shown within the time frame stated, disciplinary action will result.
6. Have the teacher comment on the document to ensure he/she understands what is being said.
7. Have the teacher sign the document and append any comments he/she wishes. If the teacher refuses to sign, have another person witness that fact, e.g., assistant principal, department head, pastor.

Sample CHANGE OF STATUS OF EMPLOYMENT

Name of School
Name of Employee
Employee's Social Security Number
Position Held by Employee
Date of Change of Status
Date of Hire
Last Day Worked

REASON FOR CHANGE

EMPLOYEE CORRECTIVE ACTION REPORT

Last Name	First Name	MI		Date
				/ /
Office/Department			Employee Number	
Job Title				

This report has been prepared to advise you about specific attitude/behavior and/or performance problems, and to state the corrective action required to prevent recurrence. You are invited to make any relevant comments in the space provided for employee comments. This report will be made part of your personnel file.

Specific Problem(s): (Attach separate sheet if necessary)	Date of Problem
	/ /

Corrective Action Required: (Attach separate sheet if necessary)

Disciplinary Action Taken: None Suspension for _____ Final Warning
 Termination (Date) _____ / _____ / _____ Other _____

Follow-up Review Dates	14 Days / /	30 Days / /	60 Days / /	90 Days / /
------------------------	-------------	-------------	-------------	-------------

Supervisor Signature

Date

Witness Signature

Date

Employee Comments: (Attach a separate sheet if necessary)

I have read this report and understand the problem(s) noted. If noted I also understand that I am expected to show significant improvement in these areas with the time frame noted in the "Follow-Up Review Dates" area. I am aware this report will become part of my personnel file.

Employee Signature

Date

(1 copy employee, 1 copy supervisor, 1 copy employee's personnel file)

Information regarding "Reporting Student Progress" can be found in the diocesan policy handbook in **Bk3§406.2**.

Each school determines guidelines for honor roll and/or student of the month. Place these guidelines in your handbook.

Also, place the grading scale in your handbook. Ideally, the same grading scale should be used in parish schools that are in the same town, or perhaps schools in the same area.

Important:

- A. Schools are prohibited from promoting a student to the next higher grade for any reason not related to all academic performance of the student.

The school shall not promote:

- √ Based upon the age of the student
 - √ or for any other social reason
- B. By September 1, 1998, local boards of education shall adopt and enforce a policy on promotions as they deem necessary to ensure that students:
- √ Meet local goals and objectives, and
 - √ Can perform at the expected grade level prior to promotion.

CONFIRMATION AND FIRST HOLY COMMUNION

For the students who are preparing for the celebration of Confirmation and First Holy Communion, please ask the families to update baptismal or reception into full communion records as part of the student registration process for that school year. For a record to be valid, the certificate must:

- Be signed by the pastor (a signature stamp or proxy signature from someone other than the pastor is not permitted)
- Include the parish seal
- Include any notations in the baptismal register - if there are no notations in the baptismal register, the certificate should indicate "no notations"
- Be issued within six months of the celebration of Confirmation/First Holy Communion

Records must come from the parish in which baptism or reception into full communion was recorded. Certificates may not be issued by chapels, Newman Centers, hospitals, or other non-parish entities. Commemorative certificates issued on the day of baptism do not meet the criteria noted above and should not be submitted. Families can contact the diocesan offices if they need assistance with acquiring these records.

If the school already has copies of baptismal/reception into full communion records in student files, please be sure that the certificate issue date meets the criteria above. A recent copy of the record is imperative to ensure no canonical impediments have been noted in the baptismal registry that would prevent the student from receiving these sacraments.

FOR STUDENTS WHO ARE NOT CATHOLIC

Catholicity is determined by a baptismal or reception into full communion record from a Catholic parish. Registration in a parish and/or Catholic school does not automatically make the student a member of the Catholic Church.

For students who are not Catholic, it must be determined if it is their wish to become Catholic before presenting them for Confirmation/First Holy Communion. This question should be approached from a pastoral perspective if the family is not supportive of a student's decision to become Catholic. The local pastor should be involved with this conversation if the student's decision is not supported by the family.

The family must present a record of baptism from the ecclesial community that the student was baptized in to determine validity. If the baptism is not valid or if the student was not baptized at all, the student must seek initiation into the Catholic Church through the Order of Christian Initiation for Adults and be brought into the Church at the Easter Vigil. [NOTE: "adult" in this context means that the person has reached the age of reason.] If the baptism is valid, the student's formal reception into the Catholic Church will be included in the Confirmation/First Holy Communion Mass and recorded in the appropriate registry. Contact the diocesan offices for assistance

adapting the OCIA process for students and/or determining baptismal validity.

FORMATION

Per diocesan policy Bk3§504.4, texts used for sacramental preparation must be on the United States Conference of Catholic Bishops conformity listing from the Sub-Committee on the Catechism. For questions about formation standards, please contact the director for catechesis, catechesis@dio.org.

SECTION 43

SAFE ENVIRONMENT REQUIREMENTS

Safe Environment training is required for students enrolled in Catholic schools in the Diocese and PSR programs. Information and forms regarding this training can be found on the diocesan website (www.dio.org) under the Office for Safe Environment. The "Policies & Training" tab has links for policies, adult training, student training, and mandated reporter training. The "Compliance Guidelines" will show all requirements for the various roles adults have at our schools.

SB 3016 (Sex Offender Registration)

Among many other things, this legislation requires a principal of any public or nonpublic elementary or secondary school, during school registration or parent-teacher conference days, to advise parents of children attending that school that they may access information regarding registered sex offenders that is available to the public. The Illinois Sex Offender Registry is available through a link on the Illinois State Police website, at <http://www.isp.state.il.us>. Individuals may search the database by name, zip code or county. Access is free.

Any questions regarding safe environment requirements should be directed to:

Director for Safe Environment
Catholic Pastoral Center
217-698-8500 Ext. 162
safeenvironment@dio.org

SECTION 44

SALARY SCALE (TEACHER/ADMINISTRATOR)

A copy of the current diocesan salary scale for lay teachers is available at <https://dio.org/principals> under Resources, then Finance. This is an internal document for principals and pastors that represents a recommendation from the Office for Catholic Schools. It should NOT be publicized or shared.

A salary scale for principals has not been established but should be negotiated with recommendations from the Finance Council.

Fringe benefits are in addition to the determined salary.

Included in this section are the following:

1. An Adaptations/Modifications Checklist that you could use to document what accommodation you have made to meet any student's special needs.
2. Authorization for Exchange of Information form.
3. Guidelines for Resource Services in Catholic Schools.
4. 504 Plans and the Impact of Regulation 104.39 on these Plans.
5. Example template for an Accommodation Plan.
6. An explanation of legal issues related to special needs.

Adaptations/Modifications

Student Name _____ Grade _____

To assure coordination among regular, vocational, and special education, the checked adaptations/modifications may be necessary.

Course Curriculum Area

READING	ENGLISH/LA	MATH	SCIENCE	SOCIAL ST.	HEALTH	PHYS ED	ELECTIVES		Adaptations
									1. Leave class for resource assistance
									2. Oral tests
									3. Short answer tests
									4. Modified tests
									5. Audio texts
									6. Highlighted texts
									7. Recording lectures
									8. Note taking assistance
									9. Extended time for completion of assignments
									10. Shortened assignments
									11. Assignment notebooks
									12. Peer tutoring
									13. Study sheets
									14. Repeated review/drill
									15. Reduced pencil/paper tasks
									16. Calculators
									17. Preferential seating
									18. Interpreter for the deaf
									19. Frequent breaks
									20. Defined limits
									21. Cooling off period
									22. Concrete reinforcers
									23. Positive reinforcers
									24. Behavior management systems
									25. Special instructional or adaptive equipment
									26. Increased verbal response time
									27. Directions given in a variety of ways
									28. Adjustments for articulation errors in responses
									29. Alternative materials
									30. Test grades will count
									31. Open book test
									32. Other
									33. Other

Consent for Exchange of Confidential Information

Student Name _____ Birth Date _____

In order to best provide educational services and accommodations, the school is asking for permission to share information with outside entities that also serve your child.

I hereby authorize and request: _____ School

To release to: _____

The following information:

_____ Permanent records	_____ Medical History
_____ Summary of Contacts	_____ Verbal Consultation
_____ Other _____	

*REQUESTED INFORMATION IS TO BE USED FOR COORDINATION OF SERVICES

I further authorize and request: _____

To release to: _____ School

The following information:

_____ Social History	HIGHLY CONFIDENTIAL INFORMATION:
_____ Summary of Contacts	_____ Mental Illness or Developmental Disability
_____ Verbal Consultation	_____ Sexually Transmitted Diseases (STDs)
_____ Psychiatric Evaluation	_____ Substance Abuse _____ HIV/AIDS Testing/Treatment
_____ Psychological Report	_____ Sexual Assault _____ Genetic Testing
_____ Hospitalization from _____ to _____	_____ Child Abuse or Neglect
_____ Medical History	_____ Abuse of an Adult with a Disability
	_____ Other _____

*REQUESTED INFORMATION WILL BE USED FOR PLANNING AND/OR COORDINATION OF EDUCATIONAL SERVICES

TO THE PARTY RECEIVING THIS INFORMATION: This information has been disclosed to you from records whose confidentiality may be protected by federal law. If so, federal regulations (42 CFR Part 2) prohibit you from making any further disclosure of it without specific written consent of the person to whom it pertains, or as otherwise permitted by such regulations. A general authorization for the release of medical or other information is not sufficient for this purpose. This consent is voluntary and may be revoked at any time except to the extent to which action has already taken place. This revocation must be made in writing, dated, and witnessed. I understand that I have the right to inspect and copy the disclosed information.

Signature of Parent/Guardian/Adult student age 18

Student Signature age 12 or older

Relationship to Student

Date



DIOCESE OF SPRINGFIELD IN ILLINOIS

OFFICE FOR CATHOLIC SCHOOLS

Recommended Guidelines for Resource Services in Catholic Schools

1. Determine eligibility
 - a. Testing through outside/private/medical service providers (used in conjunction with “c”)
 - b. Testing through public school district (used in conjunction with “c”)
 - c. Internal criteria:
 - i. Attendance
 - ii. Behavior
 - iii. Academics
 1. Homework
 2. Test scores
 3. MAP scores (below 25th percentile) *This percentile may be lowered depending on the number of students at this level.*
2. Resource Classroom Service Options
 - a. Pullout for testing
 - b. Push-in for support
 - c. Small group instruction (<6 depending on paraprofessional support)
3. Annual Meetings are Required (ISPs, Accommodation Plans & Resource Services in general)
 - a. Review goals to determine success
 - b. Review data & services to determine appropriate continuation (No student is automatically re-enrolled in resource services. Data must support continuation, and a pathway back to general education must exist.)
 - c. Ensure all team members have input
 - i. Parents
 - ii. Teachers
 - iii. Support Services
 - iv. Administration

504 PLANS AND THE IMPACT OF REGULATION 104.39 ON THESE PLANS

INFORMATION FROM MAUREEN DOWLING, ED. D.
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OFFICE OF NON-PUBLIC EDUCATION
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Section 504 provides that “[n]o otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Section 104.39 of Title 34 of the Code of Federal Regulations entitled “Private Education” addresses some of the nondiscrimination responsibilities of a recipient that provides private elementary or secondary education.

Private schools that do not receive Federal funds are not considered to be recipients of Federal financial assistance under Section 104.39. Nor are private schools whose students participate in Federal education programs through the local school district consider to be recipients. However, the local school district remains responsible for ensuring that students with disabilities, including participating private school students with disabilities, are not discriminated against with respect to participation in the federally assisted program. Further, the public school that places a student with a disability in a private school remains responsible for ensuring that the Section 504 requirements applicable to that student are met. **Nothing in the Section 504 regulation requires private schools that are not recipients to write Section 504 plans for Section 504 students. In fact, private schools are discouraged from writing 504 plans.**



(School Name)
CATHOLIC SCHOOL ACCOMMODATION PLAN

Date:
2025-2026 School Year

Student: | Birthdate: | Age: | Grade:

Parent(s) or Guardian(s): | Phone Number(s):

Most recent evaluation date and name of physician:

Diagnosed Disability:

STUDENT STRENGTHS:

DESCRIBE THE NATURE OF THE CONCERN:

DESCRIBE HOW THE DISABILITY AFFECTS A MAJOR LIFE ACTIVITY:

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE:

ACADEMIC (GRADES, TEST RESULTS, CLASSROOM PERFORMANCE):

BEHAVIORAL/EMOTIONAL:

SOCIAL:

MEDICAL/PHYSICAL:

OTHER ASSESSMENTS OR OBSERVATIONS:



(School Name)
CATHOLIC SCHOOL ACCOMMODATION PLAN

Date:
2025-2026 School Year

Student: | Birthdate: | Age: | Grade:

Parent(s) or Guardian(s): | Phone Number(s):

Most recent evaluation date and name of physician:

Diagnosed Disability:

STUDENT STRENGTHS:

DESCRIBE THE NATURE OF THE CONCERN:

DESCRIBE HOW THE DISABILITY AFFECTS A MAJOR LIFE ACTIVITY:

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE:

ACADEMIC (GRADES, TEST RESULTS, CLASSROOM PERFORMANCE):

BEHAVIORAL/EMOTIONAL:

SOCIAL:

MEDICAL/PHYSICAL:

OTHER ASSESSMENTS OR OBSERVATIONS:

REASONABLE ACCOMMODATIONS/SERVICES:

INSTRUCTIONAL SUPPORT		CLASSROOM TESTING	
	Proximity Control/preferential seating		Provide short answers
	Written or Oral directions (repeat, simplified)		Multiple choice, True/False
	Large print text		Test read orally by proctor
	Re-teaching (individual or small group)		Extended testing time
	Highlighted text		Answers recorded by proctor
	Distraction-reduced environment		Repeated directions by proctor
	Allow for longer response time	STANDARDIZED TESTING	
	Colored overlays/Reading ruler		Large Print
	Note-taking assistance (outlines, study guides)		Answers recorded by proctor
	Access to calculator		Oral test (not Reading Comprehension section)
	Submit print/typed assignments/tests	SCHOOL COMMENTS & RESTRICTIONS	
	Recorded text (audio books, etc.)		
	Extended time on assignments		
	Oral reports/project vs. written		
	Check for understanding		
	Writing Aids (highlighters, grips, etc.)		
	Clarification of rules		
	Visual daily schedule		
	Check desk/notebook organization		
	Break instructions into smaller units		
	Eye contact, prompt, etc. with instructions		
OTHER			

Parent Understanding

I understand that the school has a right to make final decisions regarding accommodations offered to students identified with diverse needs enrolled at the school by their parents. In addition, I recognize that the benefits available to parentally placed private school children with disabilities differ significantly from the benefits offered for children with learning or behavioral differences in public schools. I understand the parents or the school may request meetings at any time during the school year to ensure the current accommodations are beneficial to the student’s progress. Accommodations may be added or removed based on the student’s needs and/or the school’s ability to provide them. The school will inform parents of the student’s progress through progress reports, report cards, phone calls, conferences and/or electronic communications. I understand at any time, upon review of the student’s academic, behavioral, emotional, and social progress, if it is determined that the student’s needs are not being met through minor accommodations, the Catholic School will determine the appropriate procedures to take regarding the educational program of the student.

