



DIOCESE OF SPRINGFIELD IN ILLINOIS
OFFICE FOR CATHOLIC EDUCATION

PRINCIPALS' HANDBOOK

REV. 6/2022

A GUIDE FOR PRINCIPALS TO OPERATE A SCHOOL



Catholic Schools
Faith. Excellence. Service.

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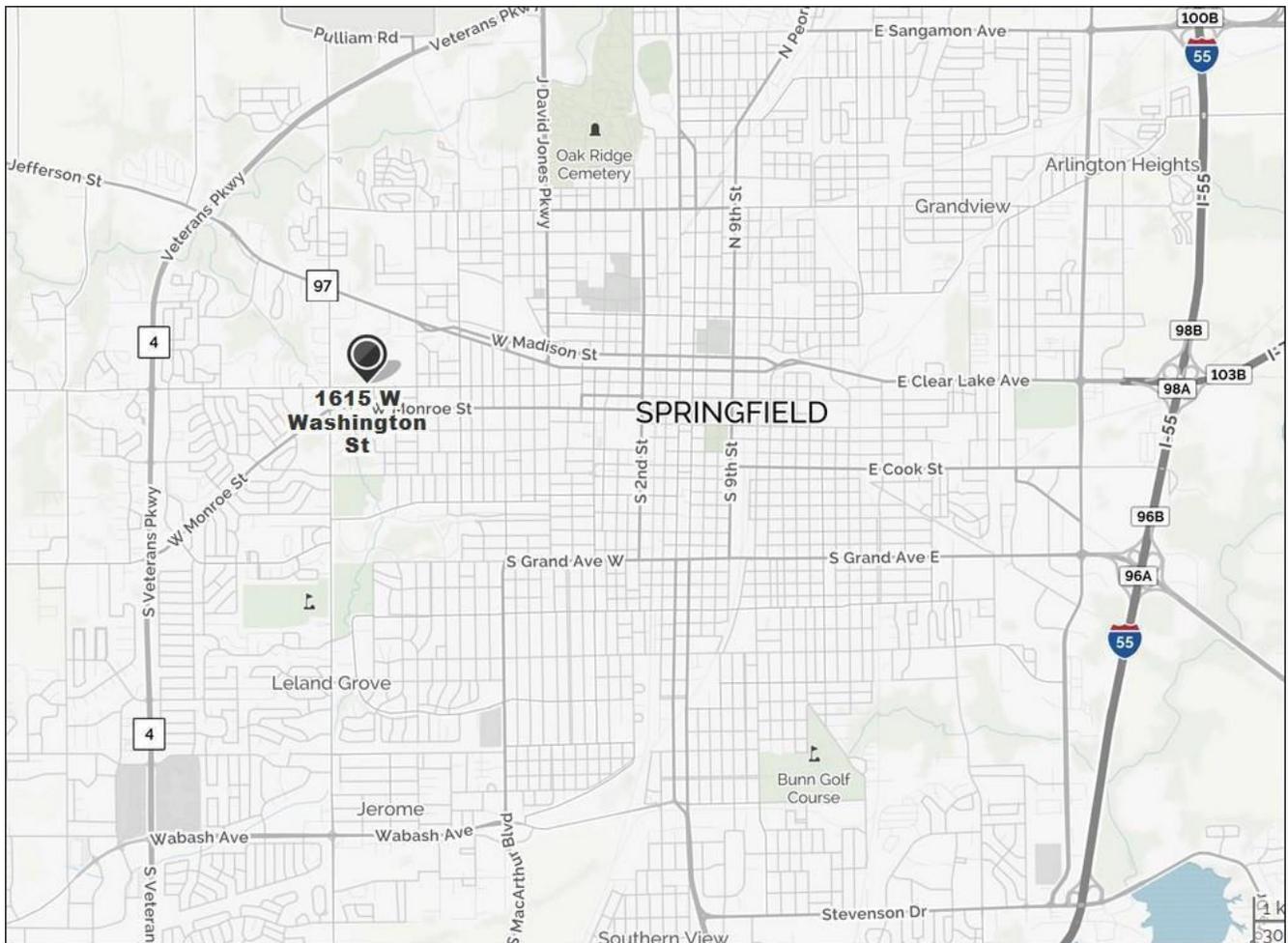
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MAP LOCATING CATHOLIC PASTORAL CENTER



Springfield, Illinois

You can also scan this QR code with your smartphone camera for Google maps driving directions to our Curia offices.



INTRODUCTION

This handbook was compiled to assist the principal in school management. It does not contain everything required for administration, but it does include enough practical information to be genuinely useful. An overview of the handbook topics is provided to help you in searching for information.

How to find a section in the handbook:

*The **Table of Contents** has embedded direct links to each section and at the bottom of the page is a clickable link back to the Table of Contents.*

OR

*Press the keys **Ctrl + F** to search a specific word/term throughout this handbook.*

Policies referenced are from the “Handbook of Policies from Book #3: The Teaching Office of the Church”, June 2016.

*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 diocesan *Handbook of Policies for Book 3: The Teaching Office of the Church*.
- Get to know the school's staff, teachers, and parents.
- 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 K and 5.
- Schedule vision and hearing screening for all students.
- Schedule MAP Assessments details.
- 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, and goals for the upcoming year.)
- Survey the building to make sure summer maintenance projects have been completed. Check bell system and fire alarms.
- 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
 - Volunteers
 - Transportation
 - Cafeteria
 - Insurance
 - Emergencies
 - School calendar
 - Field Trips
- Publish non-discriminatory policy in the parish bulletin.
- Schedule fire and tornado drills.
- Confer with new teachers.
 - Confirm teaching certificates, physical exam report, etc.
 - Explain details of school routine.
 - Follow through with the orientation.
 - Assign mentors
 - Plan regular meetings with them to "check in"
- Organize information to give to teachers.
 - Details of school routine.
 - Report of homeroom enrollment.
 - Publication of regulations governing teachers and students...faculty handbook and student handbook
 - Instruction concerning attendance, lost and found, etc.
- Discuss procedures with the school secretary.
 - Registrations materials.
 - Enrollment lists.
 - Classroom rosters.
 - Office routines.
 - Mail.
- Plan emergency procedures for snow days and early dismissal. Inform teachers and parents.

SEPTEMBER CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
- 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
- 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/schedule Reconciliation Services and opportunities for confession for students. (e.g. Advent and 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.
- Order religion assessment (current version of ACRE) materials per Office for Catholic Schools
 - FACULTY MEETING:
 - Discuss procedure for school pictures.
 - Discuss process for teacher observation and evaluation
 - Plan special events for October.
 - Explain fire drills for the fall.

OCTOBER CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
- Plan parent-teacher conferences by consulting with teachers and parents regarding time and frequency.
- File tuition assistance requests from Harvest of Thanks, Springtime of Hope capital campaign.
- 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 Iowa Assessment results with faculty and parents.
 - Complete plans for parent-teacher conferences.
 - Plan for All Saints' Day.
 - Review fire drill procedures.
- Establish a format to evaluate existing curriculum programs. Make certain a schedule is established for a different subject each year. Assess textbook/eBook needs.

NOVEMBER CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
- 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 such as 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 Professional Development.
 - FACULTY MEETING:
 - Complete plans for Christmas activities.
 - Distribute gifts to teachers and staff; hold a celebratory meal or event.
-

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 diplomas, awards, and certificates.
 - Meet with individual teachers to discuss their progress with respect to the supervision and 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.
 - Submit Catholic Schools Week article/ad to *Catholic Times*.
 - Implement Catholic Schools' Week activities.
 - Plan for and set date for Open House in upcoming months.
 - FACULTY MEETING:
 - Review Catholic Schools' Week activities.
 - Discuss report cards and distribution.
 - Consider reports given by various committees, such as new textbook adoptions, missions, 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.
- Conclude teacher observation and evaluation.
- 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.)
- Begin work on next school year budget with finance planning committee.
- Administer REQUIRED religion assessment (ACRE grades 5,8,11/12) February 1-15 and send answer documents for scoring.
 - FACULTY MEETING:
 - Evaluate Catholic Schools Week activities.
 - Confirm recommendations for textbook adoption.
 - Plan Lenten activities

MARCH CHECKLIST

- Complete ACRE Assessment of religion for grades 5, 8, 11 or 12 (required).
 - Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
 - Register kindergarten students for the coming year.
 - Inventory student forms and supplies.
 - Order textbooks.
 - Develop school calendar for upcoming school year.
 - Include MAP assessment dates for Fall, Winter and Spring Grades, 3, 5, 7 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.
 - Plan tornado drills.
 - 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)
 - Send out teacher survey to determine who is hoping to return for the upcoming school year, any hopes to change positions or other suggestions.
 - Begin the process of posting teacher/staff openings for the upcoming school year. Develop and interview committee, time frame, questions, etc.
 - **FACULTY MEETING:**
 - Discuss plans for Learning Fair/Science Fair/etc.
 - Plan vocation project.
-

APRIL CHECKLIST

- Complete MAP Assessment for grades 3, 5, 7 (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.
- Begin plans for next year: staff, calendar, ordering, etc.
- Attend Principal Leadership Conference.
- **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.

MAY CHECKLIST

- Schedule meeting with the pastor. Attend meetings of school board, finance council and parent's club.
- Plan graduation activities, awards day, May crowning, and end of the year activities.
- Inform teachers of end of the year duties: inventories, ordering, needs, keys, etc.
- Complete retention list.
- 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.
- File Capital Campaign request for professional development.
- 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.
 - FACULTY MEETING:
 - Plan awards day, May Crowning, graduation and any other activity scheduled.
 - Discuss closing days of school activities.
 - 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.
- Calendar Addendum due by June 30th to the Office for Catholic Schools.
- 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 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.
- FILE CAPITAL CAMPAIGN REQUESTS FOR PROFESSIONAL DEVELOPMENT. (Final deadline is June 15th)
- 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 attend safe environment training (*Protecting God's Children for Adults*) 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* and the *Policy on Working with Minors* which can be found on the Diocesan website at www.dio.org. Both policies listed and the appropriate background forms designated for employees of the school and parish employees and volunteers of the school/parish listed below are available from the Diocesan Office for Safe Environment or on the above website.

Mandated Report Training

All school employees (including coaches, janitors, cafeteria personnel, aides, etc.) are required to complete mandated reporter training annually. The Illinois **Online Mandated Reporter Training** can be found at <https://mr.dcfstraining.org> under the “Safe Kids” tab click on “Reporting Child Abuse and Neglect” then, on the right side of that page you will see “Online Mandated Reporter Training”. Click on that to start Mandated Reporter training. 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 Hot-line 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 interactive training 3. A post-training assessment 4. A Certificate of Completion.

Criminal History Check Procedure for Employees of the School

Electronic Live Scan fingerprint criminal history checks are required for all employees of a school including educators effective July 1, 2007. To begin the process school employees/applicants must complete the *Diocese Certification Form*, the *Department of Children and Family Services Child Abuse and Neglect Tracking System (CANTS) Form*. Live Scan fingerprint checks can be completed at any electronic fingerprint site approved by the Diocesan Office for Safe Environment.

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 the Diocese Certification and Authorization Document, Criminal History Background Search Form, and the Department of Children and Family Services Child Abuse and Neglect Tracking System (CANTS) Form.

Protecting God's Children 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 the Virtus® Protecting God's Children for Adults Training.

REPORTING CHILD SEXUAL ABUSE:

1. **If the abuse is alleged to have been committed by Church personnel as stated in Article VIII, Section 1 of the Policy on Sexual Abuse of Minors by Church Personnel: “Everyone who has reasonable cause to suspect an incident of sexual abuse of a minor by Church personnel has a serious moral obligation to report the allegation to the appropriate public authority and to the Victim Assistance Coordinator, or in the Victim Assistance Coordinator’s absence, to the Vicar General.”**
2. **Also report the abuse to the Abuse Hot-line 1-800-25-ABUSE or 1-800-252-2873.**

ABUSE HOTLINE 1-800-25A-BUSE
(1-800-252-2873)
(1-800-358-5117 TTY)
(1-217-524-2606 if calling from outside of Illinois)

Any person who knowingly transmits a false report to the department commits the offense of disorderly conduct under subsection (a)(7) of Section 26-1. Included in this section is an Acknowledgement of Mandated Reporter Status form. This form should be signed by all school personnel at the time of hire and kept in their personnel file.

Also included is a check list for mandated reporters. This checklist can be used as a guide when reporting an incidence of child abuse or neglect. A written copy of the report of child abuse and neglect should be sent to the Department of Children and Family Services, with 24 hours of the report.

The list of “mandated reporters” required by the Act to report child abuse and neglect has been broadened and clarified to now include “school personnel (including administrators and both certified and non-certified school employees).”

If an allegation is raised to a school board member during the course of an open or closed school board meeting that a child who is enrolled in the school is an abused child, the member shall direct the school administrator to comply with the requirements concerning the reporting of child abuse.

Illinois Department of Children and Family Services
Springfield Headquarters
406 East Monroe
Springfield, IL 62701-1498

In regard to appropriate civil authorities for victims to report sexual abuse, the following is advised:

1. If the victim is still a minor, then DCFS would be an appropriate agency to contact. Since DCFS has very limited jurisdiction, hopefully they will direct the person to the appropriated agency if they cannot handle the case. Caveat: if you publish the DCFS toll free number, please ensure that you include the cautionary language about false claims that is required by state law.
2. Regardless of the age of the victim, the applicable State’s Attorney’s office would also be an appropriate agency to contact.
3. Regardless of the age of the victim, the Illinois State Police would also be an appropriate agency to contact.
4. Regardless of the age of the victim but depending on where the person lives, either the local Police or Sheriff’s Department would also be an appropriate agency to contact.

Guidelines for Calling the Child Abuse Hotline

Mandated reporters and other persons should call the Hotline when they have reasonable cause to suspect that a child has been abused or neglected. The Hotline worker will determine if the information given by the reporter meets the legal requirements to initiate an investigation.

Criteria needed for a child abuse or neglect investigation

- The alleged victim is a child under the age of 18.
- The alleged perpetrator is a parent, guardian, foster parent, relative caregiver, paramour, any individual residing in the same home, any person responsible for the child's welfare at the time of the alleged abuse or neglect, or any person who came to know the child through an official capacity or position of trust (for example: health care professionals, educational personnel, recreational supervisors, members of the clergy, volunteers or support personnel) in settings where children may be subject to abuse and neglect.
- There is a specific incident of abuse or neglect or a specific set of circumstances involving suspected abuse or neglect.
- There is demonstrated harm to the child or a substantial risk of physical or sexual injury to the child.

Information the reporter should have ready to give to the Hotline

- Names, birth dates (or approximate ages), races, genders, etc. for all adult and child subjects.
- Addresses for all victims and perpetrators, including current location.
- Information about the siblings or other family members, if available.
- Specific information about the abusive incident or the circumstances contributing to risk of harm—for example, when the incident occurred, the extent of the injuries, how the child says it happened, and any other pertinent information.

If this information is not readily available, the reporter should not delay a call to the hotline.

**Illinois Child Abuse Hotline
1-800-25-ABUSE or 1-800-252-2873
1-800-358-5117 (TTY)
217-524-2606 if calling from outside Illinois**

The Hotline operates 24 hours per day, 365 days a year. Reporters should be prepared to provide phone numbers where they may be reached throughout the day in case the Hotline must call back for more information.



Illinois Department of Children & Family Services

ACKNOWLEDGMENT 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 Hotline number at 1-800-25-ABUSE (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 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. 11/2012

Office of the Director
406 E. Monroe Street • Springfield, Illinois 62701



- ◇ Post signs at every entrance stating **all** visitors must report to the office. This enablesthe principal to know when visitors are 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.
- ◇ 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.
- ◇ 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.

All accidents and injuries should be documented whether minor or major. For student accidents, refer to **Section 52: 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.

INCIDENT REPORT

Date _____

Grade _____

Dear _____

Today your child _____ was involved in the following incident in school:

This took place at _____ o'clock, during _____

The staff member supervising the children at that time was _____

We tried to reach you by telephone but were unsuccessful because: _____

We gave your child the following first aid: _____

If you want more information about this incident, please call the school and ask to speak to . _____

Sincerely,

Principal

To ensure our records being up-to-date, please complete and return to the school:

Current home phone: _____

Current workphone: _____

Name and phone of relative or neighbor to call in an emergency _____

Signature



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.

Attendance at the Administrators' Academy is a requirement for certification renewal for public school principals, but it is not a requirement for non-public school principals. The Administrators' Academy does welcome non-public school principals and it is recommended that these very worthwhile sessions be attended.

For more information about the academy, contact your local Regional Office of Education or the Illinois State Board of Education.

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 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.

Anyone working on the building, such as painters, plumbers, or others, is to be informed of the asbestos and sign the Asbestos Management Plan.

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 Principals.dio.org. 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 Principals.dio.org 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.**

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).

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. Attend a Protecting God's Children session.
2. Go through a background check.
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>)

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 web site at Principals.dio.org .

Suggested Awards and Recognition Ceremonies:

- Academics
- Honor Roll
- Athletics
- Student of the Month/Week
- Behavior
- Teacher Appreciation
- Graduation/Promotion
- Volunteer Recognition
- Service Recognition for Educators

Since awards and recognition ceremonies differ in each school, include local guidelines in this section.

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. 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.

In this section are sample forms for a Before and After Care program. Every school should have policies concerning early arrival and dismissal.

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 purchase 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§207.1** "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.

SAMPLE LETTER TO PARENTS

Dear Parents:

There has been sufficient response to the before and after school program survey to warrant beginning a pilot program, hereafter known as _____ Extended Day Program. It will start on the first day of school, August _____, 20____.

This program is a service to parents whose working hours do not coincide with their children's school hours. It will be open to _____ students only. While we will not be able to accommodate every child or every parent's schedule, we do hope to offer a program that will serve many.

The _____ Extended Day Program is offered on school days ONLY, both full days and half-days. It will NOT be open on HOLIDAYS, TEACHER IN-SERVICE DAYS, or SNOW DAYS. With the exception of snow days, these days are posted in the school calendar which is given out at registration in August. The program will run both before and after school. You may sign up for either program or both.

_____ Extended Day Program opens at 6:30 a.m. and will receive children until 7:45 a.m. *All children arriving any time before 7:45 a.m. will be required to sign up for before school care.* We want to totally eliminate the problem of children standing outside of school unsupervised in the mornings. The afternoon program will run from the close of school until 6:00 p.m.

This program is to be self-supporting. All expenses, such as the caregivers' salaries, supplies, snacks, and paper, are met from the fees charged. No funds will come from the church or school. A flat weekly fee will be charged. This fee will be reduced during weeks when school is not in session the full five days. An additional fee will be charged on half-days. No refunds will be made for illness or vacations. If space permits, parents may sign up for part-time care for their children. That rate per day will be 1/5 of the full-time weekly rate. Preference will be given to those requiring full-time care or to those will to pay full-time rates for part-time care.

The fees are:

	Before School	After School	1/2 Days After
1 Child	\$10.00/wk	\$22.50/wk	\$ 9.00/day
2 Children	\$15.00/wk	\$33.75/wk	\$13.50/day
3 Children	\$20.00/wk	\$45.00/wk	\$18.00/day
4 Children	\$25.00/wk	\$56.25/wk	\$22.50/day
5 Children	The fifth child is free. God bless you!!		

All fees must be paid at the beginning of each week. If a child is not picked up by 6:00 p.m., the parent will be charged an additional \$1.00 per minute. This is to protect and compensate the staff.

The adults working for _____ Extended Day Program will be carefully screened and interviewed by our principal, _____, and our pastor, _____.

MORNING: Parents are required to escort their children into the designated room via the designated door. Students will be signed in and use the time to study, play board games, etc. Since students will be arriving at different times, it will be difficult to do group activities. No snack or drink will be served. Students are allowed to bring any food that does not require special preparation by our staff.

AFTERNOON: Students will report to the designated room and will have the opportunity to change into play clothes. The time will be organized according to grade levels. All students will eat a snack, have time for active play (outside or in the gym), and quiet play (board games, crafts, etc.). There will also be a time to study, do homework or read.

At this time, we are asking parents for a commitment to _____ Extended Day Program for the 20 - 20__ school year so that caregivers can be hired, and a working fund can be established to purchase supplies and materials for that program. To reserve a space for your (child(ren), complete the registration form by May __, 20__ and return it with a NONREFUNDABLE \$15 deposit. If you are interested in serving on the planning committee for _____ Extended Day Program, please complete the bottom portion of the registration form.

Sincerely,

_____, Principal

_____, Pastor

Parish Pastoral Council

School Board

**SAMPLE REGISTRATION FORM
Extended Day Program.**

Please return this form to the school office by ____, 20__.

FAMILY NAME _____

Name of Child

Current Grade

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Sessions that the child(ren) will normally attend and the time they will be brought in the morning and picked up in the evening.

Morning Session _____
Afternoon Session _____

___ My child does not need full-time care, but I am willing to pay full-time rates to reserve a space for him/her

___ I would like to reserve a space for part-time care should an opening be available.

A check for the \$15.00 non-refundable deposit is enclosed.

Parent's Signature

Date

___ I would be willing to serve on the planning committee for the extended day program. My day phone number is

_____.

PRIMARY CAREGIVER
SAMPLE JOB DESCRIPTION
Extended Day Program

1. The salary for this position is \$_____per hour. You will work all days when school is in session, both full days and half-days.
 2. Such salary is subject to deductions for income tax, social security, insurance (if eligible), and other agreed to legally permissible purposes.
 3. Hours of employment for the before school session are 6:30 a.m. until 8:00 a.m. Hours for the after school session are 2:15 p.m. until 6:00 p.m. On half-days of school, you will work from the close of school until 6:00 p.m. (Parents arriving after 6:00 p.m. will be charged \$1 per minute after that time. The caregiver who remains with the child will receive that money.)
 4. Duties as primary caregiver include:
 - a. Oversee the entire program.
 - b. Report monthly to the school board with problems and/or concerns.
 - c. Sign children in and out (Children must be signed out by their parent or approved person when they leave. Parents will provide a list of approved persons. Log sheets will be supplied.)
 - d. Collect fees. (Fees are due on Monday for that week.)
 - e. Make sure the room is in order and the doors are secured before leaving.
 - f. Set up snack schedule and buy food for the snacks.
 - g. Handle discipline problems. (Use time out for minor infractions. Repeated and aggravated problems may require parent conference and removal of student from program.)
 - h. Supervise assistant(s). (The number of assistants depends on the number of children enrolled in the program.)
 - i. Call parent if a child is sick or hurt. (Emergency forms on all students will be provided.)
 - j. Develop and operate a schedule so that all students have some free time for active play in the gym or outside, have a snack, do Homework or quiet reading, and play board games or do arts and crafts.
-

ASSISTANT CAREGIVER
SAMPLE JOB DESCRIPTION
Extended Day Program

1. The salary for this position is \$_____per hour. You will work all days when school in session, both full days and half-days.
2. Such salary is subject to deductions for income tax, social security, insurance (if eligible), and other agreed to legally permissible purposes.
3. Hours of employment for the before school session are 6:30 a.m. until 8:00 a.m. Hours for the after school session are 2:15 p.m. until 6:00 p.m. On half-days of school, you will work from the close of school until 6:00 p.m. (Parents arriving after 6:00 p.m. will be charged \$1 per minute after that time. The caregiver who remains with the child will receive that money.)
4. Duties as assistant caregiver include:
 - a. Sign children in and out. (Children must be signed out by their parent or approved person when they leave. Parents will provide a list of approved persons. Lot sheets will be supplied.)
 - b. Make sure the room is in order and the doors are secured before leaving.
 - c. Prepare and/or serve snack as scheduled by primary caregiver.
 - d. Handle discipline problems. (Use time-out for minor infractions. Repeated and aggravated problems may require parent conference and removal of student from program.)
 - e. Call parent if a child is sick or hurt. (Emergency forms on all students will be provided.)
 - f. Follow schedule developed by primary caregiver so that all students have some free time for active play in the gym or outside, have a snack, do homework or quiet reading, and play board games or do arts and crafts.
 - g. Dialogue with primary caregiver about problems and concerns.

**SAMPLE LETTER TO PARENTS
EXTENDED DAY PROGRAM GUIDELINES**

Dear Parents:

The _____ Extended Day Program is designed to provide parents with before and after school day care services. The following guidelines have been established for the program. We ask that parents read the guidelines and return the signed form below by _____.

Thank you,

Program Committee

**SAMPLE PARENT AGREEMENT TO GUIDELINES
EXTENDED DAY PROGRAM**

I, _____, have read the guidelines established for the _____ Extended Day Program and I agree to follow these guidelines.

Signature

Date

SAMPLE EXTENDED DAY PROGRAM GUIDELINES

- The _____ Extended Day Program operates on all full days and half-days of school. There is no program on holidays, teacher in-service days, snow days, or other non-school days.
- Parents must personally escort their children into the program room no earlier than 6:30 a.m.
- Parents must personally escort their children from the program room no later than 6:00 p.m. There will be a \$1 per minute charge for any student who remains at school after 6:00 p.m.
- Only authorized parents and people so designated by the parents may sign out a child from the program. A list of authorized persons is on file in the office. If someone other than you or those authorized by you on your form is to pick up your child, we must have written authorization from you. At the time of departure, the person picking up your child may be required to present some type of identification before your child will be allowed to leave our care. This is for your child's safety!
- Payment is due on the first school day of each week. Make checks payable to the program. The fees are as follows:

	Before School	After School	1/2 Days After
1 child	\$10.00/wk	\$22.50/wk	\$ 9.00/day
2 children	\$15.00/wk	\$33.75/wk	\$13.50/day
3 children	\$20.00/wk	\$45.00/wk	\$18.00/day
4 children	\$25.00/wk	\$56.25/wk	\$22.50/day
5 children	The fifth child is free. God bless you!!		

- A \$15 non-refundable registration fee is required per family per year.
- If your child is absent, please call the school office and inform the secretary that your child is in the program and will not attend that day. Even though your child is absent, you are still responsible for payment of that day. Program expenses occur even if a child is absent.

8. Children may bring a change of clothes for the afternoon program. They will change out of their uniforms only after checking in with the supervisor.
9. The program provides toys and games for the children. If a child wishes to bring a toy or game from home, they may do so. It should be clearly marked with the child's name. All reasonable care will be taken to ensure that articles brought to the program are secure. Evenso, the _____ Extended Day Program will not be responsible for missing or damaged toys. If in doubt, leave it at home.
10. A specified place is provided for children's belongings (coats, book bags, etc.) during the program. Again, all reasonable care will be taken to ensure that the items are secure, but the _____ Extended Day Program will not be responsible for lost items.
11. If a child has medical problem which requires special attention, parents must inform the program. If there are any particular instructions regarding the child's needs, please talk with the program supervisor prior to the beginning of the program.
12. All discipline regulations established by _____ School apply to the _____ Extended Day Program. Students will be expected to abide by these regulations. If a student does not obey program personnel, the situation will be discussed with the parents. If the problem continues, the student will be terminated from the program.
13. When a child becomes ill during the program, parents will be telephone and asked to pick up their child as soon as possible.
14. If a child intentionally damages any of the program's materials or supplies, the parent will be responsible for replacing those items.
15. All reasonable care will be provided to the children who are participants of the _____ Extended Day Program. The program and the _____ School Board reserves the right to change policy in regard to the operation of the program.
16. The _____ Extended Day Program is provided as a service of the school. The program is under the administration of the school principal and the _____ School Board. Please direct any concerns to them.

SAMPLE EXTENDED DAY PROGRAM SCHEDULE

- | | |
|------|--|
| 2:15 | Students gather in the program room, deposit their belongings, and proceed to the rest room to change into play clothes. The supervisor checks to see that all students are present. |
| 2:25 | Students are taken outside for 40-50 minutes of supervised play (or when traffic allows). If the weather is inclement, the gym will be used. |
| 3:15 | Student return to the program room, stopping at the restroom to wash their hands. Then a snack is distributed and eaten. |
| 3:30 | Students who have homework assignments work in an area set aside for this. In another area, those who have not homework read, nap, or just relax until homework time is over. |
| 4:00 | Students engage in a variety of free-time activities such as arts and crafts, board games, puzzles, etc. |

Prior to the official close down of the program the remaining students will help clean up for the next day's use. Close down time varies depending on the normal pick up time of the participants in this service.

Special Friday Schedule: Friday is designated as MOVIE DAY. The movie starts at 3:30 p.m. and will run until approximately 5:00 p.m.

SAMPLE INFORMATION FORM
Extended Day Program

CHILD'S NAME _____ SEX _____

SCHOOL GRADE _____ AGE _____ DATE OF BIRTH _____

PARENT(S) OR GUARDIAN WITH WHOM CHILD LIVES:

NAME _____

ADDRESS _____

HOME PHONE _____ WORK PHONE _____

NAME OF EMPLOYER _____

WORK HOURS _____

PERSONS AUTHORIZED TO PICK UP YOUR CHILD:

1. Name _____ Phone _____

2. Name _____ Phone _____

3. Name _____ Phone _____

Children will NOT be released to any person not on this list unless we have been notified by parent in writing. Identification may be required.

EMERGENCY NUMBERS

1. Name _____ Phone _____

Relationship to Child _____

2. Name _____ Phone _____

Relationship to Child _____

Parent or Guardian's Signature: _____

SAMPLE EMERGENCY FORM
Extended Day Program

CHILD'S NAME _____ SEX _____

SCHOOL GRADE _____ AGE _____ DATE OF BIRTH _____

PARENT(S) NAME _____

ADDRESS _____

HOME PHONE _____ WORK PHONE _____

CHILD'S PHYSICIAN _____

Address _____

Phone _____

HOSPITAL OF CHOICE _____

ALLERGIES TO MEDICATIONS OR ANESTHETICS _____

EMERGENCY NUMBERS: _____

1. Name _____ Phone _____

Relationship to Child _____

2. Name _____ Phone _____

Relationship to Child _____

I hereby authorize emergency medical care for my child, _____, during attendance at the _____ Extended Day Program if, in the judgment of the staff, treatment is required for an injury or illness. I hereby authorize the administering of anesthetics and recourse to other procedures deemed necessary by the attending physician.

I understand that I am financially responsible for any expenses for medical care or transportation incurred on my child's behalf.

Parent or Guardian Signature: _____ Date: _____

PRE-SCHOOL HANDBOOK

What Should a Program Have?

What Does My Program Need?

Philosophy/Goals

Admission Policies _____

Academic Policies _____

Academic Policies/Curriculum _____

Communication _____

Custody Issues _____

Discipline Code _____

Emergency Procedures _____

Field Trips _____

Health and Safety _____

Nutrition _____

Visitors _____

School's Right to Amend Parent(s)' _____

Signed Agreement _____

EXTENDED CARE HANDBOOK

What Should a Program Have?

What Does My Program Need?

Philosophy/Goals

Admission Policies _____

Program _____

Communication _____

Daily Release _____

Discipline Code _____

Field Trips _____

Health and Safety _____

Emergency Procedures _____

Nutrition _____

Records _____

Single Parent/Other Relative _____

Visitors _____

School's Right to Amend/Parent _____

Signed Agreement

Author: Mary Angela Shaughnessy, SCN

Every school should have a school board or a board of education. These boards are advisory in nature except for those that are a separate juridical entity by permission of the bishop.

Schools wishing to establish a board should contact the Office for Catholic Schools for the proper procedures.

It is very important for established boards to have a regular in-service presented by the Office for Catholic Schools at the beginning of the school year or by use of the board training videos posted at the Principals.dio.org for principals. For actual board members, the same training videos can be found on the front page of the Principals.dio.org/ site without the need to log in.

Included in this section are resources for boards and suggestions for board agendas.

Also included in this section is a description of the Role of Principals as the Chief Executive Officer of the Board and a list of items to include in the Administrator's Report to the Board.

The principal, board president, and others as named in the board constitution should meet to formulate board agendas.

Resources for Boards

CACE/NABE Governance Task Force. *A Primer on Educational Governance in the Catholic Church*. J. Stephen O'Brien (ed.). Washington, DC: National Catholic Educational Association, 1987.

Convey, John J. and Regina H. Haney. *Benchmarks of Excellence*. National Catholic Education Association, 1997.

National Catholic Educational Association. *Code of Ethics for Catholic School Board Members*. Washington, DC: 1987.

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**The Board Member's Prayer* is included in Lourdes Sheehan's book cited above.

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, sponsor, 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.”

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

A copy of the calendar addendum can be found at Principals.dio.org. Send this addendum to the Office for Catholic Schools by June 30th each year.

To meet diocesan policy, your school calendar should consist of 176 student attendance days of 5.5 instructional hours.

Note that you may only have a maximum of five shortened days (of at least 3 hours) for in-service.

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.

A list of snow days must be submitted to the Office for Catholic Schools before the end of the school year.

The first and last day of school must be a full day unless counted as two (2) of the five (5) allowed half days.

The Diocese of Springfield has a Catechist Formation Process whereby all teachers, Catholic and Non-Catholic, are to be active participants. Each principal maintains a record for every teacher. Information can be found on the [Office for Catechesis](#) website where record cards may be downloaded.