Parent/Guardian Signature

Print Name

Date

DIOCESE OF SPRINGFIELD IN ILLINOIS
Explanation of legal issues related to students with special needs

Revised September 2002

Diocese of Springfield in Illinois

Explanation of legal issues related to special needs

What are the federal disabilities laws and how do they impact Catholic schools? There are three federal laws that broadly apply to disabilities:

- Americans with Disabilities Act (ADA)
- The Rehabilitation Act of 1973 - §504
- Individuals with Disabilities Education Act (IDEA)

The first two are civil rights laws that protect disabled persons from discrimination in employment, services, and public accommodations, including education.

The third (IDEA) is education legislation that provides federal funds to assist state and local education agencies for special education and related services to persons ages 3-21 living within their jurisdiction who are determined to be eligible within one or more of 13 specific categories of disability.

Of these three important federal disabilities laws, only §504 of the Rehabilitation Act of 1973 has some implications for Catholic schools in the area of education.

What does federal law require of Catholic schools?

Under the law, schools are considered 'recipients' if they directly receive federal funds. The law requires that schools, which are considered 'recipients' may not exclude or deny admission to an otherwise qualified disabled student solely because of the student's disability.

Private schools that do not receive Federal funds are not considered to be recipients of Federal financial assistance funds and not 'recipients' of Federal funds.

The law requires that an appropriate education be provided only if it can be accomplished with "minor adjustments." What constitutes minor adjustments will differ for each student and school. While there is not laundry list of minor adjustments, it could include:

- preferential classroom seating
- enlarging print materials on a copier
- multi-modal instruction (esp. visual and auditory)
- replacing a desk with a small table raised on blocks to accommodate a wheelchair-bound student

It is equally true that there is not laundry list of what would be considered "major adjustments." However, minor adjustments do not involve:

- spending substantial sums of money
- establishing a new program to address the disability
- hiring additional personnel to work with the disabled student
- persistent disruption of classes or another students' learning
- taking significant time away from the teacher's regular responsibilities
- disregarding existing school behavior and conduct codes
- putting the health or safety of other students or staff at risk.

The individual student's disability needs to be judged against the ability of the individual school to address those needs, in light of the school's financial, physical, and human resources.

What is the relationship of the expectations of federal law vs. the expectations of the diocese?

Federal law only requires that Catholic schools make a reasonable attempt to accommodate the student's disability with minor adjustments. It is our mission to serve all students. We call all Catholic schools to attempt the maximum effort possible, within the limits of their human, physical, and financial resources. If we strive to do this, it is likely that, in most cases, the school will have exceeded the expectations of the law.

What happens if a school accepts a student and it later becomes apparent that it cannot properly educate a student?

- When a student is accepted, the school assumes an obligation for the student's education and safety. This is true if a school admits a student with a disability or identifies a disability in a previously enrolled student.
- However, a school may terminate enrollment of a disabled student under certain conditions. These include:
 - ✦ the school does not have the financial, physical, or human resources to accommodate the student's disability
 - ✦ the student's disability was misunderstood by school officials or the disability was misrepresented to school officials
 - ✦ if, after implementing the recommended minor adjustments, the school finds that it cannot properly educate the student
 - ✦ the student continually disrupts the learning of other students
 - ✦ the student puts the safety of other students or staff at risk

If proper procedures were followed, it would be rare for enrollment to have to be terminated. In cases where enrollment will be terminated, however, the school would be expected to assist the family with finding placement of the student in another educational program and participate in any necessary referrals.

It is important to obtain information and to maintain complete and current school records.

For a school to determine which steps are necessary and feasible to meet a student's educational needs and its ability to address those needs, it must obtain complete information. This is true for both meeting the requirements of the law, as well as serving the mission to which we are called.

It is important to recognize that without complete information, a school cannot properly determine if it can address the student's needs. This applies to both students who are seeking enrollment in a school or those for whom a disability was identified after enrollment.

Who should provide information related to a student's disability?

The information needed by the school to determine its ability to address a student's needs is likely to be available from one or more sources;

- the student's parents
- all previous schools (public or private)
- qualified professionals or agencies (public or private)

What decisions should the information enable the school to make?

With this information, the school should be able to determine:

1. Do they have the financial, physical, and human resources to meet the need of the student?
2. Can the need be met without undue risk to the student, other students in the school, or the staff?

If there is a positive answer to both of these questions, the information then will provide direction for daily implementation of the needed adjustments. This information also opens the way for long-term collaboration between the school, the parents, and any other specialists providing services to the student.

In the absence of this information, a school cannot be expected to know how to provide for the student's needs. Further, it would be inappropriate for a school to respond to a parental request for adjustments or accommodations without having supporting documentation.

What should this information contain?

- ◆ First, the information about a student's disability and needed adjustments should be in the form of written and dated documentation. Schools should not rely upon verbal or anecdotal information about a disability or an adjustment, nor should schools be expected to act upon information in that form.
- ◆ Second, the information should include current diagnostic evaluations conducted by a qualified professional or agency. "Current" is generally understood to mean an evaluation conducted within the last two years.
- ◆ Third, the evaluation should include a clear statement about the presence and severity of the disability AND prescription for addressing the disability within the school setting, that is, a list of recommended adjustments for this individual.
- ◆ Since the source of this information is external to the school, written parental authorization is required. This is true for either obtaining existing evaluations or providing school-based information for and receiving new evaluations. The Authorization should enable the school to exchange information on continuing basis with all of those involved in evaluating and diagnosing the student, identifying what is required for address the need, and attempting to address the need.

Note: Not all authorizations used by individuals or agencies are equally comprehensive in what participation is allowed the school. Schools are encouraged to examine exchange of information releases for comprehensive authorization, and if that is not present, to use the sample provided on the attachment.

How should standardized testing of students with special needs be handled?

Diagnostic and prescriptive information should be used for addressing a student's needs in school setting on a daily basis. Adjustments that are employed should be used with consistency throughout the school year in all appropriate situations.

Standardized testing is one school-setting activity for which some adjustment could be appropriate, but careful review of prescriptive documents AND timely communication with parents is necessary.

- ◆ There are two kinds of accommodations that apply to standardized testing, those, which break standardization, and those which do not.

Examples of those which do not break standardization include, but are not limited to:

- √ Test administered in a setting separate from the classroom
- √ test taken at a study carrel in the classroom
- √ answers written in test booklet by student and transferred to the answer grid by a proctor after testing
- √ use of a timetable chart
- √ enlarged print test
- √ using blank paper to cover a portion of the test or answer sheet to focus attention

For the testing program currently used in the diocesan elementary schools and some of the high schools, accommodations which do break standardization include these four:

- √ oral administration (other than those tests intended to be read aloud for all students)
- √ extended time or untimed test administration
- √ answer sheets marked for a student by a proctor
- √ use of a calculator (if using the 'non-calculator' test) or math manipulatives on math computation or estimation tests

To break the standardization of a norm-referenced test is a significant decision.

While the test results will provide useful information, the scores cannot be interpreted or compared to norms in the same way as those taken under standard conditions. In addition, tests with non-standard administration must be coded as such, so those reviewing the results understand that the test conditions for this student were radically different from those when it was normed.

If a school is going to offer parents the option for their student to have one of these accommodations, several conditions need to exist:

- * the school has current documents that includes the diagnosis of a disability resulting from a multi-diagnostic, psycho-educational, speech and language, neurological or medical evaluation.
- * the disability identified must be a physical or neurological disability, learning disability, visual or auditory deficit, or behavioral or attention disorder
- * the documents include a prescription list that specifies one of the four standardized-breaking accommodations.

- * this specific accommodation has been used regularly and consistently in classroom assessment situations
- * parents must understand that the results cannot be interpreted in the same way and the score reports will be coded to indicate a nonstandard administration, and with that understanding, give their permission for use of the accommodation
- * permission must be received from the Office for Catholic Schools to code the student's answer sheet so that it will not be included in the regular scoring.

Note: Non-standard administration of standardized tests should be a relatively rare occurrence.

(Information adapted from Archdiocese of St. Louis Series 5000 policies - 1999.
Revision by the Office for Catechesis of the Diocese of Springfield in Illinois, September 2002)

Information on “Professional Growth” can be found in the diocesan policy handbook **Book 3§302.5**. This section includes a list of agencies, ideas, and area opportunities for teacher in-service programs.

Sources of In-Service Opportunities:

Regional Office of Education

Local Public School District

NCEA - (Week after Easter)

Diocese Department for Catholic Education

Universities/ Colleges

- Blackburn College - Carlinville
- EIU - Charleston
- Milliken - Decatur
- Benedictine
- Augustine Institute - St. Louis
- St. Louis University
- Quincy University
- University of Illinois at Springfield
- SIU - Edwardsville

ADAC

Regionals

Locally planned events

Museums/zoo/etc.

Webinars

All schools must have written standards for all academic areas, including religion. These standards are to be available for review during the State Recognition/Educational Review process. Religion Standards written by a diocesan committee for all schools, must be implemented at all grade levels and demonstrated as such during the Education Review.

When writing/ updating academic standards, a variety of examples may be used such as: Illinois State Learning Standards, National Learning Standards, Next Generation Science Standards, etc. Attention should also be given to the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (NSBECS). www.ncea.org/nsbecs

AED (automated external defibrillators):

PA093-0910 requiring development of a plan for responding to medical emergencies (by July 1, 2005) and making AEDs available in certain physical fitness facilities, including schools which meet the definition to be developed by IDPH (beginning July 1, 2006).

For additional legislative updates (besides the reports received at the Principals’ Leadership Conference in the spring and via the Superintendent in the fall), go to Legislative Updates at www.catholicconferenceofillinois.org.

Illinois Tax Credit

EDUCATION TAX CREDIT:

✦ *“For tax years ending on or after December 31, 2017, an Illinois resident who is the parent or legal guardian of one or more qualifying students is eligible to take a tax credit on his or her Illinois Individual Income Tax Return for qualified education expenses paid at an Illinois elementary or secondary school. This income tax credit is 25% of the qualified education expenses. The total credit shall not exceed \$750. In general, qualified expenses are the amounts paid in excess of \$250 for tuition, books, fees, and lab fees at their school where the student is enrolled during the regular school year. Expense Credit is not allowed if the taxpayer’s adjusted gross income for the taxable year exceeds \$500,000 for returns with a federal filing status of married filing jointly, or \$250,000 for all other returns.” (Illinois Department of Revenue-FY2018-01)*

- Principals are encouraged to provide parents with a calendar year receipt of those expenses. The receipt includes the name of the school, name of the parent or guardian and social security number, names of qualifying students and their social security numbers, amount of tuition, book fees and lab fees and the total paid for the calendar year.
- If social security numbers are not available for the parent, guardian, or the qualifying students, the principal may leave that blank and ask the parent or guardian to fill it in.
- Qualifying students must be in grades K-12. Pre-school students do not qualify.

Illinois Department of Revenue Education Expense Credit

Attending a Catholic school became more affordable with the passage of the Illinois Department of Revenue Education Expense Credit. Effective January 1, 2000 an Illinois resident who is a parent or legal guardian of a student (K-12, full time student under the age of 21) in an Illinois elementary or secondary school is eligible to take a tax credit on their Illinois individual income tax return. Tuition, book fees and lab fees in excess of \$250 are eligible for this tax credit. This income tax credit is 25% of the student’s remaining qualified education expenses up to \$750 per family.

To claim this credit, complete the Education Expenses Credit Worksheet in the IL-1040 instructions. You must attach the written receipt you receive from the school to your tax return. If the school does not provide you with a written receipt, you must complete Schedule ED, Credit for Qualified Education Expenses.

Tuition, book fees and lab fees	\$1,750.00	\$2,250.00	\$3,450.00
Subtract first \$250	<u>- 250.00</u>	<u>- 250.00</u>	<u>- 250.00</u>
Remaining qualified educational expenses	\$1,500.00	\$2,000.00	\$3,200.00
Multiply the remaining qualified ed. exp. by 25%	\$ 375.00	\$ 500.00	\$ 800.00
Maximum tax credit	\$ 375.00	\$ 500.00	\$ 750.00

How much credit will you be allowed for education expenses?

When figuring your family’s education expense credit, you must first deduct the first \$250 of qualified education expenses. You will then be allowed a credit of 25% for the remaining educational expenses you paid during the calendar year. Your total credit amount shall not exceed \$750 in any tax year, regardless of the number of qualifying students. Any credit amount that exceeds your tax liability will not be refunded. The education expense credit must be claimed for the calendar year in which the qualified education expenses are actually paid. Any part of the education expense credit not claimed or allowed in a calendar year shall not be claimed in any other calendar year.

Example fees:

Tuition, book fees and lab fees	\$1,750.00	\$2,250.00	\$3,450.00
Less maximum tax credit	<u>- 375.00</u>	<u>- 500.00</u>	<u>- 750.00</u>
Net cost of tuition and book fees	\$1,375.00	\$1,750.00	\$2,700.00
Yearly net cost per student	\$1,375.00	\$ 875.00	\$ 900.00
Monthly net cost per student (ten months)	\$ 137.50	\$ 85.50	\$ 90.00
Weekly net cost per student	\$ 34.38	\$ 21.88	\$ 22.50

You can obtain an updated receipt form and additional information by looking at Publication 112 on the Illinois Department of Revenue’s website <https://tax.illinois.gov/>.

Both Elementary Schools and High Schools are visited periodically by an evaluation team headed by either an ISBE representative or the local Regional Office of Education as a representative of the Illinois State Board of Education in order to receive State Recognition. In conjunction with the ISBE state visit, the Department for Catholic Education will conduct an Educational Review of the school.

In preparation for this visit, the principal prepares the Nonpublic Recognition Instrument found at <http://www.isbe.net/nonpublicprograms>, following the Nonpublic School Evaluation Instrument Glossary guidelines.

Included in this section are:

1. Material to Be Provided (checklist to prepare for the visit)
2. Personnel File Information (checklist to be used to structure each staff personnel file for the state and the Office for Catholic Schools team).
3. Staff training checklist

Lists of the type of items that the Department for Catholic Education team will be checking at the Educational Review process as well as all forms can be found at <https://dio.org/principals/>.

A copy of the probe document (Nonpublic Recognition Instrument) used during the state recognition visit can be found at <http://www.isbe.net/nonpublicprograms>.

Diocese of Springfield in Illinois

MATERIALS TO BE PROVIDED

on the day of the Illinois State Board of Education visitation for Recognition & for the Educational Review

The following items should be made available for reference in a work area designated for the visiting team:

1. A copy of each: Student & Family handbook, Faculty & Staff handbook, and all other handbooks.
2. Copies of teachers' and supervisor's schedules that include accurate class schedules with subjects listed.
3. Completed personnel file checklists for licensed staff and support staff (just the info across the top).
4. Completed Student handbook and Staff handbook policy checklists.
5. Completed Catholic Identity form (using the rubric as a guide).
6. A list of religion textbooks in use: grade level of use, title, publisher, copyright date, date of adoption.

*The school should also have all evidence ready for ISBE's nonpublic recognition evaluation. Review the full evaluation tool for evidence required.

PERSONNEL FILE INFORMATION

EDUCATIONAL PERSONNEL FILES SHOULD CONTAIN THE FOLLOWING INFORMATION
(not necessarily in this order):

1. Employment application and resume.
2. Teaching License (Current license shown through ELIS. Principals should have administrative license, too.)
3. College transcripts with degree listed. (If no degree, a plan to get one must be on file. If degree is not listed, another document showing the degree is acceptable.)
4. Copies of signed contracts for each year of employment at your school.
5. Evaluation reports with evidence that the report has been discussed, seen, signed and dated by the teacher and signed and dated by the evaluator (usually the administrator). (Annual)
6. I-9 Forms (with employer signature and documents listed) and Job Description.
7. Health physical with statements from physician of adequate health to work and freedom from communicable diseases at time of initial employment.
8. Documented results of negative testing for TB at beginning of employment for anyone working in a building with children aged 6 or younger; this does not have to be done annually.
9. Sexual misconduct templates 1 & 2 (Faith's Law) for employees who begin work after 6/30/23).
10. Record of Safe Environment Training (Protecting God's Children).
11. Signed Diocesan Policy on Sexual Abuse of Minors agreement form (within the last 5 years).
12. Evidence of Clear ISP/FBI Sex Offender and Violent Murderer database check.
13. Evidence of clear fingerprint background check.
14. DCFS Background check: CANTS form (within the last 5 years).
15. DCFS mandated reporter form (Annual).
16. Certificate of completed DCFS mandated reporter on-line training. (Annual)
17. Certificate of completed CMG Anti-Harassment training (Annual).
18. Statement of agreement to abide by school handbooks, signed annually.
19. IT Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.
20. Social Media Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.
21. Proof of yearly in-service on OSHA standards on Bloodborne Pathogens and the Exposure Control Plan
22. Proof of in-service for medical needs as required by ISBE.

Support staff files must include from the above list numbers **1 (application only) and 5-22.**

For Minor Employees, see the checklist in the Record Keeping section.

Annual School Staff Training Checklist (updated 1/2025)

A TOTAL OF THREE CERTIFICATES/FORMS SHOULD BE PRINTED AND ATTACHED TO THIS SHEET

Name: _____

School Year: _____

- Bloodborne Pathogens Training Video (annually) [Bloodborne Pathogens Training Video](#) - 7 min

I certify that I watched the Bloodborne Pathogens Training Video.

Staff Signature: _____

Date: _____

- [Anti-Harassment Training](#) (annually) - approximately 40 minutes - If you have a CMG account, you will use the same password and login as you have in the past as that has already been entered into this website by the Diocese.

I certify that I completed the training. **Certificate of completion is printed and attached.**

Staff Signature: _____

Date: _____

- The Faculty and Staff Handbook and the Student and Family Handbook have been received, and I understand that I am responsible for reading and complying with the policies. I understand that the Pastor or Principal may amend or change the policy at its discretion without notice.

Staff Signature: _____

Date: _____

- I have read and understand the Social Media Policy and IT Policy for the Diocese of Springfield. I agree to abide by these policies and also understand that the Diocese of Springfield in Illinois may amend or change the policy at its discretion without notice.

Staff Signature: _____

Date: _____

- DCFS Mandated Reporter Training (annually) [Mandated DCFS Training](#) (approx. 45 min)

I took the self-directed, online DCFS Mandated Reporter Training. **TWO sheets are attached.**

1) The CANTS form (a link at the end of the training)

2) The pdf or html Certificate (generated after your assessment and survey)

Staff Signature: _____

Date: _____

- Life-Threatening Bleeding/Trauma Kit Training (every 2 years) [Bleed Training](#) - 5 min

I certify that I received Life-Threatening Bleeding/Trauma Kit Training.

Staff Signature: _____

Date: _____

Long-Term Training (upon hire and every 5 years)

Name: _____

- Anaphylactic Reactions & Management/Epi-Pen Training (every 5 years) [Epi Pen Training](#) - 4 min

I certify that I watched the Epi-Pen Training Video.

Staff Signature: _____

Date: _____

- Asthma Training (every 5 years) [Asthma Training](#) - 13 min

I certify that I watched the Asthma Training Video.

Staff Signature: _____

Date: _____

- Seizure Training (every 5 years) [Seizure Training](#) - 12 min

I certify that I watched the Seizure Training Video.

Staff Signature: _____

Date: _____

- First Aid Training (every 5 years) [First Aid Training](#) - 7 min

I certify that I received First Aid Training.

Staff Signature: _____

Date: _____

- Diabetes Training (every 5 years) [Diabetes Training](#)

I certify that I watched the Diabetes Training Videos.

Staff Signature: _____

Date: _____

- ADHD Training (every 5 years) [ADHD Training](#) - 6 min

I certify that I watched the ADHD Training Video.

Staff Signature: _____

Date: _____

Updated 1/2025

Included in this section of the handbook are:

1. Health Examination Law
2. Minimum Immunization Requirements for Compliance
3. State of Illinois Student Health Requirements

The Certificate of Health Examination can be found at the Department of Human Services website http://www.dhs.state.il.us/page.aspx?item_62824 (form IL 444-4737). The Proof of School Dental Examination Form can be found at the Illinois Department of Public Health website <https://dph.illinois.gov/topics-services/prevention-wellness/oral-health.html> forms. Some physicians and dentists have a supply of these forms for use when the patient does not have a form with them. They are not able to provide multiple copies for distribution to schools. Other physicians and dentists do not keep these forms on hand.

NOTE: Annual physical examinations are required for participation in school sponsored athletics. An immunization chart can also be found on the Department of Public Health website.

ATTENTION: For the physical form (Illinois Department of Public Health Certificate of Child Health Examination) to be valid, the parent's signature **must** be included in the blank just below the health history. This is in addition to the Health Provider Verification signature below the immunization record and the Physician's signature below the physical examination data.

IMPORTANT: Schools are to maintain a **susceptibility list** of all students not properly immunized (for parent religious reason or medical reason) in case of break out of a disease. Students who are not properly immunized for a disease must be removed from school immediately upon break out of a disease and may not return until it is safe to do so.

Proof of dental examination is required for students in K, 2, and 6. This per HB752, the Dental Act, took effect July 1, 2005. This includes public, private, and parochial schools.

Vision Exams: Effective January 1, 2008, all children enrolling in Kindergarten in a public, private, or parochial school and any student enrolling for the first time in any school, must have an eye exam. (This does not include Preschool.)

PHYSICAL EXAMINATIONS: GUIDELINES AND PROCEDURES

Illinois State requirements: Health Examination and Immunization Law:

“Within one year prior to entering kindergarten or the first grade of any public, private or parochial elementary school; upon entering the sixth and ninth grades of any public, private or parochial school; prior to entrance into any public, private or parochial school, or nursery school; and irrespective of grade, immediately prior to or upon entrance into any public, private, or parochial school, or nursery school, each child shall present proof of having been examined in accordance with this Section .”

“Every child shall, at or about the same time as he receives a health examination required by subsection (1) of this Section, present to the local school proof of having received such immunizations against preventable communicable diseases the Department of Public Health shall require .”

In addition, the statute declares: “If a child does not comply by October 15 of the current school year with the requirements of this subsection, then the local school authority shall exclude that child from school until such time as the child presents proof of having had the health examination as required and presents proof of having received those required immunizations which are medically possible to receive immediately.”

This law reaffirms the principal, upheld in several court decisions, guaranteeing a child the right to obtain an education in a healthful, disease-free environment.

Minimum Required Immunizations for Compliance

Please see the full list of required immunizations at <https://dph.illinois.gov/topics-services/prevention-wellness/immunization/minimum-immunization-requirements.html>

State of Illinois Health Requirements & Student Documents Needed

2024-2025 School Year

Preschool Students (Pre-3 / Pre-4 / Junior Kindergarten):

- Physical Exam on Illinois form with updated immunization record signed by doctor – Due by October 15th
 - Immunization record must have (4) DTap, (3) Polio, (3-4) Hib, (3) HepB, (1) MMR, (1) Varicella, and (4) Pneumococcal vaccinations
- Copy of Birth Certificate due by September 1st (**school sets due date**)
- Copy of Baptismal Certificate (Catholic students only). It is not required that a child be baptized to be considered for admission.

Kindergarten Students

- Physical Exam on Illinois form with updated Immunization Record signed by doctor – Due by October 15th
- Immunization record must have (4) DTap, (4) Polio, (3) HepB, (2) MMR, and (2) Varicella vaccinations
- Dental Exam on Illinois Form dated after November 15th of last year – Due by May 15th
- Eye Exam on Illinois Form due by October 15th of the current school year
- Copy of Birth Certificate due by September 1st (**school sets due date**)
- Copy of Baptismal Certificate (Catholic students only) It is not required that a child be baptized to be considered for admission.

Second Grade Students

- Dental Exam on Illinois form dated after November 15th of last year – Due May 15th

Sixth Grade Students

- Physical Exam on Illinois form (Sports Physical not acceptable) with updated immunization record signed by a doctor – Due by October 15th
- Immunization record must include above vaccinations, along with (1) Tdap and (1) MCV4 vaccination on or after their 11th birthday
- Dental Exam on Illinois Form dated after November 15th of last year – Due May 15th

Ninth Grade Students

- Physical Exam on Illinois form (Sports Physical not acceptable) with updated immunization record signed by a doctor – Due by October 15th
- Immunization record must include above vaccinations, along with (1) Tdap, (3) Polio, and (1) MCV4 vaccination on or after their 11th birthday (a second dose is required for 12th grade students)

New Students from OUT-OF-STATE

- New students from out-of-state will be required to obtain an Illinois physical examination, vision exam, and provide an up-to-date immunization record regardless of grade.

New Students transferring from other Illinois schools

- Transfer of current Illinois school health records (physical exam with up-to-date immunizations, dental exam, and eye exam. Health requirements for grade level as noted above.)

Health Exam & Eye Exam: Due no later than September 1st of the current school year. Must be completed within one year prior to the first day of school and on the required State of Illinois “Certificate of Child Health” and “Eye Examination Report” forms. **NOTE: Please complete the Health History portion on health exam, sign, and date.**

Dental Exam or Waiver: Due no later than September 1st of the current school year. Must be dated after November 15th of last year on the appropriate State of Illinois “School Dental Examination” form.

Religious/Medical Exemptions: If your child does not receive immunizations for religious reasons, a parent and health care provider must complete the “Illinois Certificate of Religious Exemption to Required Immunizations and/or Examinations” form prior to the first day of school. This form may not be used for personal or philosophical reasons. Illinois does not allow such exemptions.

Sports Physicals: If your child is participating in any sport, they must have a sports physical on file prior to the season’s first practice. A school physical can be used in lieu of a sports physical, however a sports physical CAN NOT be accepted as proof of a physical examination for mandated physicals. **Sports physicals are valid for 395 calendar days from the date the physical was issued.**

Medication Authorization Form

If your child needs to take medication during school, a new medication authorization form signed by the parent/guardian and the health care provider is needed each school year. No medications will be given to students without proper authorization from a health care provider, this includes over-the-counter medications. Medication must be brought in by an adult in the original packaging, with the student’s name, name of medication, and dosage. Medication received in bags will not be accepted.

Self-Administer Epi-Pen and Asthma Authorization Forms

If you authorize your child to self-administer an Epi-Pen or asthma medication during school, a new authorization form is needed each school year. An **Asthma Action Plan (AAP)** is available for students with asthma. Our school requests an AAP for all students with asthma.

The Illinois Food Allergy Emergency Action Plan and Treatment Authorization form is available for students who have food allergies and may require necessary medication during the school day. The form needs to be filled out and signed by the parent/guardian and the student’s healthcare provider.

Vision and Hearing Screenings

- Annual **vision screenings** are mandated per IDPH and ISBE for Preschool/PreK, Kindergarten, 2nd grade, 8th grade, transfer students, and teacher referrals.
- Annual **hearing screenings** are mandated per IDPH and ISBE for Preschool/PreK, Kindergarten, 1st grade, 2nd grade, 3rd grade, transfer students, and teacher referrals.

If you do not wish to have your student screened, please put it in writing and send to the school office.

All of the above-mentioned forms can be obtained through the school office. If you have any questions, please free to contact the school office.

It is required that schools offer a student accident insurance plan. The school shall make certain that parent(s) or guardian of every student in the school (including pre-school) declare(s) in writing that they either do or do not want their child or children to be covered by the insurance.

If a student does not take school insurance, the local school must require a signed waiver releasing the school and staff of any liability. Be sure signed waivers are kept on file for all who do not participate in the student accident insurance plan.

If parent does not take the student insurance, the parent must show proof of other health insurance coverage. A student may not attend school without proof of coverage.

- ✦ The Diocese does not provide student accident coverage. Failure to follow these procedures and have the required documents on file will result in the school paying the claim.

The Insurance Waiver Form is included in the section.

LOCAL LEVEL

Per (105 ILCS 5/22-15) (from Ch. 122, par. 22-15)

Sec. 22-15. Insurance on athletes:

A nonpublic high school will either provide their student athletes catastrophic insurance coverage in the amount of \$3 million in aggregate benefits or five years of coverage, whichever comes first, for injuries that result in medical expenses in excess of \$50,000 **OR** the nonpublic high school must require athletes to have private insurance and will be exempt from the coverage mandate.

(See next page for sample form)

_____(School Name)
_____(Address)
_____(City, State, Zip)

School Year _____ - _____

CERTIFICATION OF MEDICAL AND INDEMNITY AGREEMENT

The undersigned, as parent(s) or guardian(s) of _____
(Student Name)

do certify to _____ School and the Catholic Diocese of Springfield in Illinois the following:

(Please complete the section that applies)

SECTION I

_____The Child is covered under a medical insurance policy or health care plan, specifically:

(Name of Insurer or Plan)

(Policy or Group Number)

(Insurance Policy Company)

(Contact Person & Phone)

SECTION II

_____I/We agree to obtain Student Accident Insurance which is offered through the school.

I/We further understand that _____ School does not provide any medical insurance coverage for the Child, and that I/we assume all responsibility for payment of any medical expenses (including, but not limited to, doctors' fees, hospital charges, or any other medical or related charges) incurred by the Child due to any injury or _____ School sponsored activity, including athletic events.

I/We hereby agree to hold harmless and indemnify _____ School and the Catholic Diocese of Springfield in Illinois including their employees, volunteers, clergy and religious, from any claims for medical expenses described above.

I/We have read the above Agreement and fully understand the terms and contained herein and agree to abide by its terms.

(Date)

(Parent/Guardian)

(Parent/Guardian)

Handbook policy example:Transfer Students

Students who wish to transfer to our school may be evaluated prior to their admittance to ascertain proper placement and to predict academic success. New students will then be reviewed by the teachers, principal and/or pastor at 3 weeks, 6 weeks, and 9 weeks, with the typical trial period ending after the first quarter of the school year. This trial period provides time for the student to adjust to a new school setting and to demonstrate academic commitment and responsible behavior consistent with (Catholic School Name) standards. In the event that a student does not demonstrate satisfactory academic commitment and responsible behavior during this trial period, the student may be required to withdraw from the school.

Additional procedures for the school:

- It is recommended to meet and interview new families, including the prospective student, before enrollment. An interview should include questions about any special education or support services, academic achievement, any disciplinary issues like suspension or expulsion, reason for leaving the prior school, and reason for coming to your school.
- You might want to wait on enrollment until records arrive in case there is surprising information.
- It is recommended to give a screening assessment, particularly for preK, kindergarten, and students coming from homeschool without records.

Example screeners:

- Brigance (age 3, 4, or 5)
- MAP screening in reading and math (about 20 minutes for each subject) for grades 2 and above
- DIBELS
- QUIC-Quick Inventory of Competency in Communicative Arts, Quick Inventory of Competency in Mathematics (2nd -12th grades)
- EasyCBM
- Kindergarten Readiness Test from Scholastic
- Running records

Records request:

When a new student enters the school, a request form must be sent to the former school asking for the release of records.

A sample record request is included in this section.