CATECHIST FORMATION PROCESS INFORMATION

- A. All curriculums for catechist formation must be **approved** by the director of the Office for Catechesis.
- B. Catechists will complete courses in their local area* or take online courses from the Virtual Learning Community for Faith Formation (VLCFF) of the University of Dayton. Check out <http://vlc.udayton.edu> for current information and registration.
1. Adult Enrichment Courses (10 Hours, each)
 2. Methodology Workshops (5 hours, each)
 3. Elective Courses
 4. Personal Spiritual Enrichment Opportunities
- *Local area means: parish or deanery sites.
- C. Local-on-Site Record Keeping.
1. An attendance certificate is issued at the end of some courses/workshops. The individual catechist is responsible for giving this certificate to their school principal, their director of religious education, or their coordinator of religious education who will record the course/workshop on their Permanent Record Card.
 2. The parish DRE/CRE or school principal will maintain in their files a Permanent Record Card for each catechist they employ.
 3. Upon completion of a level, the administrator will forward (in writing, with a copy of the catechist's completed level) a request to Office for Catechesis for a certificate for their catechist. (see form in handbook).
 4. The Office for Catechesis will maintain a database file of said records.
- D. Questions regarding these procedures are to be answered by referring to the catechesis formation process handbook, **Ministry of Catechesis** at the following link: [Catechist Formation Handbook](#) or by calling the Director of Catechesis. If requested, the Director will present informational sessions.
- E. Educators are eligible for additional salary compensation depending on which level of completion they are at. Please see the principals' website page for the Catechist Addendum at this link: [Catechist addendum sheet](#)

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 therefrom 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 stated 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,

(1) 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 soundrecording.)

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 prejudice 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 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.

CLASSROOM COPYRIGHT CHART			
Medium	What You Can Do	According to	The Fine Print
Printed Material			
<ul style="list-style-type: none"> • Poem less than 250 words • Excerpt of 250 words from a poem greater than 250 words • Articles, stories, or essays less than 2,500 words • Excerpt from a longer work (10% of work or 1,000 words, whichever is less—but a minimum of 500 words) • One chart, picture, diagram, graph, cartoon or picture per book or per periodical issue • Two pages (max) from an illustrated work less than 2,500 words (like children's books) 	Teachers may make multiple Copies for classroom use.	United States Copyright Office <i>Circular 21</i>	No more than one copy per Student. Usage must be: At the "instance and inspiration of a single teacher" and when the time frame doesn't allow enough time for asking permission. Only for one course in the school. No more than nine instances per class per term (current news publications such as newspapers can be used more often). Don't create anthologies. "Consumables" can't be copied. Don't do it every term (if time allows, seek permission). Can't be directed by "higher authority." Copying can't be substitute for buying. Copies may be made only from legally acquired originals.
<ul style="list-style-type: none"> • A chapter from a book • An article from a periodical • Short story, short essay, or short poem • Chart, graph, Diagram, drawing, cartoon, picture from a book, periodical or newspaper 	Teachers may make a single copy for teacher use for research or lesson preparation.	United States Copyright Office <i>Circular 21</i>	Same as above.

<http://www.mediafestival.org/copyrightchart.html> (1 of 5) [5/13/2001 1:03:54 PM]

Copyright chart

<ul style="list-style-type: none"> • Portions of a work • An entire work • A work if "the existing format in which a work is stored has become obsolete" 	<p>A librarian may make up to three copies "solely for the purpose of replacement of a copy...that is damaged, deteriorating, lost or stolen"</p>	<p>Section 108 Copyright Act (1976) as amended by the Digital Millennium copyright Act</p>	<p>The library must first determine that after "reasonable investigation that copy...cannot be obtained at a fair price" or that the format is obsolete.</p>
<p>Text for Use in Multimedia Projects</p>			
<ul style="list-style-type: none"> • Same rights as "Printed Material" above 	<p>Students may incorporate text in multimedia projects. Teachers may incorporate into multimedia for teaching course.</p>	<p><i>Fair Use Guidelines for Educational Multimedia</i></p>	<p>Teachers may use for two years, after that permission is required. Students may keep in portfolio for life.</p>
<p>Video</p>			
<ul style="list-style-type: none"> • Videotapes (purchase) • Videotape (rented) • DVD • Laser Discs 	<p>Teachers may use these materials in the classroom without restrictions of length, percentage, or multiple use.</p> <p>May be copied for archival purposes or to replace lost, damaged, or stolen copies.</p>	<p>Section 110 of the Copyright Act</p>	<p>The material must legitimately acquired (a legal copy). It must be used in a classroom or similar place "dedicated to face-to- face instruction". Not for use as entertainment or reward. The use should be instructional. The place should be a non-profit educational institution.</p> <p>If replacements are unavailable at a fair price or are available only in obsolete formats (e.g., Betamax videos).</p>
<p>Video ("Motion Media") for Use in Multimedia Projects</p>			

<http://www.mediafestival.org/copyrightchart.html> (2 of 5) [5/13/2001 1:03:54 PM]

Copyright chart

<ul style="list-style-type: none"> • Videotapes • DVD • Laser Discs • Quick Time Movies • Encyclopedias (CDROM) 	Students "may use portions of lawfully acquired copyrighted works in their academic multimedia", defined as 10% or three minutes (whichever is less) of "motion media"	<i>Fair Use Guidelines for Educational Multimedia</i>	"Proper attribution and credit must be noted for all copyrighted works included in multimedia, including those prepared under fair use. "Tina Ivany. <i>US San Diego</i> 12/08/95
Video for Integration into Video Projects			
<ul style="list-style-type: none"> • Videotapes • DVD • Laser Discs • Quick Time Movies • Encyclopedias (CDROM) 	Students "may use portions of lawfully acquired copyrighted works in their academic multimedia"	<i>Fair Use Guidelines for Educational Multimedia</i>	The material must legitimately acquired (a legal copy, not bootleg or home recording).
Illustrations and Photographs			
<ul style="list-style-type: none"> • Photograph • Illustration • Collections of photographs • Collections of illustrations 	Single works may be used in their entirety but not more than 5 images by an artist or photographer. From a collection, not more than 15 images or 10%, whichever is less.	<i>Fair Use Guidelines for Educational Multimedia</i>	Older illustrations may be in the public domain, but the collection may be copyrighted.
Music for Integration into Multimedia / Video Projects			
<ul style="list-style-type: none"> • Music 	Up to 10% of a copyrighted musical composition may be reproduced, performed and displayed as part of a multimedia program produced by an educator or student for education purposes.	<i>Fair Use Guidelines For Educational Multimedia</i>	Some authorities site a maximum length of 30 seconds. (www.indiana.edu), some do not mention a maximum (Tina Ivany, UCSD, 12/08/95). See below.

<http://www.mediafestival.org/copyrightchart.html> (3 of 5) [5/13/2001 1:03:54 PM]

Copyright chart

Computer Software			
<ul style="list-style-type: none"> • purchased software • licensed software 	<p>Software may be lent by the library. <i>Software may be installed at home and at school.</i> Software may be installed on multiple machines. <i>Software may be copied for archival use to replace lost, damaged, stolen, copies.</i> Software can be distributed to users via a network. <i>Librarians may make archival copies.</i></p>	<p>Section 107 and 108 of Copyright Act and subsequent amendments.</p>	<p>Take aggressive action to monitor that copying is not taking place (for retention). <i>Only one machine at a time may use the program.</i> The number of machines being used must never exceed the number of licensed. <i>If unavailable at fair or is an obsolete format.</i> The number of simultaneous users must not exceed the number of licenses. A network license may be required for multiple users.</p>
Internet			
<ul style="list-style-type: none"> • Internet connections • World Wide Web 	<p>Images may be downloaded for student projects. Sound files may be downloaded for use in projects (see <i>portion restrictions above</i>)</p>	<p><i>Fair Use Guidelines for Educational Multimedia & DMCA</i></p>	<p>Images may not be reposted onto the Internet without permission. Sound or music files may not be copied and posted on the Internet without permission.</p>
Television			
<ul style="list-style-type: none"> • Broadcast • ABC • NBC • PBS • Tapes made from broadcast 	<p>Live "off the air" broadcasts may be used for instruction. Tapes made from broadcasts may be used for instruction.</p>	<p>Congress</p>	<p>Things get interesting when you want to retain tapes. Minimum rights allow for 10 school days. Enlightened rights holders often allow for much more. PBS series <i>Reading Rainbow</i> offers three year retention rights, for example. If you like it enough to keep it more than three years <u>buy it!</u></p>

<http://www.mediafestival.org/copyrightchart.html> (4 of 5) [5/13/2001 1:03:54 PM]

Copyright chart

Cable Television			
<ul style="list-style-type: none"> • CNN • MTV • HBO (etc.) • Tapes made from cable. 	<p>May be used with permission. Many programs may be retained for years—depending on the program. Check with Cable in the Classroom.</p> <p>http://www.ciconline.org/main.cfm</p>	<p>Cable Systems (and their associations)</p>	<p>The guidelines for television programs were defined by Congress before cable television was a factor. Cable programs are not technically covered by the same guidelines as broadcast television.</p>
Film or Filmstrip			
<ul style="list-style-type: none"> • 16 millimeter films • filmstrips 	<p>"Teachers may duplicate a single copy of a small portion...for teaching purposes"</p>	<p><i>Copyright Policy and Guidelines for California's School Districts, California Department of Education</i></p>	<p>These must be films or filmstrips that you own.</p>
<p style="color: red;">Return for updates to:</p>	<p>http://www.mediafestival.org/copyrightchart.html</p>	<p>Hall Davidson</p>	<p>hall@ccd.edu</p>

Note: In the letter to Congressional Subcommittee Chair Kastenmeier dated 3/19/76 summarizing many of the above agreement, representatives of the Ad Hoc Committee of Educational institutions and Organizations of Copyright Law Revision and the Authors League of America, Inc., and the Association of American Publishers, Inc., state that these guidelines were "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. There may be instances in which copying which does not fall within the guidelines stated [above] may nonetheless be permitted under the criterion of fair use."



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. 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. 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.

All schools must fill out and turn in the Annual Review Report to the State Fire Marshal at 1035 Stevenson Dr., Springfield, IL 62703. A blank copy of this report is included in this section.

Regarding the original Building Safety Audit performed in the Spring of 2013: It is critical that every school implement and report annually on the progress made towards remedies of noted recommendations.

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. Web site resources for crisis planning

<ul style="list-style-type: none"> ✚ American Counseling Association ✚ American School Counselor Association ✚ Boys and Girls Club of America ✚ Bullying ✚ National Institute of Alcohol Abuse and Alcoholism ✚ National School Safety Center ✚ National Gang Center ✚ Office of Juvenile Justice and Delinquency Prevention ✚ National Catholic Educational Association ✚ U.S. Department of Education Practical Information on Crisis Planning: A Guide for Schools and Communities ✚ Illinois State Board of Education (for crisis plan template) 	<ul style="list-style-type: none"> www.counseling.org www.schoolcounselor.org www.bgca.org https://safechild.org/bullying/ www.niaaa.nih.gov http://www.schoolsafety.us/ National Gang Center/bullying https://www.ojjdp.gov/ http://ncea.org http://www.capenet.org/new.html www.isbe.net
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Also find in this section "Safety Suggestions from the Insurance Office."

In addition, find in this section information on "Safety Patrols."

SAFETY SUGGESTIONS FROM THE INSURANCE OFFICE

School security is still a subject that we must continually be aware of. 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.

Carbon Monoxide

After consulting with the Director of the Property, Buildings and Cemeteries for our Diocese of Springfield in Illinois, our schools' office strongly recommends the addition of carbon monoxide (aka **CO**) detectors in your schools and parish areas where your students are during the day. The areas that need attention are your mechanical room as well as any area where you have a burning fuel device (gas, propane, etc.). The plug in type of **CO** detector is recommended. If you select the battery type detector, be sure to check the detector regularly and to replace the battery at least every 6 months. This highly recommended practice is being reviewed to possibly become policy.

Annual Review Report

School _____ Address: _____

105 ILCS 128, Section 25. **Annual Review Meeting**

Annual Review Date(s): _____

- a) **Purpose.** Each school (public and non-public), through its administrator or the administrator's designee shall conduct minimum of one annual meeting at which it will review each school building's emergency and crisis response plans, protocols, and procedures and each building's compliance with the school safety drill programs. The purpose of this annual review shall be to review and update the emergency and crisis response plans, protocols and procedures, and the school safety drill programs.
- b) **Participants.** Each administrator or the administrator's designee is required to participate in the annual review and to each of the following parties to the annual review and provide each party with a minimum of 30-days' notice before the date of the annual review:
- 1) Principal(s) or designee. _____
 - 2) Representatives of any other education-related organization or association deemed appropriate by Administrator.

 - 3) Representatives from all local first responder organizations to participate, advise, and consult in the review process including but not limited to:
 - A) Appropriate local fire department or district(s). _____
 - B) Appropriate local law enforcement agency. _____
 - C) Appropriate local emergency medical services agency if the agency is a separate, local first responder unit.

 - D) Any other member of the first responder or emergency management community that has contacted the school administrator or his or her designee during the past year to request involvement in a school's emergency or drill process.

 - 4) Administrator's choice to invite to the annual review any other persons who it believes will aid in the review process, including, but not limited to, any members of any other education-related organization or the first responder or emergency management community.

- c) **Report.** Upon conclusion of annual review, administrator or the administrator's designee shall sign one page report including:
- 1) Summary of recommended changes to existing school safety plans and drill plans are attached.
 - 2) The parties listed above (b) were invited to the annual review and provided with a minimum of 30-days' notice before the date of the annual review. The annual review's attendance record is attached.
 - 3) This certifies that an effective review of the emergency and crisis response plans, protocols, and procedures and the school safety drill programs for all/every school building at _____ (school name) located _____ (address) has occurred _____ (administrator or designee) _____ (signature).
 - 4) The school will train on and implement those plans, protocols, and programs, during the academic year.
 - 5) The plan is hereby authorized by _____ (signature) on this day of _____ (date).
- d) **Copies and Comments.** The administrator or its designee shall send a copy of this report to each party that participates in the annual review process and to the Office of the Illinois State Fire Marshal (OSFM). If any of the participating parties have comments on the certification document, those parties shall submit their comments in writing to the OSFM. The OSFM shall maintain a record of these comments.

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.
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 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 all 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 corner.

Note: All safety patrol guards must go through a formal training process.

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

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.

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 State Board of Education.

Included in this section is a sample form for daily schedules and the new recommended instructional time allocations. Allocation times are the recommended total number of minutes per week: **1650** total minutes of instructional time per week is the minimum requirement.

INDIVIDUAL CLASS SCHEDULE

20____ - 20____

School_____City_____State_____

Teaching Schedule of _____Grade _____

Time	Monday	Tuesday	Wednesday	Thursday	Friday

RECOMMENDED INSTRUCTIONAL TIME ALLOCATIONS

The instructional time allocations below are based on considerations of a balance curriculum for Grades K-8. The allocations are expressed in minutes per week (based on 5.5 hours of instruction per day) as well as in percentages (to facilitate instructional planning for those with more than 5.5 hours of instruction per day). 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 when calculating total instructional minutes for state reporting.** Remember the state does not recognize Mass/prayer time as instructional time but minutes for religion classes/instruction may be counted. 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.

For the diocesan review, specifically under Catholic Identity, Mass **does** count toward total number of religious instruction. 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 is the minimal expectation. Be sure that schedules reflect at least the 1650 minutes per week of required instructional time.

Curricular Areas	K	Gr. 1-2	Gr. 3-4	Gr. 5-6	Gr. 7-8
Religion	125	150	175	175	200
	7.60%	9.10%	10.60%	10.60%	12.10%
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)	230	200	200	175	175
	13.90%	12.10%	12.10%	10.60%	10.60%
Total minutes per week	1650	1650	1650	1650	1650

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.”

Be sure to address threat procedures in your student and faculty handbook.

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.

PROGRAMS TO USE FOR GOOD DISCIPLINE

The Discipline Learning Packet System, The Advantage Press, Inc., 2731 Maple Avenue, P.O. Box 1405, Lisle, IL, 60532. This program utilizes packets which the students are to use when being disciplined. It helps them think through what they did, why they did it, and what can be done so it doesn't happen again.

Assertive Discipline, Lee Canter and Associates, P.O. Box 2113, Dept. TTRR, Santa Monica, CA 90407-2113. This program operates under the premise that rules and consequences must be established in advance. If a student chooses to break a rule, then that student also has chosen to take the consequence. Likewise, if a student follows the rules then the student is to be rewarded.

Elementary Principal's Model Letter Kit, Fred B. Chernow and Carol Chernow, Parker Publishing Company, New York, 1988. This book gives sample letters which can be used by principals for a variety of situations.

School Wide Discipline, Lee Canter and Associates, P.O. Box 2113, Dept. TTRR, Santa Monica, CA 90407-2113. This program is very similar to *Assertive Discipline*, but it gives ideas for discipline approaches for the hallway, playground, and cafeteria. With all adults working together for school wide discipline the behavior problems are drastically reduced.

Discipline With Purpose, 14617 "S" Street, Omaha, NE 68137 (phone 1-800-4DWP), (www.selfdisciplinedwp.com). This is a proactive program that teaches students in kindergarten through 9th grade how to become self-disciplined.

Included in this section are a sample behavior improvement packet from *The Discipline Learning Packet System*, sample forms from *Assertive Discipline*, and a detention notice letter from *elementary Principal's Model letter Kit*.

SAMPLE DETENTION NOTICE

TO: _____ Of Class: _____

Date: _____

You have been assigned detention by _____ for the reasons(s) checked below. Please report for detention on _____ at _____ o'clock. You will be in the detention room for _____ minutes. The detention room is _____.

It is your responsibility to tell your parents 24 hours in advance of the date you will be staying after school. Have them sign below and return this notice to _____.

Unacceptable or incomplete school work

Inattention or disruption in class

Coming to school without materials

Rudeness in talking to adults in school

Continued lateness

Other:

Principal

Pupil's Signature

Parent's Signature

Class

Date

Adapted from *Elementary Principal's Model Letter Kit*. Fred B. Chernow and Carol Chernow, Parker Publishing Company, New York, 1988.

SAMPLE BEHAVIOR CONTRACT

This contract is legally binding and is between _____ (the Student), the Parents/Guardians, and the School, is to be effective on the ___ day of _____, 20_____, and is to remain in force for a period of months.

The Student promises the following:

To arrive for class punctually and to be prepared, be attentive, remain in the classroom for the entire class period, refrain from all disruptive behavior, and to complete and turn in all homework and other assignments on time.

To continue to make significant academic progress which includes, as a minimum, maintaining or improving grades in each subject and increasing grades that are currently a "D" or less for the next semester.

To always act in a manner that is supportive of the school mission, is supportive of mutual respect for the staff and other students, and is supportive of high quality education in a Catholic atmosphere.

The Parents/Guardians promise the following:

To ensure that the Student is prepared each day and to ensure that all the Student's homework and other assignments are completed and turned in on time.

To assist the Student with homework and other assignments, as needed, in order to promote the Student's significant academic progress which includes, as a minimum, maintaining or improving grades in each subject and increasing grades that are currently a "D" or less for the next semester.

To act, and encourage the Student to act, in a manner that is supportive of the school mission, is supportive of mutual respect for the staff and other students, and its supportive of high quality education in a Catholic atmosphere.

The School promises the following:

To evaluate whether expelling or suspending the student, or some other measure, will implemented for any insubordinate, disrespectful, disruptive act.

To evaluate whether expelling or suspending the student, or some other measure, will implemented for any lack of punctuality, lack of preparedness, failure to timely complete all homework and other assignments, or similar action or inaction.

To evaluate whether expelling or suspending the student, or some other measure, will be implemented for any other violation of school rules or policy, for any act resulting in embarrassment of the school, for any failure to support the school mission, or for any failure to support high quality education in a Catholic atmosphere.

Signature of Student

Signature of Principal

Signature of Parent or Guardian

Signature of Parent or Guardian

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.

Included in this section is information on the programs *Growing Through Grief and Rainbows* (previously known as *Rainbows for All God's Children*).

GRIEF PROGRAM INFORMATION

GROWING THROUGH GRIEFCURRICULUM

To obtain more information on conference presentations, workshops and fee schedules contact:

RAINBOWS

Rainbows For All Children (previously known as *Rainbows for All God's Children*) is a program available to help children who are dealing with grief from a divorce or a death.

The Office for Catholic Schools can provide further details.

For more information contact:

Rainbows For All Children
1007 Church Street, Suite 408
Evanston, IL 60201
847-952-1770

<http://rainbows.org>

<http://rainbows.org/contact-us>

All schools must hold and document monthly fire and tornado drills. It is also a good practice to have periodic earthquake drills. Procedures for fires, tornados, 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.

All schools need to complete the Annual Review Report for the Office of the State Fire Marshal. It should be returned to the: Office of the State Fire Marshal, 1035 Stevenson Drive, Springfield, IL 62703. (Found in Section 15)

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.

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.

Illinois State Board of Education
Curriculum Improvement
Atmospheric Administration

U.S. Department of Commerce
National Oceanic and

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 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 things need to be done; 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 and supply list are 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 pupils, those needing to be retested in August, etc. given to principal
- Profile charts (where used) accurate and complete

REPORT CARDS:

- All grades accurately entered
- Promotion or retention noted in proper place
- Those cards to be mailed properly addressed and given to the principal and returned

CLASSROOM

TEXTBOOKS:

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

TEACHER'S DESK:

- Manuals, teachers of texts, handbooks, etc. stored together
- Supplies neatly stored or returned to designated place
- Articles collected from children returned or removed
- Personal belongings removed

PUPILS' DESKS:

- All desks empty
- Marks removed

BLACKBOARDS AND BULLETIN BOARDS:

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

MISCELLANEOUS:

- Children's lockers emptied and cleaned
- Unused supplies returned to proper places
- Any teaching aids and materials from a central source

- Library books returned
- Replacements of manuals, etc. requisitioned
- Such items as flags, vases, waste basket, etc. cleaned and stored
- Keys belonging to the school returned to principal

SAMPLE SUPPLY REQUISITION

Please mark the quantity needed for next year and return

	PK	K	1	2	3	4	5	6	7	8
Class Record Book and Plan Book										
Class Record Book										
Plan Book										
Paper Clips—large										
Paper Clips—Small										
Chalkboard										
Erasers—chalkboard										
Chalk—white										
Chalk—yellow										
Chalk—colored										
Stapler										
Staples										
Rubber Bands										
Masking Tape										
Scotch Tape										
Tape Dispenser										
Yardstick										
Rule										
Scissors—7"										
Scissors—8"										
Scissors—9"										
Plastic Tack										
Tacks										
Straight Pins—Long										
Straight Pins—short										
Magic Markers (Water color) - fat										
Magic Markers (Water color) - skinny										
Pencil Sharpener										
Elmer's Glue										
Other:										
Other:										

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 fieldtrips for any of our students unless cleared with our office. If parents wish to organize an overnight fieldtrip 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: Principals.dio.org.

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 **Protecting God's Children** list to be sure the driver has completed a session. 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 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 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 slip 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 until the beginning of the following school year.
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 **Protecting God's Children for Adults** 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, room check, 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.
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 Principals.dio.org.

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 could 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 ten students. With very small children, one adult for every seven or eight 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 in the office. 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, sample budget line items, a chart of accounts, and to assist you in determining the cost to educate a student and determining the tuition rate and parish subsidy.

To assist schools in calculating what percentage of the cost to educate come from parish subsidy, fund raising and direct parent payment, use the School Finance Assessment Summary Form which is also available at Principals.dio.org. The Office of Catholic Schools recommends that **40% of the total cost of education be generated by tuition and other fees, with the remainder subsidized through 40% parish support and 20% fundraisers.** See the "School Finance Assessment Summary Form" on page 97.

See **Grants, Section 24**, for additional information.

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.

ELEMENTARY SCHOOL FINANCE FORM BUDGET PROJECTIONS

REVENUE:

ITEM	PREVIOUS YEAR	PRESENT YEAR	YEAR TO DATE
A. Ordinary			
1. Tuition			
2. Fees			
3. Parish Subsidy			
4. Building & Equipment Use			
5. Grants, Foundations & Endowments			
6. Gifts and Donations			
7. Other			
Ordinary Sub-Total			
B. Auxiliary (Clearing and Exchange)			
Note: Report only the net income in each of the following accounts.			
1. School Supplies			
2. Lunchroom			
3. Activities (Athletic & Non-Athletic)			
4. Fund Raising			
5. Parent and Booster Club			
6. Transportation			
7. Pictures			
8. Other			
Auxiliary Sub-Total			
TOTAL REVENUE			

**ELEMENTARY SCHOOL FINANCE FORM
BUDGET PROJECTIONS**

EXPENDITURES:

ITEM	PREVIOUS YEAR	PRESENT YEAR	YEAR TO DATE
A. Administration			
1. Salaries—Religious			
2. Salaries—Lay Persons			
3. Salaries—Clerical			
4. Salary Related Costs			
Social Security			
Health & Life Insurance			
Pension			
Workers' Compensation			
5. Supplies			
6. Postage & Printing			
7. Memberships & Professional Development			
8. Family Allowance & Scholarship			
9. Board of Education			
10. Other			
B. Instruction			
1. Salaries—Religious			
2. Salaries—Lay Persons			
3. Salaries—Non-Professional			
4. Salaries—Substitutes			
5. Salary Related Costs			
Social Security			
Health & Life Insurance			
Pension			
Workers' Compensation			
6. Supplies			
7. Textbooks			
8. Library Books & Materials			
9. Instructional Equipment & Audio-Visual			
10. Substitutes			
11. Testing Materials			
12. Professional Development			
13. Other			
Instruction Sub-Total			

BUDGET PROJECTIONS CONTINUED

EXPENDITURES CONTINUED:

ITEM	PREVIOUS YEAR	PRESENT YEAR	YEAR TO DATE
C. Operation			
1. Salaries			
2. Salary Related Costs			
Social Security			
Health & Life Insurance			
Pension			
Workers' Compensation			
3. Utilities			
Gas			
Electricity			
Water			
Telephone			
4. Supplies			
5. Contracted Services			
6. Maintenance			
7. Insurance			
8. Other			
Operation Sub-Total			
D. Other Costs			
1. Support of Religious			
2. Capital Expenditures			
3. Contingency/Reserve			
4. Debt Retirement			
Other Costs Sub-Total			
TOTAL EXPENDITURES			

<i>REPORT SUMMARY</i>	PREVIOUS YEAR	PRESENT YEAR	YEAR TO DATE
TOTAL REVENUE			
TOTAL EXPENDITURES			
NET			

ELEMENTARY SCHOOL CHART OF ACCOUNTS

The preparation of an annual budget and the completion of financial reports are intended to give an accurate and clear picture of both the revenue and expenditures required to operate a Catholic elementary school. In completing these forms, it should be remembered that the Catholic elementary school and its operation should be viewed as a separate entity from the parish. Granted, the school might be attached to and certainly is related to the parish, but it can and should be treated as a distinct operation in order to have a real financial picture of the school operation.

I. **REVENUE**—All monies that are received that are in anyway associated with or used to support the Catholic elementary school are to be reported under revenue. There should be no separate accounts, nor should there be any support of the school that is not reported. All monies used to support the school and its activities, and all monies collected in the name of the school or its activities are to be planned for in the budget and reported in subsequent financial reports. Otherwise, real school costs cannot be fully known.

A. **ORDINARY**—This includes the ordinary monies that are received for the operation of the school. Such ordinary income includes tuition, fees, parish subsidies and the like.

1. **TUITION**—The money reported here is the money that is taken in for the actual designated tuition. No other money should be reported here. If there is a practice in the parish of collecting monies in the Sunday collection that are used for school support such monies should be reported under Parish Subsidy. If the parish has a regular tuition but also sets aside a particular collection or a Sunday envelope for "parish school support," then the monies collected from this practice should be reported under FundRaising.
2. **FEES**—Includes all monies that are received for designated fees either general or for special purposes. General fees are fees that are charged to all children in the school, but not specifically designated as tuition. Fees are ordinarily described by the various expenses for which they are charged. Special purpose fees might include charges for art or other courses in which materials are used and the children are expected to pay a special fee when they participate in the course.
3. **PARISH SUBSIDY**—Is the amount of money that a parish gives from general parish funds to the school operation within a calendar year. Care should be taken not to confuse parish subsidy with fund raising activities that have been established to support the school. If there are specific fund raising activities that are designed or at least indicated as school supporting, then these should not be considered subsidies. Parish Subsidy is only the amount of money given by the parish to the school from general parish funds.
4. **BUILDING RENTAL AND EQUIPMENT USE**—Is money realized from allowing the use of school facilities and/or school equipment to other agencies. Inasmuch as operation expenditures for the school (such as utilities, supplies, maintenance, etc.) are being charged to the school, the money realized from allowing the use of these same facilities to other agencies or groups should then be included as income for the school.
5. **GRANTS, FOUNDATIONS AND ENDOWMENTS**—Includes all money that is received from any and all grants to the school as well as money received from foundations and endowments, whether outside the school or specifically established for the support of the school.

Further, if monies are received for specific projects or activities, the expenses incurred for these projects and activities should be recorded in the appropriated expenditure accounts.

Examples:

- a) Grant monies received for asbestos removal should be recorded in the Grants revenue account. The monies expended for asbestos removal should be recorded in Capital Expenditures in the expense accounts.
 - b) Foundation monies received for a reading program should be recorded in this revenue account and the cost of the program should be recorded in the appropriate instruction expense account.
 6. **GIFTS AND DONATIONS**—Includes any money that is given to the school as a gift or donation whether earmarked for a specific purpose (restricted) or not. Again, the activity, project or service for whom the money is expended should be noted in the appropriate expense account.
 7. **OTHER**—Includes all those other sources of income not included in the above categories or in those below.
- B. **AUXILIARY** (Clearing and Exchange) - All of these accounts ordinarily include both some revenue and some expenditure. However, in order to give the true picture of the per pupil cost of a school, only the net income is to be reported. If the net figure is a loss, it is reported by putting the figures in parentheses.

Note: It is wise to keep detailed records of these accounts especially if they include significant activity and/or they are of significant amount.

1. **SCHOOL SUPPLIES**—The net income for any supplies and other materials purchased by the school and then sold to the students. This might include school supplies such as pencils, rulers, and erasers. It might also include income realized from the sale of gym suits and other clothing.

Note: There is a separate account for school uniforms.

2. **LUNCHROOM**—The net income realized from the operation of a lunchroom is reported here.
3. **ACTIVITIES** (Athletic and Non-Athletic) - Athletic activities income would include the charging of admission for any athletic event. Non-athletic activities income would include concession stands, art fairs, or science fairs where some income is realized. Expenses incurred with any of these activities would be classified as expenditures. Again, the net income, where positive or negative, is reported.
4. **FUND RAISING**—This includes all monies raised from or in conjunction with the school. Such events as candy drives or the sale of Christmas cards are fund raising events. The net income realized from these events is reported here. If bingo or a dance is held for the purpose of the support of the school, the net income realized is reported here and not under Parish Subsidy.
5. **PARENT AND BOOSTER CLUBS**—Any net income realized from activities run by the home school association, PTA, or booster club specifically designed for the support of the school should be reported here. None of these groups should have their own bank accounts. Nor should there be any money raised in behalf of, for the support of, or under the aegis of the school that is not reported in the school budget and financial reports.
6. **TRANSPORTATION**—If there is a transportation system operated by or in conjunction with the school which is supported by the school and student contributions or fees, the net amount realized in operating the transportation system should be reported here. Fees charged to the student for the use of the buses should not be included in the above category of fees.
7. **PICTURES**—Any monies realized from the taking and selling of pictures or the like should be recorded in this category.
8. **OTHER**—Any other accounts of this nature should be reported. If there are several accounts, list each of them and the respective "nets."

- II. **EXPENDITURES**—The expenditures are divided into three categories ordinarily associated with traditional school expenditures: administration, instruction, and operation.

- A. **ADMINISTRATION**—All expenses incurred in the administration of the school should be placed in this category. Frequently there is some overlapping here. However, care should be taken not to allow instructional costs to be charged to administrative costs and vice versa.

- 1-3. **SALARIES** (Religious, Lay Persons, Clerical) - Included in these accounts are the gross salaries to persons who serve exclusively in an administrative capacity and the pro-rated salaries of all persons who serve in a part-time administrative capacity. This also includes clerical help needed in the administration of the school. As indicated on the form, these salaries should be subdivided in terms of religious who serve in an administrative capacity, lay persons who serve in an administrative capacity, and clerical assistance.
4. **SALARY RELATED COSTS**—Includes all of those benefits given to employees of the school. These do not include deductions from the salary for government withholding tax and state income tax because these costs have already been included in the gross salaries. Some items that might be included under Salary Related Costs are as follows: FICA Tax, (the school's portion of the Social Security Tax) Unemployment and Workers' Compensation; Medical and Hospitalization Insurance; Pension or Retirement payments.
5. **SUPPLIES**—Will include all those supplies required in the administration of the school such as stationery, envelopes, paper, etc. It does not include supplies used for the general instruction in the school such as mimeograph paper, ditto stencils and the like.
6. **POSTAGE AND PRINTING**—Included in this category area all expenses associated with postage such as stamps, parcel post and the like. Printing would be any expense incurred in printing brochures and any other printing needed in the administrative operation of the school.
7. **MEMBERSHIP AND PROFESSIONAL DEVELOPMENT**—Included in this category are all fees incurred for membership of administrators or the school in particular organizations such as the NCEA, the ASCD or the like. Professional development includes anything that the principal or other administrators would incur in terms of travel and fees for workshops, conventions, etc.