Withdrawals:

For those transferring out:

- We cannot hold transcripts until financial obligations are met. IT IS ILLEGAL!
- Follow school laws regarding timelines for sending records

SAMPLE RECORD REQUEST LETTER

NAME OF SCHOOL
ADDRESS OF SCHOOL
CITY, STATE, ZIP
TELEPHONE

To the principal or registrar:

_____ has enrolled in the _____ grade

at _____ School. Please send us a copy of academic, attendance, testing, health, and other pertinent records. Thank you for your assistance.

Sincerely,

Principal

I hereby authorize _____ School to obtain a copy of

_____ 's
(name of student)

_____ Academic & Attendance Records

_____ Health records

_____ Standardized test scores

_____ Special Education Records,

_____ Other

Psychological records and evaluation

From: _____ (name of school)

_____ (address)

_____ (city, state, zip) I certify that I am aware of my right to receive a copy of

these records.

Date

Signature of parent/legal guardian

(This form should be completed when each student is registered. However, **Illinois law does not require a parent signature if a school has a vested interest in obtaining the records.**)

Contact the local public school superintendent for a list of available substitutes in the school district. Area principals' groups often compile a list of available substitutes in the region.

Also, you might advertise in your school newsletter and parish bulletin, and ask each person who applies for a teaching position if they would be interested in being a substitute if they do not find a teaching position. Interview and check references for substitutes.

Each teacher in the building should prepare a substitute folder, which would include the class schedule, daily procedures, and information on supplies in the room like attendance slips, seating charts, manuals, etc. This folder should contain several activities or assignments that can be done by the class in cases of emergency or unexpected absence of the teacher. These activities/assignments need to be updated as the year progresses.

A list of suggested information for the substitute is included in this section.

It is highly recommended that subs be degreed and certified or possess a current Illinois substitute license.

Currently, a substitute license requires a bachelor's degree or higher, but a short-term substitute license only requires an associate degree or higher or at least 60 semester hours from college.

Be sure all subs have signed pre-employment forms (certification and authorization forms, diocesan background checks, etc.) and an application that includes the expectations page - See section on Teacher and Volunteer Applications/Information.

Since all substitute teachers are paid and cannot be volunteers, be sure all subs have completed the Electronic Live Scan Fingerprint criminal history search process using the appropriate forms (*consult with the Office for Safe Environment*) and an application that includes the expectations page - See section on Teacher and Volunteer Applications/ Information.

Safe Environment training (formerly Protecting God's Children) and fingerprinting/background checks are mandatory.

LOCAL LEVEL:

Procedures for paying substitutes and the amount to be paid are developed in each school. However, make sure that the hourly wage equals the current state minimum wage or higher. If paid a daily rate, check the hourly rate by dividing the number of hours worked.

Substitute Teacher/Substitute Aide Personnel Files

Schools are responsible for creating personnel files for substitutes that are kept separately (not with other school staff). Substitute files are NOT reviewed by ISBE or the Department for Catholic Education but should be kept internally nonetheless. All substitute teachers and aides should fulfill these requirements each school year:

Substitute Name: _____ Hire Date: _____

_____ Application (upon hire)

_____ Job Description (upon hire)

_____ Teaching or Substitute License (if applicable)

_____ I-9 (upon hire)

_____ Federal and State W-4s (upon hire)

_____ Emergency Contact Form (upon hire)

_____ Evidence of Safe Environment Training (PGC) (upon hire)

_____ Evidence of Clear Fingerprint Background Checks (upon hire)

_____ Diocesan IT Policy (upon hire)

_____ Diocesan Social Media Policy (upon hire)

_____ Sexual Misconduct Templates 1 & 2 (upon hire after 6/30/23)

_____ Diocesan Policy on Sexual Abuse Agreement Form (every 5 years)

_____ ISP/FBI Sex Offender List Check (every 5 years)

_____ DCFS Background check (CANTS Form) (every 5 years)

_____ DCFS Mandated Reporter Form (annual)

_____ DCFS Mandated Reporter Training On-Line Certificate (annual)

_____ Handbook agreements (annual)

_____ OSHA Bloodborne Pathogens training (annual)

_____ Anti-Harassment Training (annual)

_____ Medical Trainings (*optional* every 5 years) (i.e. ADHD, anaphylaxis, asthma, diabetes, first aid, seizure, life-threatening bleeding)

INFORMATION FOR SUBSTITUTE TEACHERS

1. School hours

- a. Beginning and ending times
- b. Periods or program
- c. Lunch period
- d. Variations in schedule for assemblies and the like

2. Attendance

- a. Where and how to sign in and out
- b. How and to whom absence should be reported

3. Work location (It is advantageous to have a map of the school and grounds with restrooms clearly marked)

- a. Room number
- b. Building
- c. Keys (optional)

4. Duties

- a. Teacher's lesson plans or plan book
- b. Teacher's attendance book/procedures
- c. Daily reports to be made
- d. Name and location of principal, departmental head and/or other teachers who may assist with information
- e. Emergency procedures
- f. Reporting out at end of day and/or assignment
- g. Teacher's extracurricular duties
- h. Where to leave a statement of assignments given, papers received from pupils, papers read and corrected

5. School regulations

- a. Discipline
- b. Rules governing grounds

6. Personal

- a. Location of teachers' restroom, lounge, cafeteria, public telephone, and other facilities
- b. Location for the parking facilities and public transportation available
- c. Food options available for lunch and procedures
- d. Provisions for coat, purse, and other personal belongings

SECTION 54

TAX EXEMPTION

The tax exemption identification number (tax exempt number) is necessary to purchase supplies, materials, etc. for the school. Each school/parish should receive a copy of the Illinois Department of Revenue letter acknowledging that the Catholic schools in the Diocese of Springfield are tax exempt and assigning the tax exempt number.

Are you looking for a copy of Illinois State Sales Tax Exemption Certificate? If so, please contact the **Office for Finances** at (217) 698-8500 to request a copy.

SECTION 55

TEACHER & VOLUNTEER APPLICATIONS/ INFORMATION

Interviewing of candidates is done by the principal and not the Office for Catholic Schools. The principal should also follow the checklist when organizing each employee personnel file. A copy of personnel file checklists can be found on the <https://dio.org/principals/> website.

This is the procedure to use when a candidate/applicant is to sign the Certification and Authorization form that accompanies the *Policy on Sexual Abuse of Minors by Church Personnel* and the *Policy on Working with Minors*:

A. When an offer of employment has been made, the background check is completed, and the candidate is informed the offer is contingent on the satisfactory results of the background check.

OR

B. When a final few candidates for the position have been selected, the candidates are told this is a final step in the interview process and the background check is completed.

Links to the policies and background forms with instructions can be found on the Diocesan websites at <https://dio.org/office-for-safe-environment/> or <https://dio.org/principals/>.

Prior to hiring any applicant, it is very important to contact the applicant's previous places of employment for a reference check. Also, ask the applicant if he/she is under any other contractual agreement.

Included in this section is a suggested list of places to advertise.

For other information pertaining to teacher employment, read the sections "Teacher Interviews" and "Teacher Contracts."

All employees of the school and parish are required to complete the appropriate background check. See Section 2 of this handbook for procedures.

The applications/employee reference forms/expectations pages for teacher/principal employment and the application/reference forms for volunteers are posted under "Human Resources" tab on the <https://dio.org/principals/> website.

WHERE TO ADVERTISE

1. Catholic Education Office/Diocesan Website: <https://www.dio.org/office-of-human-resources/>
 2. ICLE website
 3. Catholic Jobs website
 4. NCEA website
 5. Catholic Times and other Diocesan Newspapers*
 6. Local Newspapers
 7. College Placement Offices
 8. Religious Congregations
 9. Other websites
-

Note: When advertising, be specific, e.g. a degreed/certified teacher and a preference to Catholics.

Job Postings: You will find a section on <https://dio.org/principals/> that allows you to advertise open staff positions throughout the diocese. Once you have filled out the existing template, you will automatically submit it to our diocesan webmaster. He will then post it on the diocesan web site within 24 to 48 hours.

*A list of Diocesan newspapers is below.

ILLINOIS DIOCESAN NEWSPAPERS

BELLEVILLE

The Messenger
2620 Lebanon Ave.
Belleville, Il 62221
(618) 233-8670

CHICAGO

The New World
1144 W. Jackson Blvd.
Chicago, IL 60607
(312) 243-1300
Advertising: (312) 243-4993

JOLIET

Catholic Explorer
St. Charles Borromeo Pastoral Center
402 S. Independence Blvd. Romeoville,
IL 60446-2264
(815) 838-6475
Advertising: (815) 838-6477

PEORIA

The Catholic Post
P.O. Box 1722
Peoria, IL 61656

Street Address:

409 Monroe Peoria, IL 61603
(309) 673-3603

ROCKFORD

The Observer
555 Colman Center Drive
Rockford, IL 61108
(815) 399-4300

SPRINGFIELD

Catholic Times
1615 West Washington Street
Springfield, IL 62702
(217) 698-8500

For information on Teacher Contracts see the diocesan policy handbook **BK3§302.7**.

It is optional to present teachers with a letter of intent in February. This facilitates planning by the principal. Included in this section is a sample letter of intent.

The approved diocesan Teacher Employee Contract will be emailed to principals each winter/spring. If anyone needs a blank copy of the contract at another time, contact the Office for Catholic Schools.

Any teacher/staff member who resigns from their position, whether in the middle of the school year or at the end of a school year, should submit a **written** letter of resignation to the Principal, once the decision to resign is made.

For information regarding **Tenure** see the diocesan policy handbook **BK3§302.8**.

For information regarding **Failure to Fulfill Contract** see the diocesan policy handbook **BK3§302.9**.

SAMPLE LETTER OF INTENT

TO: All Staff Members

FROM: (Principal) DATE:

SUBJECT: Contracts for 20____School Term

Please indicate your intention in regard to continuing on the staff as_____School. This information will then be submitted to our pastor_____and those responsible for developing a budget for the coming year.

__I would like to be considered for a position and contract for 20_____.

__I would not like to be considered for a position and contract for 20_____.

If for some reason you are considering not remaining at_____School, please indicate this now. In fairness to the planning, budgeting, and interviewing process, it is important that we are aware of your plan.

COMMENTS:

If other positions or grade levels are open, I am interested in a change of teaching position. _____

THIS FORM DOES NOT GUARANTEE A CONTRACT WILL BE OFFERED. IT IS A SURVEY OF STAFF NEEDS FOR THE COMING YEAR.

Date_____

Signature _____

Please return this form to (principal) by (date).

For information regarding “Health Examination of School Personnel,” see the diocesan policy handbook Bk3§303.5.

State recognition requires all new employees hired as of July 1, 2018, who work in a building with children aged 6 and under to provide a physician’s statement of freedom from tuberculosis. The statement must be received before December 1 of the first year of employment. If a new employee has proof of a negative TB test from a previous employment, a new test must be performed for this employment.

LOCAL LEVEL:

1. Upon being hired, all new employees hired as of July 1, 2018, and working in a building with children aged 6 and under are to provide a TB test record, which is retained in the personnel file.
2. A physician’s statement of good health & freedom from communicable diseases, preferably a physical with these statements, must also be provided. This statement is retained in the personnel file. It is updated according to local guidelines.

SECTION 58

TEACHER ILLNESS RECORD/ TEACHER ATTENDANCE

Each school shall have a written personnel policy for sick days and personal days. Schools need to be aware of the Paid Leave for All Workers Act of 2024, the Family and Medical Leave of Absence Act of 1993, and the Illinois Family Military Leave Act of 2005. See the attached summary.

In this section is a sample attendance record and leave request form.

Note: If you have someone contemplating Family and Medical Leave, call the Office of Human Resources to determine if they are eligible and what steps to take. Anyone employed for one or more years working 1,250 hours within the year may qualify FMLA. (FMLA forms are posted on dio.org/principals).

Required Faculty & Staff Handbook statements regarding Leaves of Absence

Paid Leave for All Workers Act [required]

Effective January 1, 2024, the State of Illinois has mandated that all paid employees are to receive Paid Leave. Since [Catholic School Name] [vacation/personal] day policy is greater or equal to the State's Paid leave Act, the first 40 hours of (vacation/personal) time given to an employee is designated as paid leave each year for full-time employees, full-time as defined in Diocesan Policy Book Two: The People of God, Policy 500 Employment Relationships. Employees who are regular part-time employees, non-regular part-time employees, or temporary employees as defined in Diocesan Policy Book Two: The People of God, Policy 500 Employment Relationships will earn paid leave at a rate of at least 1 hour for every 40 hours worked. The maximum amount of paid leave under this Act that can be accrued is 40 hours in a year.

Paid leave under this Act may be used for any reason. Paid leave must be requested at least two weeks prior to the use of the time. However, if there is an emergency situation, notification at the time the paid leave is needed is allowed. An emergency situation is defined as anything within reason that is unforeseen and requires the employee to interrupt his or her normal work schedule, i.e. illness of self or child, illness of daycare provider, transportation issues, etc. Paid leave as defined above may be denied due to a conflict with time off requests of another employee in the parish or Catholic school or when it has an impact on the operating needs of the parish or Catholic school.

Paid leave under this Act may not be cashed out. When an employee leaves employment, for any reason, the balance of paid leave under this act will not be paid out unless defined as vacation time.

Sick Days and Personal Days

[Outline your Catholic school's allotment of paid time off for these purposes, making sure that personal time includes the minimum amount as stated in the law above, i.e. 5 days for contracted employees]

Bereavement Leave [required]

[Outline any paid bereavement leave your Catholic school offers]

Per the Illinois Family Bereavement Leave Act, eligible employees are allowed up to two weeks (10 working days) of unpaid bereavement leave over and above the paid bereavement leave to attend the funeral (or alternative service) of a covered family member, make arrangements necessitated by the death of the covered family member, grieve the death of the covered family member, or be absent from work for reasons including a miscarriage, a failed adoption match or an adoption that is not finalized because it is contested by another party, a diagnosis that negatively impacts pregnancy or fertility, or a stillbirth. In the event of the death of more than one covered family member in a 12-month period, the employee will be given up to a total of six weeks of unpaid bereavement leave in a 12-month period. Per the Child Extended Bereavement Leave Act, eligible employees are allowed up to twelve weeks of unpaid bereavement leave if the employee experiences the loss of a child by suicide or homicide. This leave may be taken in a single continuous period or intermittently in increments of no less than 4 hours, but leave must be completed within one year after the employee notifies the employer of the loss. Please refer to the Diocese of Springfield in Illinois §Policy 524: Leaves of Absence, 524.01 Family Bereavement Leave. Book-II-524-Leaves-of-Absence.pdf (dio.org)

Family Medical Leave Act (FMLA) [required]

The Diocese of Springfield in Illinois and its agencies shall allow a continuous family or medical leave of absence of up to 12 weeks within any calendar year for all employees who have at least one full year of service, worked 1,250 hours in the previous year, and who are certified by their doctor to be unable to work due to medical reasons for themselves or immediate family members, or require the leave of absence for child care, including: birth, adoption, or foster care. Please refer to the Diocese of Springfield in Illinois §Policy 524: Leaves of Absence, 524.02 Family/Medical Leave (FMLA). Book-II-524-Leaves-of-Absence.pdf (dio.org)

Domestic and Sexual Violence Leave [required]

Under the Victims' Economic Security and Safety Act (VESSA), eligible employees are allowed unpaid domestic or sexual violence leave for a qualifying reason, with a guarantee of restoration to the same or an equivalent position on return from leave. Eligible employees may take up to 12 weeks of unpaid domestic violence leave within a 12-month period. Please refer to the Diocese of Springfield in Illinois §Policy 524: Leaves of Absence, 524.03 Domestic/Sexual Violence Leave. Book-II-524-Leaves-of-Absence.pdf (dio.org)

Jury Duty Leave [required]

Please refer to the Diocese of Springfield in Illinois §Policy 523: Benefits. Book-II-523-Benefits.pdf (dio.org)

Military and Emergency Services Leave [required]

The Diocese of Springfield in Illinois and its agencies shall allow unpaid leave of up to 12 weeks within any calendar year for all employees who have at least one full year of service, worked 1,250 hours in the previous year, and who have a qualifying exigency arising out of the fact that the employee's spouse, son, daughter or parent is a covered military member on active duty in support of a contingency operation.

The Diocese of Springfield in Illinois and its agencies shall allow unpaid leave of up to 26 weeks within any calendar year for all employees who have at least one full year of service, worked 1,250 hours in the previous year, and who need to provide care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember.

Under the Illinois Family Military Leave Act, eligible employees who are the spouse, child or grandparent of a person called to military service are entitled up to 30 days of unpaid military leave during the time federal or state deployment orders are in effect.

Under the Illinois Civil Air Patrol Leave Act, employees who serve as a member of the Civil Air Patrol and who are called to perform a civil air patrol mission are entitled up to 30 days of unpaid leave.

The agencies of the Diocese of Springfield in Illinois will comply with applicable federal and state law regarding military leave and re-employment rights. Unpaid military leave of absence will be granted to members of the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) and all applicable state law.

Under the Illinois Volunteer Emergency Worker Job Protection Act, employees who serve as an unpaid "volunteer emergency worker" are entitled to an unpaid leave when absent from work in order to respond to an emergency call received prior to the time the employee is scheduled to report to work. Please refer to the Diocese of Springfield in Illinois §Policy 524: Leaves of Absence, 524.04 Family Military Leave. Book-II-524-Leaves-of-Absence.pdf (dio.org)

Voting Leave [required]

(Catholic School Name) may request voting leave prior to the day of any election if his and her working hours begin less than two hours after the opening of the polls and end less than two hours before the polls close. Employees may take two hours of leave during the polling period for the purpose of voting. The time when an employee can go to vote will be at the discretion of the Pastor, consistent with applicable legal requirements.

Election Judge Leave

Appointed election judges will be granted unpaid leave on the day of an election. Employees must provide at least 20 days' written notice of the need for leave and provide documentation demonstrating the appointment and the dates of the required service.

Witness Leave [required]

Employees are given the necessary time off without pay to attend or participate in a court proceeding in accordance with state law. Employees should notify the Pastor or Principal-Minister of the need to take witness leave as far in advance as is possible. (Catholic School Name) reserves the right to require proof of the need for leave to the extent authorized by law.

Blood and Organ Donation Leave [required]

Upon request, an eligible employee will be provided with up to one hour of paid leave to donate, or attempt to donate, blood every 56 days in accordance with appropriate medical standards established by the American Red Cross, America's Blood Centers, the American Association of Blood Banks, or other nationally recognized standards. Upon request, an eligible employee may use up to 10 days of leave in any 12-month period to serve as an organ donor.

School Conference and Activities Leave [required]

An employee will be provided with up to eight hours of unpaid leave during any school year to attend school conferences, behavioral meetings, or academic meetings related to his or her child (including a biological, adopted, foster, or stepchild) if the conference or meeting cannot be scheduled during nonwork hours.

Personal Leave [required]

The Diocese of Springfield in Illinois may allow a personal leave of absence of up to six (6) months, subject to prior approval by the pastor, parochial administrator, Principal-Minister, or agency director, for all full-time and eligible regular part-time employees where other forms of leave are not applicable (please see the diocesan *Book of Policies and Procedures* for full details).

Parental Leave [required]

Employees of the Diocese of Springfield in Illinois and its agencies will receive at least two weeks of paid leave in the event of childbirth or adoption of a child. This policy will run concurrently with Family and Medical Leave of Absence (FMLA), if eligible.

SAMPLE ATTENDANCE RECORD

NAME _____

YEAR _____

DATE ABSENT	HOURS	REASON	SUBSTITUTE

Total personal days used _____

Total sick days used _____

Sick days left for this year _____

Total of accumulated days _____

Comments: _____

SAMPLE LEAVE REQUEST FORM

_____ SCHOOL

Complete this form for any request for leave (other than sick leave) and submit it to the administration as far in advance as possible.

Name _____

Job assignment _____

Date submitted _____

Date of leave _____

Type of Leave Requested:

Personal Leave

Professional Leave

Please give a brief description of the requested leave:

Signature _____

NOTE: If the request for leave is denied, an explanation will accompany the teacher's copy.

REQUEST STATUS (Office Use Only)

Approved

Denied

Principal _____

This section provides materials that may prove helpful when interviewing teacher candidates. Included is information on offering a contract, several sets of sample interview and discussion questions, interviewing techniques, guideline/techniques for teacher interviews, and question to avoid.

Also included is a New Teacher Orientation: Environment and Rules Checklist and a Forms Requirements for New Teachers Checklist.

Criminal background checks and a checking of references are necessary on all prospective employees.

Reminder -

I-9 IDES New Hire Reporting Form: forms must be completed by all employees. *Paylocity automatically does this*, but principals may collect the forms as well.

The New Hire Reporting Form can be found <http://www.ides.illinois.gov> and then search "New Hire Reporting Form" as well as dio.org/principals under Resources -- Human Resources -- Personnel -- Employment Forms. Completed forms are to be returned by FAX 1-217-557-1947, or by U.S. mail to IDES, P.O. Box 19212, Springfield, IL 62794-9212 within 20 days of hiring. Be sure to keep a copy on file along with faxed/mailed date.

The **I-9** forms are to be kept in a separate file in alphabetical order. The **I-9** forms can be found at <http://www.uscis.gov/files/form/i-9.pdf> as well as dio.org/principals under Resources -- Human Resources -- Personnel -- Employment Forms.

NOTE: It is illegal to inquire about what the applicant made in wages at their current/previous job.

Steps Before Offering A Contract

1. Review applications and résumés. Be alert for gaps in the work history and address in the interview.
2. Prior to interviewing, the applicant must sign the Statement of Certification and Authorization on Sexual Abuse.
3. Interview using an interview question form. Some samples are in this handbook. Stick to job performance questions and ask the same questions to each candidate. Pay special attention to the illegal interview inquiries found in this section.
4. Check references carefully. Use the employment reference form on the dio.org/principals.
5. Inform candidate that a physical and TB test are required.
6. It is required that a background check be completed through the Human Resources Office before hiring a candidate.
7. Go over the List of Things to Remember for New Teacher Requirements/Orientation.

INTERVIEW QUESTIONS FOR CATHOLIC SCHOOLS

1. Briefly describe your background, include high school, college, activities you were involved in.
2. Why did you decide to become a teacher?
3. What do you feel are the main priorities in education? What are the main things we should be doing for students?
4. What should be improved in American education as it exists today?
5. What are your main strengths as a teacher? Your weaknesses?
6. Why are you interested in teaching at this school?
7. Why are you leaving your present position?
8. What did you like about working at your last school?
9. What did you not like about working at your last school?
10. Tell me about a memorable child (student) you worked with recently.
11. How would you provide for the individuality of our students?
12. What methods of classroom management do you feel are the most effective for you? (or, tell me about how you handled a specific discipline problem in the past.)
13. What rights and responsibilities do you feel students should assume?
14. What part would you like parents to play in your classroom?
15. Could you describe some particularly tough problems you have had to deal with and how you handled these problems?
16. If you could schedule faculty activities for a year, what would you include?
17. What do you hope to be doing five years from now?
18. Are you a practicing Catholic in good standing with the church?
19. What does it mean to be a teacher in a Catholic school?
20. What does the term Catholic Identity connote to you?
21. What is your response to reading our philosophy/mission statement?
22. Would you feel comfortable preparing children for the sacraments?
23. Who is your pastor, and may we call him for a recommendation?

NOTE: It is illegal to inquire about what the applicant made in wages at their current/previous job.

SAMPLE INTERVIEW CHECKLIST

Professional Personnel

Name: _____

Date: _____

Evaluation Total: _____

Position interviewing for: _____

	Superior	Above Avg.	Average	Bel. Avg.	Poor
Application-Neatness/Completeness	8 7	6 5	4 3	2 1	0
Appearance-Neatness/Grooming	8 7	6 5	4 3	2 1	0
Experience with Youth/Community	8 7	6 5	4 3	2 1	0
Educational Background/Training	10 9 8	7 6 5	4 3	2 1	0
Confidence	10 9 8	7 6 5	4 3	2 1	0
Motivational Techniques	10 9 8	7 6 5	4 3	2 1	0
Maturity/Judgment	10 9 8	7 6 5	4 3	2 1	0
Communication Skills	10 9 8	7 6 5	4 3	2 1	0
Attitude Toward Learning	12 11 10	9 8 7	6 5 4	3 2 1	0
Knowledge of Subject - Teaching Methods	12 11 10	9 8 7	6 5 4	3 2 1	0
Experience	12 11 10	9 8 7	6 5 4	3 2 1	0

Area of specialization and other areas of certification:

(Interviewer)

Recommend Action:

Offer employment (If position available and references are satisfactory.)

Do not offer employment

Additional information needs to determine recommendation. Specifically:

- 1.
- 2.
- 3.

Comments:

GUIDELINES

There are several things to keep in mind when preparing and asking questions. In most cases, it would be well to ask basically the same questions of all interviewees, unless you are pursuing some doubtful area. The questions should be sincere and allow for the interviewee to display his own thinking on the subject. Silence is acceptable. Many times, it allows time for the applicant to prepare his answer or to offer further information. The interviewer should above all be accepting of the applicant's answers and not try to cross-examine him. A variety of questions can make the time spent interesting and productive and can also provide the applicant with a good impression of the school district.

Questions should be clearly asked and have clear intent. Leading questions are rude and unfair. The same may be said for questions which could be answered with a simple yes or no. The interviewer should be careful not to interrupt the applicant, and he should be ready to steer the applicant gently back to the main line of questioning, should the applicant begin to wander around. There may be areas in which an applicant is unwilling for discussion to occur, these will probably be soon evident. Finally, the interviewer should not overlook occasional hints from the applicant which would indicate a negative "bigger picture" than had been given heretofore.

Sometimes an interviewer is so nervous about doing a thorough and fair job that he is distracted from the main goal: to learn about the applicant. In such an instance, the interviewee may remember that a potential friend and colleague sits before him and warmth, courtesy, and encouragement are the order of the day.

THE ACTUAL INTERVIEW

- A. INTRODUCTION - approximately 5 minutes
 1. Greet applicant in a friendly, relaxed manner
 2. Make certain that the interviewer's name is understood by the applicant
 3. Visit informally. Suggested topics;
 - a. Any item in common as discovered from applicant's file.
 - b. Believe it or not - the weather.
 - c. You talk - prove you are human.

- B. PROFESSIONAL - approximately 20 minutes
 1. Determine how the applicant became interested in teaching.
 2. Discuss teaching and/or student teaching experiences.
 3. Attempt to assess the applicant's attitude and knowledge with a few specific questions. The possibilities are endless. Here are some areas that can be developed into interesting questions.
 - a. Reading - coursework, experience, knowledge of methods.
 - b. Opinions regarding student discipline.
 - c. Validity of position that English teachers do poorly in teaching grammar and writing.
 - d. Conceptual approaches to teaching social studies.
 - e. Discover approaches in teaching science.
 - f. The Suzuki method of teaching string instruments.
 - g. Attitudes toward non-teaching duties, administration, and supervision (use finesse in these areas or the applicant may give the desired answer rather than the true answer).
 - h. The use of learning centers.
 - i. How the applicant views his teaching area's relationship to the total school program (does the applicant see the total picture?)
 - j. Team teaching, departmentalization, open concept schools, modular scheduling.
 - k. Feeling about personal accountability.

- C. CONCLUSION - approximately 5 minutes
 1. Distribute brochures, salary schedules, etc. Explain the contents of the materials, the amount of explanation will vary with each applicant.
 2. Make no promises, guarantees, or even suggestions as to the possibility of employment.
 3. Close the interview on a pleasant note.

INTERVIEWING TECHNIQUES

What do I ask?

1. Plan your interview beforehand so you are not formulating question number two while the applicant is answering question number one.
2. Be sure the questions are job-related. You will learn more that is predictive of on-the-job performance.
3. Make the questions open-ended. Questions easily answered by a simple "yes" or "no" tell you little.
4. Ask stress-free questions that give the applicant a chance to tell you what they believe, feel, and do. You do not need to ask "How does it feel to be forty and a failure" to know how a person will act under stress. The applicant will only become defensive. If you want to know, just ask and the person will probably tell you.

How do I ask?

1. Find a quiet, comfortable (but not too) room. (The softer the chair the longer the interview and, unfortunately, there is no direct, positive correlation between quantity and quality.)
2. Move into the structured, planned questions as soon as the applicant is ready. The person knows the purpose of the meeting and has already talked about the weather with the last half dozen interviewers.
3. Save the tour of the building until you have finished the interview. The more you show and tell before you ask and listen, the easier it is for the applicant to know what you want to hear rather than telling you what he/she believes.
4. Ask the same questions of each person interviewed. You have no point of comparison if you don't ask everybody the same questions.
5. Don't ask similar questions too close together. Mingle the questions so the applicant can come at the same issue from several angles. To ask essentially the same question in different ways gives you good evidence of the presence or absence of the quality you see, but do not ask similar questions one after another.
6. Ask your questions, and then listen. In most interviews you can learn more about the interviewer than the applicant because the interviewer does most of the talking. If you talk more than 10% of the time, you are probably talking more than necessary.
7. As you listen, be accepting, non-verbally responsive and non-judgmental. Even and occasional "good," "fine," or "I think so too" adds to the applicant's stress--not so much when you say it, but when you forget or choose not to say it after a particular response.
8. Do not interpret the terms in your questions to the applicant. It may be flattering that the person asks you to tell them what you mean but resist the temptation. You already know what you mean. It's the applicant's interpretation that is important.
9. Do not probe or cross-examine. If you have developed good, job-related, straightforward, thought-provoking, open-ended questions, they will reveal the applicant's thoughts and feelings. Trust your questions. Cross-examination may only lead to defensiveness. If you think of additional questions as you go through your planned questions, wait until you have finished. Then if you need to, ask the additional questions. Chances are by that time you will know more than you need to know, sometimes more than you want to know.

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Continued

How do I listen?

1. Know what you are listening for. What you believe or what you think an outstanding practitioner will say often differs from what an outstanding practitioner does say. Part of what makes a person outstanding is that he/she doesn't think or acts like the average or typical person. To help determine what to listen for, try your questions on your best people in the position in question. Their answers will give you clues as to what to listen for in the responses of candidates. There are many ways to identify the best people for trial questioning, but why not start with the ones you would wish to have another just like.
2. Ask for permission to record the session. Tell the applicant you are recording the interview for later review and consideration. Listen with both ears and a tape recorder. When you playback, you will often be surprised to find that what you thought you heard and what was said are not exactly the same. An interviewer needs a tape recorder to hear the highly crucial though patterns of the applicant.
3. Know your equipment so you are not fumbling.

Is that really all I want to know?

1. Keep one more thing in mind. While interviewing, the most important person in the room is the applicant. Everything you do should be aimed at helping that person relax and enjoy telling you who they really are. After the session, the person should leave knowing he/she has been heard, understood, and appreciated as a unique individual. However, don't forget for whom you are working: if you are interviewing a teacher candidate you are really working for the students to find the person most likely to facilitate their growth. Therefore, if you have any doubts about the candidate's qualifications, give the benefit of the doubt to the students not the applicant. It is not fair to the applicant to expect more than his/her talent allows, and it is certainly not fair to the students to offer them any less than the best. The goal is to set up the applicant for success by knowing them well enough to place them in the right spot.