8. **FAMILY ALLOWANCE AND SCHOLARSHIPS**—When tuition is charged in the schools, all children should be assessed full tuition for budgetary purposes. If there is a lesser amount charged for a second and third child in a family, the difference in full tuition and the cost of a second and third child is an expense. For example, if full tuition is \$1,000 per child and a second child attends for \$750, it costs the school \$250 to educate the second child. Further, if a third or fourth child goes free, it costs the school the full amount of \$1,000 to educate these children.
9. **BOARD OF EDUCATION**—All those expenses incurred in the operation of the Board of Education.
10. **OTHER**—All expenses not included in the categories indicated above but related to administration.
- B. **INSTRUCTION**—Consists of those activities dealing directly with or aiding in the teaching of students or improving the quality of teaching.
- 1-4. **SALARIES (Religious, Lay Persons, Non-Professionals)** - The gross full-time salaries and pro-rated salaries for services rendered by persons involved in the education program of the school. This would include the salaries of teachers as well as librarians, resource center and lunchroom supervisors, guidance personnel, coaches, and the like. Again, the salaries are recorded as a gross amount and subdivided into religious and lay persons. In the category Non-Professional, salaries that are paid to para-professionals and teachers' aides should be included. Salaries for substitute teachers should be included in the category Substitutes. Any and all salaries, stipends, and gratuities paid to persons who assist in the education of students should be recorded here.
- Note: Some schools have the practice of having the parent or booster club offer stipends or gratuities for supervising services. This should be included in the school budget. It is revenue from the parent or booster club and is considered an expenditure in this category.
5. **SALARY RELATED COSTS**—See the explanation of this category under Administration.
6. **SUPPLIES**—Includes monies expended for all general and special teaching supplies. General supplies would include erasers, chalk, teachers' supplies, mimeograph paper, stencils, materials and the like. Special supplies include supplies purchased for special subject areas such as art and science. For example, the consumables used in science, such as chemicals and biological supplies, and the materials used in art are included here.
- Note: If a fee is charged for consumables, this fee is recorded in the appropriate revenue account.
7. **TEXTBOOKS**—Includes all monies expended for textbooks. If there are fees charged for the textbooks, these fees are recorded in the appropriate revenue account.
8. **LIBRARY BOOKS AND MATERIALS**—This includes expenditures allocated for the support of a library: books, materials needed to keep the books in good condition, materials needed by the librarian such as catalog cards, et.
9. **INSTRUCTIONAL EQUIPMENT AND AUDIO-VISUAL**—Includes all audio-visual materials. It includes transparencies, slides, film strips, etc., as well as projectors, film strip projectors, movie projectors, tape recorders, etc.
- Note: A single major expenditure (in excess of \$300) for equipment would be classified as a capital expenditure.
10. **SUBSTITUTES**—This includes all monies designated for substitute teachers and other substitute staff.
11. **TESTING MATERIALS**—Includes monies paid for all testing conducted by the school. This would include any other fees expended by the school for testing.
12. **PROFESSIONAL DEVELOPMENT**—Includes all monies expended for staff development and in-service. Guest speakers, workshops, seminars, and the like would be in this category. Even though administrators might attend these same workshops and presentations in the school, all monies allocated for such in-service projects that include the total teaching staff would be placed in this category. Also included in this category are any monies allotted for travel for teachers to and from meetings, seminars, conventions and workshops.
- Note: If a school receives special outside monies, such as grant for faculty development, the amount received as a grant is recorded as revenue and the cost of the program is recorded here.
13. **OTHER**—Includes all expenses in the instructional program that are not included in the categories above.
- C. **OPERATION**—Operation of the plant consists of those activities concerned with keeping the physical plant open and ready for use. Operations of plant includes cleaning, disinfecting, heating, lighting, providing communications, moving furniture, caring for the grounds and such other activities as are repeated with some regularity on a daily, weekly, monthly, or seasonal basis. Operation of the plant does not encompass major repairs and replacement of facilities and equipment. These are capital expenditures. All current expenses for operation of the school plant are recorded in this category.

1. **SALARIES**—This includes the gross salary for any building superintendent or maintenance or janitorial personnel. If these individuals work both in school and in other parts of the parish plant, their gross salaries should be pro-rated in terms of the amount of time spent in the school operation.
 2. **SALARY RELATED COSTS**—See the explanation of this category under Administration.
 3. **UTILITIES** The utilities are subdivided under four categories: gas, electricity, water, and telephone, these are self-explanatory. Again, if the school building is part of the parish building usage. Sewer usage is usually “tacked on” to the water bill. Cost of trash collection would be included under Contracted Services.
 4. **SUPPLIES**—These supplies include custodial supplies and supplies for the care of the grounds. Expenditures for brooms, mops, soap, light bulbs, paper towels, hand towels, cups, toilet paper, and other such custodial supplies used by students and school employees are recorded in this account. Expenditures for supplies used by school employees in the care of the grounds are also recorded in this account.
 5. **CONTRACTED SERVICES**—Expenditures for operation of the plant, services provided by personnel who are not on the school payroll, including all related expenditures covered by contract are charged to this account. Examples include complete custodial services, partial custodial services such as washing windows, removing garbage, moving furniture and equipment, care of grounds, laundry, dry cleaning, linen service and the like. Also included here are the costs for service contracts on copy machine and other office equipment.
 6. **MAINTENANCE**—Maintenance of plant consists of those activities that are concerned with keeping the grounds, buildings, and equipment at their original condition of completeness and efficiency through repair. Included in this category are such things as repair of windows, doors, various bits of machinery in the building and the like. Larger repairs might be included under Capital Expenditures. Such things as replacing a complete roof or painting the total building would be included under Capital Expenditures.
 7. **INSURANCE**—Includes all money expended for insurance for the school be it property insurance, liability insurance, or any other insurance expense.
 8. **OTHER**—All expenses incurred for the operation and maintenance of the plant not included in the categories above.
- D. **OTHER COSTS**—The operation of a school can entail other costs not included in the above categories. Three of these other Costs could include Support of Religious, Capital Expenditures and Contingency/Reserve.
1. **SUPPORT OF RELIGIOUS**—Includes any monies expended in support of religious who teach in the school that are not included in the ordinary stipend or stipend related costs. If there is a residence for the religious, then all expenses of operating the residence would be recorded here. If the parish furnishes a car to the religious, the cost of the car and its operation is recorded here.
 2. **CAPITAL EXPENDITURES**—These expenditures are ordinarily somewhat large in amount and not incurred each year. They are usually for equipment or projects that are new to the school facility or renewed in the school but not on an annual basis. Capital expenditures for instructional equipment might include purchasing new film projectors, VCR's, overhead projectors, laboratory tables or larger pieces of equipment used in the school. Capital expenditures are also incurred when larger pieces of educational equipment are replaced. Capital expenditures on buildings might include the repairing of a roof or painting a total building or replacing all the windows.
 3. **CONTINGENCY/RESERVE**—Some schools try to set aside certain monies each year in order to build up a fund that can be used to offset major and unforeseen expenses. The amount to be set aside each year is reported as an annual expense under Contingency or Reserve.
 4. **DEBT RETIREMENT**—Includes all monies expended for debts incurred by the school and not the parish as a whole. Such items as remodeling the school, new windows in the school, etc. would be included in this item.

To ensure that the parish and school have an accurate accounting of the true cost to educate a child and take full advantage of the ACSA formula, please list all annual fund donations, school fundraisers, support from other parishes and other school income under school receipts on the parish annual report.

For a school to be financially stable the parish needs to be aware of the actual cost to run the school and what percentage comes from tuition and other fees, parish subsidy and fundraising.

Use the School Finance Assessment Summary Sheet (found on the following page) to calculate:

- Cost per student
- Amount of parish subsidy
- Percent of parish subsidy
- Percent of parish income
- Percent of tuition and other fees
- Percent of school fund-raising

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	_____	_____	_____	_____
(This should be close to 40%)	_____	_____	_____	_____
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				
(This should approximate 40%)				
Total All School Fundraising Activities	_____	_____	_____	_____
Divide by Total School Expenditure	_____	_____	_____	_____
= Percent of School Fundraising Subsidy	_____	_____	_____	_____
(This should approximate 20%)				

Note: The Office of Catholic Schools recommends that 40% of the total cost of education be generated by tuition and other fees, with the remainder subsidized through 40% parish support and 20% fundraisers.

Federally funded program (grants) often mandate the opportunity for non-public participation. Programs flowing from state funds usually do not include the non-public section. Federally funded programs are administered by the Local Education Agency (LEA) - local public school district.

Many grant opportunities are open to non-public schools, e.g. Area Arts Councils, corporations, local banks, trust funds, and business clubs. Typically, only 15% of grants applied for are funded. Therefore, non-secured grants should not be included in the budget.

The Regional Office of Education (ROE) and the local superintendent's office may be able to assist non-public principals in locating sources for grant monies. The local library may also provide sources for grants.

Area universities are able to assist you, particularly University of Illinois at Springfield. UIS has a Foundation Library and offers in-service on the use of these resources.

Contact the Office for Catholic Schools for:

- A sample list of what grants have been funded
- Sample grants
- Grant writing resources that you can borrow from the Office for Catholic Schools will include grant writing tips, sample grants and a comprehensive list of grant opportunities
- Grant writing websites
- Grant writing in-service/webinars

FOUNDATION GRANTS

Five Basic Types of Private Foundations: Community—

- Benefit a specific area (Brown County)
- **Special Interest**—Give for only one purpose (American Heart Association)
- **National**—Nationwide, huge, receive vast number of applications. (Ford)
- **Family**—There are 10's of thousands. Established by a wealthy family or individual, often have a geographic area where they concentrate their giving. (Tracy Foundation, Raskob)
- **Cooperate**—There are over 200 corporate foundations. They are completely separate from the parent company and are established from an endowment or contributions from the profit making corporation.

What Foundations look for:

- **Shared Mission**—Does your grant help the funding agency further its goals?
- **Severity of need**—Why the community needs the program.
- **Competence**—Your organization will be assessed to ensure it's capable and effective.
- **Cost Effectiveness**—Your proposal must efficiently use the grant dollars that you are requesting.
- **Accountability**—Detailed timetable with measurable milestones clearly marked.
- **Realistic goals and budget**—Promise only what you can deliver.

Foundations are required to donate 5% of their asset base each year in order to maintain their nonprofit status.

Their 990-PF Federal Tax form, which list which grants were funded in a given year, is public information. Majority of grants go to non-profit organizations with 501c3 status with the IRS.

Government Grants

Government grants come from any level of government: city, county, state or federal.



Diocese of Springfield in Illinois

Catholic Pastoral Center • 1615 West Washington • Springfield, Illinois 62702-4757
insurance.dio.org insurance@dio.org (217) 698-8500 Fax: (217) 698-8282

Office for Insurance and Benefits

Health Insurance (Self-Insured)

Blue Cross Blue Shield – network and third party administrator
BAS – eligibility/billing vendor; all full-time (30hrs/wk or more) enroll online New hire must make benefit selections within 30 days of employment 100% coverage on wellness benefit
Deductibles - \$300 individual, \$900 Family
Maximum out-of-pocket \$1,250 annually (\$3,750 for family) Out of pocket max for non-network \$2,500

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
\$10/\$20/\$35 (mail order available)

Vision coverage (Self-Insured) EyeMed network

Specifically, for eye exams, lenses, frames, contacts

Basic Term Life Insurance / Voluntary

Term Life UNUM Life
Up to \$15,000 basic life (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 - 125 Premium Only Plan and specified Aflac

policies Salary Redirect forms needed on all full-time 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.insurance.dio.org
Special events that are serving alcohol
Contractors/construction projects
If you need proof of insurance to use others equipment or property Outside groups who want to use your facilities

Unemployment program (Self-Payer Program)

Claims are paid by Insurance office. Forward any IDES invoices to Insurance Office

Lay Employee Pension Plan

If you work 900 hours in a calendar year you qualify for a year of eligibility
10 years in the plan and you are vested (or an active employee with 5 years and age
65) Spouse receives 50% of your pension as a beneficiary

403

b

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

Employee only contributions to retirement pre-tax through payroll
deductions 20hr/week 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 driver's license /
insurance Gallagher Benefits Services – Third Party Administrator 800-780-9561

Property Insurance (Self-Insured Retention)

\$1,500 to parish /\$100,000 deductible to Diocese through our excess
carrier Gallagher Benefits Services – Third Party Administrator 800-780-
9561

Liability (Self-Insured

Retention) Student

Accident

Markel Insurance Company for students who need insurance

Catastrophic Student Accident coverage

High Schools only for athletic participation

Risk Management/Training webinars –

Go to insurance.dio.org web page and select Webinars tab.
Use these webinars to help train employees

Billing Cycles:

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

Property/Liability and Auto Insurance billed in July

Workers Compensation billed in

July/August Unemployment billed in

March/April Pension billed in

December

403b paid after every pay period

Aflac billed monthly by Aflac to location

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.

This section includes:

1. Diocesan Offices
2. Regional Chairperson for Principals
3. Illinois Educational Representatives Directory (publishers)
4. Recognized Colleges and Universities in Illinois
5. Illinois Principals Association
6. Regional Offices of Education
7. Illinois State Board of Education
8. Certificates Issued in Illinois
9. Employee Labor Law Postings information
10. USERRA poster - The federal government now requires all employers regardless of size, to display the new USERRA (Uniformed Services Employment and Reemployment Act of 1994. A copy can be downloaded from www.dol.gov/vets.

LOCAL LEVEL

Complete the Local Contact List with names and numbers of people to call for assistance.

A listing of room mothers, teacher aides, volunteers, and playground supervisors may be added here also.

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 MARRIAGE AND FAMILY***
Most Reverend Thomas John Paprocki, Bishop	Mr. Carlos Tejeda, Director
OFFICE OF THE VICAR GENERAL	OFFICE FOR PRO-LIFE ACTIVITIES & SPECIAL MINISTRIES##
Rev. David Hoefler, V.G., Moderator of the Curia	Mrs. Donna Moore, Director
OFFICE FOR ARCHIVES AND RECORD MANAGEMENT*	OFFICE FOR PROPERTY, BUILDINGS & CEMETERIES****
Mrs. Katherine Oubre, Director	Mr. Greg Fleck, Director
OFFICE FOR CAMPUS MINISTRY***	OFFICE FOR SAFE ENVIRONMENT#
Mr. Roy Lanham, Director	Ms. Alison Smith, Director
OFFICE FOR CATECHESIS***	OFFICE FOR PARISH VITALITY AND MISSION ADVANCEMENT***
Kyle Holtgrave, Director	Mrs. Katie Price, Director
OFFICE FOR CATHOLIC EDUCATION***	OFFICE FOR THE DIACONATE**
Ms. Brandi Borries, Director	Dc. David Sorrel, Director
OFFICE FOR CATHOLIC SCHOOLS***	OFFICE FOR THE MISSIONS***
Ms. Brandi Borries, Superintendent	Mrs. Donna Moore, Director
OFFICE FOR COMMUNICATIONS***	OFFICE FOR TRIBUNAL SERVICES*
Andrew Hansen, Director	Very Reverend Christopher A. House, V.J., J.C.L. (Judicial Vicar)
OFFICE FOR DIVINE WORSHIP & THE CATECHUMENATE*	OFFICE FOR VOCATIONS**
Rev. Daren Zehnle, Director	Very Reverend Brian C. Alford, Director
OFFICE FOR FINANCES****	OFFICE FOR YOUTH & YOUNG ADULT MINISTRY***
Mr. Christopher Sommer, Director	Mr. Tony Cervený, Director
OFFICE FOR HUMAN RESOURCES#	OFFICE FOR YOUTH & WOMEN'S MINISTRY***
Mrs. Erin Danaher, Director	Vacant
OFFICE FOR INFORMATION TECHNOLOGY****	OFFICE OF THE CHANCELLOR AND GENERAL COUNSEL
Mr. Dan Gauwitz, Director	Mr. James A. Bock, Chancellor and General Counsel
OFFICE FOR INSURANCE & BENEFITS****	OFFICE FOR CATHOLIC CHARITIES##
Mr. Patrick Ketchum, Director	Mr. Steven Roach, Executive Director
OFFICE FOR LEGAL SERVICES & POLICY DEVELOPMENT	CATHOLIC TIMES NEWSPAPER***
Mr. James Bock, Director	Mr. Andrew Hansen, Editor
OFFICE FOR MINISTRY AND EVANGELIZATION	VILLA MARIA CATHOLIC LIFE CONFERENCE & RETREAT CENTER®
Sr. M. Consolata Crews, F.S.G.M., Director	Deacon Greg Maynerich, Director
*DEPARTMENT FOR CANONICAL & PASTORAL SERVICES	****DEPARTMENT OF FINANCIAL SERVICES
Very Rev. Christopher A. House, Director	Mr. Christopher Sommer, Director
**DEPARTMENT FOR VOCATIONAL SERVICES	#DEPARTMENT OF PERSONNEL SERVICES
Very Rev. Brian C. Alford, Director	Mrs. Erin Danaher, Director
***DEPARTMENT FOR EVANGELICAL & CATECHETICAL SERVICES	##DEPARTMENT FOR COMMUNITY SERVICES
Sr. M. Consolata Crews, F.S.G.M., Director	Mr. Steven E. Roach, Director

ILLINOIS PRINCIPALS ASSOCIATION

The Illinois Principals Association is open to all principals. For more information contact:

Illinois Principals Association
2940 Baker Drive
Springfield, IL 62703
<https://ilprincipals.org/>
Telephone: 217-525-1383

REGIONAL OFFICE OF EDUCATION

Educational Service Centers no longer exist; these educational units are called Regional Offices of Education (ROE). For a current directory of Regional Offices of Education and Intermediate Service Center, go to: www.iarss.org.

At this site you can find:

1. Directory of Regional Superintendents (by area or by state map with counties shown)
2. Professional Development activities
3. Regional Office responsibilities and services.

ILLINOIS STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION

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Susie Morrison
Jane Quinlan

STATE SUPERINTENDENT

Dr. Carmen I. Ayala

Springfield Office:
100 North First Street
Springfield, Illinois 62777

866-262-6663

Chicago Office:
100 W. Randolph Street, Suite 14-300
Chicago, Illinois 60601

312-814-2220

For additional ISBE information, go to www.isbe.net.

For information regarding licenses issued in Illinois, contact the Illinois State Board of Education.

LOCAL CONTACT PEOPLE

	NAME	TELEPHONE
Abuse Hot Line		1-800-252-2873
Ambulance		
Area Chair Principal		
Athletic Association Officers		
Bank		
Bus Company		
Chapter 1 Teacher		
Counseling Contacts		
Electrician		
Fire Department		
Legislative Contact		
Local Newspaper Editor		
Local Newspaper Photographer		
Local Superintendent		
NCEA		
Plumber		
Poison Control Center		217-753-3330
Police Department		
Psychological Testing Contact		

LOCAL CONTACT PEOPLE

	NAME	TELEPHONE
Regional Office for Education		
School Nurse		
Social Worker		
Special Education Teacher		
Speech Teacher		
State Board of Education		217-782-4321

PARENT ORGANIZATION	NAME	TELEPHONE

PASTORAL COUNCIL	NAME	TELEPHONE

LOCAL CONTACT PEOPLE (CONTINUED)

SCHOOL BOARD	NAME	TELEPHONE

	NAME	TELEPHONE

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. There are two options in which labor law posters may be obtained.

1. Download each posting separately from Federal or State web sites

Federal laws, acts and regulations are required to be posted. Federal Posters may be downloaded separately at:

<https://www.dol.gov/general/topics/posters>

- Fair Labor Standards Act (Minimum Wage-Overtime-Child Labor)
- Family and Medical leave Act
- Employee Polygraph Protection Act
- Job Safety and Health Protection
- Equal Employment Opportunity Act
- Uniformed Services Employment and Reemployment Act (USERRA)
- Federal Government Contracts
- Federal Finance Construction

Illinois laws, acts and regulations are required to be posted. Each Illinois Posters may be downloaded separately at:

<http://www.illinois.gov/idol/Employers/Pages/posters.aspx>

- **Your Rights Under Illinois Employment Law Poster includes the following:**
 - Minimum Wage & Overtime (current minimum wage \$8.25 per hour effective 7/1/2010)
 - Wage Payment and Collection Act
 - Equal Pay Act
 - Victims Economic Security and Safety Act
 - One Day Rest in Seven Act
 - Child Labor
- Occupational Safety & Health Administration Hazard Communication Standards
- Workers' Compensation Notice
- Equal Pay Act of 2003
- Notice to Workers About Unemployment Insurance Benefits
- Emergency Care for Choking
- Smoke Free Illinois Act
- Pregnancy Accommodation Posters http://www2.illinois.gov/dhr/Publications/Documents/Pregnancy_Posting-lgl-ENG14.pdf

2. Order on line Federal or State Poster from **Federal Wage and Labor Law Institute:** <http://www.fwlli.com/> as indicated below.

Diocese of Springfield in Illinois has set in place a program allowing you to disregard all labor law poster vendors who sent you junk mail.

NOTE: The Labor Law Poster Vendor junk mail may look official, may be intimidating, and may be overpriced. There is NO SUCH THING as a government agency who sends you junk mail trying to sell you Labor Law Posters.

When you are required by law to update the Diocese will notify you for FREE. You may then obtain the posters from **Federal Wage and Labor Law Institute.**

IF THIS IS YOUR FIRST TIME TO ORDER WE ADVISE YOU TO ORDER A KIT TO POST AND POST IN AN AREA WHERE EMPLOYEES AND APPLICANTS CAN VIEW THE POSTERS.

20% GROUP DISCOUNT RATE: The group rate discount was arranged as a courtesy. Please mention the Diocese of Springfield when placing your order.

KIT—Includes Federal & State ALL-IN-ONE™ poster(s) - POSTERS FOR ALL STATES

PAPER KIT—1 Federal & 1 State = (\$41.95 + S&H)

LAMINATED KIT—1 Federal & 1 State = (\$55.95 + S&H)

Federal or State Posters can also be purchased separately on this site

NOTE—Although this group rate discount has been arranged, each location within the care of the Diocese is autonomous and may obtain their posters from any provider.

TO ORDER—go to: <http://www.fwlli.com/> or Call 1-800-767-9243 –

Mention Diocese of Springfield in Illinois

SECTION 27

HUMAN SEXUALITY, FAMILY LIFE, AND SEX EDUCATION PROGRAMS

Schools must follow the Diocesan Policy **Bk3§504.3** on Catechesis in Human Sexuality and Personal Safety Training. Information found in this section includes:

- The Truth and Meaning of Human Sexuality
- Note from the Office for Catholic Schools
- References for additional information

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. *Origins* (February 1, 1996, Vol. 25: No. 32)
2. On the Family; Familiaris Consortia, Apostolic Exhortation, December 15, 1981 (Publication No. 833 of USCC)
3. NCD, Sharing the Light of Faith, 1977
4. **Declaration on Christian Education, 1965**

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 Office for Catholic Schools. 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.

SAMPLE JOB DESCRIPTION I FOR PRINCIPAL

This outline form job description may be used as a basis for developing a fuller description in keeping with diocesan and local policies.

ADMINISTRATIVE TASKS

- A. Personnel Management: Recruits and selects individuals for teaching positions; assigns teachers and non-teachers on school staff to duties; ensures the effective and smooth induction of new personnel into the school staff; directs and evaluates in-service activities both within the school organization and outside it; ensures appropriate pay records and other personnel records; evaluates teacher effectiveness; recruits and assigns substitute personnel.
- B. Materials Management: Is responsible for purchase and use of general and instructional supplies; evaluates safety standards in building; evaluates storage and maintenance of instructional supplies; ensures re-evaluation of texts, audio-visual, library and other instructional materials; evaluates and directs custodial services within school.
- C. Office Management: Schedules use of all school facilities; ensures that official records are properly maintained; ensures that all directives from superintendent are disseminated to staff; provides for continuous office coverage to handle telephone and personal messages; develops and publishes calendar of due dates for activities of staff and students.
- D. Public and Community Relations: ensures courteous and open reception of visitors; develops and organizes parent and parish associations; identifies and publicizes school activities.
- E. Budget and Fiscal: Draws up budget for proposed school program; describes educational objectives for budget analysis; seeks and develops information on sources of funds in parish, community, or public funding; keeps records of funds spent.

SUPERVISORY TASKS

- A. Teacher Development: Provides orientation for teachers; provides opportunities for teachers to observe each other at work; directs and guides selection of methods and materials of instruction; reviews and appraises lesson planning; reviews and evaluates lessons and units of work taught; provides specific assistance in use of instructional materials; directs utilization of school facilities; reviews and evaluates standardized and school-made test results by classes; prescribes in-service development for teachers; ensures such developments are available and utilized.
- B. Pupil-Parent Services: Ensures appropriate placement of pupils in individual classes; ensures effective communication regarding pupil progress and needs; ensures effective articulation from school to school; reviews placement of children in classes, especially in remedial and advanced; directs guidance and disciplinary services of school.
- C. Curriculum Development: Ensures implementation of curriculum directives of the diocese; ensures that public and faculty are aware of new curriculum developments; ensures that community resources are utilized in development of curriculum materials; employs the services of consultants in presenting or developing curriculum materials for school.

SAMPLE JOB DESCRIPTION II FOR PRINCIPAL

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/her relationship with Christ.

He/she should have as highest priority the building of a Catholic community of faith, and he/she must be a witness of the Good News of Christ, creating an atmosphere in which this faith can be developed.

The principal, as the administrative head of the school, will seek to coordinate the educational program consistent with diocesan policies and guidelines and will perform such reasonable duties and submit such reports as requested by the Office for Catholic Schools.

The principal, in cooperation with the pastor and parish board of education, shall ensure that the quality of education (religious and secular) be the goal of all involved in the education process of the school.

He/she encourages a positive atmosphere in which both teachers and students feel accepted and able to develop to their fullest potential.

I FAITH COMMUNITY

- Acts as the catalyst in building Faith Community.
- 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 between the full time school faculty and the part-time faculty (PSR/CCD), so as to promote a total parish educational program.

I 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.
- Acts as coordinator—both of students and teachers.
- Holds inviolate confidential information regarding students and teachers.
- Delegates administrative duties to coordinators and other members of the faculty.
- Assigns duties to teachers and para-professionals on the school staff.
- Ensures the effective and smooth induction of new personnel into the school's staff.
- Is responsible for acquiring substitute teachers
- Provides for regularly scheduled faculty meetings.
- Allows the faculty the opportunity for expressing 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/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 healthful 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 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, keeps informed of them and with the teachers evaluates these programs as to their value in the school.
- Is responsible for all school schedules

CI. Local Board of Education

- Acts as the executive officer of the parish board of education. If there is a parish religion coordinator, ordinarily the coordinator and principal act as co-executive officers.
- Plans, with the board chairperson and pastor, the agenda for the meetings and sees that it is mailed to the members a week in advance.
- Provides information for the local board to help them perform their duty in a knowledgeable manner.

I. PUBLIC AND COMMUNITY RELATIONS

- Is responsible for understanding and actively supporting the policies adopted by the Diocesan Board of Education and the parish board of education and interpreting these for teachers, parents and students.
- Provides for proper reception of visitors and ensures that staff and students show courtesy and respect to each other and all who have any contact with the school.
- Promotes activities which involve parental attendance and participation. (Home and School Club and other organizations involving the school).
- 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 so as to help parents find the appropriate service for their child (counseling, health care, family services, etc.).
- Attends professional meetings that are required.

II. SUPERVISORY

A. Teacher:

- Evaluates teacher effectiveness by regular visits to the classroom, and longer periods of observation at least twice a year.
- Plans follow-up conferences with the teacher after the observation to assure effective teaching in the school
- Offers sufficient assistance to the teachers by sharing techniques and professional suggestions.

- Ensures that all faculty members take part in the diocesan Catechist Formation Program.
- Assesses and makes provisions for professional growth of the faculty through in-service workshops, educational meetings, professional literature and observation of other qualified teachers on 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 worktaught.
- Provides specific assistance in the use of instructional aides, i.e., audio-visuals, learning games, community resources.
- Evaluates and reviews standardized test results with the teacher.
- Promotes enthusiasm among the faculty and is a real 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 for adequate supervision of the students, thus guarding the health, physical well-being and safety of the students in all school situations.
- Handles disciplinary problems at the request of the teacher (but after the teacher has dealt with the problem)
- Provides for effective communication between all persons concerned regarding pupil progress and needs.
- Provides for parent-teacher conferences once a year and when necessary.
- Ensures suitable communication both within the school and from school to school.
- Works with 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.
- Works with the parish Director of Religious Education (DRE) or Parish School of Religion (PSR) contact person in religion curriculum planning for a total religious education program.
- Promotes a school curriculum which addresses itself to Catholic principles in accord with church documents.
- Ensures that all persons concerned are aware of new curriculum developments.
- Ensures that community resources are utilized in development of curriculum materials.

SAMPLE JOB DESCRIPTION-PRIMARY TEACHER

I. POSITION SUMMARY

Conducts, under the supervision of the school principal, a program of education for students in the primary level in accordance with the stated philosophy and objectives of the diocese and Catholic schools in general and this school in particular.

The primary teacher plans, lectures, and demonstrates; makes use of audio-visual aids; encourages the use of self-help activities by the students; counsels pupils as needed; discusses academic and social progress with parents; keeps required records; participates in professional activities of the school, in-service programs and educational research; performs extracurricular duties related to this teaching position and other duties as may be assigned.

II. RESPONSIBILITIES

- A. Performs assigned duties which conform to the school's philosophy, objectives and school policy.
- B. Exhibits loyalty in all working relationships with parents, the pastor, and other contacts.
- C. Respects the confidentiality of personal and restricted information regarding students, faculty and school.
- D. Knows and understands fire and safety regulations and encourages the students in safe practices and good health.
- E. Makes an effort to detect conditions that hinder the growth and development of the child.
- F. Assumes responsibility for materials used in the classroom as well as the proper appearance and cleanliness of the classroom.
- G. Supervises (at all times) students assigned to him/her by the principal.

III. QUALIFICATIONS

- A. Personal:
 - 1. Understands, enjoys, and is sensitive to the needs of this age group.
 - 2. Is firm, kind and patient; is self-disciplined with a high standard of personal conduct; exhibits good judgment.
 - 3. Exemplifies good grooming, personal hygiene, and good speech habits.
- B. Professional:
 - 1. Possesses a bachelor's degree and State licensure.
 - 2. Possesses a competence in his or her field and maintains this through further education and in-service training.

IV. RELATIONSHIPS

- A. Is directly responsible to the principal in all school-related activities.
- B. Works cooperatively with other faculty members, school staff, pastor, parents, and with the representatives of the diocesan Office for Catholic Schools.
- C. Instructs, guides, and motivates his/her students.

V. WORKING CONDITIONS

- A. Spends additional time, other than teaching time, planning work, preparing materials, having conferences with parents, meeting with school supervisors and other professional activities
- B. Has access to varied instructional materials and equipment.
- C. Teaches school approximately nine months with holidays and vacations scheduled.
- D. Is paid and insured according to diocesan policies.

VI. DUTIES

- A. Arrives daily in the classroom to have ample time for preparation of the day's work.
- B. Prepares teaching outlines, demonstrates, and uses available teaching aids in presenting subject matter.
- C. Prepares, administers and conducts tests and records results.
- D. Explains subject matter, makes assignments, corrects papers, and hears oral presentations.
- E. Maintains an attractive classroom that evidences a progressive program in academic, social, and manipulative skills as well as in religious education.
- F. Maintains orderly conduct and promotes self-discipline among the students.

- G. Evaluates the learning capabilities of the students in relation to the subject matter and determines the method, amount, complexity and kind of instruction which will achieve maximum progress.
- H. Counsels students, discusses students' academic and behavioral difficulties with parents, suggests remedial action and special referrals as needed.
- I. Maintains accuracy in recording attendance, test results and other data for the permanent records.
- J. Performs non-classroom duties as assigned and participates in school activities.
- K. Uses available opportunities for self-improvement, both professionally and personally.

VII. STANDARDS FOR MEASURING PERFORMANCE

- A. Pupils are well-adjusted to the school situation, show an interest in learning, and consider school an important and necessary part of their lives.
- B. Maximum progress achievable by each student is generally evident and verified by results of standardized tests, etc.
- C. Periodic evaluation by the principal, using approved criteria, indicates a contribution toward the attainment of the philosophy and objectives of the school.

SAMPLE JOB DESCRIPTION-INTERMEDIATE TEACHER

I. POSITION SUMMARY

Conducts, under the supervision of the school principal, a program of education for students in the intermediate level in accordance with the stated philosophy and objectives of the diocese and of Catholic school in particular.

The intermediate teacher plans, lectures, demonstrates, and evaluates; makes use of audio-visual aids; meets with parents; participate in professional activities and in-service programs; performs extra-curricular duties related to this position and other duties as may be assigned.

II. RESPONSIBILITIES

- A. Performs assigned duties which conform to the school's philosophy, objectives and school policy.
- B. Exhibits loyalty in all working relationships with parents, the pastor, and other contacts.
- C. Respects the confidentiality of personal and restricted information regarding students, faculty and school.
- D. Knows and understands fire and safety regulations and encourages the students in safe practices and good health.
- E. Makes an effort to detect conditions that hinder the growth and development of the child.
- F. Assumes responsibility for materials used in the classroom as well as the proper appearance and cleanliness of the classroom.
- G. Supervises (at all times) students assigned to him/her by the principal.

III. QUALIFICATIONS

- A. Personal:
 - 1. Understands, enjoys, and is sensitive to the needs of this age group.
 - 2. Is firm, kind and patient; is self-disciplined with a high standard of personal conduct; exhibits good judgment.
 - 3. Exemplifies good grooming, personal hygiene, and good speech habits.
- B. Professional:
 - 1. Possesses a bachelor's degree and State licensure.
 - 2. Possesses a competence in his or her field and maintains this through further education and in-service training.

IV. RELATIONSHIPS

- A. Is directly responsible to the principal in all school-related activities.
- B. Works cooperatively with other faculty members, school staff, pastor, parents, and with the representatives of the diocesan Office for Catholic Schools.
- C. Instructs, guides, and motivates his/her students.

V. WORKING CONDITIONS

- A. Spends additional time, other than teaching time, planning work, preparing materials, having conferences with parents, meeting with school supervisors and other professional activities.
- B. Has access to varied instructional materials and equipment.
- C. Teaches school approximately nine months with holidays and vacations scheduled.
- D. Is paid and insured according to diocesan policies.

VI. DUTIES

- A. Arrives daily in the classroom to have ample time for preparation of the day's work.
- B. Prepares teaching outlines, demonstrates, and uses available teaching aids in presenting subject matter.
- C. Prepares, administers and conducts tests and records results.
- D. Explains subject matter, makes assignments, corrects papers, and hears oral presentations.
- E. Maintains an attractive classroom that evidences a progressive program in academic, social, and manipulative skills as well as in religious education.
- F. Maintains orderly conduct and promotes self-discipline among the students.
- G. Evaluates the learning capabilities of the students in relation to the subject matter and determines the method, amount, complexity and kind of instruction which will achieve maximum progress.

- H. Counsels students, discusses students' academic and behavioral difficulties with parents, suggests remedial action and special referrals as needed.
- I. Maintains accuracy in recording attendance, test results and other data for the permanent records.
- J. Performs non-classroom duties as assigned and participates in school activities.
- K. Uses available opportunities for self-improvement, both professionally and personally.

VII. STANDARDS FOR MEASURING PERFORMANCE

- A. Pupils are well-adjusted to the school situation, show an interest in learning, and consider school an important and necessary part of their lives.
- B. Maximum progress achievable by each student is generally evident and verified by results of standardized tests, etc.
- C. Periodic evaluation by the principal, using an approved criterion, indicates a contribution toward the attainment of the philosophy and objectives of the school.

SAMPLE JOB DESCRIPTION-JUNIOR HIGH TEACHER

I. POSITION SUMMARY

Conducts, under the supervision of the school principal, a program of education for students in the junior high level in accordance with the stated philosophy and objectives of the diocese and of Catholic schools in general and this school in particular.

The junior high teacher plans, lectures, and demonstrates; motivates and involves students in activities; conducts periodic evaluations; counsels pupils as needed; discusses academic and social progress with parents; keeps required records; participates in professional activities of the school and in-service programs; performs extra-curricular duties related to this position and other duties as may be assigned.

II. RESPONSIBILITIES

- A. Performs assigned duties which conform to the school's philosophy, objectives and school policy.
- B. Exhibits loyalty in all working relationships with parents, the pastor, and other contacts.
- C. Respects the confidentiality of personal and restricted information regarding students, faculty and school.
- D. Knows and understands fire and safety regulations and encourages the students in safe practices and good health.
- E. Makes an effort to detect conditions that hinder the growth and development of the child.
- F. Assumes responsibility for materials used in the classroom as well as the proper appearance and cleanliness of the classroom.
- G. Supervises (at all times) students assigned to him/her by the principal.

III. QUALIFICATIONS

- A. Personal:
 - 1. Understands, enjoys, and is sensitive to the needs of this agegroup.
 - 2. Is firm, kind and patient; is self-disciplined with a high standard of personal conduct; and exhibits good judgment.
 - 3. Exemplifies good grooming, personal hygiene, and good speech habits.
- B. Professional:
 - 1. Possesses a bachelor's degree and State licensure.
 - 2. Possesses a competence in his or her field and maintains this through further education and in-service training.

IV. RELATIONSHIPS

- A. Is directly responsible to the principal in all school-related activities.
- B. Works cooperatively with other faculty members, school staff, pastor, parents, and with the representatives of the diocesan Office for Catholic Schools.
- C. Instructs, guides, and motivates his/her students.

V. WORKING CONDITIONS

- A. Spends additional time, other than teaching time, planning work, preparing materials, having conferences with parents, meeting with school supervisors and other professional activities.
- B. Has access to varied instructional materials and equipment.
- C. Teaches school approximately nine months with holidays and vacations scheduled.
- D. Is paid and insured according to diocesan policies.

VI. DUTIES

- A. Arrives daily in the classroom to have ample time for preparation of the day's work.
- B. Prepares teaching outlines, demonstrates, and uses available teaching aids in presenting subject matter.
- C. Prepares, administers and conducts tests and records results.
- D. Explains subject matter, makes assignments, corrects papers, and hears oral presentations.
- E. Maintains an attractive classroom that evidences a progressive program in academic, social, and manipulative skills as well as in religious education.

- F. Maintains orderly conduct and promotes self-discipline among the students.
- G. Evaluates the learning capabilities of the students in relation to the subject matter and determines the method, amount, complexity and kind of instruction which will achieve maximum progress.
- H. Counsels students, discusses students' academic and behavioral difficulties with parents, suggests remedial action and special referrals as needed.
- I. Maintains accuracy in recording attendance, test results and other data for the permanent records.
- J. Performs non-classroom duties as assigned and participates in school activities.
- K. Uses available opportunities for self-improvement, both professionally and personally.

VII. STANDARDS FOR MEASURING PERFORMANCE

- A. Pupils are well-adjusted to the school situation, show an interest in learning, and consider school an important and necessary part of their lives.
- B. Maximum progress achievable by each student is generally evident and verified by results of standardized tests, etc.
- C. Periodic evaluation by the principal, using an approved criterion, indicates a contribution toward the attainment of the philosophy and objectives of the school.

SAMPLE JOB DESCRIPTION-HIGH SCHOOL TEACHER

ELIGIBILITY

To be eligible as a teacher, a person must meet or arrange to meet within a reasonable time all qualifications required by the State and the North Central Association for certification. Religion teachers must meet or arrange to meet within a reasonable time the certification requirement of the Diocese of ______. In addition, the applicant must be able to accept and affirm the principles contained in the Handbook of Catholic Education Policies by the Diocese of _____.

NON-DISCRIMINATION

All practices of a catholic school in the Diocese of _____ related to employment shall be conducted without discrimination on the basis of race, color, national and ethnic origin, disability, or sex. No school shall on the basis of race, color, national and ethnic origin, or sex recruit, advertise, or select employees; pay, promote, or classify employees, grant leaves, provide fringe benefits, or select for training in special workshops or conferences; or restrict employment to a single sex unless the position is such that it can only be performed by a member of that sex.

RESPONSIBILITIES

Responsibilities of teachers should be clearly defined in the Faculty Handbook at each school. Those published here should serve as general principles.

General:

General responsibilities of the teacher include the following:

- ◆ To support and implement the school's philosophy and objectives;
- ◆ To support and cooperate in building a faith community among the members of the total school community;
- ◆ To help formulate and implement school policies and regulations;
- ◆ To work cooperatively with administrators, other faculty and staff members, and parents;
- ◆ To be punctual in attendance and performance of regular duties;
- ◆ To read current publications in curriculum areas and attend in-service meetings;
- ◆ To perform other duties as assigned.

Instructional:

To teach effectively, teachers are responsible for the following:

- ◆ To plan thoroughly, both long range and short range, for classes;
- ◆ To present classes clearly, simply and effectively;
- ◆ To provide differentiated experience to meet the needs and abilities of the students;
- ◆ To maintain an atmosphere conducive to learning;
- ◆ To evaluate student progress

Time Commitment:

The teacher's effectiveness in serving the need of the students is enhanced by observing the faculty time schedule set up in each school and by a willingness to go beyond the call of duty. If tardiness or absence is unpreventable, the school administration should be informed as soon as possible. Excessive tardiness or absence may be a contributing factor in terminating the contract.

Extra Duty Expectations:

Teachers are expected to contribute to paid or unpaid extra activities or duties outside of the regular school day and excluding the required events published prior to the beginning of each semester.

The local school administration will determine what reasonable duties and activities will fulfill this expectation. The intent of this provision is to encourage wider sponsorship of extra-curricular activities as well as supervision of afternoon, evening, and weekend events.

Failure to meet this expectation cannot alone be the condition for non-renewal of contract. However, failure to comply can affect a teacher's evaluation and can be cited as a factor contributing to unsatisfactory performance.

Supervision of Students:

All faculty members are responsible for maintaining order and discipline in the school. Teachers should be in classroom prior to the students' in accordance with the time designated in each school. Students should not be left in a classroom, in the building, or on the grounds without faculty or other adult supervision. All faculty member should assume responsibility for supervision of all students. When necessary, action should be taken in accordance with the procedures agreed upon by the faculty. Such procedures should be consistent with the school's philosophy and objectives. Faculty members are also expected to assist in any way possible to prevent injury to persons or property.

The Faculty Handbook at the local school outlines the specific responsibilities of teachers related to supervision of students.

SAMPLE JOB DESCRIPTION-SCHOOL SECRETARY

I. POSITION SUMMARY

The School Secretary is a person of faith and prayer who gives witness to the gospel by speech, actions and attitudes. The secretary is a community builder, a leader in Christian service and is an active participant in the worshipping community. It is the role of the secretary to provide a Christian environment where students, parents, teachers and staff experience welcome and hospitality.

The secretary, under the supervision of the school principal, serves in accordance with the stated philosophy and objectives of the Springfield Diocese and of Catholic Schools in general and of Catholic School in particular.

The school secretary meets, greets and welcomes all of those coming to the school office and assists parents, students, teachers and staff with their respective needs. She/he performs general office tasks and other duties as assigned by the principal.

II. RESPONSIBILITIES

- A. Performs assigned duties and makes decisions which support the school's philosophy, objectives and school policy.
- B. Respects and maintains the confidentiality of personal and restricted information regarding students, faculty and school.
- C. Knows and understands fire and safety regulations and encourages all in safe practices and good health.
- D. Assumes responsibility for materials used as well as the proper appearance and cleanliness of the office.
- E. Supervises at all times students who are in the office area.
- F. The Secretary generally works from mid-August to July 1st. These dates may vary according to Administrative demands.

III. QUALIFICATIONS

- A. Personal:
 - 1. Understand, enjoys and is sensitive to the needs of others. Contributes to each person's self-worth as a Christian.
 - 2. Exhibits kindness, patience, self-discipline, good judgment and Christian conduct.
 - 3. Maintains professional appearance and uses appropriate communications skills.
- B. Professional:
 - 1. Possesses a High School Diploma or equivalency.
 - 2. Possesses a competence in the field and maintains this through further education and in-service training.

IV. RELATIONSHIPS

- A. Is directly responsible to the principal in all school activities.
- B. Works cooperatively with, and is loyal to, the principal, pastor, faculty members, school staff, parents, and representatives of the Diocesan Office for Catholic Schools.
- C. Has good interpersonal skills.

V. DUTIES

- A. Is expected to be in the building from 8:00 a.m. until 3:00 p.m. Monday through Friday.
- B. Assists the Principal with communication and administrative tasks serves as a liaison for the principal with parish and school groups.
 - 1. Answers all telephone calls and relays messages to students and staff.
 - 2. Meets and greets each person.
 - 3. Treats all sick and injured children who visit the office:
 - ◆ Contacts parents regarding student injuries and illness.
 - ◆ Makes the decision about sending a student home.
 - 4. Keeps daily attendance records:
 - ◆ Keeps student daily log in the computer/record sheet.

- ◆ Calls parent(s) when no one calls to report a student absence.
 - ◆ Stores absentee sheets returned daily to office by the teachers.
 - ◆ Places student In/Out log on front desk counter every morning along with the volunteer/visitors sheet.
 - ◆ Fills out tardy slips as students arrive late: date, time, student's name, room number, secretary's initials.
 - ◆ Keeps daily record of staff absences.
5. Sorts material in daily class envelopes:
- ◆ Marks all notes to teachers from parents with the teacher's room number, bundles, and places in principal's mailbox for review.
 - ◆ Distributes miscellaneous papers to proper places.
 - ◆ Returns empty envelopes to teacher's boxes.
6. Assists cafeteria staff with federal lunch program.
7. Prepares material for the weekly packet/parent letter:
- ◆ Types lunch menu once a month.
 - ◆ Runs copies, keeps originals on file in office.
8. Keeps daily medicine log and administers medicines during lunch periods and other times accordingly.
9. Updates student permanent records:
- ◆ Types permanent records on new students.
 - ◆ Copies records for students transferring to another school.
 - ◆ Reviews records to see what students are missing (birth certificate, SSN, Baptismal, etc.)
 - ◆ Files Iowa Assessment test results in permanent records.
 - ◆ Collects and keeps physicals.
10. Works with Administrative Assistant:
- ◆ Writes receipts for any tuition collected and makes him/her and the principal aware that it was collected.
11. Aids teachers:
- ◆ Types field trip permission slips, keeps original on file in office.
 - ◆ Types mid-term progress reports, keeps original on file in office.
 - ◆ Types report cards/envelopes.
 - ◆ Types the list for the modified grading scale.
 - ◆ Fills out homework sheets for absent students, places them in teacher mailboxes.
 - ◆ Types class lists.
12. Assist the Principal:
- ◆ Types list for graduation diplomas.
 - ◆ Keeps running lists for yearbook; collects money and gives money to bookkeeper for deposit.
 - ◆ Keeps list of graduation dinner and collects any money given to seventh grade room parents.
 - ◆ Prepares folders for Kindergarten and Pre-School Orientation Day.
 - ◆ Works in office one sight during parent-teacher conferences.
 - ◆ Maintains contact information.
 - ◆ Distributes mail in teacher's mailboxes.
 - ◆ Prepares class lists for vision/hearing screening and communicates with staff performing this screening.
 - ◆ Prepares July mailing and August Orientation packets.
 - ◆ Writes receipts for any tuition collected and makes him/her and the principal aware that it was collected.

SAMPLE JOB DESCRIPTION-COOKS

1. Keep kitchen area clean and tidy.
2. Wipe off all tables and chairs daily.
3. Keep napkin holders, straw receptacles, and silverware bins full.
4. Keep interiors of refrigerator and freezer cleaned and free of spills.
5. Keep silverware covered until in use.
6. Keep all stored items in freezers and refrigerators covered.
7. Prepare meals according to lunch count.
8. Be sure each child gets Class A portions of meat, vegetables, fruit, dessert, bread, and/or milk each day.
9. Do your best to prepare just enough food, as not leftovers are allowed to be frozen or to leave the building.
10. All food must be eaten in the cafeteria by the children.
11. Be sure water is hot enough to properly sterilize dishes and silverware.
12. Dishes and silverware are usually pre-soaked or pre-scrubbed prior to being put in the dishwasher.
13. Learn the rules for the care of hazardous materials.
14. Attend available training sessions.
15. Take necessary precautions so that hair does not get in food (hair nets, etc.).
16. In addition, person designated as head cook will:
 - a. Order commodities.
 - b. Order all foods.
 - c. Calculate cost of meals.
 - d. Prepare menus one month in advance and turn into the office per newsletter schedule.
 - e. Keep inventory of commodities and all other foods.
 - f. Supervise volunteers serving food and helping with clean up.
 - g. Maintain all hot lunch program records (local, federal, and state).
 - h. Complete all paperwork in lunch planning.
 - i. Prepare and oversee lunch budget.
 - j. Have a certificate of sanitation as prescribed by law.

SAMPLE JOB DESCRIPTION-MAINTENANCE WORKER

Job Title: Maintenance Worker

Department: Physical Plant

Reports To:

SUMMARY: Performs routine and extensive preventative maintenance and repair procedures throughout parish and school complex.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- √ Performs minor and major repair of all buildings and equipment.
- √ Performs preventive maintenance procedures on building mechanical equipment on a scheduled basis; inspects belts, checks fluid levels, replaces filters, greases bearings, seals, etc.; repairs or replace broken parts.
- √ Cleans and inspects boiler; treats water with proper chemicals.
- √ Replaces broken windows; repairs doors, door locks and closets; installs window blinds.
- √ Completes daily, weekly and monthly checklists on building equipment maintenance procedures and maintains records of scheduled maintenance procedures.
- √ Installs electrical wiring and equipment; new electrical services, wiring during remodeling projects; replaces and repairs wiring as needed.
- √ Repairs electrical equipment and control circuits; replaces faulty electrical switches; repairs refrigeration equipment.
- √ May repair electrical locks and control panels to maintain building security.
- √ May install computer cable.
- √ Responds to emergency maintenance requests as required.
- √ Assists with the renovation/remodeling of buildings; repairs plaster and drywall; paints building structures.
- √ Maintains records of scheduled maintenance procedures.
- √ Performs outside custodial duties such as snow removal as required.
- √ May obtain estimates for supplies, repair parts, orders parts as needed.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential function satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

EDUCATION and/or EXPERIENCE:

- √ High School diploma or general education degree (GED).
- √ One year of responsible experience in building and mechanical equipment maintenance and repair.
- √ An acceptable equivalent combination of education and experience.
- √ Good skills in the use of hand and power tools.

LANGUAGE SKILLS:

- √ Ability to read and comprehend simple instructions, short correspondence, and memos.
- √ Ability to write simple correspondence.
- √ Ability to effectively present information in one-on-one and small group situations to other employees of the organization.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals.

REASONING ABILITY: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions.

CERTIFICATES, LICENSES, REGISTRATIONS: Valid Illinois Driver's License.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is frequently required to:

- √ Stand and walk.
- √ Use hand to finger, handle, or feel.
- √ Reach with hands and arms.
- √ Climb or balance.
- √ Stoop, kneel, crouch or crawl, talk and hear.
- √ The employee must frequently lift and/or move more than 100 pounds.
- √ Specific vision abilities required by this job include close vision, distance vision, color vision and depth perception.

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 Principals.dio.org 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:

- Catechetical Issues
- Curriculum & Instruction
- Facilities & Safety
- Planning & Development
- Personnel/Governance
- Relationship of school to the community

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

This section includes publications and legal references related to school management.

LAW REFERENCES by Sr. Mary Angela Shaughnessy

A Primer on School Law: A Guide for Board Members in Catholic Schools

A Primer on Law for DREs and Youth Ministers

A Primer on Law for Administrators and Boards, Commissions & Council of Catholic Education

Campus Ministry and the Law

Catholic Preschools: Some Legal Concerns

Catholic Schools and the Law. A Guide for Teachers

Counseling Issues in Catholic Schools: Moral Ethical and Legal Dimensions

Ethics & the Law: A Teacher's Guide to Decision Making

Extended Care Programs in Catholic Schools: Some Legal Concerns

Ministry and the Law: What You Need to Know

Policy Formation in Catholic Education: A Guide to Legal Issues

Religious Education and the Law: A Catechist Handbook

School Handbooks: Some Legal Considerations

Selected Legal Issues in Catholic Schools

The Law and Catholic Schools: Approaching the New Millennium

Volunteers in Catholic Schools: An Administrator's Guide to Legal Considerations

OTHER SOURCES

"Legal Issues," a monthly column in the NCEA "Momentum" periodical

It is suggested that reading materials be chosen from the NCEA publication, *A Working Reading List for Catholic School Students* which is available in versions for Early Childhood - preschool to grade 2, Middle Childhood - grades 3-5, and Early Adolescent - grades 6-8. You can assume books on these lists are appropriate. Books selected that are not on this list need to be reviewed by the principal and/or teacher.

Included in this section is a letter from the Catholic Conference of Illinois.

To publish photos and/or names of any student on the website, in newspapers, in quarterly newsletter, and in other school publications, you must have written permission for the student's parents or guardians to include that child.

**The 10 Steps of Crisis Communications
By Jonathan Bernstein**

PRE-CRISIS

- 1. Anticipate crises**
- 2. Identify your crisis communications team**
- 3. Identify and train spokespersons**
- 4. Spokesperson training**
- 5. Establish notification and monitoring systems**
- 6. Identify and know your stakeholders**
- 7. Develop holding statements**

POST-CRISES

- 8. Assess the crisis situation**
- 9. Finalize and adapt key messages**
- 10. Post-crisis analysis**



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Diocese of Belleville
Archdiocese of Chicago
Diocese of Joliet
Diocese of Peoria
Diocese of Rockford
Diocese of Springfield-in-IL

Statement on *New Living Bible, Catholic Reference Edition*

Canon law does not permit Catholics or Catholic institutions to use Scripture translations without an imprimatur. Tyndale Press' *New Living Bible, Catholic Reference Edition* does not bear an imprimatur and should not be used by Catholics or Catholic institutions.

Holy Scripture holds a primary place in the living faith of Catholic people, alongside the sacraments, traditions, and teachings of the Church. With Catholic people of all ages actively engaging in Bible study -- individually and in small groups across the nation -- it is important for pastors and catechetical leaders to guide them to acceptable Bible translations and solid study materials in conformity with the Catholic tradition of scripture scholarship.

In late 2002, a Bible marketed as *New Living Bible, Catholic Reference Edition* was produced by Tyndale House in Wheaton, Illinois. Unlike other "easy reader" translations that include the books approved by the Church for the canon of the Bible, Tyndale chose to call it "Catholic" instead of simply "with Apocrypha" (with those books that appear in Catholic bibles but not in others). In fact, this Bible does not reflect a Catholic perspective on Scripture.

The 1993 Vatican document *The Interpretation of the Bible in the Church* gives clear guidelines for exegesis, including the place of the studies of literary form, sociology, cultural anthropology, and other tools for hermeneutics. None of these aids to interpretation appear in the reference materials of Tyndale's "Catholic Reference" Bible. The brief reference materials that do precede each book of this Bible are potentially misleading both in what is included and what is omitted; indeed, they are often in direct contradiction with accepted Catholic teaching about Scripture. Together, these flaws render this Bible not acceptable for use by Catholic readers.

The Bishops of Illinois are informing Catholic pastors and religious educators that the *New Living Bible, Catholic Reference Edition*, 2002, published by Tyndale House, Wheaton, Illinois, does not reflect a Catholic interpretation of scripture. This Bible should not be used by any Catholic elementary school, high school, university, parish religious education program, or adult scripture study group. Neither should it be sold in Catholic bookstores nor made available in the libraries of Catholic institutions.

The United States Conference of Catholic Bishops has also issued an advisory to all Bishops warning that the Tyndale Bible "has not been approved by the episcopal conference or by the Holy See."

Illinois Bishops' Statement on "Left Behind" Books and Videos

"Theology of the End Times in Conflict With Catholic Teachings"

CHICAGO, JUNE 24, 2003 ([Zenit.org](http://www.zenit.org)).- *The Catholic Conference of Illinois is taking on the Rapture.*

The Rapture, according to many fundamentalist and evangelical Protestants, is the fast-approaching secret and silent disappearance of Christians from the earth before a time of tribulation. The notion has soared in popularity with the "Left Behind" novels, which have sold tens of millions of copies. Recently the Catholic conference issued this statement on the phenomenon.

Statement on Left Behind Books and Videos

When Jesus told us to be alert and ready for his return, he also warned there would be false prophets. One of the most attractively marketed recent false "prophets" has been the Left Behind series, published by Tyndale House Press in Wheaton, Illinois. Since 1995, the series by Mr. Tim LaHaye and Mr. Jerry B. Jenkins has been a tool for active promotion of a fundamentalist theology of the end times in conflict with Catholic teachings. More than that, the series has been a vehicle for anti-Catholic sentiments by the way Catholics are characterized and treated in the plot line.

Promoted nationally in grocery checkout aisles, discount outlets and bookstores, over the Internet and even through book sale fundraisers in Catholic schools, these novels are now in the tenth installment of the adult series and the twenty-fourth volume of the children's version. There are also two videos, (produced by Cloud Ten Productions) a board game, and other marketed items. These materials, about fictionalized end-times, popularize a common fundamentalist belief in a time of tribulation after the "rapture" (when the "good people" are secretly taken up overnight to Heaven) and before the Second Coming of Christ. This belief is not supported in Scripture.

Responding to similar fundamentalist agendas back in 1937, Pius XI, in "Divini Redemptoris" said any such speculations about a period when a remnant of the Church progresses towards its own ultimate victory might of themselves be a sign of the Antichrist:

The Antichrist's deception already begins to take shape in the world every time the claim is made to realize within history that messianic hope which can only be realized beyond history through the eschatological judgment. The Church rejected even modified forms of this falsification of the kingdom to come under the name of millenarianism ...

The Catechism of the Catholic Church continues:

The kingdom will be fulfilled then, not by a historic triumph of the church through a progressive ascendancy, but only in God's victory over the final unleashing of evil ... (676-677)

The scenario in Left Behind, of a "tribulation force" of born-again former sinners who attempt personally to derail the progress of the Anti-Christ, is broadly classifiable as pre-millenarianism. The pseudo-historical backdrop for the story ties apocalyptic scripture to specific events in history, an error known as pre-millennial dispensationalism. In later books in the series, the new Pope is depicted as instrumental in establishing a relativistic world religion encouraged by the Antichrist and operated from New Babylon (formerly Rome). The Left Behind series is anti-Catholic in content and form, consistent with Mr. LaHaye's other writings, in which he associates the Church with "Babylonian mysticism."

Tyndale House, and by association Cloud Ten Productions, have made clear in their marketing that they feel divinely inspired to promote their theological agenda among the most vulnerable. A recent promotional mailer, created by the Christian Film and Television Commission for their second Left Behind video, claims: "God is using the "Left Behind" films, as He has used the books, to reach out and touch the lives of people who won't go to church, but in their hearts are looking for the answers to life's questions." If there are any doubts that the aim of the Left Behind series is as much to promote a fundamentalist agenda as to make money, these marketing techniques should put them to rest.

More on this topic can be found online at the following link:

<http://www.zenit.org/en/articles/illinois-bishops-statement-on-left-behind-books-and-videos>

SECTION 32

MEDICATION POLICIES AND OTHER HEALTH

Principals are to communicate to parents and follow the diocesan schools 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).

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 Childhood and Adolescent Immunization Schedule can be found at <http://www.cdc.gov/vaccines>. Further immunization information can be found at www.idph.state.il.us. In the alphabetical topics index, click on Immunizations. 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 www.idph.state.il.us/local/map.htm.

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 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 when a student is sent home because of a suspected communicable disease.

Students with asthma are allowed to keep their inhalers with them during the school day.

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.
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.

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 either kindergarten or first grade and those entering sixth grade must have on file by October 15 of the current year a completed written health exam by a physician.
2. Any child not in compliance with the health exam will be asked to remain at home until this exam is taken care of.
3. Dental exams should also be on file.
4. It is the parent/legal guardian's responsibility to inform the school of any physical abnormalities, such as birth defects, allergies, epilepsy, diabetes, etc.
- 5.

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.
 - a) 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.

a) 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	-route of administration
-frequency & time of administration	
Date of Prescription	Date of Order
Discontinuation Date	Diagnosis Requiring Medication
Intended Effect of the Medication	Other Medications Child is Receiving
Time Interval for Re-Evaluation	

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.

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

This must be presented to the school when a student returns with medication.

I/we, the undersigned parents/guardian of the minor child, _____, a student at _____ School, hereby request said school to allow said child to attend school in spite of his/her special health problem and to be given medication 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/her special problem, we hereby release and dis-charge _____ 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 _____

Telephone Number _____

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 handed out.
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
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)

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:

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 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**

Each school is to have a Blood-borne Pathogens Exposure Control Plan that meets the requirements of the Department of Labor, Occupation Safety and Health Administration, 29 code. 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: One company that carries materials you could use for your yearly in-service is:

DuPont Sustainable Solutions
877-262-7825
<http://www.training.dupont.com/safety-training>
info@training.dupont.com

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 _____ 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. All employees who have been identified as having exposure to blood or other potentially infectious materials will be offered the Hepatitis B. Vaccine at no cost to the employee. The vaccine will be offered within 10 working days of their initial assignment to work involving the potential for occupational exposure to blood or other potentially infectious materials unless the employee has previously had the vaccine or wishes to submit to antibody testing which shows the employee to have sufficient immunity.
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

The following text is proposed to be added to OSHA Instruction CPL 2-2, 44C, Enforcement Procedures for the Occupational Exposure to Bloodborne Pathogens Standard, 29 CFR 1910.1030. (Add as sub-paragraph (6) to X.6.b)

- (6) Under section (f) (2) of the standard, hepatitis B vaccination must be offered to all employees who have occupational exposure to blood or other potentially infectious materials (OPIM). However, as a matter of policy violations will be considered do minimis and citations will not be issued when designated first aid providers who have occupational exposure are not offered pre-exposure hepatitis B vaccine if the following conditions exist:
- (a) The primary job assignment of such designated first aid providers is not the rendering of first aid.
1. Any first aid rendered by such persons is rendered only as a collateral duty responding solely to injuries resulting from workplace incidents, generally at the location where the incident occurred.
 2. This provision does not apply to designated first aid providers who render assistance on a regular basis, for example, at a first aid station, clinic, dispensary or other location where injured employees routinely go for such assistance, nor does it apply to any health care, emergency, or public safety personnel who are expected to render first aid in the course of their work.
- (b) The employer's Exposure Control Plan specifically addresses the provision of hepatitis B vaccine to all unvaccinated first aid providers who have rendered assistance in any situation involving the presence of blood or OPIM (regardless of whether an actual "exposure incident" as defined by the standard occurred) and the provision of appropriate post-exposure evaluation, prophylaxis and follow-up for those employees who experience an "exposure incident," including:
1. Provision for a reporting procedure that ensures that all first aid incidents involving the presence of blood or OPIM will be reported to the employer before and end of the work shift during which the first aid incident occurred.
 - (a) The report must include the names of all first aid providers who rendered assistance, regardless of whether personal protective equipment was used and must describe the first aid incident, including time and date.

(Addendum April 29, 1993)

DIOCESE OF SPRINGFIELD
OFFICE FOR CATHOLIC SCHOOLS
REVISED POLICY CONCERNING OSHA INSTRUCTION CPL 2-2.44C
ENFORCEMENT PROCEDURES FOR THE OCCUPATIONAL EXPOSURE TO
BLOODBORNE PATHOGENS STANDARD, 29 CFR 1920.1030

The following policy will replace Section G.I (page5) of the Bloodborne Pathogens Exposure Control Plan, March 1993:

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.

"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. 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 pocket folder

Sample policy wording:

Upon notification by the Illinois State Police of a person's disappearance, a school in which the person is currently or was previously enrolled shall flag the record of that person in such a manner that whenever a copy of or information regarding the record is requested, the school shall be alerted to the fact that the record is that of a missing person. The school shall immediately report to the Illinois State Police any request concerning flagged records or knowledge as to the whereabouts of any missing person. Upon notification by the Illinois State Police that the missing person has been recovered, the school shall remove the flag from the person's record.

Included in this section are:

- ◆ Release of records requirements when fees and tuition are unpaid (This includes an explanation of the official and unofficial 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

Before withholding records, the school must have a written policy that **OFFICIAL RECORDS** are withheld until fees and tuition are paid in full. This policy must be printed in the school handbooks.

According to Illinois School Code, the **UNOFFICIAL RECORD AND HEALTH RECORD** should be sent within ten (10) days of notice of the student's transfer to another school.

The **UNOFFICIAL RECORD** consists of the following:

Written information relative to the grade levels and subjects in which a student was enrolled and the record of academic grades achieved by that student prior to transfer.

Such records must include the name and address of the school, the name of the student to whom the records pertain, the name and title of the school official transmitting the records and the date of transfer. (A duplicate copy of the last report card appears to be sufficient record of academic grades.)

When outstanding fees are paid, the School Code requires that the **OFFICIAL RECORD** be sent within ten (10) days. 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.

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 evaluation, and other information of clear relevance to the education of the student, all subject to regulations of the State Board.

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 fifteen (15) 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.)

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.

TRANFERRING 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 principals.dio.org 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

Included in this section of the handbook are:

1. Health Examination Law
2. Minimum Immunization Requirements for Compliance

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 <http://www.idph.state.il.us/HealthWellness/oralHth/DentalExamProof10.pdf>. 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.

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
19. Crisis Management Plan
20. RIF (Reduction in Force) Policy
21. Threats Policy
22. Bullying Policy
23. Electronic Device Policy
24. Social Media Policy

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, sample policy language, checklists for handbooks, and guidelines for student/parent and faculty/staff 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.

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SAMPLE LANGUAGE
SCHOOL STUDENT/PARENT HANDBOOK
(To be developed locally)

School Safety/Harassment/Bullying

(School) provides a safe environment for all individuals. Verbal or written threats made against the physical or emotional well-being of any individual are taken very seriously. Students making threats or found harassing others (seriously, in jest, or online) face (name consequences).

Engagement in online blogs may result in disciplinary actions if the content of the student's blog includes defamatory comments regarding the school, faculty, other students, or parish.

SAMPLE LANGUAGE
SCHOOL PERSONNEL POLICIES
[TO BE DEVELOPED LOCALLY]

Application

These personnel policies shall, unless otherwise stated, apply to the principal and all salaried employees of _____ School subject to the supervision of the principal, whether full or part-time.

Fair Employment Practices

Faculty and staff for _____ School will be recruited and hired without regard to race, sex, or ethnic origin, age or disability which can be reasonably accommodated, and which is unrelated to all the duties essential to the position. As a Catholic school, however, _____ School seeks to integrate religious truths and values into the lives of its students, in part by the presence of teachers who express such an integrated approach to learning and living in their private and professional lives. Therefore, _____ School may properly inquire of prospective teachers and staff whether they can support and cooperate with this effort. In this regard, _____ School may properly inquire as to the religious affiliation of a job applicant and the applicant's commitment to her/his faith.

Contract Renewal

The Diocese of Springfield in Illinois prohibits the granting of tenure to individuals engaged in the educational mission in the diocese. As a result, all personnel contracts for teachers at _____ School are annual contracts and tenure is not implied. Each year it is the pastor's decision, with the advice of the principal, whether a teacher's contract is to be renewed. Teachers will be notified no later than April 30 of each year whether or not their contracts will be renewed for the following school year.

Child and Sexual Abuse Policy

Refer to the section "Abuse and Neglect" in this handbook.

Sick and Personal Days

1. _____ School allows each salaried employee covered by these personnel policies eight (8) days of sick leave with pay each school year provided that the days are used for the following reasons only:
 - a. personal illness; or
 - b. critical illness, death or funeral of a member of the employee's immediate family.

Unused sick leave may be accumulated up to a maximum of twenty (20) DAYS.

2. Two (2) other days of leave with pay may be taken during the school year, if needed, for other personal reasons. These personal leave days must be cleared with the principal in advance.
3. There will be no payment for unused sick or personal leave days when an employee leaves school.
4. Any absences other than those discussed in this section may result in deductions from an employee's salary at the rate of one day's salary for each day of absence. Repeated absences of this nature may be grounds for dismissal.

SAMPLE LANGUAGE CONTINUED

Reporting Drug Violations to Authorities

Each school shall follow the provisions of the School Reporting of Drug Violations Act, 105 ILCS 127 which provides that the superintendent of the school or his or her designee shall report all instances of "drug violations" to local law enforcement officials or to the office of the county sheriff of the municipality or county where the school is located.