ILLEGAL QUESTIONS AND THEIR LEGAL COUNTERPARTS		
Subject	Illegal Questions	Legal Questions
National Origin/Citizenship	-Are you a U.S. citizen? -Where were you/your parents born? -What is your "native tongue?"	- Are you authorized to work in the United States? - What languages do you read, speak or write fluently? (This question is okay, as long as this ability is relevant to the performance of the job.)
Age	-How old are you? -When did you graduate from college? -What is your birthday	- Are you over the age of 18?
Affiliations	-To what clubs or social organizations do you belong?	-Do you belong to any professional or trade groups or other organizations that you consider relevant to your ability to perform this job?
Personal	-How tall are you? -How much do you weigh?	-Are you able to lift a 50-pound weight and carry it 100 yards that is part of the job? (Questions about height and weight are not acceptable unless minimum standards are essential to the safe performance of the job.)
Disabilities	- Do you have any disabilities? - Please complete the following medical history. -Have you had any recent or past illnesses or operations? If yes, list and give dates. -What was the date of your last physical exam? -How is your family's health? -When did you lose your eyesight?	-Are you able to perform the essential functions of this job with or without reasonable accommodations? (This question is okay if the interviewer thoroughly described the job.) NOTE: As part of the hiring process, after a job offer has been made you will be required to undergo a medical exam. Exam results must be kept strictly confidential, except medical/safety personnel may be informed if medical treatment is required, and supervisors may be informed about necessary job accommodations, based on the exam results.
Arrest Record	-Have you ever been arrested?	-Have you ever been convicted of _____? (The crime should be reasonably related to the performance of the job in question.
Military	-If you've been in the military, were you honorably discharged?	-In what branch of the Armed Forces did you serve? -What type of training or education did you receive in the military?

New Teacher Orientation

Campus Tour:

- ✓ Faculty restrooms
- ✓ Faculty lounge
- ✓ Faculty Workroom
- ✓ Classroom locations – specifically noting specials (art, PE, technology, etc.)
- ✓ Playground – noting procedures for equipment
- ✓ Faculty parking
- ✓ Church/chapel
- ✓ Introduction to all administrative and support staff
- ✓ Ensure keycard/key to building and classroom is active/provided
 - Note the alarm system and times of activation

Building Procedures: referencing faculty handbook as necessary

- ✓ Faculty hours
 - Procedure if leaving campus during the workday
- ✓ Additional duties
 - Schedules/rotations/calendars
 - Procedure if unable to fulfil responsibilities
- ✓ Daily school routines
 - Prayer
 - Announcements
 - Pledge of Allegiance
 - Attendance
 - Restroom breaks
 - Student lunch periods and procedures
 - Student medications
- ✓ Student and Teacher Dress Code
- ✓ Emergency Plans & Annual Drills
 - Protocol for reporting an emergency
 - School's Crisis Management Plan
- ✓ General Technology
 - WiFi password
 - Sign-in for computers
 - Technology available in classroom
 - Technology support & requests for new technology
 - School website content, classroom webpages, other school apps utilized
- ✓ Student Management System
 - Email account setup

- Electronic grade book
- ✓ Phone access/numbers/extensions/voicemail
- ✓ Physical classroom features
 - Heating and A/C
 - Expectations for cleanliness and waste disposal/recycling
 - Cleaning up bodily fluids
 - Maintenance request procedures

Access to Resources:

- ✓ Classroom and teaching supply requisitions, budget process, saving receipts
- ✓ Computer access and online resources for teachers and student (sign-up)
- ✓ Textbooks, supplemental materials, shared equipment
- ✓ Location and operation of copy machines, laminating equipment, etc.

Student Discipline:

- ✓ Behavior expectations for hallways, lunchroom, playground, church, extra-curricular events & athletic events
- ✓ Establishing and enforcing classroom and school behavior expectations
- ✓ Consequences for behavior and/or academic problems (contact parent, referral)
 - Noting when principal should be made aware

Curriculum/Program:

- ✓ Mentoring support/faculty meetings/team meetings
- ✓ Curriculum guidelines
- ✓ Department planning & collaboration
- ✓ PD opportunities
 - Procedure for registering
 - Title funds available
- ✓ Timetables/schedules/class lists
- ✓ Mass schedule/protocols/procedures/expectations for attendance
 - Noting participation in the Evermode Institute Catechist formation program
- ✓ Field trip procedures
- ✓ Special education procedures and services
 - Profiles and/or ISPs for applicable students with exceptional needs
- ✓ Opening day schedule, appropriate plans, administrative details
- ✓ Homework and grading policies
- ✓ Open house/special programs - expectations & roles

Personal and Professional Decisions and Procedures:

- ✓ Calling in sick and leave requests (personal or professional days)
- ✓ Adjustment to the new job
- ✓ Expectations for sharing with colleagues; what others can do for you
- ✓ Performance review (evaluation)
- ✓ Lesson plan procedures and expectations
- ✓ Classroom assessments, rubrics, and tests as feedback for instruction
- ✓ Subject matter experts in the building
- ✓ Teaching teams and shared responsibilities
- ✓ Grading procedures for day-to-day records; report cards
- ✓ Contacting parents/notes home/meetings/class newsletters

All teachers in a Catholic school in the Diocese of Springfield in Illinois are required, per diocesan policy BK3§303.1.1, to hold a valid and active teaching license and in the subject they teach.

This policy states as follows:

All teachers who teach within Catholic schools must:

- ✦ **Have earned a bachelor's degree**
- ✦ **Maintain an appropriate teaching licensure that is recognized as valid and active by Illinois State Board of Education (may be exempt status)**
- ✦ **Pursue/maintain the appropriate formation through the Diocesan Catechist Formation process**

- ✦ If a veteran teacher was previously hired without a valid teaching certificate, he/she must file a plan indicating that he/ she is actively pursuing a certificate. A copy of this plan must be sent to the Office for Catholic Schools. The principal must annually report to the Office for Catholic Schools any progress made by a teacher regarding their plan.

Information about licensure renewal and requirements can be found on the Illinois State Board of Education website www.isbe.net by clicking on Educator Licensure.

How to Get a Copy of a Teacher's License

If you are a teacher:

1. Log into ELIS on ISBE's website <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx> through the Educator Access link.
2. Once inside your ELIS account, click on "Credentials" from the menu. You should now see your license(s), expiration date(s), and any endorsements.
3. Click "Print" on right side of page, and then "Save as PDF" from the destination dropdown.

If you are an administrator:

1. Log into ELIS on ISBE's website <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx> through the Public Search link (unless you have the IEIN of the applicant, which allows you to use the Administrator Access link).
2. Type in the applicant's first and last name but leave the rest blank.
3. Click on the "view" icon for the applicant. If you are unsure, click all of them until you find a candidate in the correct region.
4. You should now see the license(s), expiration date(s), and any endorsements.
5. Click "Print" on right side of page, and then "Save as PDF" from the destination dropdown or print it.

How to Show Exempt from PD Requirements on a Teacher's License

If you are the teacher:

1. Log into ELIS on ISBE's website <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx> through the Educator Access link.
2. Once inside your ELIS account, click on the pencil icon in the upper right corner of the Home Page. This edits your profile.
3. Select "Update Your PD/Employment Status"
4. For each school year working in a nonpublic school, select "Exempt" from the dropdown menu under each semester.
5. Click "Continue - click to save" when finished.

Teachers in nonpublic schools do NOT have to complete professional development to renew their licenses.

SECTION 61 TEACHER/STAFF EVALUATION AND SUPERVISION

The diocesan policy handbook **Bk3§303.7** gives information regarding teacher supervision/evaluation by the principal.

All schools are to use the evaluation form found at dio.org/principals for teacher evaluation. Guidelines for using this form can also be found at dio.org/principals . It is permissible if a school principal wishes to use other forms in addition to this one with permission from the superintendent.

On all evaluations forms, letters, etc. the date and signature of the administrator and teacher must be included.

Definition of a Reduction-in-Force

Reduction-in-Force - A reduction in force (RIF) occurs when: a parish releases an employee from a contract, does not renew a contract, or releases an employee from at-will employment, due to the elimination of job positions for reasons associated with changes in the parish finances or demographics (enrollment declines and program changes, parish closings), or both. Parishes can RIF probationary teachers/employees and those employees who serve at-will. A RIF within the diocese is, in most cases, considered a permanent layoff where there is no expectation that employees will return to work.

Contact the Office for Human Resources if you need to or are considering a RIF or if you have any questions on the RIF process.

TESTING SERVICES**RELIGION ASSESSMENT**

ACRE: Grades 5, 8, 11/12

All schools and parish formation programs are required to administer the ACRE assessment each year. See diocesan policy Bk3§504.13.

ACRE - Assessment of Catholic Religious Education - is a tool that helps administrators assess how well religious education programs are forming committed Christian disciples. Data from these assessments is essential for strategic planning at the diocesan level, as well as giving local administrators valuable information on how well students understand our faith.

All schools and PSR programs are required to participate in ACRE annually. Testing should be done between February 1 and 28 for students in grades 5, 8 and 11/12. Tests should be administered online. Online testing is recommended due to its efficiency, and reports are ready in less than an hour after submitting tests.

Please visit the NCEA Rise website to learn more about the ACRE Assessment: ncearise.org

Support Phone: 1-800-707-NCEA (6232)

E-mail: help@nceaifg.com

Online order: ncearise.org

Contact Director of Catechesis for general information.

Information on the NWEA MAP Assessment

ALL elementary schools are required to test students in grades 3-8 annually using the NWEA MAP growth assessment in reading and math.

1. Testing is completed online only through the school.
2. When reporting to parents, national school norms are used.
3. Optional testing can be offered in the fall and winter. This is acceptable if it is in addition to the required spring testing. Schools also have the option to test in additional subjects like science and language, but only math and reading are required.
4. Each school must have an assigned **Data Administrator** on file with the Office for Catholic Schools, and that person will have access to most functions in the system. The principal may serve as Data Administrator, or it may be delegated to another individual to oversee the testing for the entire school (like a technology teacher). All student rosters are to be imported into the MAP system prior to each testing window by the school's Data Administrator. Additional users are imported only once (before the first testing window), but student rosters must be imported each time.

Testing windows:

Fall: August 1 – November 30 (optional)

Winter: December 1 – February 28 (optional)

Spring: April 1 – April 30 **Required for ALL elementary schools in the diocese!

ADMISSIONS TESTING

Prior to entering kindergarten or first grade, potential students should be given a readiness test.

Several admissions tests are used throughout the diocese. If you do not have an admissions test for kindergarten, you may want to look at several of these and decide which is best for your school.

- ✦ Brigance K & 1 Screen Curriculum Associates, Inc.
- ✦ Wide Range Achievement Test (WRAT)
- ✦ ABC Inventory
- ✦ Daberon-2 Screening for School Readiness
- ✦ Kindergarten Readiness Test
- ✦ Dallas Pre-School Screening Test
- ✦ Learning Accomplishment Profile
- ✦ VMI Development Tests of Visual and Motor Integration
- ✦ Early Prevention of School Failure
- ✦ Caldwell Preschool Inventory

PUBLIC SCHOOL DISTRICT TESTING SERVICES

Each public school district provides many different testing services. Contact your local district if you are in need of any special testing services. Some services which may be available are:

1. Counseling
2. Gifted Programs
3. Special Education Assessment
 - a. Learning Disabilities Programs
 - b. Occupational therapy
 - c. Physical Therapy
 - d. Psychological Testing
 - e. Speech Therapy
4. Title I

LOCAL LEVEL

For easy access, record in this section the contact person and telephone numbers for each of the above testing services.

Included in this section are:

1. Guidelines for Adoption of New Programs
2. Curriculum Textbook Log
3. Cycle for Updating Curriculum Form
4. Curriculum Review Cycle
5. Religion texts, series, sacramental prep materials and supplemental curricula must be on the Conformity
6. Listing of Catechetical Texts and Series published by the United States Conference of Catholic Bishops. A current copy of the list can be found on <https://www.usccb.org/resources/Current%20Conformity%20List.pdf>.
7. High schools religion curriculum materials must comply with the Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age published by the United States Conference of Catholic Bishops.

GUIDELINES FOR ADOPTION OF NEW PROGRAMS

1. Is the textbook considered current, and do the author(s) and/or consultant(s) have an educational background in the subject matter?
2. Is the philosophy reflected throughout the book consistent with that of our school system?
3. How well does content meet maturity level of pupils?
4. How well does content relate to individual pupil situations? Will it lead them to think out solutions rather than memorize facts?
5. Is the book accurate and adaptable to local course of study?
6. Is the textbook adequately referenced and indexed, and will specific material be easily located by the students?
7. Is the format suitable for level of pupils to be using the book?
8. How attractive is the page layout? Does it leave adequate spacing between words and lines for easy readability?
9. Will the binding and construction of the book withstand rough handling?
10. Where controversial issues may exist, are all sides dealt with fairly and objectively?
11. Are stereotypes avoided in terms of sex, racial, religious, and ethnic backgrounds?
12. Does the teacher's manual clearly define the objectives of lessons, units and sections, and are reproductions of the pupil's pages and lesson plans included?
13. Are there accompanying audio-visual materials such as records, filmstrips, films, tapes, charts, and overhead transparencies? Do they contribute to the instructional program?
14. Have references been listed in such a way that the teachers and students can utilize them easily? Have the references been kept current?
15. If supplied, are the workbooks challenging and easily corrected? Do they reinforce the textbook's major concepts?
16. Are testing materials available, and are they appropriate for an adequate program?
17. Are the unit summaries clear and concise?
18. Will students be challenged and easily corrected? Do they reinforce the textbook's major concepts?
19. Are the more difficult words used by the author defined in an easily understood glossary?
20. Does the publisher intend to offer supplementary bulletins in an effort to keep the context of the text up-to-date? Is consultant assistance readily available, and if necessary, will in-service be provided?
21. Are the teacher's guides well organized and easy to follow?
22. Are the teaching directions in the teacher's guide simple and clear? Can a substitute or beginning teacher use them?
23. Do the guides provide a wealth of instructional and practice exercise suggestions so that the teacher does not have to prepare such materials on his/her own?
24. Are there specific suggestions to help the teacher adapt his/her instruction to the differing needs of children?
25. Are the teacher's guides designed for convenient handling in most teaching situations?
26. Does it utilize instructional techniques that have been proven successful?
27. Is there periodic re-teaching and review practice of the various skills?
28. Are self-help instructional and practice materials provided that do not require continuous teacher direction?
29. Are correlated teaching aids such as filmstrips, games, manipulative materials, duplicating masters, and recordings available?
30. Are specific provisions made for re-teaching those skills in which the testing program shows pupils to be deficient?
31. Does the accompanying testing program assist teachers in assessing pupil mastery of the skills and pinpointing individual needs?

CURRICULUM TEXTBOOK LOG

SCHOOL:

Subject & Grades	Company	Copyright	Year Adopted

The monies from Title Programs are administered by the LEA (Local Education Agency, Public School District). The local ROE superintendent's office will inform you of the proper procedures for receiving these funds.

Also included are the handouts on Special Education Services for Nonpublic Schools and other Federal Programs (from Zachary Wichmann, previous employee of CCI.)

Explanation of Legal Issues Related to Special Needs can be found in the Special Needs section of this book.