- a. A "drug violation" is when any of the following occurs on school property, on a public way within 1,000 feet of a school, or on any property owned, leased, or contracted by a school to transport students to or from school or to or from a school related activity:

A person knowingly manufactures, delivers, or possesses with intent to deliver, or manufacture, cannabis in a school, in violation of the Cannabis Control Act, 720 ILCS 550, Section 5.2; or

A person delivers a controlled, counterfeit or look-alike substance to a person under 18 years of age, in violation of the Illinois Controlled Substances Act, 720 ILCS 570, Sections 401(b) and or 407; or

A person knowingly possesses, procures, transports, stores, or delivers any methamphetamine precursor or substance containing any methamphetamine precursor in standard dosage form with the intent that it be used to manufacture methamphetamine or a substance containing methamphetamine, in violation of the Methamphetamine Control and Community Protection Act, 720 ILCS 646 et seq.

- b. Reporting. Upon receiving any report from any school personnel regarding a verified incident involving drugs in a school or on school owned or leased property, the superintendent or his or her designee shall report such drug-related incident occurring in a school or school property to the local law enforcement authorities immediately and to the Illinois State Police. Reports to the Illinois State Police can be made through the School Incident Reporting System ("SIRS"), a web-based application used by schools to report incidents electronically. Note that reporting through SIRS does not satisfy the requirement to report the incident to local law enforcement authorities as well. 105 ILCS 5/10-27.1B

Reporting Firearms on School Property to Authorities

Upon receiving any report from any school personnel regarding a verified incident involving a firearm in a school or on school owned a leased property, the superintendent or his or her designee shall report such firearm-related incident occurring in a school or on school property to the local law enforcement authorities no later than 24 hours after the occurrence of the incident and to the Illinois State Police. Reports to the Illinois State Police can be made through the School Incident Reporting Systems ("SIRS"), a web-based application used by schools to report incidents electronically. Note that reporting through SIRS does not satisfy the requirement to report the incident to local law enforcement authorities as well. 105 ILCS 5/27.1A, 5/34-8.05

Reporting Attacks on School Personnel to Authorities

Upon receiving a written complaint from any school personnel, the superintendent or his or her designee shall report an incident of battery committed against a teacher, teacher personnel, administrative personnel or educational support personnel to the local law enforcement authorities immediately after the occurrence of the attack and to the Illinois State Police's Illinois Uniform Crime Reporting Program no later than 3 days after the occurrence of the attack. Note that reporting through the Uniform Crime Reporting Program does not satisfy the requirement to report the incident to local law enforcement authorities as well. 105 ILCS 5/10-21.7

Faculty Meetings and Professional Education

Faculty meetings will be held as designated on the school calendar. The school principal shall have discretion to schedule additional faculty meetings as needed. Attendance at institutes, other training sessions and meetings designated by the principal is mandatory.

Parent-Teacher Conferences

These formal conferences will be held once each year at the end of the first quarter. The teachers may arrange to meet with the parents more frequently if they think it necessary.

Electronic Devices

Electronic devices including but not limited to cell phones, pagers, portable DVD players, laser pointers, MP 3 players and/or headsets, handheld video games, disrupt the school learning environment. Unless specifically authorized by the administrator, electronic devices are not allowed on school grounds. Violation of this policy will result in confiscation of the item and may result in additional discipline to the student. If any device is confiscated, it may be picked up in the school office by the parent or legal guardian. If at the end of the year a confiscated device has not been picked up by a parent or legal guardian, it will become the property of the public school.

These additional rules apply specifically to portable phones:

1. With the prior approval of the administrator, a student may bring a cell phone to the school or to school events to facilitate transportation, etc. If allowed, the phone must be kept in the OFF position during school hours.
2. Without prior permission by the administrator, the use of phones to take pictures is prohibited.
3. Phones may not be used to harass, threaten, humiliate, or intimidate students, employees, or visitors, or be used in a manner that otherwise violates local, state, or federal laws.
4. Game playing, Internet or email access, sending any electronic messages, gambling or making purchases of any kind using a phone is not permitted.
5. The school is not responsible for the security of any phone and is not responsible for lost or damaged phones.
6. Violation of the rules regarding phone usage may result in the revocation of permission to bring a phone to school and may result in discipline and/or confiscation of portable phones in the same manner as other electronic devices as noted above.

SAMPLE SIGN-OFF SHEETS

STUDENT HANDBOOK PARENT SIGN-OFF
We have received and read the 20____-20_____School <i>Student Handbook</i> and agree that our child(ren) as well as we, the parents, be governed by the handbook.
Parent Signatures: _____ _____
Date: _____
NOTE: This form <u>must</u> be sent to the school office at the start of the school year. Please de- tach it from the <i>Student Handbook</i> and send to the office.

FACULTY HANDBOOK TEACHER SIGN-OFF
I have received and read the 2_ -20_____School <i>Student Handbook</i> and <i>Faculty Handbook</i> and agree to be governed by these books plus Chapter III [series 300], Chapter IV [series 400], and Chapter V [series 500] of the diocesan <i>The diocesan policy handbook</i> (of which I have previously received a copy).
Signature: _____ Date: _____

STUDENT/PARENT HANDBOOK GUIDELINES

Rationale: In this time period in which providing an education for young people is far more complicated than in the past, parents and staff members often express a desire to know the rules, procedures and guidelines of individual schools. The members of the Diocesan Board of Catholic Education and the staff of the Office for Catholic Schools feel that it would be helpful to establish a common standard that individual parish schools could use for the development of their own Student/Parent Handbooks. Since each school has unique circumstances, the guidelines do not include specific policies or procedures. Rather, to help each school develop its own handbook, the guidelines which are provided in the following pages describe the information that is considered essential for a complete student/parent handbook. Schools are free to add information that might be pertinent to their circumstances. The Office for Catholic Schools can provide sample guidelines from other schools should the staff or board of an individual school feel that they need assistance in developing the guidelines for their own school. (*The diocesan policy handbook Bk3§403.1 "Local Policies and Guidelines"*).

- A.** Include the Mission Statement of the school and/or the parish.
- B.** Outline the goals of the school community.
- C.** Accountability: States the staff's responsibility for assisting the student's achievement of the interdisciplinary learning outcomes which the school has developed and are listed as part of this section.
- D. Admissions Policy:**
 - 1. Include a general statement which explains the eligibility requirements for admission to the school. Also include a clear statement of the school's non-discrimination policy. (Use the diocesan policy)
 - 2. Entrance Age: Under what circumstances will the school admit students who are younger than the required age?
 - 3. Acknowledgment Statement that requires the parents to sign an agreement in which they agree to abide by the provisions and policies set forth in the handbook.
 - 4. Admissions priorities (If applicable, including class size limitations and waiting lists). Is there a preference for Catholic students or students from families in the parish?
 - 5. Transfer students. What procedures are followed for transfer students?
- D1. Registration:**
 - a. When will registration be held?
 - b. What are the rules that govern registration of a student?
- E. Financial Policies:**
 - 1. Tuition.
 - 2. General Services Fees, Book Fees, Activity Fees.
 - 3. Payment options.
 - 4. Refund policies.
 - 5. Are parents and students required to participate in fund raising activities?
 - 6. Are there procedures for the collection of past due financial obligations?
 - 7. Can registration be denied for the non-payment of financial obligations?
 - 8. Does the school have a service in kind program for parents who are unable to pay tuition?
 - 9. Does the school have a tuition assistance program?
- F. Attendance:**
 - 1. Teacher's accountability and record keeping.
 - 2. Parental responsibility: notification absence, appointments, doctors' notes, funerals, etc.
 - 3. Tardy arrivals and early dismissals
 - 4. Truancy, habitual absence, and frequent tardiness.
 - 5. Vacations.
 - 6. Make-up work in the event of an absence.
 - 7. Who is responsible for assisting a student's continuing educational needs during a prolonged illness?
 - 8. What is the school's responsibility for contacting a parent if a student is absent and the parent has not called the school to notify it about the absence?
 - 9. How will the school notify the parent if a student becomes ill during the school day?
 - 10. What procedures are followed when a student becomes ill?
- G. Arrival and Dismissal:**
 - 1. Appropriate entrance and drop-off point.
 - 2. Specification of hours students may be dropped off and picked up.
 - 3. What are the school's rules for student arrivals and departures? Student responsibility for arrival in classroom.
 - 4. What is the school's responsibility for students who must arrive early or leave later in the day?

H. Grading Policies and Scale: List the appropriate information.

1. Are there different scales used for students with learning disabilities?
2. Are there classes that are not graded according to the same standards?
3. Are there classes that are graded as pass or fail?
4. What system or grading is used?
5. Does the school maintain an honor role?
6. How does a student earn or become eligible for the honor role?

H1. Report Cards:

- a. What procedures are used for the distribution of report cards?
- b. How often are report cards provided?
- c. Does the school provide midterm progress reports?
- d. Are there procedures for signing and returning report cards?

I. Promotion and Retention:

1. What standards are necessary for promotion or retention?
2. Are teachers and principals required to confer with parents before retention?
3. Can the school require tutoring or attendance at summer school for promotion?
4. Can a parent request promotion against the advice of the teacher or the principal?

J. Graduation:

1. Who is eligible for graduation?
2. Can a student be denied graduation?
3. Under what circumstances could graduation be denied?

K. Withdrawal:

1. What are the appropriate procedures for withdrawal?
2. What are the responsibilities of the parents, student, and school during a withdrawal?
3. Can the school request or require the withdrawal of a student?

L. Records:

1. What records are kept?
2. Who has legal access to these records?
3. What information in these records will remain confidential?
4. How long will these records be kept?
5. How are the records appropriately released? Who needs to consent?
6. What information will the school provide to a high school when a student graduates?
7. Under what circumstances can information be withheld?

M. Non-Custodial Parents:

1. What policies will the school follow in relationship to non-custodial parents?

N. Testing:

1. What tests are given to evaluate the students? At what grade levels?
2. Does the local public school district cooperate or participate in the testing?
3. How will the school communicate the test results to the parents?
4. How might the results of the test be used?

O. Teacher/staff/parent/student communication:

1. When is a teacher required to communicate information to the parents or students?
2. When and how often will parent-teacher conferences be held?
3. Can parents visit the classroom?
4. Does the school provide a weekly or a monthly bulletin of information?
5. Can a parent request a special conference with a teacher or with the principal?

P. Parental Support and Participation:

1. Are parents required to provide volunteer service?
2. Can parents be asked to help supervise playground activities, school events, field trips, etc.?
3. Are parents required to participate in fund raising activities?
4. Are parents required to help with lunch programs?

Q. Homework:

1. What are the student's responsibilities?
2. Are there guidelines that govern how often work may be given or how long the assignments should be?
3. Are there differences in expectations according to age or grade level?
4. Are the parents expected to assist students with homework assignments?

R. Appropriate Behavior and Discipline:

1. Does the school have a general discipline policy?
2. What is the goal of the school's discipline policy?
3. Are there special discipline approaches that teachers might use to ensure student cooperation with the rules? Does the school have a special program to encourage appropriate behavior?
4. Can a student be punished for behavior that takes place outside of school hours and away from the school premises? Are these special rules for the following situations:
 - a. Cafeteria/Lunch time
 - b. Classroom
 - c. Recess/playground
 - d. Extracurricular Activities
 - e. School Bus
 - f. Violations: truancy, cheating, vandalism fighting, inappropriate language, smoking, skipping class, drug abuse, possession of a weapon.

S. Detentions, Suspensions, and Withdrawal:

1. Can fines be used as a punishment?
2. Does the principal have the right to make exceptions or modify a punishment when a student is being disciplined?
3. What rules govern student behavior during a detention? (e.g. Can a student do homework during detention?)
4. Do the parents receive a written or verbal notification of a punishment?
5. What rules govern suspensions? Are there in-school suspensions? Are there procedures for out of school suspensions?
6. Can the school require that a student receive counseling as a part of the disciplinary procedures or to maintain enrollment?
7. Under what circumstance could the school terminate a student's enrollment?
8. Is there an appeal process that is available when a disciplinary decision is disputed? What are the normal procedures during an appeal?
9. Who is responsible for reviewing disciplinary decisions?

T. Serious Disciplinary Violations:

1. What are the appropriate procedures that take place when one of the following infractions takes place?
 - a. Violence, defiance, or insubordination
 - b. Substance abuse
 - c. Weapons
2. Are there any procedures that would be extraordinary in nature?
3. Under what circumstances will public authorities be permitted to question or remove a student from school?
4. If such a situation should occur, how will the parents be notified?
5. Can the authorities question a student in the absence of a parent?

U. Extra-Curricular Activities:

1. Are parents expected to provide assistance or support for the following activities: Athletics, Band, Patrol, Scouts, etc.?
2. Under what circumstances will the school sponsor such activities?
3. Who is responsible for providing the financial support for these activities?
4. Are permission slips required for participation?
5. Does the school maintain goals and standards for extracurricular activities?
6. Can the school deny participation in an extracurricular activity?
7. Are there medical requirements for participation in the activity?

U1. Field Trips:

- a. What educational purpose must the field trip meet?
- b. What permission forms are required for participation?
- c. What standards of behavior, dress, and fees are required?
- d. Are parents required to help sponsor or chaperone a field trip?

U2. Eligibility:

- a. Are there any academic or disciplinary situations in which a student could be excluded from participation in a school sponsored activity?
- b. What are the academic standards that are necessary for eligibility?

V. Health Policies:

1. What medical examinations, immunizations and records are necessary before and while a student is enrolled in the school?
2. What procedures will be followed if a student contracts a communicable disease?
3. Does the school have a policy for enrolling and assisting students who have a communicable disease?
4. What are the policies and procedures for dispensing medication to the students?

W. Dress Codes:

1. What are the standards that the school requires for proper dress and attire during the school day?
2. Does the school require a uniform?

X. Video/Film Policy:

1. What are the rules that govern the use of videos and movies in the classroom?
2. Are there special procedures to notify parents about the use of videos and movies in the classroom?
3. Are there circumstances in which a parent could request that a student not view a particular video or movie without the academic penalty?

Y. Computer Use/Internet Policy:

1. Who may use the school computer system?
2. When can use of the school computer system be denied?
3. Who is responsible for financial obligations incurred during the use of the internet?
4. Are there any websites or computer services that a student is forbidden to access?
5. Does the school require the parents to sign a form signifying that they have read the rules and agree that their student will abide by the rules?

FACULTY/STAFF HANDBOOK GUIDELINES

Rationale: In this time period in which providing an education for young people is far more complicated than in the past, faculty/ staff members have an obligation/responsibility to know the rules, procedures and guidelines of individual schools. The members of the Diocesan Board of Catholic Education and the staff of the Office for Catholic Schools feel that it would be helpful to establish a common standard that individual parish schools could use for the development of their own Faculty/Staff Handbooks. Since each school has unique circumstances, the guidelines do not include specific policies, or procedures. Rather, to help each school develop its own handbook, the guidelines which are provided in the following pages describe the information that is considered essential for a complete Faculty/Staff Handbook. A school's faculty/staff are free to add information that might be pertinent to their circumstances. The Office for Catholic Schools can provide sample guidelines from other schools should the faculty/staff/ board of an individual school feel that they need assistance in developing the guidelines for their own faculty/staff handbook. (*The diocesan policy handbook BK3§303.6 "Local Faculty and Staff Policies and Guidelines"*).

A. Include the Mission Statement of the school and/or the parish.

B. Outline the goals of the school community.

C. General responsibilities of a faculty member.

1. Requirements to be a teacher in this school:
 - a. What are the qualifications to teach in this school?
 - b. What certifications does a teacher need to teach in this school?
 - c. What college transcripts are needed to teach in this school?
 - d. Is there a general criminal background check taken on the applicant?
 - e. Is finger printing required?
2. What are the forms a teacher is required to read and sign before signing the teaching contract?
 - a. Abuse - Statement of Certification Authorization relative to child and sexual abuse Acknowledgement of Child and Sexual Abuse Policy Diocesan Statement Regarding Sexual Misconduct with Minors.
 - b. Physical/medical.
 - c. DCFS--Are all teachers aware that they are mandated reporters in the school?
 - d. OSHA (bloodborne pathogen) - annual training required.
3. Nondiscrimination in hiring: refer to *the diocesan policy handbook BK3§302.2.1*.
4. General Job Descriptions: certified and non-certified positions.

D. Supervision responsibilities of the Principal:

1. Who is responsible for supervision of students? Administration? Teacher? (*The diocesan policy handbook BK3§108.3.1*)
2. What procedures should be followed if emergency arises and the teacher must leave the classroom?
3. What are supervision duties of the principal/teacher?

E. Teacher's responsibilities:

1. Curriculum--planning, instruction and assessment.
2. Record keeping--attendance, grade books, lesson plans, behavior skills charts.
3. Discipline and supervision in the classroom.
4. What are the non-teaching responsibilities?
 - a. Lunch room duties.
 - b. Playground/recess duties.
 - c. Church.
 - d. Hallway/stairways duties.
 - e. Before and after school.
 - f. Restrooms breaks.
 - g. Assignments on other church owned property.

5. Teacher Dress Code:
 - a. Is there a special dress code for the teachers and/or other staff positions?
6. Homework:
 - a. Are there general guidelines for each grade level regarding the length of time spent on homework each evening?
 - b. Are there special deadlines given for extended assignments?
 - c. Is there a time limit during which a parent can challenge a grade?

F. Field trips:

1. What are the teacher's roles in field trips and/or extra-curricular activities?
 - a. Does the field trip have an educational purpose?
 - b. Does the school require a permission form, fees and the following of the school dress code to participate in the field trip?
 - c. What are the standards of behavior required to participate?
 - d. Are parents required to chaperone the field trip?
2. Extra-Curricular Activities: (list school sponsored activities and duties)
 - a. Are parents expected to provide assistance or support for the activities?
 - b. Under what circumstances will the school sponsor such activities?
 - c. Who is responsible for providing the financial support for these activities?
 - d. Are permission slips required for participation?
 - e. Does the school maintain goals and standards for extracurricular activities?
 - f. Can the school detain participation in these activities?
 - g. Are there medical requirements for participation in these activities?
 - h. What are the teacher's responsibilities at these activities?

G. Attendance at meetings:

1. Faculty meetings.
2. Open House.
3. Parent/Student/Teacher Conferences.
4. Diocesan Institutes.
5. Regional meetings.
6. Parents and Friends Meetings.
7. Other meetings are necessary throughout the year.

H. Professional Growth:

1. Faculty members are encouraged to keep updated concerning changes and innovations in their academic field and in educational methods through additional course work, institutes, and workshops.
2. All are encouraged to do professional reading in education and in their areas of specialization, and to belong to professional organizations.
3. The teacher and the principal will review his/her program of growth as part of the evaluation process.
4. What are the catechist formation expectations for the faculty members?

I. Evaluation of the Teacher:

1. Who is responsible for supervising teachers/visiting classrooms?
2. Is it the principal's sole responsibility? Are other persons, such as vice-principals, department heads, or level coordinators, involved?
3. How often will the teacher be supervised/evaluated?
4. What format will be used?
5. Will the supervisor's visits be scheduled or unscheduled?
6. If the visits are normally scheduled (for example, twice a semester or three times a year), does the principal/other administrator reserve the right to observe classes at unscheduled times?
7. How will the supervisory visits be incorporated into the end-of-the-year evaluation?
8. Who will see this evaluation?
9. Will the evaluation become part of the teacher's permanent file?
10. Does the teacher have an opportunity to respond in writing to the evaluation?
11. Will the teacher's response become part of the evaluation record?

J. Contractual Rights and Obligations:

1. What policy does the school have in regard to sick/personal/bereavement leave?
2. Can unused leave accumulate? If it can, is there any upward limit of accumulation?
3. What compensation will the school give for time off for jury duty?
4. What is the policy on contract renewal?
5. What is the policy of tenure?
6. What policy does the school have on the termination of employment during the term of contract? Who is involved in making this decision?
7. What policy does the school have for maternity/paternity leaves? Does the policy adhere to the Family and Medical Leave Act?

8. What is the policy on sexual harassment? (student/teacher-adult/adult-student/student)
 9. What is the school's grievance procedure?
 - a. What is the definition of grievance?
 - b. What is involved in an informal resolution?
 - c. What are the steps to file a formal grievance?
 - d. Who is involved in the formal grievance procedure? Principal? Pastor?
- K. Does the teacher participate in the admission of students to a program? Is the teacher ever involved in registration?**
- L. Attendance Rules:**
1. Teachers' accountability and record keeping.
 2. Parental responsibility: notification absence, appointments, doctor's notes, funerals, etc.
 3. Tardy arrivals and early dismissals
 4. Truancy, habitual absence, and frequent tardiness.
 5. Vocations.
 6. Make-up work in the event of an absence.
 7. Who is responsible for assisting a student's continuing educational needs during a prolonged illness?
 8. What is the school's responsibility for contacting a parent if a student is absent and the parent/guardian has not called the school?
 9. How will the school notify a parent/guardian if a student becomes ill?
- M. Arrival and Dismissal:**
1. Appropriate entrance and drop-off point.
 2. Specification of times that students may be dropped off and picked up.
 3. Student responsibility for arrival in classroom.
 4. What is the school's responsibility for students who must arrive early or leave later in the day?
- N. Record Keeping and Grading:**
1. What system of grading is used?
 2. Are there different scales used for students with learning/physical disabilities?
 3. Are there classes that are not graded according to the same standards?
 4. Are there classes that are graded as pass or fail?
 5. Does the school maintain an honor role?
 6. How does a student earn or become eligible for the honor role?
 7. How are grades/report cards provided to parents/guardians?
 - a. When and how are they distributed?
 - b. Are midterm progress reports provided?
 - c. Are there procedures for signing and returning report cards/midterm reports?
 8. Should teachers keep grade books on file, in case a grade is challenged at some point in time (presently or years down the line)?
 9. Is there a time limit in place stating that any request for consideration of a grade change must be made in a set number of days after receipt of the report card?
 10. Are teachers required to keep plan books on file in case of educational malpractice suit? Where are these books kept?
 11. What information must a teacher add to a student's permanent record at the end of the year?
- O. Promotion, Retention, and Graduation:**
1. What are the standards of achievement for promotion or retention?
 2. Are teachers and principals required to confer with parents before retention?
 3. Can a parent request retention or advanced promotion (skipping a grade)?
 4. Can the school require attendance at summer school/tutoring for promotion?
 5. Can a parent request promotion against the advice of the teacher or the principal?
 6. Are parents/guardians required to get written request for retention?
 7. Who is eligible for graduation?
 8. Can a student be denied graduation? Under what circumstances?
- P. Testing - standardized:**
1. What standardized tests are given and when is the test given to evaluate the students? At what grade level?
 2. Does the local public school district cooperate or participate in the testing?
 3. How will the school communicate the test results to the parents?
 4. How might the results of the tests be used?
- Q. Teacher/Staff/Parent/Student Communication:**
1. When is a teacher required to communicate information to the parents or students?
 2. When and how often will parent-teacher conferences be held?
 3. Can a parent visit the classroom?
 4. Does the school provide a weekly or a monthly bulletin of information?
 5. Can a parent request a special time for conference with the teacher or principal?

R. Appropriate Behavior and Discipline:

1. Does the school have a general discipline policy?
2. What are the goals of the school's discipline policy?
3. Are there special discipline approaches that teachers might use to ensure student cooperation with the rules?
4. Does the school have program for student's accountability?
5. Can a student be punished for behavior that that takes place outside or school hours and away from the school premises? Are there special rules for the following situations:
 - a. Cafeteria/Lunch time.
 - b. Classroom.
 - c. Recess/Playground
 - d. Extracurricular Activities.
 - e. School Bus.
 - f. Violations: truancy, cheating, vandalism, fighting, inappropriate language, smoking, skipping class, weapons, drug abuse.
6. How can the teacher respect the dignity of students at all times?
7. Does the teacher review all school/classroom regulations/procedures/consequences of violation of rules at start of school year?
8. Does the teacher deal with individual student discipline problems (and not do group punishment for actions of one or a few students)?

S. Detentions, Suspensions and Withdrawal:

1. Can fines be used as a punishment?
2. Does the principal have the right to make exceptions or modify a punishment when a student is being disciplined?
3. What rules govern student behavior during a detention? Can a student do homework during a detention?
4. Do the parents receive a written or verbal notification of a punishment?
5. What rules govern suspensions? Are there in-school suspensions? Are there out of school suspensions?
6. Can the school require that a student receive counseling as a part of the disciplinary procedure or to maintain enrollment?
7. Under what circumstance could the school terminate a student's enrollment?
8. Is there an appeal process that is available when a disciplinary decision is disputed? What are the normal procedures during an appeal?
9. Who is responsible for reviewing disciplinary decisions?
10. What are the appropriate procedures that take place when one of the following infractions takes place? Are there any procedures that would be extraordinary in nature?
 - a. Physical and verbal violence.
 - b. Substance abuse.
 - c. Weapons.

T. Dress Code:

1. What are the standards that the school requires for proper dress and attire during the school day?
2. Does the school have school uniforms?

U. Video/Film Policy:

1. What are the rules that govern the use of videos and movies in the classroom?
2. Are there special procedures to notify parents about the use of videos and movies in the classroom?
3. Could a parent request for a student to not participate in the viewing of a certain video without the student receiving an academic penalty?

V. Computer Use/Internet Policy:

1. Who may use the school computer system?
2. When can use of the school system be denied?
3. Who is responsible for financial obligations incurred during the use of the internet?
4. Are there any websites or computer services that a student is forbidden to access?
5. Does the school require the parents and students to sign an internet use agreement?

W. Support Staff Positions and Duties:

1. Is there a separate handbook for faculty and one for non-certified personnel (staff)?
2. If the two handbooks are combined, which policies/provisions/regulations apply to the faculty? To the non-certified personnel? Are the policies/regulations/expectations the same for both groups?

**Diocesan Guidelines for Developing a Policy for the Use of Computers
and the Internet in Catholic Schools**

(Each school is responsible for developing a policy for students and a policy for faculty/staff.)

- A. There should be a general statement of the school/parish policy which:
1. Describes who may access the system.
 2. Describes the reasons why a person may use the school computer system.
 3. Requires that the person using the system signs an agreement that describes the terms and conditions for using the system.
 4. States clearly the failure to follow the terms and conditions for use of the system will result in loss of privileges or a disciplinary action.
- B. The policy should explicitly state the terms and conditions under which the school system will be used.
1. What is acceptable use of the system?
 2. There should be a clear statement that specifies that use of the system is a privilege that may be revoked.
 3. What are rules that govern the use of the system?
 4. What rules govern the uses of electronic mail?
 5. Does the user have the right to privacy when using the system?
 6. How does the school regulate printing, storage, and filing of information on the system?
 7. Who may access, design, and modify the school web pages?
 8. What information may be displayed on the school web page? Has parental permission been received to display pictures of students and names on website?
 9. Who can use the school's printers? What is the appropriate use?
 10. Who can use the school's fax machines? What is the appropriate use?
 11. Who can access the school's server?
 12. What is the proper way to log on the system?
 13. What is the proper way to log off the system?
 14. What is the proper use of the Internet system? Chat Rooms? E-Mail?
 15. Who has the right to install software into the system?
 16. Can the system be used to play games? Whose games may be used?
 17. Can the system be used to display videos? Whose videos/DVDs may be used?
 18. Who is responsible to report problems with the system?
 19. What are the procedures for reporting problems with the system?
 20. Make a statement that clearly specifies the schools' right to inspect any files stored within the school's system, as well as any discs that are used with the system.
 21. What will happen to a user should he/she intentionally access any sexually explicit image or document on the system?
 22. State clearly that no user may use the system to violate the laws and regulations of the federal government and/or the state government.
 23. State clearly that the system may not be used to violate copyright laws or illegally misappropriate the intellectual property of another individual or company.
 24. What are the consequences for a person who misuses or vandalizes the system?
 25. Is the user required to reimburse the school for any losses, costs, damages, or lawyer's fees incurred by the user's abuse of their privileges?
 26. Be sure to make a clear statement that limits the liability of the school for losses or damage that might occur while using the system.
 27. Can the user incur any financial obligations through the use of the system?
 28. Is the school responsible for any loss or damage that the user might suffer while using the system?
 29. What will happen if a user attempts to communicate threatening, unwelcome, or inappropriate communications while using the school's system?
- C. Provide a sample of the user's agreement with the rules and regulations governing the use of the system. The school must state clearly in the user's agreement that it provides a filtering system to protect the students from access to inappropriate material or information while using the system.

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 August 1 through July 31st.

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 Principals.dio.org.

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 three 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.

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

Field Day

Fine Arts Night

First Eucharist

Fund Raisers

Learning Fair

Liturgies

Prayer Services

Prayer Time 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® 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: _____

For information on public relations/marketing, visit the marketing section (under the “Planning” tab) of the Principals.dio.org 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 Principals.dio.org.

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: <http://archives.dio.org/for-parishes.html>.

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.

Approved 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.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.
Class Photographs	2015.076	Photographs of each class in the school.	Permanent.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.
Curriculum Materials	2015.077	Materials developed by the 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.	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.	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.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.
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 permanently withdrawn from the school. (8 CFR 214.3g)	Destroy.

Approved Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
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	2015.068	Records documenting parental permission for a child to participate in an activity (field trip, dance, athletics, etc.).	3 years.	Destroy.
Personnel Files: School Employees	2015.082	Files containing evaluations, contract agreements, attendance records, resume, etc. Does not include payroll or pension records.	Work and Salary History: Permanent.	Transfer to Archives.
			All Others: 3 years after termination. (29 CFR 1627.3)	Destroy.
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.	Transfer to Archives.
Scholarship Files	2015.083	Records of scholarships and tuition reimbursements granted. Includes: applications, accounting for funds, correspondence, etc.	3 years after final disbursement.	Destroy.
Scholarship Recipient List	2015.084	A list of all scholarship recipients. Kept for historical purposes.	Permanent.	Transfer to Archives.
School Calendar	2015.085	Calendar of school events.	Permanent.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.
School Directory	2015.086	Directory of students, faculty and staff. May include information about school rules, policies, etc.	Permanent.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.

Approved 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 the North Central Association, OCE or ISBE.	Permanent.	Transfer to Archives.
School Handbooks	2015.088	Student and faculty handbooks which describe policies and procedures of the school.	Permanent.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.
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 Newspaper	2015.089	Newspaper published by the school. Contains information about school events, issues of importance, op-ed, etc.	Permanent.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.
School Promotion Book	2015.090	Bound volume listing names of students promoted from grade to grade.	Permanent.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.
School Statistical Data	2015.091	Statistical information collected by education office on various demographic and administrative concerns: racial, religious, enrollment testing, etc.	Permanent.	Transfer to Archives.
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 permanently withdrawn from the school. (105 ILCS 10/4)	Destroy.

Approved Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
Student Achievement Tests – Summary Data	2015.093	Summary data compiled by testing source (e.g. Iowa Assessment, California Achievement Test, etc.). Reports sent to education office and schools for analysis and accountability.	Education Office: 5 years.	Destroy.
			Schools: Until administrative use ceases.	
Student Grade Books	2015.094	Records of student grades: Each volume covers an academic year and includes one to three grade levels. Includes: 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. Includes: name of student, DOB, date of enrollment, parents names, grade, etc.	Permanent.	Transfer to Archives.
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 permanently withdrawn from the school. (105 ILCS 10/4)	Destroy.
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, parents' names and addresses, attendance records, transcripts and report cards, achievement test scores (grades 9-12), record of release of information, etc.	Permanent, pending Archivist review.	Transfer to Archives.
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.	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 permanently withdrawn from the school. (105 ILCS 10/4)	Destroy.

Approved Diocesan Records Series: Schools

Record Series	Series No.	Description	Retention	Disposition
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.	Permanent, pending Archivist review.	Transfer to Archives.
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.
Transcript Requests	2015.100	Requests by students or schools for transcripts to be sent. Includes letter of requests, notations of fee paid and date sent.	3 years. (805 ILCS 410/1-6)	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.	1 year.	Destroy.
Yearbooks	2015.102	A published volume documenting the events of the school year.	Permanent.	2 copies to Archives for permanent retention. Keep reference copies until administrative use ceases.

PERSONNEL FILE INFORMATION

EDUCATIONAL PERSONNEL FILES SHOULD CONTAIN THE FOLLOWING INFORMATION:

1. Teaching Degree in the subject contracted to teach. (If no degree, a plan to get one must be on file.)
2. State Teaching Licensure(s) (for principal: State Administrative and Teaching Licensures) via a copy proving current licensure from ELIS printouts.
3. Statement of negative testing for TB at beginning of employment for Preschool staff. This is done at initial employment; this does not have to be done annually.
4. Statement from physician of adequate health at time of initial employment. (Physicals preferred)
5. Evidence of Certification and Authorization form that accompanies *Pastoral Policy on Sexual Abuse of Minors by Church Personnel* and the *Policy on Working with Minors*.
6. College transcripts.
7. Employment application.
8. Copies of signed contracts for each year of employment at your school.
9. 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)
10. Record of Catechist Formation status, etc.
11. Record of in-service, workshops.
12. Job description.
13. Record of *Protecting God's Children* in-service training.
14. Evidence of clear fingerprint background check. (Effective July 1, 2007 Fingerprint)
15. Date(s) of yearly in-service pertaining to the OSHA standards on Bloodborne Pathogens and the Exposure Control Plan and form on Hepatitis B if person has received shots.
16. I-9 Forms.
17. IDES Forms. (New hire 2000 forward)
18. Statement of agreement to abide by school handbook, signed annually.
19. DCFS mandated reporter form.
20. Certificate of completed DCFS mandated reporter on-line training. (Annual)
21. IT Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.
22. Social Media Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.