For added information: <https://www2.ed.gov/about/offices/list/oii/nonpublic/index.html>

If you have any questions or comments, please feel free to write, call, or email:

Jeanette Malafa
Director of Government Relations
108 East Cook Street
Springfield, IL 62704
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Children's Internet Protection Act (CHIP Act)

On December 21, 2000, President Clinton signed into law the Children's Internet Protection Act (CHIP Acts), included as part of the Consolidated Appropriation's Act, 2001. Section 1711 of the CHIP Act amends Title III (Technology for Education) of the Elementary and Secondary Education Act of 1965 (ESEA) and Section 1721 amends Section 254 of the Communications Act of 1934 (the Universal Service Discounts program).

The major effect of these changes is that schools receiving benefits under these two programs will now be required to have in place and are enforcing a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any computers with Internet access. A technology protection measure is defined as one that "blocks or filters" access to visual depictions that are obscene, child pornography or harmful to minors.

In the first program year that the CHIP Act is effective (i.e. 120 days after enactment) beneficiaries will be required to certify they are "undertaking such actions, including any necessary procurement procedures, to put in place an Internet safety policy that meets such requirements." The FCC anticipates that this year the E-Rate Form 486 will have to be redesigned to have this certification available. They also are considering adding the certification to Form 471 in the future. In the second program year they must certify that they are in compliance with this requirement. But it is important to note that any school NOT in compliance may seek a WAIVER either from the Secretary for Title III or the FCC for E-rate discounts. In the third program year everyone must be in compliance.

Failure to comply: Title III - the Secretary may withhold further payments; issue a complaint to compel compliance or enter into a compliance agreement to bring the recipient into compliance. The secretary may NOT seek a recovery of funds for failing to comply.

Universal Service Discounts - any school failing to submit the annual certification required shall not be eligible for services at discount rates or funding in lieu of services at such rates. Any school that knowingly fails to ensure use of its computers in accordance with certification under the Act shall reimburse any funds and discounts received while out of compliance.

Public Notice; Hearing: An elementary or secondary school, or the school board, local educational agency, or other authority with responsibility for administration of the school, receiving Universal Service Discounts is required to provide "reasonable public notice" and hold at least one (1) public hearing or meeting to address the proposed Internet safety policy. The notice and hearing required may be limited to those members of the public with a relationship to the school.

The CHIP Act requires an expedited time line for the preparation of regulations. The FCC has issued a Notice of Proposed Rule Making and we are examining it at this time. It is possible that the Department of Education will only produce a guidance document for this Act.

USCC lobbied Congress to allow local schools the flexibility to determine whether they wished to use blocking and filtering, an "ethical use contract/policy" or both options. As you can see from the information above, the Congress decided to mandate the third option in our proposal.

New Program of School Repair and Renovation Grants

On December 21, 2000, President Clinton signed on Omnibus Consolidated and Supplemental spending package for Fiscal Year 2001 that includes \$42 billion for education programs. This appropriation bill exceeds last year's levels by \$6.5 billion or 18 percent, making it the largest increase ever in federal education spending.

This spending package contains a new \$1.2 billion program for elementary and secondary school repair and renovation grants. This \$1.2 billion is included in the total amount of \$3.2 billion appropriated for the Title VI (block grant) of the Elementary and Secondary Education Act of 1965 for fiscal year 2001. These funds will become available to states July 1, 2001. New regulations may be necessary to implement this program, and if necessary, would likely be done on an expedited basis.

This new program provides grants to local educational agencies to help them make urgently needed repairs and to pay for special education and technology-related expenses. Funds are to be distributed to states based on Title I LEA grant shares. States will distribute 75% of their awards on a competitive basis to local educational agencies to make urgently needed school repairs, such as repair of roofs, plumbing and heating systems or meeting fire and safety codes. The remaining 25% of a state's award is to be distributed competitively to local educational agencies to use for school renovation related to technology activities authorized under Part B of the EDEA. School districts must apply to the State to receive funding for either purpose.

Participations of Private Schools

This new program provides for the equitable participation of nonprofit, private elementary and secondary schools in repair and renovation activities. The eligible nonprofit, private elementary and secondary schools would be limited to those schools with a child poverty rate of 40 percent or greater. We estimate that this percentage rate of poverty will qualify most, if not all, of our inner-city Catholic schools serving low income disadvantaged students. Private school participation, in general, would be controlled by Section 6402 of the Elementary and Secondary Education Act (ESEA), which provides for the equitable participation of children enrolled in nonprofit private elementary and secondary schools in this Title VI block grant program of ESEA. This provision would allow these schools to receive the following services:

(1) modifications of private school facilities in order to meet the standards under the Americans with Disabilities Act; (2) modifications of private school facilities to meet the standards under Section 504 of the Rehabilitation Act of 1973; and (3) asbestos abatement or removal from such school facilities.

Local educational agencies will choose whether to apply for an IDEA grant, a technology grant, or both categories of grants. Local educational agencies that receive competitive grants for activities authorized under Part B of IDEA would be required to use the grant funds of private school children eligible for IDEA services under Part B of IDEA.

SAMPLE AUTHORIZATION TO EXCHANGE INFORMATION REGARDING SPECIAL NEEDS

(SCHOOL NAME and CITY)

Student Name

Grade

As parent(s)/legal guardian(s) of the student identified above, I (we) authorized that:

(name of specialist or agency) release a copy of my child's evaluation report, IEP or similar plan, and/or other pertinent information concerning my child's special need;

(name of specialist or agency) request and the school provide information required for educational planning, monitoring progress, or diagnostic evaluation; and,

a representative of my child's school participates in evaluation or IEP conferences.

Signature of Parent(S) or Legal Guardian(s)

Date

Name of specialist or agency affiliation Address

Phone

SPECIAL EDUCATION SERVICES FOR NONPUBLIC SCHOOLS STUDENTS IN ILLINOIS

Nonpublic school students receive special education services from public school districts through funds provided by Part B of the *Individuals With Disabilities Education Act* (IDEA). *IDEA 2004* became law on July 1, 2005. It includes several important changes over prior versions of the law.

IMPORTANT CHANGES IN IDEA 2004

Public school responsibility for providing special education evaluations and services for a student attending a nonpublic school has changed. The district where the student's nonpublic SCHOOL IS LOCATED will now provide evaluation and services.

IDEA 2004 requires the public school district to have on-going "timely and meaningful" consultation with officials of the nonpublic schools located in the district. Consultation requires discussion of specific topics concerning special education evaluation and services.

Once "timely and meaningful" consultation is completed, the public school district is required to obtain a "written affirmation" from the non-public school official that the consultation has occurred.

The public school district must spend a "proportional share" of its IDEA Part B funds to provide services for students who attend nonpublic school located in the district.

The "proportional share" is determined by counting the number of students with disabilities who attend public and nonpublic schools in the district. To reiterate: private school students eligible for special education services determine "proportionate share." (See recommendations on page 2)

The public school district may, but is not required to, provide services in a neutral space on nonpublic school property. Location of services is a consultation topic, and if it would better serve the students, ask the district to consider providing services in a neutral space at the nonpublic school.

A complaint process is available when the public school district fails to consult or fails to give due consideration to the views of non-public school officials.

OTHER KEY POINTS INCLUDED IN IDEA 2004

The Public school district must conduct a “child find” to identify, locate, and evaluate students with disabilities who attend nonpublic schools located in its jurisdiction.

As part of its “child find” obligation, the public school district must evaluate a student for whom there is sufficient evidence to suspect a disability.

A parent of nonpublic school student has due process rights related to the “child find” requirement.

The cost of evaluation cannot be counted as part of the public school district’s obligation to provide a proportional share of IDEA Part B funds for services to nonpublic school students.

There is no individual right to special education services from the public school district for a student who attends a nonpublic school.

RECOMMENDATIONS FOR PRINCIPALS REGARDING COUNTING STUDENTS WITH DISABILITIES

In order to allocate a proportional share of funds for services, the public school district must have an accurate count of students with disabilities (all those eligible for special education services) who attend nonpublic school located in the district.

This count needs to be completed and communicated to the district before the proportional share is calculated and before the consultation is completed.

Some districts may want to rely on the count from last year. However, that count may be inaccurate, because prior counts were based on the district in which the students live and because the state had incorrectly asked LEAs to submit only the numbers of students receiving (and not eligible for) services in past years.

Conduct your own count of students with disabilities who attend your school. Report that number to the public school district in which your school is located. Conduct the count as follows.

1. Identify all of the students who have a diagnosed IDEA disability. Include students diagnosed by any public school district. (Note: A district is not required to accept a diagnosis made by a private evaluator.)
2. **Include in the count all students who are eligible for services, even though they may not currently be receiving services or may not need or want services.**

RECOMMENDATIONS FOR PRINCIPALS REGARDING CONSULTATION

If the district in which your school is located does not contact you about the count or consultation, call the district’s special education coordinator to schedule an initial consultation meeting.

Before meeting with the district, review the guidelines for consultation, proportional share, child find and evaluation, and the other requirements.

Sign the “written affirmation” from ONLY after the district has engaged you in “timely and meaningful” consultation and has given your views due consideration. If this has not occurred, do not sign the form and request another meeting to continue consultation. If consultation has not occurred or if the district is uncooperative, do not sign the “written affirmation” form.

Contact your superintendent to discuss a plan of action.

Once satisfactory consultation is completed and a plan for services developed, consider inviting the district’s special education coordinator to conduct an in-service to help your teachers become more proficient with identifying students who may have a disability.

OTHER FEDERAL PROGRAMS

In addition to the Department of Education, other federal agencies operate and/or provide programs that serve nonpublic school students, teacher, and parents, or otherwise affect nonpublic schools.

E-Rate

Probably the most beneficial and well-known of them is the E-Rate program that provides schools and libraries with discounts for eligible telecommunications services. The discounts vary from 20 percent to 90 percent, depending on the economic need and location (urban or rural) of the school. In order to qualify for an E-Rate discount, a school must have an approved (by trained peer reviewers) technology plan and Internet safety precautions as required in the Children’s Internet Protection Act. In order to receive an E-Rate discount the appropriate forms must be submitted by the published deadlines each year. Technology plan templates can and will be provided by the Catholic Conference of Illinois.

The E-Rate program is administered by the Federal Communication Commission (FCC), Schools and Libraries Division. For more information about E-Rate, go to the Schools and Libraries Division (SLD) website, (<https://www.usac.org/sl/>), and Frequently Asked Questions (FAQs) about the E-Rate (<https://www.usac.org/sl/about/faqs/default.aspx>). If you have questions about the E-Rate, call the Schools and Libraries Division Client Service Bureau at 888-203-8100, or fax 888-276-8736. To obtain SLD documents, call 800-959- 0733.

There are also important federal tax and savings benefits provided by the federal government.

Teacher Federal Tax Deduction

The economic stimulus package that President Bush signed on March 9, 2002 includes a significant tax break for educators in public and nonpublic schools. Teachers and other eligible educators in elementary and secondary schools can take an above-the-line tax deduction of up to \$250 for unreimbursed classroom expenses - including books, computer equipment, supplies, and certain other materials and/or equipment used in the classroom. The deduction is available for a kindergarten through grade 12 teacher, instructor, counselor, principal, or aide who works in any school, public or nonpublic, that provides elementary or secondary education, as determined under State law. <https://www.irs.gov/taxtopics/tc310>

The Joint Committee on Taxation estimates the new provision will mean \$409 million in tax savings for educators over the next two years. Nonpublic school teachers, who constitute 12 percent of the nation's teaching force, could collectively save \$49 million (including extended day programs).

Other important details include:

- ~ The most an individual can contribute each year to a Coverdell ESA is increased from \$500 to \$2,000.
- ~ The ability to contribute to a Coverdell ESA phases out for individual taxpayers with modified adjusted gross income (MAGI) above \$95,000 and disappears completely for MAGI above \$110,000. For married couples filing joint tax returns, these limits double to \$190,000 and \$220,000, respectively.
- ~ The final date on which contributions can be made to a Coverdell ESA for any year has been extended to the tax return date for that year (not including extensions). Contributions can be made to a Coverdell ESA set up for a special needs beneficiary after his or her 18th Birthday.
- ~ Assets can be left in a Coverdell ESA set up for a special needs beneficiary after the beneficiary reaches age 30.
- ~ The Hope or lifetime learning credit can be claimed in the same year as tax-free withdrawal from a Coverdell ESA is taken provided that the distribution from the Coverdell ESA is not used for the same expenses for which a credit is claimed.
- ~ Contributions to a Coverdell ESA and a qualified tuition program can be made in the same year for the same beneficiary.

Other federal programs serving nonpublic schools, students, and teachers include:

- ~ Child Nutrition Programs (Department of Agriculture).
- ~ Child Care and Development Block Grant (Department of Health and Human Services).
- ~ Energy Program (Department of Energy).
- ~ Disasters, grants to Facilities (Federal Emergency Management Agency).
- ~ Bloodborne Pathogens (OSHA).
- ~ Workplace Poster Requirements for Private Schools (Department of Labor).
- ~ National Service (Corporation for National Service).
- ~ Humanities Education for Teachers (National Endowment for the Humanities).
- ~ The Use of Non-School Buses for School Transportation (Department of Transportation/National Highway Traffic Safety Administration).
- ~ Approval for Private Elementary Dan Secondary Schools for Non-Immigrant (INS).
- ~ National Endowment for the Arts (NEA).
- ~ Environmental Hazards (Environmental Protection Agency [Asbestos, Safe Drinking Water, Lead in Drinking Water, Indoor Air Quality Management in Schools, Radon Risk Management in Schools, Underground Storage Tanks]). Details Include:
 - ~ An educator eligible for the tax deduction is an individual who is a kindergarten through grade 12 teacher, instructor, counselor, principal, or aide in a school for at least 900 hours during a school year.
- ~ An above the line tax deduction refers to deductions to gross income taken above the bottom line of page 1 of Form 1040. A taxpayer need not itemize deductions (i.e., use Schedule A) to take an above-the-line deduction, and such deductions are not subject to certain restrictions that apply to itemized deductions, such as the 2 percent floor for work-related expense.

Coverdell Education Savings Accounts

Parents, relatives, and/or guardians may also be able to contribute to a *Coverdell Education Savings Account* (ESA) to finance a beneficiary's qualified education expenses.

A Coverdell ESA is a trust or custodial account set up in the United States solely for the purpose of paying qualified education expenses for the designated beneficiary of the account. The designated beneficiary must be under the age of 18 when the account is established, but there is no limit to the number of Coverdell ESAs that can be established for one beneficiary. Contributions to Coverdell ESAs are not tax deductible, but the interest that accumulates is tax free, and withdrawals for qualified expenses are not subject to taxation. Qualified education expenses include:

- Higher Education Expenses* - including tuition, fees, books, supplies, and equipment required for the enrollment or attendance of a designated beneficiary at an eligible educational institution (any college, university, vocational school or other postsecondary educational institution, including public, nonprofit, and proprietary institutions). Reasonable room and board expenses are included as a qualified higher education expense for students registered at least half time (as defined by the institution and the Department of Education) and living on campus. Off campus expenses (not at home) are limited to \$2,500 per year. The student must also be free from federal or state drug felony convictions.
- Elementary and Secondary Education Expenses* - qualified expenses required by a public, nonpublic, or religious school (as defined by state law) in connection with the enrollment or attendance of the designated beneficiary as a student include:
 - Tuition, fees, academic tutoring, special needs services in the case of a special needs beneficiary, books, supplies, and other equipment.
 - Room and board, uniforms, transportation, and supplementary items and services.
 - Family and Medical Leave Act (Department of Labor).
 - Science Education (National Science Foundation).
 - The Americans with Disabilities Act (Title I-Equal Employment Opportunity Commission; Title III-Department of Justice).