SUPPORT STAFF PERSONNEL (SECRETARY, MAINTENANCE, CAFETERIA ETC.) FILES SHOULD CONTAIN THE FOLLOWING:

1. Statement of negative testing for TB at beginning of employment for cafeteria staff, preschool and all staff hired after July 1, 2018. This is done at initial employment; this does not have to be done annually.
2. Statement from physician of adequate health at time of initial employment. (Physical preferred)
3. Signed copy of Certification and Authorization form that accompanies *Pastoral Policy on Sexual Abuse of Minors by Church Personnel* and the *Policy on Working with Minors*.
4. DCFS mandated reporter form.
5. Certificate of completed DCFS mandated reporter on-line training. (Annual)
6. Employment application, reference letters, experience, job description, etc.
7. Copies of evaluation forms signed by employee and evaluator. (Annual)
8. Job description.
9. Record of *Protecting God's Children* in-service training.
10. Evidence of clear fingerprint background check.
11. Date(s) of yearly in-service pertaining to the OSHA standards on Bloodborne Pathogens and the Exposure Control Plan and form on Hepatitis B if person has received shots.
12. I-9 Forms.
13. IDES Forms. (New hire 2000 forward)
14. Statement of agreement to abide by school handbook - annually.
15. IT Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.
16. Social Media Form - annually - Diocesan policy must be signed plus any IT policy you have for your school.

SECTION 44

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.

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

(See attached for reason for change of status, i.e., a letter that documents the reason for the change of status.)

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**.

The report card offered by the Office for Catholic Schools can be used in grades 1-8. There is no diocesan report card for kindergarten but can be designed at the local level. Electronic reports cards, so long as they are secured and backed up, are acceptable.

The pupil progress record is a form which is a counterpart of the report card. One is kept for each student by the classroom or homeroom teacher. At the end of the school year, averages are transferred to the permanent record. The pupil progress record can be destroyed after graduation. (Refer to "Permanent Records" in this handbook for detailed information on retention and destruction of records.)

Diocesan report cards and pupil progress records are available at Principals.dio.org for you to download your own copies.

LOCAL LEVEL

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 district 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.

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 Safe Environment tab.

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:

Alison Smith
Director for Safe Environment
Catholic Pastoral Center
217-698-8500 Ext. 162
asmith@dio.org

SECTION 47

SALARY SCALE (TEACHER/ADMINISTRATOR)

A copy of the current diocesan salary scale for lay teachers and the decree on stipends for religious can be found at www.dio.org under on the Finance web page in Forms (Finance). (Then click on Forms and then Decree on Diocesan compensation levels).

A salary scale for principals has not been established but guidelines which can be used to determine a principals' salary is included in this section.

Included in this section is the Minimum Lay Teacher Salary Scale Addendum. This addendum addresses teacher compensation for completing levels of the Adult Enrichment/Catechist Formation Process.

DIOCESE OF SPRINGFIELD IN ILLINOIS

GUIDELINES FOR DETERMINING PRINCIPAL'S SALARY*

1. On the teachers' salary scale, determine the amount the principal would be paid as a teacher in the diocese.
2. To calculate a daily salary, divide this amount by the number of days that a teacher typically works - 185 days.
3. Multiply the daily salary by the additional number of days the local parish require the principal to work.*
4. Add the amounts from Step 1 and Step 3.
5. To the amount in Step 4, add an additional 10% to 20% for administrative responsibilities.

*It is recommended that principal be contracted for a minimum of 215 days. (185 days + 30 days = 215 days)

An example:

1. Base salary as a teacher - \$20,000
2. \$20,000 divided by 185 days = \$108.10
3. \$108.10 x 30 days = \$3,243 (40 days or 11 months would equal \$4,324)
4. \$20,000 + \$3,243 = \$23,243
5. \$23,243 + \$2,324 (10%) = \$25,267
\$23,243 + \$3,486 (15%) = \$26,729
\$23,243 + \$4,649 (20%) = \$27,892

Fringe benefits are in addition to the determined salary.

***Principals salaries may also be negotiated at the time of hire with the pastor and hiring committee.**

DIOCESE OF SPRINGFIELD IN ILLINOIS
Minimum Lay Teacher Salary Scale ADDENDUM

Upon completion of the following levels of the Adult Enrichment/Catechist Formation Process as described in the Catechist Formation Process manual, the teacher is to receive:

\$100 for Basic Level

an additional \$100 for Intermediate Level an additional \$100 for Advanced Level.

Each year this amount will be added to the salary amount determined by the salary scale.

Proof of completion would be necessary, i.e. the valid certificate of completion for the level issued by the Office for Catechesis. A valid certificate would be one issued in or after 1992 which was the year that all previous credit was applied toward the new process credit. The monetary award would be made annually. If a certificate is issued during the school year, no addition would be made until the next contract.

Monetary awards are ongoing. The teacher finishing the basic level would continue to receive the monetary amount in all future years. (See example below.) It is assumed that since this is a process, teachers will continue annually to work on courses/ electives/personal spiritual enrichment.

Example: If a teacher has **Basic Level Certification**, he/she gets \$100.

If a teacher has **Intermediate Level Certification**, he/she gets a total of \$200 (\$100 for Basic + \$100 for Intermediate).

If a teacher has **Advanced Level Certification**, he/she gets a total of \$300 (\$100 for Basic + \$100 for Intermediate + \$100 for valid Advanced).

Note--If a teacher does not move to the next level within 10 years, the teacher will lose the monetary incentive.

Note--To keep the Advanced Level valid, the teacher must renew that level every three years with 30 hours of coursework as describe in the Catechist Formation Process manual.

Note--The Degreed Level (with a certificate issued by the **Office for Catechesis** of the Diocese of Springfield in Illinois) should be treated as completions of all three levels stated above.

Rationale: We value teachers who deliver education earmarked with Catholic identity. If teachers apply their learning from the catechist formation course, they may impact the entire curriculum (religion areas as well as all the other academic areas into which Catholic identity is to be integrated). It is the principal's leadership responsibility to ensure that a minimum of 10 hours of faith-based education is offered annually at the school or courses offered at other locations are made known.

Be advised that schools can be a prime target for dishonest vendors and fund raising groups. To be safe, consult with the Office for Catholic Schools or other local schools before purchasing materials and supplies when approached by unfamiliar companies. Especially be aware of people wanting to sell products by phone or email without a written agreement as to price and quantity. Always check references when working with unfamiliar groups.

Some examples are light bulbs, copy paper, markers, and book covers.

Another scam we have heard of is through E-Scrip purchases with bad checks. Most schools now accept payment and do not release the E-Scrip purchases until several days later when payments have cleared.

Also be aware of any check cashing attempt by writing the school a check for more than owed and asking the school to just refund the difference. This is a common scam that innocent individuals find the check wasn't any good in the first place. Never accept a check from someone you are not familiar with and follow your instincts that if something doesn't seem quite right, **DO NOT PROCEED!**

Educate all of your staff to possible scams and check with police or the Attorney General's office when in doubt.

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. An explanation of legal issues related to special needs.
3. 504 Plans and the Impact of Regulation 104.39 on these Plans.

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

**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 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 _____

(Information adapted from Archdiocese of St. Louis Series 5000 policies - 1999.
Revisions by the Office for Catholic Schools of the Diocese of Springfield in Illinois, September 2002)

504 PLANS AND THE IMPACT OF REGULATION 104.39 ON THESE PLANS

**INFORMATION FROM MAUREEN DOWLING, ED. D.
EDUCATION PROGRAM SPECIALIST
OFFICE OF NON-PUBLIC EDUCATION
U.S. DEPARTMENT OF EDUCATION**

400 Maryland Avenue, SW
Washington, DC 20202-3600
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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, if a public school 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.**

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 Associate Director for Elementary Education 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 **Book3§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)

Office for Catholic Schools

Quincy Conference

Universities/Colleges

- Blackburn College - Carlinville
- EIU - Charleston
- Milliken - Decatur
- Benedictine
- MacMurray - Jacksonville
- Quincy University
- University of Illinois at Springfield
- SIU - Edwardsville

Diocesan Adult Education Conference

Regionals

Locally planned events

Museums/zoos/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. Writing Standards, Math Standards, Technology Standards and 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, Common Core Standards, Next Generation Science Standards, etc. Attention should also be given to the National Standards and Benchmarks for Catholic Elementary and Secondary Schools.

www.catholicsschoolstandards.org.

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). Directions for developing an emergency medical plan can be found in this section.

For additional legislative updates (besides the reports received at the Principals' Leadership Conference in April and via the Regional Chairpersons 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 th at 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	- 250.00	- 250.00	- 250.00
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	- 375.00	- 500.00	- 750.00
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 www.tax.illinois.gov.

Both Elementary Schools and High Schools are visited periodically by an evaluation team headed by 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 Office for Catholic Schools will conduct an Educational Review of the school.

In preparation for this visit, the principal prepares an Education Program Description, following the Guidelines for the Development of the Educational Program Description found at <http://www.isbe.net/nonpublic/default.htm>.

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 the Office for Catholic Schools team).

Lists of the type of items that the Office for Catholic Schools team will be checking at the Educational Review process as well as all forms can be found at the Principals.dio.org.

A copy of the probe document (Nonpublic School Recognition On-Site Review Instrument) used during the state recognition visit can be found at <http://www.isbe.net/nonpublic/default.htm>.

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. Copies of the school's educational program description for each team member. (Emailed to the members ahead of time.)
2. Copies of the statement of philosophy, purpose and objectives of the school that have been approved by the governance
3. A copy of each: the school board policy manual or handbook; parent/student handbook; faculty handbook; the Handbook of Catholic Education Policies; all other handbooks
4. A copy of the school board constitution and/or bylaws
5. A copy of curriculum standards in all subject areas including religion
1. Copies of teachers' and supervisor's schedules
2. A class schedule and/or listing of extra-classroom programs and activities
3. A copy of the school's employment policy or other documentation (if not included in policy manual) showing how the teacher and administrative assignments are made and how competence is determined and evaluated
4. A roster of professional personnel indicating assignments, degrees held, and the type and number of certificate's held
5. A copy of current fire safety inspection report from the local fire protection agency or from the State Fire Marshal including documentation of compliance or of approved corrective action planned to comply with the appropriate fire safety code
6. A copy of any other safety or health inspection reports issued to the school by local or state agencies, insurance companies, etc.
7. The copy of your Bloodborne Pathogens Exposure Control Plan and evidence of compliance
8. The copy of your Asbestos Management Plan
9. Copies of a list of textbooks: grade level of use, subject, title, publisher, copyright date, date of adoption. (A copy of this will be kept on file at Office for Catholic Schools.)
10. Copy of your technology plan
11. Copy of your school crisis plan
12. Copy of the school's long-range strategic plan
13. Other written information that will provide the evaluation team with appropriate information for review of the school and its programs according to State Recognition policies and guidelines

PERSONNEL FILE INFORMATION

EDUCATIONAL PERSONNEL FILES SHOULD CONTAIN THE FOLLOWING INFORMATION (not necessarily in this order):

1. Degree
2. State Teaching Certificate(s)/License(s) (for principal: State Administrative and Teaching Certificate(s)/License(s) or a copy of the certificate. (If the file contains a copy of the certificates/licenses, the printed page from ISBE website that shows the valid dates must be included.)
3. Statement of negative testing for TB at beginning of employment for preschool employees and cafeteria workers. This is done at initial employment; this does not have to be done annually
4. Statement from physician of adequate health at time of initial employment
5. Evidence of Certification and Authorization form that accompanies *Pastoral Policy on Sexual Abuse of Minors by Church Personnel* and the *Policy on Working with Minors*
6. College transcripts
7. Employment application
8. Copies of signed contracts for each year of employment at your school
9. Annual evaluation reports with evidence that the report has been discussed, seen, signed and dated by the teacher/support personnel and signed and dated by the evaluator (usually the administrator)
10. Record of Catechist Formation status, etc.
11. Record of annual in-service, workshops
12. Job description
13. Record of completion of *Protecting God's Children* in-service training
14. Evidence of clear background check. (Effective July 1, 2007 Fingerprint)
15. Date/s of yearly in-service pertaining to the OSHA standards on Bloodborne Pathogens and the Exposure Control Plan and form on Hepatitis B if person has received shots
16. I-9 Forms (if not using PayChex payroll system)
17. DCFS Mandated Reporter Form
18. DCFS on-line training certificate of completion. (Annually)
19. IDCS New Hire Report. (2000 forward)
20. Diocesan IT policy form (Annually)
21. Diocesan Social Media Form (Annually)
22. Statement of agreement to abide by school handbook (Annually)

Support staff files must include from the above list numbers **3 (for cafeteria staff and ALL NEW EMPLOYEES), 4, 5, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, and 22.**

A short emergency medical plan for each school needed to be filed with the Department of Public Health by July 1.

Directions for Medical Emergency Plan (to be submitted to IDPH by July 1)

SCHOOL NAME ADDRESS CONTACT PERSON

The following is the emergency medical plan for _____ school. This plan was designed and submitted on July, 20, according to the proposed rule of March 4, 2005, issued from the Illinois Department of Public Health.

Description of Medical Response

Succinctly describe plans for a timely, proper response to the occurrence of any sudden, serious, and unexpected sickness or injury that would lead a reasonable person to believe that the sick or injured person requires urgent or unscheduled medical care. These plans must provide for the use of an AED.

Make sure your description includes the provision that facility staff shall ensure that 9-1-1 is called immediately for medical emergencies, including each time an AED is used at the facility.

Emergency Contacts:

(Designated office contacts for the specific facility staff to be notified in the event of a medical Emergency.)

This plan should be easily fit into a single page, and you only need to submit it once. The plan will only need to be revised and refiled if there is a change in the facility that affects the ability to comply with a medical emergency. IT IS NOT AN ANNUAL REPORT.

The plan must be filed with Department by submitting a copy to the following address:

Illinois Department of Public Health
Division of EMS & Highway Safety
525-535 West Jefferson Street
Springfield, IL 62761

If you have questions regarding this report, call their office at 217-785-2080.

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)

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.

Also, in this section is the Student Transfer/Withdrawal Form.

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 Records

_____ Psychological records and evaluation

_____ Standardized test scores

_____ Health records

_____ Other

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.)

Diocese of Springfield in Illinois
SAMPLE STUDENT TRANSFER/WITHDRAWAL FORM

Grade _____ Date Withdrawn _____ Current Date _____

From _____ School Address _____

To _____ School Address _____

Student's Name _____ Date of Birth _____ Last First
 Middle

Month/Day/Year

Parent/Guardian _____ Address _____

ATTENDANCE RECORD: YEAR-TO-DATE

Days Present _____

Days Absent _____

Times Tardy __

Reading: (Series, Level & Page)	Math: (Series, Level & Page)
Language: (Series, Page)	Spelling: (Series, Page)
Science: (Series, Page)	Social Studies: (Series, Page)
Religion: (Series, Page)	Other:
Special Interests:	
Other Information:	

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 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.

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 (See Handbook for Electronic (Live Scan) Fingerprint Criminal History Check) and an application that includes the expectations page - See section on Teacher and Volunteer Applications/ Information.

Protecting God's Children training and fingerprinting/background checks are mandatory.

LOCAL LEVEL:

Procedures for paying substitutes and the amount to be paid are developed in each school.

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 roll book
- 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. Provisions for coat, purse, and other personal belongings.

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.

Interviewing of candidates is done by the principal and not the Office for Catholic Schools. The principal should also follow the checklist order of the diocesan Educational Review document "A3" checklist when organizing each employee personnel file. A copy of the "A3" form can be found on the Principals.dio.org 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 <http://dio.org/safeenvironment> or Principals.dio.org.

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 Principals.dio.org website.

WHERE TO ADVERTISE

1. Diocesan Newspapers*
2. Local Newspapers
3. College Placement Offices
4. Local Public School District
5. Other Dioceses/Diocesan Offices
6. Internet/websites
7. Diocesan Website

Note: When advertising be specific, e.g. a degreed/certified teacher and a preference to Catholics.

Job Postings: You will now find a section on Principals.dio.org 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

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
- ✦ 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 of 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 Certificate Renewal Updates and on Professional Preparation, Certification, and Licensure Renewal.

The Office for Catholic Schools will provide a certificate of professional development activity upon request from the school. The form for you to request for workshops, seminars, etc., can be found on the Principals.dio.org site. This process replaces the previous approved providers CPDU's.

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 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 certification requires preschool staff, cafeteria staff, and all new employees hired as of July 1, 2018 who come in contact with the children to provide a physician's statement of freedom from tuberculosis. The statement must be received before December 1 of the first year of employment.

LOCAL LEVEL:

1. Upon being hired, a new preschool teacher/staffer, cafeteria staffer and all new employees hired as of July 1, 2018 is to provide a TB test record which is retained in the personnel file.
2. A physician's statement of good health, preferably a physical, must also be provided. This statement is retained in the personnel file. It is updated according to local guidelines.

Each school shall have a written personnel policy for sick days and personal days. Schools need to be aware of 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 Principals.dio.org).

Proposed general handbook statement regarding medical leave of Absence

(School) will grant an unpaid leave of absence to employees in accord with the Family Medical Leave Act (FMLA) for up to 12 weeks during a 12 month period for the birth of a child and care for a new born child, or adoption of a child, or receiving a child for foster care; to care for a spouse, child or parent with a serious health condition; or a serious health condition that prevents employee from performing job functions in accord with the guidelines in the Family Medical Leave Act. Employees employed for 12 months working 1,250 hours within the 12 month period are eligible for the FMLA leave. Employees are required to use their accrued paid time off in the form of sick pay, personal pay, or if eligible, vacation pay during the course of the FMLA leave. *For more information regarding FMLA refer to the Family Medical Leave Act Policy.* (School) will consider a leave of absence for employees employed less than a year or working less than 1,250 hours in a year's time, as well as the need for leave beyond the 12 weeks of FMLA, at the time of the employee's request.

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 _____

Illinois Family Military Leave Act (Enacted August 15, 2005)

Employed spouses and parents of armed forces service members who are deployed may take up to 30 days of unpaid job-protected leave to visit with a spouse or child who has been called into military service for a period longer than 30 days.

An employee must first exhaust all accrued vacation leave, or personal leave.

Eligible employees have worked for at least 12 months and 1,250 hours are entitled to the leave.

The employee should give at least 14 days' notice of the intended date upon which the family military leave will begin if the leave will consist of five (5) or more workdays. When able, the employee shall consult with the employer to schedule the leave so as to not unduly disrupt the operations of the employer. If the leave is less than five (5) days, the employee should give the employer advance notice if possible.

The employer may require certification from the proper military authority to verify the employee's eligibility for the family military leave.

Employees on leave may make arrangements to pay their employee contribution for benefits while on leave.

Vacation, sick or personal time accrual may be affected depending on the length of the leave time.

Employees returning from leave shall be entitled to be restored by the employer to the position held by the employee when the leave commenced or to a position with equivalent seniority status, employee benefits, pay and other terms and conditions of employment unless the employer proves that the employee was not restored because of conditions unrelated to the employee's exercise of rights under this Act.

CLIENT ADVISORY

Illinois Passes Family Military Leave Act

On August 14, 2005, Illinois Governor Rod Blagojevich signed into law the Family Military Act, giving employees whose family members are called into active military duty unpaid leave to spend with those members. Under the Family Military Leave Act, employers who have between 15 and 50 employees must provide up to 15 days of unpaid leave to employees who are either the spouses or parents of soldiers being called into active duty. Employers with more than 50 employees must provide such employees with up to 30 days of leave.

The Act is very similar to the provisions of the federal Family and Medical Leave Act. For example, the Act covers employees who have been employed for at least 12 months by the same employer, and has at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave.

In addition, the Act, like the FMLA, requires notice prior to the taking of leave. If leave consists of five or more consecutive work days, the employee is obligated to give at least 14 days' notice of the need for leave. If leave consists of a short period of time, the employee shall give as much advanced notice as is practicable. An employer may require certification from the proper military authority to verify the need

for leave, similar to the certification procedures for Leave leave under the FMLA.

An employer may require an employee to exhaust all accrued vacation leave, personal leave, compensatory leave and any other leave (excepting sick leave and disability leave) before granting an employee leave under the Act.

finally, like leave under the FMLA, employees who take leave under the Act are entitled to restoration in the same or equivalent position held prior to the leave, and the employee is entitled to continue all benefits at the employee's expense, unless the employee and employer negotiate for the employer to pay for the maintenance of these benefits. An employee who takes leave under the Act cannot lose any accrued benefits he or she held prior to the taking of leave.

Although the Act in its current form does not require employers to post notice of the provisions of the Act, unlike the FMLA, employers may wish to consider doing so, or including information regarding the Act in employee handbooks. In any event, as the Act became effective upon August 15, 2005, employers should be conscious of the requirements of this new law and the new rights it confers upon employees in Illinois.

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Note: This is a copy of the original letter not for distribution.

FAMILY AND MEDICAL LEAVE ACT

Taken from *elaws - Family and Medical Leave Act Advisor*
U.S. Department of Labor www.dol.gov/elaws

The Family Medical Leave Act provides certain employees with up to 12 weeks of unpaid, job-protected leave per year. It also requires that group health benefits be maintained during the leave.

The FMLA is designed to help employees balance their work and family responsibilities by taking reasonable unpaid leave for certain family and medical reasons. It also seeks to accommodate the legitimate interest of employers and promotes equal employment opportunity for men and women.

Covered employers must grant an **eligible** employee up to a total of 12 work weeks of unpaid leave during any 12 month period for one or more of the following reasons:

- * For the birth and care of the newborn child of the employee;
- * For placement with the employee of a son or daughter for adoption or foster care;
- * To care for an immediate family member (spouse, child or parent) with a **serious health condition**; or
- * To take medical leave when the employee is unable to work because of a **serious health condition**.

Definitions:

Eligible Employee - Has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave.

Serious Health Condition - An illness, injury, impairment, or physical or mental condition that involves:

- ◆ Any period of incapacity or treatment connected with inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility; or
- ◆ A period of incapacity requiring absence of more than three calendar days from work, school, or other regular daily activities that also involves continuing treatment by (or under the supervision of) a health care provider; or
- ◆ Any period of incapacity due to pregnancy, or for prenatal care; or
- ◆ Any period of incapacity (or treatment therefore) due to a chronic serious health condition (e.g., asthma, diabetes, epilepsy, etc.); or
- ◆ A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective (e.g., Alzheimer's, stroke, terminal disease, etc.); or
- ◆ Any absences to receive multiple treatments (including any period of recovery that follows) by, or on referral by, a health care provider for condition that likely would result in incapacity of more than three consecutive days if left untreated (e.g., chemotherapy, physical therapy, dialysis, etc.)

FMLA and Teachers

Public and private elementary and secondary schools are covered by FMLA regardless of size. For eligibility purposes, full-time teachers of an elementary or secondary school system, institute of higher education, or other education establishment are deemed to meet the 1,250 hour test. If the employer wants to challenge that, he or she must be able to clearly demonstrate that such an employee did not work 1,250 hours during the previous 12 months. FMLA imposes special conditions for the take of intermittent leave by instructional employees of such schools. These employees may be required to take leave in a block of time, rather than taking intermittent leave, if they will be absent more than 20 percent of the time. ***There are also special considerations for the taking of leave near the end of a school term. These requirements are intended to minimize disruption in the classroom.**

*For more information on FMLA or FMLA near the end of the school term contact the Office for Human Resources.

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.

The New Hire Reporting Form can be found http://www.ides.illinois.gov/Pages/New_Hire_Reporting.aspx as well as Principals.dio.org under "Employment Forms" (under Human Resources tab). Completed forms are to be sent to IDES, P.O. Box 19473, Springfield, IL 62794-9473 or faxed to 1-217-557-1947 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 Principals.dio.org under "Employment Forms" (under Human Resources tab)

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 Principals.dio.org.
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. Why are you interested in teaching at this school?
2. In the whole education process, what is most important to you?
3. What kind of classroom atmosphere would you like to create?
4. What rules would you establish in your classroom?
5. How would you handle disruptive behavior?
6. What methods of teaching have you found most profitable?
7. How would you provide for the individuality of our students?
8. What type of student do you think you relate to best? Least?
9. In what situations do you best relate to students?
10. How do you prefer to evaluate and report student progress?
11. What do you consider your greatest asset as a teacher?
12. What do you consider your greatest limitations as a teacher?
13. If you could schedule faculty activities for a year, what would you include?
14. How do you feel about parent-teacher conferences?
15. How important is the Christian dimension in your life?
16. What is your attitude toward the Church today?
17. Is being a Catholic (Protestant) important to you?
18. How involved are you in your parish or church?
19. What does it mean to be a teacher in a Catholic school?
20. What kind of religious knowledge do you consider important for students?
21. What kind of religious experience do you consider important for students?
22. What experiences have you had involving students in activities other than those in your classroom?
23. Would you be able / willing to be part of a student retreat?
24. What do you consider a good liturgical experience?
25. Do you take part in the liturgy preparing, lecturing, etc.?
26. What one thing helps students to like you? Parents? Teachers?
27. What does the term Catholic Identity connote to you?
28. What is your response to reading our philosophy/mission statement?

SAMPLE INTERVIEW WORKSHEET

Name of Candidate

1. How many years' experience in teaching do you have?

2. What degree(s) do you hold?

3. What type of certificate(s) do you hold?

4. What grade level(s) have you taught? What is your grade preference?

5. Why are you leaving your present position?

6. Are you a practicing Catholic in good standing with the church?

7. Would you agree to be a Eucharistic minister?

8. Would you feel comfortable preparing children for the sacraments?

9. 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 RATED INTERVIEW WORKSHEET

Name of Candidate

QUESTIONS	NOTES AND COMMENTS	RATINGS 5=high, 1=low (Outline follows)
1. Give an autobiography of yourself.		
2. How do you find new ideas to implement in your classroom?		
3. What would you do to promote positive communication with parents?		
4. How do you show that you enjoy working with students?		
5. Name several ways to maintain classroom control.		
6. Name one endeavor that you personally initiated or would like to initiate for your department or the whole school.		
7. Which method of classroom organization do you view as the most effective: departmental or self-contained? Why?		
8. How do you provide for students with special needs in a regular classroom?		
9. Describe your approach to discipline in the classroom. When should the principal be involved?		
10. How do you view Common Core Standards?		
11. What are your personal strengths and weaknesses?		
12. What questions would you like to ask?		

SAMPLE QUESTIONS AND RATINGS

1. GIVE AN AUTOBIOGRAPHY OF YOURSELF.

5. Uses correct grammar
Speaks professionally and enthusiastically
Is concise but thorough
Responds promptly and fluently
Emphasizes education and experiences.
4. Uses correct grammar and speaks fairly fluently (without long pauses or hesitation)
Thoughts are well organized
Mentions educational and personal experiences equally
Has good educational background and experiences
3. Uses proper grammar
Thoughts are fairly well organized chronologically
May tend to hesitate and may not be very fluent
May discuss more personal than educational background
Good educational background with minimal teaching experience
2. Thoughts are not well organized chronologically
May be either too brief or too lengthy with insignificant information
May make grammatical errors
Has had no teaching experience other than student teaching (maximum of 2 if only student teaching)?
1. Takes too long to reflect
Items are poorly organized and brief
Makes grammatical errors
Exhibits little enthusiasm

2. HOW DO YOU FIND NEW IDEAS TO IMPLEMENT IN YOUR CLASSROOM?

5. Must mention talking to others and two other sources, i.e. reading, taking courses, conferences, watching others, creativity
4. Must mention talking to others and one other source
3. Must mention talking to others
2. Mentions two sources but not talking to others
1. Mentions one source but not talking to others

3. WHAT WOULD YOU DO TO PROMOTE POSITIVE COMMUNICATIONS WITH PARENTS?

Has contact with parents early in the school year
Sends periodic information to parents
Has phone conferences and/or parent-teacher conferences
Make himself/herself available at any time (including evenings)
Invites parents into classroom for special events
Encourages parent volunteers
Gets involved with community activities

5. Mentions five or more of the items listed above
4. Mentions four items listed above
3. Mentions three items listed above
2. Mentions two items listed above
1. Mentions one item listed above

4. HOW DO YOU SHOW THAT YOU ENJOY WORKING WITH STUDENTS?

Becomes involved with students
Friendly
Listens attentively
Talks to students about interests
Willing to understand students' viewpoints
Flexible
Caring (understanding)

- Smiling (sense of humor)
- Enthusiastic
- Offers genuine help
- Participates in after school activities involving students
- 5. Mentions five or more items listed above
- 4. Mentions four items listed above
- 3. Mentions three items listed above
- 2. Mentions two items listed above
- 1. Mentions one item listed above

5. NAME SEVERAL WAYS TO MAINTAIN CLASSROOM CONTROL.

- 5. Involves principal in formulation rules and consequences, posts both and follows them
- 4. Establishes classroom rules and posts them Is structured but strict in positive manner
Recognizes good behavior, not bad
behavior Is Consistent
- 3. Sets rules
- 2. Encourages good behavior
- 1. Talks about discipline, but doesn't describe approach

6. NAME ONE ENDEAVOR THAT YOU PERSONALLY INITIATED OR WOULD LIKE TO INITIATE FOR YOUR DEPARTMENT OR THE WHOLE SCHOOL.

- 5. Quickly identifies a specific noteworthy personal contribution without further explanation, i.e., solely responsible for changing, developing, and/or implementing a new program or project
- 4. Identifies something for which he/she was part of a larger group or a decision
- 3. May have made a personal contribution, but needs help understanding question
May mention personal characteristics that are positive attributes to teaching that he/she may possess
- 2. Needs further explanation and time to reflect
Has made no personal contributions but mentions positive personal characteristics or one they would like to carry out
- 1. Has difficulty with the question and needs suggestions made by interviewer

7. WHICH METHOD OF CLASSROOM ORGANIZATION DO YOU VIEW AS MOST EFFECTIVE: DEPARTMENTAL TEACHING OR SELF-CONTAINED? WHY?

- 5. Has probably had either actual or vicarious experience with both methods and mentions advantages of both
- 4. Identifies one that he/she feels is most effective and gives support for preference
- 3. Has had experience with only one method and states advantages of its use or talks about both but does not state preference
- 2. Mentions one with which he/she has had experience
- 1. Mentions one method, but cannot justify response

8. HOW WOULD YOU PROVIDE FOR STUDENTS WITH SPECIAL NEEDS IN A REGULAR CLASSROOM?

- 5. Identifies at least four specific techniques (two for low ability and two for high ability) and gives reasons for use of techniques
- 4. Identifies one technique for each group but does not necessarily justify its use
- 3. State techniques that could be used with one group only
- 2. Discusses the differences and needs of the children in each group, but does not identify any specific technique
- 1. Discusses the different kinds of students in each group

9. DESCRIBE YOUR APPROACH TO DISCIPLINE IN THE CLASSROOM. WHEN SHOULD THE PRINCIPAL BE INVOLVED?

- 5. Involves principal in formulating rules and consequences, posts both and follows them Principal should be involved at time called for in consequences
- 4. Establish classroom rules and post them
 - a. Is structured but strict in positive manner
 - b. Recognizes good behavior, but not bad behavior
 - c. Is consistent
 Principal should be involved only in emergency as a consequence from the established rules

3. Sets rules: Uses principal in an emergency for advice, not necessarily to intervene
2. Encourages good behavior
Uses principal as last resort
1. Talks about discipline, but doesn't describe approach
Doesn't discuss principal involvement

10. DISCUSS COMMON CORE

5. Has probably had either actual or vicarious experience and can discuss it at length.
4. Identifies but does not elaborate
3. Has had experience with only one method and states advantages of its use or talks about both but states no preference
2. Mentions one method with which he/she has had experience
1. Mentions one method, but cannot justify response

11. WHAT ARE YOUR PERSONAL STRENGTHS OR WEAKNESSES?

5. Identifies a few things in both areas - all of which could be advantageous to teaching children, i.e., gets too involved with children's problems
4. Mentions one thing in each area, gives explanation and both may be advantageous
3. Mentions something in both areas, but weakness may be somewhat detrimental to teaching children, i.e., not a strong disciplinarian, tends to be nasty
2. Mentions one strength and one weakness but does not elaborate
1. Needs prompting - can think of one strength but no weakness

12. WHAT QUESTIONS WOULD YOU LIKE TO ASK?

5. Comes to interview prepared with written questions: Sample questions pertain primarily to the expected job and school policies and procedures
4. Asks a few questions that pertain to the expected job, school policies and procedure, things other than salary and when job starts
3. Asks primarily about salary and when job starts
2. Asks questions unrelated to the job or school itself
1. Needs prompting and asks questions suggested by interviewer

**SAMPLE SELECTION CRITERIA FOR AN ELEMENTARY SCHOOL TEACHER
SELF-CONTAINED CLASSROOM**

Applicant: _____

Date of Interview: _____

Interviewer: _____

	Possible Points	Designated Points
1. PROFESSIONAL PREPARATION Does applicant hold the necessary college preparation and appropriate state certification?	25	
2. EXPERIENCE Was the applicant's past teaching experience or student teaching experience successful?	10	
3. PERSONAL CHARACTERISTICS Are applicant's mannerism and dress appropriate to the standards of the school district?	15	
4. EDUCATIONAL PHILOSOPHY Are the education ideas and values of the applicant compatible with the school district's policies and curriculum?	50	

Possible Total 100

Actual Total

Comments:

SAMPLE INTERVIEWING QUESTIONS

1. What unique qualities do you possess that we should consider?
2. What do you know about our school? Diocese?
3. Will you tell me about your hobbies?
4. What clubs and activities would you be willing to sponsor?
5. Please share with me your thoughts on:
 - Traditional education
 - Team teaching
 - Large-group instruction
 - Open education
 - Non-grading
 - Small-group instruction
 - Common Core Standards
6. How do you feel about thematic (unit) planning?
7. In what ways would you provide for differentiated assignments?
8. How would you provide for the individualization of instruction?
9. What are your thoughts about PTA and other community organizations?
10. How many students can you adequately instruct at any given time?
11. What is your philosophy of education?
12. Please tell me about the methods of evaluation that you would use.
13. Why will our school be better for having hired you?
14. Why would you like to teach in our school?
15. Please give me your thoughts on some recent educational literature that impressed you.
16. How would you provide for a rich educational climate in your classroom?
17. What is your conception of the way an instructional materials center should function in a school?
18. How would you utilize the services of the guidance and counseling staff?
19. What is wholesome about American education today? Catholic education?
20. What should be improved in American education as it exists today? Long-range goals?
21. Do you feel you know yourself? Your hopes? Aspirations? Long-range goals?
22. What is your philosophy of life?
23. How does your area of certification relate to the other disciplines?
24. Please tell me about the artifacts you would regularly use in your instruction.
25. What is your concept of the role of the administration in relation to teachers? To students?
26. As a teacher in our school what would be your role in our community?
27. Are you familiar with the works of any of the educational philosophers?
28. In what way does your discipline (area of certification) lend itself to outdoor education?
29. Are you familiar with differentiated Staffing? How would you relate to that eventuality in our district if you were teaching here?
30. Should students have any part in the evaluation of teachers? Why?
31. To what extent should students be involved in determining what should be taught and how it should be taught?
32. What constitutes an effective classroom? Study hall?
33. Are you familiar with the scientific method of investigation? To what extent should that method be utilized in your class- room?
34. How would you handle controversial issues as they come before your class?
35. Please react to the job description prepared for the position for which you are applying.
36. What are your plans for furthering your education?
37. What, in your opinion, are the best ways to communicate with parents?
38. Is it still applicable that teachers should be exemplars in the community? Why?
39. What rights and responsibilities do you feel students should assume?
40. Please evaluate this interview and tell me how you think it could be improved to better acquaint other candidates with our school and the position for which you are applying.

Questions compiled by C. John Brannon, Superintendent of South Side Area School District, Hookstown, Pennsylvania.

SAMPLE INTERVIEW QUESTIONS

1. Briefly describe your background - include high school, college, activities you were involved in, your main interest during that period.
2. Why did you decide to become a teacher? Were there any teachers in your family?
3. What do you feel are the main priorities in education? What are the main things we should be doing for students?
4. What are the main goals of education? Discuss Common Core Standards.
5. What are your main strengths as a teacher? Your weaknesses?
6. Tell me about a memorable child (student) you worked with recently.
7. What authorities in your field have had the greatest influence on your thinking?
8. 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.)
9. How would you organize and set up an ideal classroom for yourself and your students?
10. How would you handle a child who is two grade levels or more above the rest of the class?
11. What part would you like parents to play in your classroom?
12. What do you hope to be doing five years from now?
13. What do you believe is the most important contribution you can make to students?
14. Who would you like to be like? (Describe your personality for me.) Are you a perfectionist? Should students be perfectionists?
15. How would you describe a successful life for yourself?
16. How do you handle a problem?
17. What do you do for recreation?
18. Tell me about your student teaching experience. Where was it? What type of class? What subjects? Team teaching? Was this a pleasant or unpleasant experience? Why?
19. Tell me about your past teaching experiences. Where were they? What type of classes? Why subjects? Pleasant or unpleasant?
20. What professional organizations do you belong to?
21. Are you interested/active in community activities?
22. What do you think should and can be done to improve communications between teachers, counselors, parents, and administrators?
23. How do you respond when a friend asks you the question, "What do you do all day at school?"
24. What kind of commitments to the job is a reasonable expectation by the board, superintendent, and principal?
25. How would you feel about being assigned to teach an ethnically mixed class?
26. What responsibility do you have as an employee to conform to rules and regulations set by the school board or the building administration?
27. How do you think you should be evaluated at the end of the first year? How would you like to be evaluated?
28. What was the worst thing that has happened to you during your career?
29. What did you like about working at your last school?
30. What did you not like about working at your last school?
31. Do you prefer working with groups of people or alone?
32. Is it possible for you to come to work early or to stay late on some occasions?
33. Could you describe some particularly tough problems you have had to deal with and how you handled these problems?
34. What sort of things take up most of your time on the job?
35. What kind of decisions do you enjoy making the most? The least?

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.

Continued on next page-->

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.

INTERVIEW QUESTIONS TO AVOID

Various federal, state, and local laws regulate the questions a prospective employer can ask you. An employer's questions - on the job application, in the interview, or during the tests process - must be related to the job for which you are applying. For the employer, the focus must be: "What do I need to know to decide whether or not this person can perform the functions of the job?"

ILLEGAL QUESTIONS AND THEIR LEGAL COUNTERPARTS

SUBJECT	ILLEGAL QUESTION	LEGAL QUESTION
National Origin/Citizenship	<p>Are you a U.S. citizen?</p> <p>Where were you/your parents born?</p> <p>What is your "native tongue?"</p>	<p>Are you authorized to work in the United States?</p> <p>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.)</p>
Age	<p>How old are you?</p> <p>When did you graduate from college?</p> <p>What is your birthday?</p>	<p>Are you over the age of 18?</p>
Marital/Family Status	<p>What is your marital status?</p> <p>Who do you live with?</p> <p>Do you plan to have a family? When?</p> <p>How many kids do you have?</p> <p>What are your child care arrangements?</p>	<p>Would you be willing to relocate if necessary?</p> <p>Travel is important part of the job. Would you be willing to travel as needed by the job? (This question is okay as long as ALL applicants for the job are asked it.)</p> <p>This job requires overtime occasionally. Would you be able and willing to work overtime as necessary? (Again, this question is okay as long as ALL applicants are asked it.)</p>
Affiliations	<p>To what clubs or social organizations do you belong?</p>	<p>Do you belong to any professional or trade groups or other organizations that you consider relevant to your ability to perform this job?</p>
Personal	<p>How tall are you?</p> <p>How much do you weight?</p>	<p>Are you able to life a 50-pound weight and carry it 100 yards, as that is part of the job? (Questions about height and weight are not acceptable unless minimum standards are not acceptable unless minimum standards are essential to the safe performance of the job.)</p>
Disabilities	<p>Do you have any disabilities?</p> <p>Please complete the following medical history.</p> <p>Have you hand any recent or past illnesses or operations? If yes, list and give dates.</p> <p>What was the date of your last physical exam?</p> <p>How's your family's health?</p> <p>When did you lose your eyesight?</p>	<p>Are you able to perform the essential functions of this job with or without reasonable accommodations? (This question is okay if the interviewer thoroughly describes the job.)</p> <p>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 confidential except medical/safety personnel may be informed if emergency medical treatment is required, and supervisors may be informed about necessary job accommodations, based on the exam results.</p>
Arrest Record	<p>Have you ever been arrested?</p>	<p>Have you ever be convicted of <u> </u>? (The crime should be reasonably related to the performance of the job in question.) Only ask if actually interviewing the applicant</p>
Military	<p>If you have been in the military, were you honorably discharged?</p>	<p>In what branch of the Armed Force did you serve?</p> <p>What type of training or education did you receive in the military?</p>

NEW TEACHER ORIENTATION: Environment and Rules CHECKLIST

1. Pastor and other priests - Names. Contact with school.
2. Phone - Availability and use. Who pays for it?
3. Requisitioning procedure - How and from whom?
4. Storeroom - Do I help myself?
5. Parking - Assigned places or first come?
6. Refreshments - What is available? Lunch? Who pays?
7. Supplies sold - By whom? When? Where is money sent?
8. Absences - How to report and to whom?
9. Tardiness - How to report and to whom?
10. Doctor's appointments - How to report and to whom?
11. Homework for absent students - If picked up, when?
12. Lunch chip sale and lunch count - When? Who collects money? When and where is it sent?
13. Aides - Do I request one, or are they assigned?
14. Room parents - How and when do they serve the class?
15. Art supplies - If I get my own, will I be reimbursed?
16. School and parish plant - Where does it begin and end?
17. Work areas - Is there a quiet workspace for teachers?
18. Substitutes - When do I call in sick? Who contacts the substitute?
19. Substitute preparation
20. Classroom resources
21. Classified personnel - May I ask the maintenance person/janitor/secretary to do things?
22. Student workbooks/consumable supplies - Where are they? May I help myself?
23. Student evaluations? Who are these submitted to?
24. Retention - Is it a policy? When parents are made aware of the possibility?
25. Plan books - When are they submitted? To whom?
26. Presence in the classroom - when must teachers be there? How long are we expected to remain in school? What if we need to leave school during the day?
27. Conferences - Scheduled? When? Requested? Forms and procedures?
28. Liturgies - Who is responsible? When?
29. Planning liturgies - Are there books that will help? Forms? Where are they? When and where do I send for them?
30. Classroom parties - When? What is acceptable?
31. Birthdays - Do we celebrate? How? When?
32. May we use areas other than our own classroom?
33. Class projects - Should these be made known? To whom? May they be displayed? Where?
34. Notes to parents - Must copies be shared? With whom?
35. Field Trips - When? Who approves? Transportation?
36. Cafeteria - Expectations?
37. Playground injuries - What to do? Who will take care of it?
38. Classroom appearance - Use of scotch tape, staples, nails, cleanliness of blackboard erasers, carpet, and desks.
44. Standards - Local, Diocesan, Common Core
45. Professional Dress

PERSONNEL FILES FORMS/REQUIREMENTS FOR TEACHERS

- _____ Teacher Records (transcripts, letters of recommendation, etc.)
- _____ Teacher application - required
- _____ Teaching license for Illinois and current (ELIS Printout is acceptable)
- _____ TB test certificate (cafeteria staff, preschool teachers & aides and all new hires since 7-1-2018)
- _____ Physician's statement of good health/physical
- _____ Policy on Sexual Abuse of Minors - Certification & Authorization Document
- _____ Background check/fingerprint check - be sure it is done (proof of clear status copy in file)
- _____ CANTS form - DCFS - be sure it is completed as well as on-line training annually
- _____ *Protecting God's Children* program completed
- _____ Catechist Record Card
- _____ Expectations (part of appl.)
- _____ Student and faculty handbooks - go over with and have all teachers sign off annually
- _____ Blood-borne Pathogen training and Universal Procedures training completion statement
- _____ Academic Standards
- _____ Job Description
- _____ *I-9 form (*If not using PayChex payroll system*)
- _____ *New Hire Reporting Form (IDES)
- _____ *Federal and state W-4
- _____ *Dental
- _____ *Vision
- _____ *Pension information
- _____ Diocesan IT Form (signed annually)
- _____ Diocesan Social Media (signed annually)

**May be done by the parish office*

The diocesan policy handbook **Bk3§303.7** gives information regarding teacher supervision/evaluation by the principal.

If a principal is working towards administrative licensure, he/she must have at least completed the Administrators' Academy course on Supervision and have at least 5 years teaching (plus an education degree) before evaluating faculty. If this is the case, be sure to call the Office for Catholic Schools for assistance. A principal without licensure will complete this certification in a timely manner (3-5 years).

All schools are to use the evaluation form found at Principals.dio.org for teacher evaluation. Guidelines for using this form can also be found at Principals.dio.org . It is permissible if a school principal wishes to use other forms in addition to this one.

On all evaluations forms, letters, etc. the date and signature of the administrator and teacher must be included.

Included in this section are a pre-observation form, and observation reflection form, and a Classified Employee Evaluation Report. The Classified Employee Evaluation Report could be used to evaluate secretaries, teacher aides, maintenance persons, food service personnel, etc.

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 Catholic Schools and/or the Office for Human Resources if you need to or are considering a RIF or if you have any questions on the RIF process.

PRE-OBSERVATION LESSON FORM

Teacher:	Date:
Grade/Subject:	Observer:

Clarify goals and objectives

Content (What is to be learned)

Process (What students will be doing)

Instructional Strategies and Decision (Includes resources, methods, techniques of teaching)

Evidence of Student Achievement (Assessment)

Pre-Assessment (Processes used to determine level of student readiness)

Post-Assessment (Processes used to evaluate student learning)

Learning context (Relationship to unit, area of study, program goals)

Learner Characteristics (What students are like. Students with special needs or characteristics)

PRE-OBSERVATION CONFERENCE FORM

(to be completed by teacher)

Name _____

Administrator _____

School _____

Date of Pre-conference _____

Grade _____ Subject _____

Time of Observation _____

1. Briefly describe the students in this class, including those with special needs.
2. What are the goals for the lesson? What do you want the students to learn?
3. Why are these goals suitable for this group of students?
4. How do these goals support the school's curriculum and the content standards?
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?
6. How do you plan to engage students in the content? What will you do? What will the students do?
7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
 - 7a. How do you plan to accommodate these difficulties?
8. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson)
9. How do you plan to assess students' achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with rubrics or scoring guides.)
10. How do you plan to use the results of the assessment?
11. How do you promote Catholic identity in this lesson?

OBSERVATION CONFERENCE FORM

Name _____ Administrator _____
School _____ Date of Observation _____
Grade _____ Subject _____ Time of Observation _____

LESSON ANALYSIS

Brief Summary:

Professional Competencies Observed:

Suggestions for the Improvement of Instruction:

Faculty Member's Signature/Date

Administrator's Signature/Date

OBSERVATION REFLECTION FORM

(to be completed by the teacher)

Name _____

School _____

Grade _____

Subject _____

Date of Observation _____

Time _____

Post Conference Date _____

Time _____

1. As I reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what I intended? Were my instructional goals met? How do I know?
3. Did I alter my goals or instructional plans as I taught the lesson? If so why?
4. If I had the opportunity to reach this lesson again to this same group of students, what would I do differently? Why?
5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Faculty Member's Signature

Date

Administrator's Member's Signature

Date

CLASSROOM MINI-VISITS

This is a technique to help develop a base for understanding what is transpiring in the classroom. The first thing to recognize and remember is that this technique is not an evaluation or an evaluation report; it is a sharing of professional perceptions of classroom activity. The purpose is to increase (1) knowledge of classroom activity and (2) effectiveness in the classroom.

The technique involves a quick, but deliberate, summary of the observer's impressions about what was taking place in a classroom. The areas marked on the report form reflect how the observer felt about what was seen. The observer's feeling should not be considered as absolute but should be considered as a reflection of how the observer reacted to what was observed.

The intent, remember, is not to evaluate but maintain close classroom contact and to gather and share information.

CLASSROOM MINI-VISIT FORM

TEACHER _____ COURSE/GRADE _____

Room _____ Date _____ Time In _____ Time Out _____

	Yes	No	N/Obs
1. STUDENT PERFORMANCE			
A. Did the subject matter or activity seem appropriate?			
B. Did the activity appear to be a productive learning experience rather than "busy work"?			
C. Did the students generally seem to understand what they are doing?			
D. Do you think you were able to reasonably judge B and C above?			
2. TEACHER ATTITUDE			
A. Did you feel meaningful interactions between teacher and students were taking place?			
B. Do you think the teacher evidenced enjoyment of working with the students?			
C. Do you think the teacher seemed to be energetic and enthusiastic about teaching?			
D. Was the teacher talking "with" instead of "down to" the students?			
3. THE ENVIRONMENT			
A. Did you think the classroom activity was well organized?			
B. Did changes in activity seem to take place smoothly?			
C. Were the students aware of classroom procedure and routines?			
D. Was the teacher obviously prepared rather than just a step ahead?			
E. Did you think the bulletin boards were in keeping with student activities, interests or special events?			
F. Did the room seem to be a neat and pleasant place to be?			
G. Did the teacher circulate among the class members?			
H. Was the teacher's appearance neat and appropriate?			
4. THE NOISE LEVEL			
A. Was the noise level acceptable to you?			
B. Did the noise level seem to distract the students?			
C. Was the noise active and busy, indicative of learning taking place?			
D. If there was silence, do you think it was because of the students industriously working rather than a stifled, oppressive one?			
5. DISCIPLINE			
A. Did the teacher show respect for the students in the class?			
B. Did the teacher seem to encourage responsible self-discipline?			
C. Do you think the teacher gave evidence of understanding the behavior or misbehavior? Of the students in the class?			
D. Did discipline problems appear to be handled consistently?			
E. Did the teacher's behavior seem to promote productive behavior rather than incite students to misbehave?			
F. Did the students seem to be happy and interested in their work?			

OBSERVER:

RECOMMENDATIONS FOR FACULTY HANDBOOK

1. Know what your teaching contract says. (Courts consider faculty handbooks as part of the contract.)
2. Be familiar with the rules and regulations of your school and with any particular rules that your principal makes.
3. Enforce school and administrative rules.
4. Establish rules for classroom behavior. Be sure to make those rules known to students. Be sure students understand the rules and the consequences for not following them. Be consistent in enforcing rules. (Posting classroom rules and procedures is good idea.)
5. No matter how angry you may become, never punish a student without explaining what the student did that merits punishment and allowing the student some opportunity to explain the behavior.
6. Take every reasonable precaution to ensure the safety of your students. Report any unsafe building or other conditions to the principal or other appropriate person.
7. Do not leave students unattended unless absolutely necessary. If necessary, be sure that students know what procedures they are expected to follow and/or ask another teacher to "keep an eye" on your students.
8. Don't make unnecessary negative comments about students either orally or in writing. If it is necessary to make statements about student misconduct or lack of academic ability, be sure comments are specific and relevant. (For example: Bobby was absent 10 times this marking period late 15 times and punished for disobedience 11 times RATHER than Bobby is sick most of the time, late the rest of the time and always in trouble. Mary Lou reads on a third grade level and has not been able to successfully solve problems involving multiplication and division RATER than Mary Lou can't read and will probably never be able to do math.) A good rule is: If you don't have to say it, don't.
9. If an accident occurs in your classroom, notify the principal immediately and write down the specifics of the incident as soon as you can.
10. Keep some kind of lesson plan book so that if your teaching competency is ever questioned, you will have some written record of what you did and what you intended to do.

REMEMBER:

When in doubt, ask yourself: "what would a reasonable person do in this circumstance?" "If someone else were in this situation, what would I advise him or her to do?"

(By permission of the author, Mary Angela Shaughnessy, SCN, Ph.D.)

EVALUATION RESOURCES

National Catholic Educational Association. *Code of Ethics for Teachers*. Washington, DC.

Duncan, Randall L. *Professional Staff Evaluation*. Eden Enterprises, P.O. Box 2196, Bloomington, IN 47402-2196.

Office for Catholic Schools, 1615 W. Washington Street, Springfield, IL 62702. 217-698-8282

CLASSIFIED EMPLOYEE EVALUATION REPORT

Employee _____

Job Title _____

Building _____

	Very Good	Satisfactory	Improvement Needed	Comments may accompany all check marks, but are required for all last column checks. Additional comment may be attached or continued on the reverse side.
QUALITY OF WORK Masters skills, methods, and objectives; works neatly and accurately; shows pride in work				
QUANTITY OF WORK Completes required amount of work or more; works steadily; does not waste time				
ATTENDANCE Shows punctuality; seldom absent				
DEPENDABILITY Trustworthy; works well without supervision				
ATTITUDES Enthusiastic; loyal; continues to learn; displays positive attitude toward students and public				
RELATIONSHIPS WITH OTHERS Demonstrates ability to get along with co-workers, teachers, and administrators; respects right of others; communicates effectively				
JUDGEMENT Uses common sense; makes sound decisions				
ADAPTABILITY Performs well in emergencies or stress situations; accepts change; shows flexibility				
PERSONAL FITNESS Maintains necessary level of fitness; demonstrates sufficient energy				
WORK HABITS Follows approved procedures; observes safety guidelines				
SUPERVISORY SKILLS (For supervisors only) Shows leadership; trains employees; enforces district policy; assigns work equitably; demonstrates concern for employees				

This was discussed with me on _____
 Date

Employee Signature _____
 (Signature does not indicate agreement with contents)

Signature of evaluator _____ Title _____

Original to employee. Copies of both sides to immediate supervisor, building administrator, and personnel office.

Technology Plans

Schools need to develop Internet users' policies/agreements for all students/parents and employees to sign. Current E-rate information can be found at <https://www.isbe.net/Pages/Broadband-Information.aspx>.

For information on software piracy and software management, see section on, **Copyright Guidelines**. Further information can be found at the Business Alliance site, www.bsa.org.

Calendar/Reminders

Schools and Libraries Timetable and List of Deadlines:

- ✦ **Spring to Early Fall (annually) for applicants holding a plan, which will not expire on June 30 of the following fiscal year:** the applicant should begin the process of collecting data and establishing a stakeholder's initiative for crafting/writing a new or revised TIP. (See the reference to the [TIP](#) above.
- ✦ **Funding Year Start Date July 1** (annually) for eligible services previously selected and bid for according to established policies and procedures as specified online at www.usac.org.
- ✦ **File Initial Annual Form 470:** Description of Services Requested and Certification Form (Form 470). This form must be posted at least 28 days before filing Form 471, the Services Ordered and Certification Form. This form is generally available late spring until early fall each calendar year. Refer to official [USAC](#) guidance for specific dates, as well as compliance rules and measures.
- ✦ **File Description of Services Requested and Certification Form 471 within the prescribed window.** Watch [USAC's website](#) for specific window open and close dates.
- ✦ **File the Receipt of Service Confirmation Form (Form 486).** USAC specifies a 120 requirement on their website at www.usac.org.
- ✦ **File the Billing Entity Applicant Reimbursement Form (Form 472) and Service Provider Invoice Form (Form 474).** This must also be received or postmarked no later than 120 days after the date of the Form 486 Notification Letter or 120 days after the last date to receive service, whichever is later.
<https://www.isbe.net/Pages/Educational-Technology.aspx>

The Office for Catholic Schools requires that the **NWEA MAP Assessment be administered in grades 3, 5 and 7**. Testing for the other grades is optional. **Testing will be done optionally in the fall & winter and the required spring testing with exact dates announced each year.**

Included in this section is information about the MAP Assessment, admission tests, and district testing services.

The ACRE religion assessment is to be done in grades 5, 8, and 11. A fact sheet is included in this section.

Information on the NWEA MAP Assessment

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.
4. All student rosters are to be submitted to the Office for Catholic Schools prior to each testing period for uploading into the MAP system.

ADMISSIONS TESTING

Prior to entering kindergarten or first grade, 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

DISTRICT TESTING SERVICES

Each 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.

RELIGION ASSESSMENT

ACRE: Grades 5, 8, 11/12

The National Catholic Education Association (NCEA) has created the Information for Growth (IFG) program that supports both child/youth and adult Catholic faith formation.

IFG ACRE (Assessment of Child/Youth Religious Education) is a tool to help Catholic schools and parishes assess how well their religious education programs are forming committed Christian disciples.

In 2018, Catholic Faith Technologies (CFT) was selected as NCEA's technology partner for the administration of all IFG Adult Survey and IFG ACRE programs. CFT is the client interface for ordering, assigning, grading, reporting, and support for all IFG programs.

CFT is also the platform for the popular Catholic Learning Management System, MyCatholicFaithDelivered.com. For more information, visit www.catholicfaithtech.com.

Process:

- ✦ Order forms out in the fall.
- ✦ Orders due by end of October to: Catholic Faith Technologies
- ✦ Materials sent directly to school by CFT
- ✦ Testing between February 1 and February 15
- ✦ All score sheets to CFT by schools within 1 week of conclusion of testing.

- Two areas tested:
1. Religion
 2. Personal beliefs, attitudes, practices, and perceptions.

Note: The ACRE addresses the need for an assessment program based on the *Catechism of the Catholic Church*.

Note: Pre-Assessment and Post-Assessment information is available through the Office for Catholic Schools.

Contact information regarding ordering and scoring. All materials can be ordered through our online store. To access the store, please log into your NCEA account. [Click here](#) to find step-by-step instructions. *(If you don't have an established account, you can register for one by selecting the "Register Now" button.)*

CFT - Phone: [1-800-707-NCEA \(6232\)](tel:1-800-707-NCEA)

E-mail: help@nceaifg.com

Online order: [nceaifg.com site](http://nceaifg.com)

Contact Superintendent of Catholic Schools for general information.

Included in this section are:

1. Guidelines for Adoption of New Programs
2. Suggested Procedures for Selecting a Textbook Series
3. Local Staff/Committee Process for Textbook/Materials Evaluation and Selection
4. Criteria for Evaluation of Program Forms
 - a. Handwriting
 - b. Language
 - c. Mathematics
 - d. Music
 - e. Reading (2)
 - f. Religion
 - g. Science
 - h. Social Studies
 - i. Spelling
5. Teacher's Checklist for Peace and Justice
6. Textbook Evaluation Form (submitted to Office for Catholic Schools)
7. Student Evaluation - Sample
8. Curriculum Textbook Log
9. Cycle for Updating Curriculum Form
10. Curriculum Review Cycle
11. Textbook Survey Form
12. Religion text conformity list - All schools are to use religion texts, series, sacramental prep materials, and supplements that are on the Conformity Listing of Catechetical Texts and Series published quarterly by the USCCB. A current copy of the list can be found on <https://www.usccb.org/resources/Current-Conformity-List.pdf>.
13. High schools should use religion curriculum materials that comply with the Bishops' curriculum framework for high school students.

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?

SUGGESTED PROCEDURE FOR SELECTING A TEXTBOOK SERIES

The adoption of a textbook series is one of the important facets in curriculum development. Careful selection is essential since once a series is adopted that series generally will remain in the school for a period of years. As an aid in the selection process, it is suggested that the following procedure be used with full participation by the principal and teachers.

- I. Study the needs of the school.
 - A. Assess program presently being used.
 1. List strengths
 2. List limitations
 - B. Study achievement test results and teacher evaluations of student needs.
- II. Study the philosophy of the series being examined.
- III. Compare the philosophy of the series with that of the school.
- IV. Use the Criteria for Evaluation of Programs Forms in this section of the *Principal's Handbook* to study and analyze the series. Opinions of the texts may also be sought from parents and students on appearance, interest, etc.
- V. Discuss and analyze findings with the entire faculty.
- VI. Make a decision.
 - A. Consider all concerned in making the best decision.
 1. Students
 2. Teachers
 - B. Plan for remedy of any noted limitations.
 - C. Plan for instructional aids, etc.
- VII. Record the decision, findings, and target date for implementation.

LOCAL STAFF/COMMITTEE PROCESS FOR TEXTBOOK/MATERIALS EVALUATION AND SELECTION

Suggested Timeline	Months Steps	First 1-2	Second 3	Third 4-5	Fourth 6-7	Fifth 8-9
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1. Review the instructional program's philosophy, goals, objectives, content, and student needs.
2. Confirm the current instructional program or modify it. Is a new text selection justified?
3. Develop a criteria and checklist that will emphasize your instructional program.
4. Consult the Office for Catholic Schools for recommended instructional materials.
5. Request textbook review copies from publishers.
6. Review materials using an agreed upon criteria/checklist. Keep student needs and instructional program in focus.
7. Try review materials in class with students. Get opinions from a range of students.
8. Review data information. Decide on selection.

Questions:

- a. Does the program match and support learner/teacher/school instructional needs?
 - b. Will it do a better job than the present text?
 - c. Is it cost effective?
9. Develop a plan to monitor the effectiveness of the new text on the instructional material.

HANDWRITING TEXTBOOK SELECTION CRITERIA

Publishing Company:
Title of Series:

Copyright:
Level:

Rate each area according to the following scale: 1) Inadequate 2) Marginal 3) Satisfactory 4) Good 5) Excellent

PHILOSOPHY

	K-2	Grade Levels 3-4	5-6
The program:			
a. Incorporates content in harmony with the local Catholic school philosophy	_____	_____	_____
b. Emphasizes a pluralistic approach free of bias, stereotypes and sexism	_____	_____	_____
c. Includes a systematic, sequential development of skills	_____	_____	_____
d. Provides for various needs, interests and abilities of students	_____	_____	_____
e. Accommodates various learning styles and abilities	_____	_____	_____

METHODOLOGY

	K-2	Grade Levels 3-4	5-6
The program provides:			
a. Logical sequences for letter introduction	_____	_____	_____
b. A systematic and effective method of instruction	_____	_____	_____
c. Appropriate balance of art and writing space	_____	_____	_____
d. Review and evaluation of handwriting	_____	_____	_____
e. Sufficient transition from manuscript to cursive handwriting	_____	_____	_____
f. Language arts correlation	_____	_____	_____
g. Alternative techniques for re-teaching, review, reinforcement and enrichment	_____	_____	_____
h. Supplementary and enrichment activities	_____	_____	_____
i. Background information	_____	_____	_____

HANDWRITING CONTENT

	K-2	Grade Levels 3-4	5-6
The program provides:			
a. Handwriting modes in text	_____	_____	_____
b. Ample practice and application of handwriting skills	_____	_____	_____
c. Art work that reinforces each lesson	_____	_____	_____
d. Motivational format and design	_____	_____	_____

SUPPLEMENTARY COMPONENTS

	K-2	Grade Levels 3-4	5-6
The program provides:			
a. The teacher manual contains a complete overview of the program, clear lesson plan format, and suggestions for teaching and enrichment activities	_____	_____	_____
b. A pupil evaluation program keyed to program objectives is available	_____	_____	_____
c. Manipulative materials and charts are available for use with program activities	_____	_____	_____
d. The publishing company provides consultants, films or other in-service aids	_____	_____	_____

CONCLUSIONS

1. Strengths of the series:

2. Weaknesses of the series:

3. Significant aspects of the series:

_____I recommend the series.

_____I do not recommend the series.

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LANGUAGE TEXTBOOK SELECTION CRITERIA

Publishing Company:
Title of Series:

Copyright:
Level:

Rate each area according to the following scale: 1) Inadequate 2) Marginal 3) Satisfactory 4) Good 5) Excellent

PHILOSOPHY

	K-2	Grade Levels 3-4	5-6
The program:			
a. incorporates content in harmony with the local Catholic school philosophy	_____	_____	_____
b. Emphasizes a pluralistic approach free of bias, stereotypes and sexism	_____	_____	_____
c. Includes a systematic, sequential development of skills	_____	_____	_____
d. Provides for various needs, interests and abilities of students	_____	_____	_____
e. Emphasizes language as a means of communication in all its forms - listening, speaking, reading, writing and using media	_____	_____	_____
f. Develops an enjoyment and appreciation of language	_____	_____	_____

METHODOLOGY

	K-2	Grade Levels 3-4	5-6
The program:			
a. Emphasis on the value of listening and effective listening skills and strategies	_____	_____	_____
b. Speaking activities in an integrated, sequential and experiential manner	_____	_____	_____
c. Developmental and integrated writing instruction process	_____	_____	_____
d. Opportunities for the use of media	_____	_____	_____
e. Integration of grammar skills	_____	_____	_____
f. Integration of Language Arts skills	_____	_____	_____
g. Alternative techniques for re-teaching, review, reinforcement and enrichment	_____	_____	_____
h. Supplementary and enrichment activities	_____	_____	_____
i. Scope and Sequence of skills	_____	_____	_____
j. Background information	_____	_____	_____

LANGUAGE CONTENT

	K-2	Grade Levels 3-4	5-6
The program:			
a. Selections of appropriate length and variety.	_____	_____	_____
b. Language that is appropriate and meaningful.	_____	_____	_____
c. Art that captures mood, tone and plot of writing.	_____	_____	_____
d. Appropriate grade level study skills	_____	_____	_____
e. Process writing approach sequentially developed.	_____	_____	_____
f. Components integral to correct grammatical usage in oral and written communication.	_____	_____	_____
g. Various forms and purposes for written composition.	_____	_____	_____
h. Integration of mediated materials with print-based materials.	_____	_____	_____

SUPPLEMENTARY COMPONENTS

	K-2	Grade Levels 3-4	5-6
The program:			
a. The teacher manual contains a complete overview of the program, clear lesson plan format, suggestions for teaching and enrichment activities	_____	_____	_____
b. A pupil evaluation program keyed to program objectives is available	_____	_____	_____
c. Computer software is available for computer assisted instruction, pupil testing and record keeping.	_____	_____	_____
d. Manipulative materials and charts are available for use with program activities	_____	_____	_____
e. The publishing company provides consultants, films or other in-service aids	_____	_____	_____

CONCLUSIONS

1. Strengths of series:

2. Weaknesses of the series:

3. Significant aspects of the series:

_____ I recommend the series.

_____ I do not recommend the series.

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MATHEMATICS TEXTBOOK SELECTION CRITERIA

Publishing Company:
Title of Series:

Copyright:
Level:

Rate each area according to the following scale: 1) Inadequate 2) Marginal 3) Satisfactory 4) Good 5) Excellent

PHILOSOPHY

	K-2	Grade Levels 3-4	5-6
The program:			
a. Incorporates content in harmony with the local Catholic school philosophy	_____	_____	_____
b. Emphasizes a pluralistic approach free of bias, stereotypes and sexism	_____	_____	_____
c. Includes a systematic, sequential development of skills	_____	_____	_____
d. Provides for various needs, interests and abilities of students	_____	_____	_____
e. Stresses application of math in everyday situations	_____	_____	_____
f. Integrates problem-solving into all activities at all grades	_____	_____	_____
g. Introduces concepts using appropriate concrete examples	_____	_____	_____
h. Considers the mathematical needs of students as adults in the twenty-first century	_____	_____	_____

METHODOLOGY

	Grade Levels		
	K-2	3-4	5-6
The program:			
a. Presents math concepts correctly and consistently.	_____	_____	_____
b. Provides a variety of approaches in developing atopic	_____	_____	_____
c. Teaches and maintains basic skill development	_____	_____	_____
d. Provides for individual differences	_____	_____	_____
e. Emphasizes estimation and "guess-and-test" techniques in problem solving	_____	_____	_____
f. Provides alternative techniques for re-teaching, reinforcement and enrichment	_____	_____	_____
g. Provides mental math and independent thinking activities	_____	_____	_____

MATHEMATICAL CONTENT PROBLEMS SOLVING

	Grade Levels		
	K-2	3-4	5-6
The program:			
a. Provides continuous emphasis on problem solving at all grade levels	_____	_____	_____
b. Develops recognition of appropriate algorithms for applying mathematics to everyday situations	_____	_____	_____
c. Develops a variety of techniques for solving problems having no standard algorithm	_____	_____	_____
d. Includes problems with more than one correct answer	_____	_____	_____