For more information on the Coverdell ESA, go to this website for current content:

<https://www.irs.gov/forms-pubs/about-form-5498-esa>

One final extremely interesting, federal program that may benefit certain nonpublic schools is known as Computers for Learning. Through this program nonpublic and public schools, and other nonprofit educational institutions, can obtain surplus Federal computer equipment from federal agencies. Donations from the federal agencies are based upon indications of need. The Computers for Learning program is administered by the U.S. General Services Administration. For more information, go to the Computers for Learning home page at: <https://computersforlearning.gov/>

Schools receiving transportation services are to contact their local school superintendent or the bus company for schedules. Public school buses may transport non-public school students. Bus routes do not have to be redesigned to accommodate non-public students but may include students along the route. If you still need assistance after conferring with your local school district, contact the Office for Catholic Schools.

If any of your students utilize the school bus (whether for regular daily transportation, for field trips, etc.), it is required that a bus evacuation drill be conducted for your students.

Passenger or cargo vans designed to carry eleven to fifteen passengers shall not be used to transport students as prohibited by Illinois state law.

ILLINOIS GUIDELINES REGARDING SCHOOL BUS DRIVERS:

http://www.cyberdriveillinois.com/departments/drivers/drivers_license/schoolbus.html

SCHOOL BUS PERMIT

A school bus permit is required for any individual planning to transport school children grade 12 or below for a public, private or religious school, including nursery schools, if you will drive:

- a yellow school bus or
- any other approved vehicle owned or operated by a school or religious institution used for this purpose over a regularly scheduled route.

APPLICATION

New applicants must:

- Be age 21 or older.
- Possess a valid and properly classified Illinois driver's license or a valid license issued by Indiana, Michigan, Wisconsin, Iowa, Missouri or Kentucky. The valid license must contain an "S" endorsement.
- Possess a valid driver's license for three years immediately prior to the date of your application, which has not been revoked, suspended, cancelled or disqualified.
- Pass an Illinois written school bus driver permit test (valid for one year).
- Pass a behind-the-wheel exam (valid for 90 days) in the type of vehicle you will be driving.
- Pass a physical examination (valid for 90 days), including drug and tuberculosis testing.
- Affirm under penalty of perjury that you have not made a false statement or knowingly concealed a material fact in any application for a permit.
- Complete an initial classroom training course (valid for one year) administered by the Illinois State Board of Education. A refresher course must be taken prior to renewal.
- Not have been under an order of court supervision or convicted of two or more serious traffic violations in the 12-month period prior to the date of your application.
- Not have been under an order of court supervision or convicted of reckless driving, DUI or reckless homicide resulting while operating a motor vehicle within three years of the date of your application.

Continued on next page

- Pass an Illinois specific and FBI criminal background check. Fingerprint results are valid for one year.
- Consent in writing to the release of results of reasonable suspicion drug and alcohol testing by the employer of the applicant to the Secretary of State;
- Not have caused a fatal accident as the result of the unlawful operation of a motor vehicle.
- Not have been afflicted with or suffering from any mental disability or disease within the last five years.

Any individual transporting children in the place of the regular school bus driver must have a permit and a properly classified driver's license.

If you are new to Illinois, you must also provide a state-issued copy of the previous state's driving abstract, showing a three-year continuous driving history. The driving abstract must be issued in the 90-day period prior to your application for a permit.

Persons residing in a bordering state who wish to apply for an Illinois school bus driver permit must possess a properly classified license from Indiana, Michigan, Wisconsin, Iowa, Missouri, or Kentucky and follow the procedures outlined for new applicants.

For school districts or transportation companies that want to learn more about participating in the School Bus Driver Permit program, please call the Secretary of State's Safe Ride Unit at 217-782-7674.

RENEWAL

A school bus driver's permit is valid for one year. Any individual whose school bus permit is more than 30 days past expiration must submit to all the requirements for new applicants. In order to renew your school bus permit, you must:

- Complete an annual refresher classroom-training course administered by the Illinois State Board of Education,
- Pass an annual **physical examination** (valid for 90 days), including drug testing.
- Mail an official application completed by your employer and the appropriate fees paid by personal check or money order to the Secretary of State's office.

It is recommended that all diocesan schools charge tuition, with the amount being decided at the local level based on the cost of educating a child in that school in your area. To assist in calculating what the percentage of the cost to educate a student comes from parish subsidy, a financial assessment form is posted on dio.org/principals under Planning.

Each parish should set aside some money for tuition assistance. It is recommended that an off-site service for financial assistance be used to help qualify families. There are a number of these services, but FACTS and SMART are two such companies frequently used by our diocesan parishes/schools.

The Diocesan “Harvest of Thanks” Capital Campaign has money available for tuition assistance. Individual schools must apply each year through the Office for Catholic Schools in order to receive a share of the designated amount.

Any Illinois resident who is a parent or legal guardian of a student in an Illinois elementary or secondary school is eligible to take a tax credit on their Illinois individual income tax return. Amounts for tuition, book fees, and lab fees in excess of \$250 are eligible for this tax credit. Although schools are not required to provide written receipts, they are encouraged to issue one to each family who has had students attending during the calendar year. A sample receipt form is included in the section. Please contact the Illinois Department of Revenue or the Internal Revenue Service for more up-to-date clarification of the tax credit rules.

Included in this section is a document which explains school tuition vs. donation.

Receipt for Qualified Education Expenses

Attach this receipt to Form IL-1040 to receive an Illinois Income Tax credit.

Calendar year

Received from: _____
Name

Paid to: _____
Name of school

Address

Address of school

City, State, Zip

City, State, Zip of school

Social Security no. of parent or guardian

	Name of Student	Social Security No.	Tuition	Book Fees	Lab Fees	Total
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____

Total _____

School Tuition vs. Donation

Payments made to a parish by parents of children enrolled in a Catholic school may qualify as deductible contributions if they are gifts, i.e., if they are voluntary transfers of funds made with no expectation of obtaining commensurate benefit. Specifically, enrollment in the school must in no manner be contingent on making the payment; the payment must not be made pursuant to a plan (whether express or implied) to convert nondeductible tuition into charitable contributions; and the receipt of the benefit (schooling or reduced tuition payments) must not otherwise be dependent upon making the payment. Rev. Rul. 83-104, 1983-2 C.B. 46, cites the following factors as creating a presumption that a payment is NOT a charitable contribution:

1. The existence of a contract (express or implied) whereby a taxpayer (i.e., parents, etc.) agrees to make a "contribution" and which ensures school admission for the taxpayer's child;
2. A plan allowing taxpayers either to pay tuition or make "contributions" in exchange for schooling;
3. The earmarking of contributions for the direct benefit of a particular individual;
4. The otherwise unexplained denial of admission/readmission of children of taxpayers who are financially able but who do not contribute.

Additional adverse factors include:

5. The absence of a significant tuition charge;
6. Substantial or unusual (different from that applied to non-parents) pressure applied to parents of children who attend school;
7. Contribution appeals made as part of the admissions or enrollment process;
8. The absence of significant school revenue sources other than parent contributions; and
9. Other factors suggesting a contribution policy created as a means of avoiding characterization of payments as tuition.

Situation 6 of Rev. rul. 83-104 sanctions differential tuition for parishioners and non-parishioners in certain limited circumstances. The parish received contributions from all its members. These contributions are available to support all parish activities, a substantial portion of which are unrelated to the school. The parish has full control over the use of the contributions it receives. Most parish members do not have children in the school. The methods of soliciting contribution from parishioners with children in the school are the same as the methods of soliciting members without children in the school. No tuition is charged to parishioners, but non-parishioners are charged tuition. In this situation, IRS concluded that the contributions made by parishioners with children in the school are ordinarily deductible, unless there is a showing that contributions by parishioners with children in the school are significantly larger than those of other parishioners. [IRS has indicated in other rulings that it will compare parental giving levels to non-parental giving levels in evaluating deductibility of payments. See PLR 9004030, (October 31, 1989 - released January 26, 1999).]

Any attempt to link school enrollment or tuition reductions/benefits to parish contribution or level of parish contribution jeopardizes the deductibility of contributions by parishioners who benefit from such practices. Various labels given to parish contributions, e.g., sacrificial giving, tithing, negotiated tuition, stewardship, minimum giving, etc., are not determinative of deductibility. Further, parishes cannot qualify under Situation 6 by defining parish "membership" (or otherwise qualifying for reduced to no tuition) according to level of contribution. All such practices undercut parish claims that parish contributions are "gifts", the *sine qua non* of charitable deductibility.

SCHOOL FINANCE ASSESSMENT SUMMARY FORM

School _____ Date _____

	TWO YEARS AGO	LAST YEAR	CURRENT YEAR	PROJECTED FOR NEXT YEAR
Total School Expenditures	_____	_____	_____	_____
Divide by Total Number of Students	_____	_____	_____	_____
=Cost per Student	_____	_____	_____	_____
Total School Revenue	_____	_____	_____	_____
Subtract Total School Expenditures	_____	_____	_____	_____
=Parish Subsidy	_____	_____	_____	_____
Parish Subsidy	_____	_____	_____	_____
Divide by Total School Expenditures	_____	_____	_____	_____
=Percent of Parish Subsidy	_____	_____	_____	_____
Parish Subsidy	_____	_____	_____	_____
Divide by Total Parish Income	_____	_____	_____	_____
=Percent of Parish Income	_____	_____	_____	_____
Total School Revenue	_____	_____	_____	_____
(from tuition, book fees, activities, etc.)				
Divide by Total School Expenditures	_____	_____	_____	_____
=Percent of School Subsidy	_____	_____	_____	_____
from tuition and other fees	_____	_____	_____	_____
Total All School Fundraising Activities	_____	_____	_____	_____
Divide by Total School Expenditure	_____	_____	_____	_____
=Percent of School Fundraising	_____	_____	_____	_____
Subsidy	_____	_____	_____	_____

Included in this section is a list of criteria used by the schools' office to assess viability. These include enrollment, finances, and accreditation.

June 20, 2012

Benchmarks	Criteria	Strategies/Interventions for at risk
1. Enrollment	K-8 enrollment of at least 135 (average of 15 per classroom)	<ol style="list-style-type: none"> 1. Gather and analyze all enrollment data 2. Visit to each school below the benchmark criteria 3. Assist schools on the enrollment management piece
2. Finances	Within each school, categories of support come from tuition, parish and fundraising, accounting for the cost to educate a student.	<ol style="list-style-type: none"> 1. Gather and analyze data from the Office for Finances and conduct further analysis of "at risk" schools 2. Complete enrollment grade progression chart 3. Analyze fundraising efforts and encourage further development of annual funds and planned giving efforts 4. Review tuition rates, collection process, and uncollected tuition 5. Review budget with pastor and administrator 6. Work with each school below the benchmark criteria on its development and marketing efforts <ol style="list-style-type: none"> a. Promote/market one unique curriculum area expertise 7. Encourage "at risk" schools to find a development director (paid or voluntary) 8. Review the staffing numbers to see if reduction could be made 9. Review number of students per classroom to see if too few 10. Make sure school are using all available federal, state, and diocesan funds 11. Encourage parish to increase stewardship efforts with the assistance of the Office for Parish Vitality and Missions Advancement
	Current on their bills due to the diocese (within 3 months)	<ol style="list-style-type: none"> 1. Gather and analyze data from the Office for Finances 2. Collaborate with the Office for Finances to improve collections on debts and stop further debt growth 3. Follow all items under criteria listed above
3. Completion of accreditation process	Approval in all areas of the educational review	<ol style="list-style-type: none"> 1. Notification of deficiencies in educational review report 2. Periodically monitor progress on correcting deficiencies 3. After 1 year--no certificate of approval and information passed on to the Superintendent of Catholic Schools and the Bishop

Note: Any school below benchmark criteria in one or more areas will be required to work with the Office for Catholic Schools to improve its viability.

SECTION 68

VISITOR GUIDELINES

- ◇ Post signs at every entrance stating all visitors must report to the office. This enables the principal to know when visitors are in the building.
- ◇ All visitors should sign in (keep visitor's log for 1 year) and put on a visitor's badge or other form of identification while in the building.
- ◇ If the police come to see a student, suggest they contact the student at home rather than during school time. Notify a parent or guardian before allowing police to question a student. (Refer to your handbook policy.)
- ◇ If the Department of Children and Family Services arrives to see a student, they must be allowed to do so. However, the principal should be present while the student is being questioned, and the DCFS workers may be asked to complete a form regarding their visit.
- ◇ Always ask to see proper identification from police, DCFS, etc. before complying with any request.
- ◇ Feel free to call the Office for Catholic Schools for advice concerning visits from police, DCFS, etc.

SECTION 69

WELLNESS POLICY

All schools participating in the federal nutrition program (breakfast, lunch and milk programs) are to have a Student Wellness Policy according to federal mandate. The school may develop its own policy, work with its local school district to develop one, or use the diocesan policy template. (Diocesan Handbook Policy **Book3§408.15**).

A copy of the Diocesan Wellness Policy template can be found at dio.org/principals. Schools wishing to use the diocesan template should fill out parts with blanks for personal information, and it is recommended to put the school's name and logo on the title page. Please contact the Office for Catholic Schools for an editable Microsoft Word version of the diocesan policy.



United States
Department of

DATE: July 12, 2011

Agriculture

MEMO CODE: SP 28-2011 - Revised

Food and
Nutrition
Service

SUBJECT: Child Nutrition Reauthorization 2010: Water Availability During
National School Lunch Program Meal Service

3101 Park
Center Drive
Alexandria, VA
22302-1500

TO: Regional Directors
Special Nutrition Programs
All Regions

State Directors
Child Nutrition Programs
All States

This memorandum provides questions and answers to update the Child Nutrition Reauthorization 2010 implementation memorandum SP 28-2011, Water Availability During National School Lunch Program Meal Service. The Healthy, Hunger-Free Kids Act of 2010 (the Act), Public Law 111-296, establishes a requirement for making water available to children in the National School Lunch Program (NSLP). The purpose of this memorandum is to provide guidance on the implementation of this provision.

Section 203 of the Act amends section 9(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. (1758(a)) by requiring that schools participating in the NSLP make potable water available to children at no charge in the place where lunch meals are served during the meal service. There are a variety of ways that schools can implement this requirement. For example, schools can offer water pitchers and cups on lunch tables, a water fountain, or a faucet that allows students to fill their own bottles or cups with drinking water. Whatever solution is chosen, the water must be available without restriction in the location where meals are served. Schools should be working toward developing a reasonable method to implement this requirement.

While potable water is required to be made available to students, it is not considered part of the reimbursable meal and students are not required to take water. There is no separate funding available for this provision and reimbursement may not be claimed. However, reasonable costs associated with providing potable water would be an allowable cost to the non-profit food service account.

We understand that some food service areas and/or procedures may require significant changes to properly incorporate this provision. We also recognize the range of complexities that may be involved in a school's ability to implement this provision. Therefore, we encourage schools to comply with this requirement as soon as possible, but not later than the beginning of School Year 2011-12.

The Food and Nutrition Service (FNS) plans to issue a proposed rule regarding water availability in conjunction with the proposed nutrition standards for all foods sold in schools. FNS has issued separate guidance to implement a similar provision in the Child and Adult Care Food Program (CACFP 20-211, 5/11/2011).

State agencies should direct any questions concerning this guidance to the appropriate FNS Regional Office. Regional Offices with questions should contact the Child Nutrition.

Original Signed

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Director
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Attachment