MEASUREMENT

	Grade Levels		
	K-2	3-4	5-6
The program:			
a. Provides opportunities to measure objects, quantities, time and money	_____	_____	_____
b. Develops and applies both standard and non-standard units of length, area, volume, capacity and angle measurement, including metric measures	_____	_____	_____
c. Provides experience with approximate measures	_____	_____	_____
d. Develops an awareness of equivalent measures	_____	_____	_____
e. Develops area formulas for squares, rectangles, parallelograms and triangles	_____	_____	_____

COMPUTATION

	Grade Levels		
	K-2	3-4	5-6
The program:			
a. Develops an understanding of numbers and numeration, including place value	_____	_____	_____
b. Stresses meaning of operations of addition, subtraction, multiplication and division as applied to whole numbers and fractions	_____	_____	_____
c. Uses computational skills appropriately in problem solving with application to everyday situations	_____	_____	_____
d. Develops the ability to use mental computation and the ability to determine Which method of computation is appropriate for a given situation?	_____	_____	_____
e. Provides opportunity for periodic review of previously learned skills	_____	_____	_____

GEOMETRY

	Grade Levels		
	K-2	3-4	5-6
The program:			
a. Develops recognition of common plane and solid figures	_____	_____	_____
b. Contains activities leading to identification of properties of common planes and solid figures	_____	_____	_____
c. Provides manipulative and conceptual experiences with points, lines and planes at appropriate grade levels	_____	_____	_____
d. Develops recognition of parallel and perpendicular lines and planes	_____	_____	_____
e. Includes activities which develop symmetry concepts and recognition of symmetry	_____	_____	_____
f. Includes activities which include congruence concepts	_____	_____	_____
g. Includes activities which develop similarity concepts and recognition of Similarity in plane and solid figures	_____	_____	_____
h. Teaches use of the protractor and compass	_____	_____	_____

STATISTICS

The program:

- a. Introduces graph building and graph reading at appropriate grade level
- b. Includes activities which require reading, interpreting and constructing graphs, tables and charts
- c. Provides activities with numbers on a number line and extends to two and three dimensional coordinate systems
- d. Develops concepts of probability of simple events
- e. Introduces common measures of dispersion and central tendency (range, means, median, mode) and their value in decision making

Grade Levels		
K-2	3-4	5-6
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CALCULATORS AND COMPUTERS

The program:

- a. Includes calculator activities at all grade levels
- b. Includes computer concepts necessary to use the computer as a tool in mathematical problem solving.
- c. Provides opportunities to use calculators and computers in problem solving

Grade Levels		
K-2	3-4	5-6
_____	_____	_____
_____	_____	_____
_____	_____	_____

SUPPLEMENTARY COMPONENTS

The program:

- a. The teacher manual contains a complete overview of the program, clear lesson plan format, suggestions for teaching and enrichment activities
- b. A pupil evaluation program keyed to program objectives is available
- c. Computer software is available for computer assisted instruction, pupil testing and record keeping
- d. Manipulative materials and charts are available for use with program activities
- e. The publishing company provides consultants, films or other in-service aids

Grade Levels		
K-2	3-4	5-6
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

CONCLUSIONS

1. Strengths of series:

2. Weaknesses of the series:

3. Significant aspects of the series:

_____ I recommend the series

_____ I do not recommend the series

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MUSIC TEXTBOOK SELECTION CRITERIA

5) Excellent

Publishing Company:
title of Series:

Copyright:
Level:

5-6

Rate each area according to the following scale: 1) Inadequate 2) Marginal 3) Satisfactory 4) Good

The program:	K-2	Grade Levels 3-4	
a. Incorporates content in harmony with the local Catholic school philosophy	_____	_____	_____
b. Emphasizes a pluralistic approach free of bias, stereotypes and sexism	_____	_____	_____
c. Includes a systematic, sequential development of skills	_____	_____	_____
d. Provides for various needs, interests and abilities of students	_____	_____	_____
e. Emphasizes the relationship of music to the arts and related disciplines	_____	_____	_____
f. Develops aesthetic awareness appreciation of music	_____	_____	_____

METHODOLOGY

The program:	K-2	Grade Levels 3-4	5-6
a. Provides opportunities to describe, perform and create music	_____	_____	_____
b. Teaches and maintains proper sequences of activities for musical understanding	_____	_____	_____
c. Incorporates appreciation of the music of different cultures and historical periods	_____	_____	_____
d. Provides a comprehensive development of the elements of music	_____	_____	_____
e. Provides alternative techniques for re-teaching, review, reinforcement and enrichment	_____	_____	_____
f. Provides supplementary and enrichment activities	_____	_____	_____
g. Provides a scope and sequence of skills	_____	_____	_____
h. Provides background information	_____	_____	_____

MUSIC CONTENT

The program:	K-2	Grade Levels 3-4	5-6
a. Selections of appropriate length and variety	_____	_____	_____
b. Language that is appropriate and meaningful	_____	_____	_____
c. Art that enhances music instruction	_____	_____	_____
d. Appropriate grade level music theory	_____	_____	_____
e. Integration of Orff and Kodaly ideas	_____	_____	_____
f. Grade level activities for singing, listening, creating and movement	_____	_____	_____

SUPPLEMENTARY COMPONENTS

The program:	K-2	Grade Levels 3-4	5-6
a. The teacher manual contains a complete overview of the program, clear lesson plan format, suggestions for teaching and enrichment activities	_____	_____	_____
b. A pupil evaluation program keyed to program objectives is available	_____	_____	_____
c. Records/tapes of most songs are available and are coded to the textbook	_____	_____	_____
d. Manipulative materials and charts are available for use with program activities	_____	_____	_____
e. The publishing company provides consultants, films or other in-service aids	_____	_____	_____

CONCLUSIONS

1. Strengths of series:

2. Weaknesses of the series:

3. Significant aspects of the series:

_____I recommend the series

_____I do not recommend the series.

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READING TEXTBOOK SELECTION CRITERIA

Publishing Company:
title of Series:

Copyright:
Level:

Rate each area according to the following scale: 1) Inadequate 2) Marginal 3) Satisfactory 4) Good 5) Excellent

PHILOSOPHY

	Grade Levels		
	K-2	3-4	5-6
The program:			
a. Incorporates content in harmony with the local Catholic school philosophy	_____	_____	_____
b. Emphasizes a pluralistic approach free of bias, stereotypes and sexism	_____	_____	_____
c. Includes a systematic, sequential development of skills	_____	_____	_____
d. Provides for various needs, interests and abilities of students	_____	_____	_____

METHODOLOGY

	Grade Levels		
	K-2	3-4	5-6
The program:			
a. Strategies for decoding words	_____	_____	_____
b. Strategies for vocabulary development and expansion	_____	_____	_____
c. Strategies for comprehension (literal, inferential, evaluative, etc.)	_____	_____	_____
d. Strategies for reading content area selections	_____	_____	_____
e. Integration of Language Arts skills	_____	_____	_____
f. Provides alternative techniques for re-teaching, review, reinforcement and enrichment	_____	_____	_____
g. Provides supplementary and enrichment activities	_____	_____	_____
h. Provides scope and sequence of skills	_____	_____	_____
i. Provides background information	_____	_____	_____

READING CONTENT

	Grade Levels		
	K-2	3-4	5-6
The program:			
a. Selections of appropriate length and variety	_____	_____	_____
b. Language that is appropriate and meaningful	_____	_____	_____
c. Art that captures mood, tone and plot of writing	_____	_____	_____
d. Balance of fiction and nonfiction, contemporary and classical works	_____	_____	_____
e. Major literary forms or genre (poetry, narrative, drama, etc.)	_____	_____	_____
f. Ethnic and cultural groups	_____	_____	_____
g. Bibliographies to encourage reading beyond the text	_____	_____	_____
h. Men and women presented in a variety of career and non-sexist roles	_____	_____	_____

SUPPLEMENTARY COMPONENTS

Grade Levels

The program:

	K-2	3-4	5-6
a. The teacher manual contains a complete overview of the program, clear lesson plan format, suggestions for teaching and enrichment activities	_____	_____	_____
b. A pupil evaluation program keyed to program objectives is available	_____	_____	_____
c. Computer software is available for computer assisted instruction, pupil testing and record keeping	_____	_____	_____
d. Manipulative materials and charts are available for use with program activities	_____	_____	_____
e. The publishing company provides consultants, films or other in-service aids	_____	_____	_____

CONCLUSIONS

1. Strengths of series:

2. Weaknesses of the series:

3. Significant aspects of the series:

____ I recommend the series

____ I do not recommend the series

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CHECKLIST FOR ASSESSING READING PROGRAM

Rate each item according to the following scale:

0 - Not Present

1 - Somewhat Effective

2 - Very Effective

Reader, Text, Context

The Strategic Reader. How effective is your reading program in developing mature, independent readers?

1. Students are given opportunities to progress through the stages of reading development at their own pace	0	1	2
2. Students are given reading opportunities to automatize various skills	0	1	2
3. Students are given opportunities and instruction to develop strategies to self-monitor comprehension			
a. Set purpose	0	1	2
b. Evaluate reading task	0	1	2
c. Use text structure to organize reading	0	1	2
d. Use background knowledge	0	1	2
e. Adapt rate	0	1	2
f. Reflect on reading	0	1	2
4. Students are self-motivated to do outside, free reading	0	1	2
5. Students are aware of their abilities and deficiencies	0	1	2

The Text. How effective are the materials used in reading instruction?

6. The reading program uses a variety of material			
a. Basal readers	0	1	2
b. Narrative materials	0	1	2
c. Expository materials	0	1	2
d. Trade Books	0	1	2
e. Other reading material ("real life" texts)	0	1	2
7. Textbooks are selected through consideration of important qualities in aiding reading development			
a. Structure	0	1	2
b. Coherence	0	1	2
c. Unity	0	1	2
d. Appropriateness	0	1	2
8. The reading scope and sequence goes beyond that presented by the basal teacher's manual	0	1	2
9. A library (IMC) is an integral part of a total reading program	0	1	2
10. A library offers a wide variety of print and non-print materials to encourage reading.	0	1	2

The Context. Is the present school reading environment conducive to developing strategic readers?

11. Reading situations encourage self-selection of reading by students	0	1	2
12. Reading situations span the entire curriculum across all subject areas	0	1	2
13. Reading situations integrate language arts instruction (reading, writing, discussing, clarifying, organizing) with subject-area materials	0	1	2
14. Reading tasks require both general and specific reading strategies	0	1	2
15. Reading tasks necessitate transfer of strategies from familiar to new reading materials	0	1	2
16. The school environment provides ample opportunity for silent reading, such as			
a. Regularly scheduled times	0	1	2
b. Conducive atmosphere (quiet, comfortable)	0	1	2
c. Silent reading encourages through modeling	0	1	2
17. Students are assured opportunities to interact in reflection, discussion and evaluation of their reading	0	1	2

INSTRUCTION

Instructional Approaches. What instructional approaches are currently being used by the staff?

1. Instruction exemplifies that the best practice for learning to read is to read	0	1	2
2. Instruction provides a greater percentage of time for reading itself, rather than for teaching skills	0	1	2
3. Instruction focuses upon learners instead of upon the program itself	0	1	2
4. Instruction assesses students' abilities and needs as they relate to state of reading development	0	1	2
5. Instruction focuses on what students need to know rather than what they have previously learned	0	1	2
6. Instruction provides application of skills for automaticity	0	1	2
7. Instruction guides students to identify words using graphophonic, syntax or semantic clues	0	1	2
8. Instruction emphasizes comprehension	0	1	2
9. Instruction assesses background knowledge of students	0	1	2
10. Instruction incorporates guidance in developing self-monitoring behavior	0	1	2
11. Instruction develops critical thinking skills	0	1	2
12. Instruction promotes application of reading strategies in "real life" contexts	0	1	2
13. Instruction moves students from dependence to independence	0	1	2
14. Instruction provides for the diverse needs, interest and abilities of all students	0	1	2
15. Instruction includes			
a. Word meaning and analysis	0	1	2
b. Text organization and analysis	0	1	2
c. Critical reading and thinking	0	1	2
d. Responding in writing	0	1	2
e. Developing interests and attitudes	0	1	2
f. Developing strategic behavior	0	1	2

Evaluation. What is the range and effectiveness of evaluation methods currently included in the reading program?

16. Evaluation methods provide continuous feedback for determining program effectiveness and needs	0	1	2
17. Evaluation methods include gathering of both formal and informal data	0	1	2
18. Evaluation methods include both affective and cognitive measures	0	1	2
19. Evaluation methods emphasize teacher judgment	0	1	2
20. Evaluation methods include student reactions	0	1	2
21. Evaluation methods include parent and community input (surveys, conferences)	0	1	2
22. Evaluation results are analyzed and used for instructional improvement	0	1	2

Reprinted from: *A GUIDE TO CURRICULUM PLANNING IN READING*, Wisconsin Department of Public Instruction

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RELIGION PROGRAM EVALUATION

Evaluation of the religion program should be done on a regular basis by all involved. The purpose of any evaluation should be to affirm the good things that are happening, to correct areas of weakness and to check to see if the program is truly accomplishing the goals and objectives that were established.

Catechesis is a significant and fundamental task of the parish. The decision to choose a textbook implies that certain structures are in place within this community that will ensure the best use of such a resource. The following questions deal with the community's responsibility to foster growth in faith and may assist leaders in developing a religion program. These questions address underlying issues and assumptions and we recommend that they be considered prior to choosing a text.

1. What is the parish community currently teaching through its daily experience, especially through the way the parish worships and serves the needs of the people?
2. What groups exist to guide the overall planning and coordination of an integrated, comprehensive and systematic approach to religious education in the parish?
3. What particular needs, problems, strengths and issues exist in the parish which will affect the religion program?
4. Does the program meet the needs of the parish community?
5. Does the program meet the needs of the students?
6. How is the family included in the planning and implementation of the religion program?
7. Is adequate in-service and training provided for those who work with the students?
8. Are adequate facilities, materials and financial resources available to meet the needs?
9. What needs to be improved and how will we go about accomplishing this?
10. How do we ensure the continuation of a quality program?

The *National Catechetical Directory: Sharing the Light of Faith* proposes that there are four signs of catechesis or four avenues of learning the Faith. (NCD #43-46). The scope and sequence charts of the text series often group the concepts taught under these signs. These criteria can be used for reviewing the content and pedagogy of the religious textbooks. It is most effective if all the catechetical leaders involved in the selection and use of the textbooks are involved in the study and discussion of these criteria as various series of texts are reviewed.

GUIDING PRINCIPLES FOR TEXTBOOK SELECTION

1. A textbook should be viewed as a guide and resource for learning and not as the curriculum for the parish or school religion program.
2. A textbook must be doctrinally correct and theologically accurate in the light of current Church documents and theological reflection.
3. A textbook should mirror the world from a Catholic Christian perspective.
4. A textbook should provide activities that facilitate growth in faith and understanding.
5. A teacher manual must be adaptable to a number of different teaching styles.
6. A selection of a textbook or textbook series should not be the decision of an individual catechist or teacher.
7. Each textbook in a series should be judged on its own merits.

RECOMMENDED CRITERIA

Involve catechetical leaders in a study and discussion of the criteria for reviewing the content and pedagogy of religion textbooks.

A. BIBLICAL SIGNS

- ◆ Integration of scripture in lessons
- ◆ Presentation of the biblical stories and the themes of creation, covenant and exodus
- ◆ Encouragement to use the bible for information and for prayer
- ◆ Provision for greater participation in the Liturgy of the Word
- ◆ Realization that the scriptures are the testimony of the community of believers

B. LITURGICAL SIGNS

- ◆ Integration of a developmental theology of the sacraments at each grade level
- ◆ Presentation of sacraments in view of the life experience of initiation, healing and vocation
- ◆ Information about the structure of Eucharist: Gathering the Community, Liturgy of the Word, Liturgy of Eucharist and Dismissal

- ◆ Encouragement to participate in the worship of the Church
- ◆ Celebration of the Liturgical Year

C. ECCLESIAL SIGNS

- ◆ Presentation of creedal statements and doctrinal formulas
- ◆ Description of the Christian way of life
- ◆ Witness of the lives of the saints: past and present
- ◆ Information about the church: The church is history and since Vatican II
- ◆ Encouragement to be witness of Christian living

D. NATURAL SIGNS

- ◆ Guidance for acceptance and understanding of self as God's gift
- ◆ Realization that the Christian life is lived out in relation to self, family, the broader community and God
- ◆ Interpretation of creation, world and culture in terms of gospel values
- ◆ Interpretation of human experience as the unfolding of God's mystery
- ◆ Application of Christian values to life: morals

RATING INSTRUMENT FOR REVIEW OR RELIGION TEXTBOOKS

Materials Needed

Religion text, teacher guide and form to complete the rating instrument

INTRODUCTORY INFORMATION

- ◆ Complete the following introductory information about the Religion Program
- ◆ Grade level
- ◆ Title of grade-level religion text
- ◆ Title of the series
- ◆ Publisher
- ◆ Copyright dates
- ◆ Author
- ◆ Other components of the program (activity books, videos, parent books, testing materials, etc.)

DIRECTIONS

There are five statements of tasks relating to each area of the content: Biblical, Liturgical, Ecclesial and Natural Signs. Ten statements apply to the tasks pedagogy as demonstrated in the student text and teacher guide.

On the line following each statement, write the number which, in your judgment, best describes the extent that your religion text fulfills these tasks.

CODE

Number rating instrument:

- 0 - POOR:** A few attempts to accomplish the task
- 1 - FAIR:** Frequent attempts to incorporate the issue
- 2 - GOOD:** Consistent in accomplishing the task
- 3 - VERY GOOD:** Well developed and regular approaches to the task
- 4 - EXCELLENT:** Well integrated and creative approaches to the task
- 5**
- N/A:** Does not apply at this grade level

PART 1: CONTENT

A. BIBLICAL SIGNS:

1. Uses Scripture within the lesson. 1. _____
2. Explains the stories of the bible and the themes of creation, covenant and exodus. 2. _____
3. Shows students how to use the bible. 3. _____
4. Leads students in a prayerful approach to words of scripture. 4. _____
5. Examines the lives of biblical character as testimony to God's gift of faith. 5. _____

B. LITURGICAL SIGNS:

6. Identifies each sacrament within the text. 6. _____
7. Presents the sacraments as celebrations of life experiences of initiation, healing and vocation. 7. _____
8. Explains the Mass as God present in the Gathering, the Word and the Eucharist. 8. _____
9. Shows how students can participate in all forms of worship: Eucharist, Liturgy of Hours, Non-Eucharist Celebrations, Devotions. 9. _____
10. Provides information and activities to celebrate the Liturgical Year. 10. _____

C. ECCLESIAL SIGNS:

11. Contains statements of creed and doctrine. 11. _____
12. Describes the guidelines for a Christian Way of Life: Commandments, Beatitudes, Law of Love, etc. 12. _____
13. Presents the lives of the saints and people of faith today 13. _____
14. Explains the church in its origin, in history and since Vatican II. 14. _____
15. Asks students to be witnesses to Christian living. 15. _____

D. NATURAL SIGNS:

16. Presents the idea that every person is a unique gift of God. 16. _____
17. Shows how each person lives in relationship to self, family, the broader community and God. 17. _____
18. Explains the rights and responsibilities of each person in regard to creation and society. 18. _____
19. Discusses human experience (suffering, joy, success, failure) in terms of the mystery of God's plan. 19. _____
20. Offers situations wherein students are called to make moral choices. 20. _____

PART II: PEDAGOGY

A. STUDENT TEXT:

21. Is an attractive and interesting student book with a balance of inclusive pictures, charts and written forms. 21. _____
22. Presents the lessons in appropriate meaningful language for the grade level. 22. _____

- 23. Develops the lessons with suitable learning model: life experience, sacred message and application to life. 23. _____
- 24. Provides suggestions for extended activities and projects related to the lesson. 24. _____
- 25. Includes summaries, reviews and/or pretests of the unit content. 25. _____

B. TEACHER GUIDE:

- 26. Provides a logical and complete plan for teaching the lesson. 26. _____
- 27. Offers adaptation for the developmentally disabled. 27. _____
- 28. Presents an in-depth study with expanded references and reflections for teacher enrichment. 28. _____
- 29. Encourages and provides for family involvement and participation in the program. 29. _____
- 30. Offers other helpful components: pictures, filmstrips, stories, records, activities and celebrations to enrich the lesson. 30. _____

SUMMARY SCORE SHEET: To summarize after completing the rating instrument with the entire faculty of teachers and catechists.

PART 1: CONTENT

- 1. BIBLICAL SIGNS Total #1 - 5
- 2. LITURGICAL SIGNS Total #6 -10
- 3. ECCLESIAL SIGNS Total #11 - 15
- 4. NATURAL SIGNS Total #16 - 20

NOTE: THE HIGHER THE SCORE THE GREATER THE STRENGTH IN THAT CONTENT AREA.

PART II: PEDAGOGY

- 1. STUDENT TEXT Total #21 - 25
- 2. TEACHER GUIDE Total #26 - 30

Additional observations:

APPLICATION:

Textbook Series are not equally strong in all areas of curriculum nor on all grade levels. After completing the rating instrument, consider the following:

- 1. Are the areas that rated high, the same areas that you determined need strengthening? (refer to program evaluation)
- 2. Is there general agreement with all those involved in choosing the text?

If the answers to these questions are affirmative, the textbook series being evaluated will be helpful in meeting your needs. for additional assistance in choosing a text, refer questions to the associate director for elementary education and catechesis. Area in-servicing of the textbook series can be provided by the company representative.

USED WITH THE PERMISSION OF THE DIOCESE OF GREEN BAY.

SCIENCE TEXTBOOK SELECTION CRITERIA

Publishing Company:
Title of Series:

Copyright:
Level:

Rate each area according to the following scale: 1) Inadequate 2) Marginal 3) Satisfactory 4) Good 5) Excellent

PHILOSOPHY

	K-2	Grade Levels 3-4	5-6
The program:			
a. Incorporates content in harmony with the local Catholic school philosophy	_____	_____	_____
b. Emphasizes a pluralistic approach free of bias, stereotypes and sexism	_____	_____	_____
c. Includes a systematic, sequential development of skills	_____	_____	_____
d. Provides for various needs, interests and abilities of students	_____	_____	_____
e. Integrates science, technology and society	_____	_____	_____
f. Presents science as a process involving the application of knowledge and skills	_____	_____	_____
g. Includes appreciation for the ingenuity and creativity of science research and exploration	_____	_____	_____

METHODOLOGY

	K-2	Grade Levels 3-4	5-6
The program:			
a. Problem solving processes with an emphasis on questioning and data collection	_____	_____	_____
b. A variety of hands on and/or laboratory activities at every level	_____	_____	_____
c. The development of higher order thinking skills	_____	_____	_____
d. Effective strategies in a step-by-step lesson plan	_____	_____	_____
e. Integration with other curricular areas	_____	_____	_____
f. Alternative techniques for re-teaching, review, reinforcement and enrichment	_____	_____	_____
g. Supplementary and enrichment activities	_____	_____	_____
h. Scope and sequence of skills	_____	_____	_____
i. Background information	_____	_____	_____

CONTENT

	K-2	Grade Levels 3-4	5-6
The program:			
a. Selections of appropriate length and variety	_____	_____	_____
b. Language that is appropriate and meaningful	_____	_____	_____
c. Information on the evaluation and history of science	_____	_____	_____
d. Life, earth and physical science components	_____	_____	_____
e. Exploration of science-related careers	_____	_____	_____
f. Illustrations presented in the context of the students' experience	_____	_____	_____
g. Science process skills for inquiry and discovery	_____	_____	_____

SUPPLEMENTARY COMPONENTS

	K-2	Grade Levels 3-4	5-6
The program:			
a. The teacher manual contains a complete overview of the program, clear lesson plan format, suggestions for teaching and enrichment activities	_____	_____	_____
b. A pupil evaluation program keyed to program objectives is available	_____	_____	_____
c. Computer software is available for computer assisted instruction, pupil testing and record keeping	_____	_____	_____
d. Manipulative materials and charts are available for use with program activities	_____	_____	_____
e. The publishing company provides consultants, films, or other in-service aids	_____	_____	_____

CONCLUSIONS

1. Strengths of series:

2. Weaknesses of the series:

3. Significant aspects of the series:

____ I recommend the series

____ I do not recommend the series

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SOCIAL STUDIES TEXTBOOK SELECTION CRITERIA

Publishing Company:
Title of Series:

Copyright:
Level:

Rate each area according to the following scale: 1) Inadequate 2) Marginal 3) Satisfactory 4) Good 5) Excellent

PHILOSOPHY

	K-2	Grade Levels 3-4		5-6
The program:				
a. Incorporates content in harmony with the local Catholic school philosophy	_____	_____	_____	_____
b. Emphasizes a pluralistic approach free of bias, stereotypes and sexism	_____	_____	_____	_____
c. Includes a systematic, sequential development of skills	_____	_____	_____	_____
d. Provides for various needs, interests, and abilities of students	_____	_____	_____	_____
e. Promotes the value of enlightened and responsible citizenship	_____	_____	_____	_____
f. Emphasizes the interconnections that exist between places and people in the modern world	_____	_____	_____	_____

METHODOLOGY

	K-2	Grade Levels 3-4		5-6
The program:				
a. Knowledge, skills and attitudes necessary to function as an effective citizen	_____	_____	_____	_____
b. Opportunities to demonstrate map and globe skills	_____	_____	_____	_____
c. Contexts for problem solving, conflict resolution and critical thinking	_____	_____	_____	_____
d. Emphasis on the link between the past, present and future	_____	_____	_____	_____
e. Applications of economic principles and concepts	_____	_____	_____	_____
f. Opportunities for group participation in decision making	_____	_____	_____	_____
g. Integration with other subject areas	_____	_____	_____	_____
h. Alternative techniques for re-teaching, review, reinforcement and enrichment	_____	_____	_____	_____
i. Supplementary and enrichment activities	_____	_____	_____	_____
j. Scope and sequence of skills	_____	_____	_____	_____
k. Background information	_____	_____	_____	_____

SOCIAL STUDIES CONTENT

	K-2	Grade Levels 3-4		5-6
The program:				
a. Selections of appropriate length and variety	_____	_____	_____	_____
b. Language that is appropriate and meaningful	_____	_____	_____	_____
c. Geographic and historical development of Illinois	_____	_____	_____	_____
d. Geographic and environmental perspective of the country and the world	_____	_____	_____	_____
e. Historical and geographical development of the Eastern and Western Hemispheres	_____	_____	_____	_____
f. Map and globe skills	_____	_____	_____	_____
g. Diversity of communities in national and global regions	_____	_____	_____	_____
h. global implications of citizenship	_____	_____	_____	_____
i. Principles of good order in laws and government	_____	_____	_____	_____
j. Economic concepts and principles	_____	_____	_____	_____

SUPPLEMENTARY COMPONENTS

	K-2	Grade Levels 3-4	5-6
The program:			
a. The teacher manual contains a complete overview of the program, clear lesson plan format, and suggestions for teaching and enrichment activities	_____	_____	_____
b. A pupil evaluation program keyed to program objectives is available	_____	_____	_____
c. Computer software is available for computer assisted instruction, pupil testing and record keeping	_____	_____	_____
d. Manipulative materials and charts are available for use with program activities	_____	_____	_____
e. The publishing company provides consultants, films, or other in-service aids	_____	_____	_____

CONCLUSIONS

1. Strengths of series:

2 Weaknesses of the series:

3. Significant aspects of the series:

____| recommend the series.

____| do not recommend the series.

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SPELLING TEXTBOOK SELECTION CRITERIA

Publishing Company:
Title of Series:

Copyright:
Level:

Rate each area according to the following scale: 1) Inadequate 2) Marginal 3) Satisfactory 4) Good 5) Excellent

PHILOSOPHY

	K-2	Grade Levels 3-4	5-6
The program:			
a. Incorporates content in harmony with the local Catholic school philosophy	_____	_____	_____
b. Emphasizes a pluralistic approach free of bias, stereotypes and sexism	_____	_____	_____
c. Includes a systematic, sequential development of skills	_____	_____	_____
d. Provides for various needs, interests and abilities of students	_____	_____	_____

METHODOLOGY

The program:

- a. A multi-sensory work study method
- b. Strategies for self-monitoring of spelling
- c. Application of spelling skills in writing assignments
- d. Dictionary skill application
- e. Integration of spelling with total language development
- f. Alternative techniques for re-teaching, review, reinforcement and enrichment
- g. Supplementary and enrichment activities
- h. Scope and sequence of skills
- i. Background information

	K-2	Grade Levels 3-4	5-6
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CONTENT

The program:

- a. Bal. approaches to sound-symbol relationship, structural analysis and visual memory skills
- b. Word lists based on recent research reflecting most frequently used words
- c. Frequent proofreading exercises
- d. Vocabulary development sections
- e. Word lists in appropriate writing style (manuscript or cursive) for grade level
- f. Attractive illustrations integral to the unit

	K-2	Grade Levels 3-4	5-6
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SUPPLEMENTARY COMPONENTS

The program:

- a. The teacher manual contains a complete overview of the program, clear lesson plan format, suggestions for teaching and enrichment activities
- b. A pupil evaluation program keyed to program objectives is available
- c. Computer software is available for computer assisted inst., pupil testing & record keeping
- d. Manipulative materials and charts are available for use with program activities
- e. The publishing company provides consultants, films or other in-service aids

	K-2	Grade Levels 3-4	5-6
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

CONCLUSIONS

1. Strengths of series:

2. Weaknesses of the series:

3. Significant aspects of the series:

____ I recommend the series.

____ I do not recommend the series.

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TEACHERS' CHECKLIST FOR PEACE AND JUSTICE

In my classroom:	YES	NO	SOME- WHAT
1. Cooperation is valued over competition.			
2. There is a human, happy environment; students feel valued as persons whether they are above or below average.			
3. Students value working together - sharing what they have.			
4. Students progress at their own rate.			
5. Students are given opportunities to make choices and decisions and to make mistakes.			
6. Students have an opportunity to learn through group work and to deal with a variety of personalities, conflicts and frustrations.			
7. Students are learning critical reading and think skills.			
8. Students have an opportunity to learn independence and responsibility.			
9. As teacher, I express my feelings and needs.			
10. Students are permitted to express their feelings and needs.			
11. Programs exist that allow students Christian service opportunities which include preparation and reflection - helping students explore the Christian dimension of the experience.			
12. Problems of individual injustices: Stealing, cheating, marring or destroying property are handled within the school in light of Christian principles.			
13. Students are encouraged to consider the possibility and desirability of service-oriented careers.			
14. Opportunities for decision making and evaluation of such decisions in the light of Gospel values are provided.			
15. The student disciplinary rules foster peace and justice values. Students have ways to participate in the creation and enforcement.			
16. I help students become aware of issues as they surface in the news - and the Christian response to them.			

CONCLUSIONS

1. Strengths of series:

2. Weaknesses of the series:

3. Significant aspects of the series:

____ I recommend the series.

____ I do not recommend the series.

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TEXTBOOK EVALUATION

Duplicate and return this form to the Office for Catholic Schools to be available to other schools beginning textbook evaluation.

PUBLISHER:

TITLE:

LEVELS:

COPYRIGHT:

STRENGTHS:

LIMITATIONS:

PROGRAM DESIGNING: (Texts, workbooks, etc.)

Completed by:

School

City

STUDENT EVALUATION - SAMPLE

CIRCLE ONE:

- | | | |
|--|-----|----|
| 1. Do you like this book? | YES | NO |
| 2. Are the pages colorful and attractive? | YES | NO |
| 3. Are the directions easy to follow? | YES | NO |
| 4. Can you work on your own? | YES | NO |
| 5. Do you have to be a good reader to work in this book? | YES | NO |
| 6. Does the book help you learn by providing good diagrams and examples? | YES | NO |
| 7. Do the tests really ask about what you have learned? | YES | NO |
| 8. Does this book challenge your imagination? | YES | NO |
| 9. Are there lots of activities suggested in this book? | YES | NO |

Comments:

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, 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:

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Director of Government Relations
108 East Cook Street
Springfield, IL 62704
217-528-9200
wichmann@ilcatholic.org

Children's Internet Protection Act (CHIP Act)

On December 21, 2000, President Clinton signed into law the Children's Internet Protection Act (CHIP Act), 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 ESEA. 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 disadvantage 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 and 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 motorvehicle.
- 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 Principals.dio.org. **The recommended parish subsidy is 40%, with tuition paying 40% and fundraisers contributing 20%.**

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 _____

IL-1040-Receipt (N-5/00)

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	_____	_____	_____	_____
(This should be close to 40%)				
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				
(This should approximate 40%)				
Total All School Fundraising Activities	_____	_____	_____	_____
Divide by Total School Expenditure	_____	_____	_____	_____
=Percent of School Fundraising	_____	_____	_____	_____
Subsidy				
(This should approximate 40%)				

Note: The Office for Catholic Schools recommends that 40% of the total cost of education be generated by tuition and other fees, with the remainder subsidized through 40% parish support and 20% fundraisers.

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 15% in each category of the recommended 40% tuition, 40% parish and 20% fundraising formula for the cost to educate a student and/or <65% of the parish regular church support (Sunday collection) used to fund the school	<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 schools are using all available federal, state, and diocesan funds 11. Encourage parish to increase stewardship efforts with the assistance of the Office for Stewardship
	Current on their bills due 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.

All schools are to have 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. (Diocesan Handbook Policy **Book3§408.15**).

Note - A school must turn in the completed Individual School Wellness Policy Checklist to the Office for Catholic Schools to be part of the Diocesan Policy.

A copy of the Diocesan Wellness Policy and Individual School Wellness Policy Checklist can be found at Principals.dio.org.



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

Cynthia Long
Director
Child Nutrition Division

Attachment