

ADMINISTRATIVE HANDBOOK FOR SCHOOLS



CATHOLIC DIOCESE OF EVANSVILLE SCHOOLS OFFICE

Revised July 2020



Catholic Diocese of Evansville
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Catholic School Stakeholders,

The *Administrative Handbook for Catholic Schools* has been prepared to provide information and guidelines concerning the educational policies, practices, and procedures for Catholic schools within the Diocese of Evansville. The handbook serves as a framework for all those involved with Catholic schools.

This handbook supersedes any other manual or statements of policy previously issued by the Catholic Schools Office. The Bishop of the Diocese of Evansville approved all policies contained in this handbook and may not be contradicted by any local agency.

Please do not hesitate to contact me to assist you in the advancement of Catholic schools.

Sincerely in Christ,

Daryl C. Hagan, Ed.D.
Superintendent



Revised July 2020



Diocesan Mission Statement

We, the Catholics of the Diocese of Evansville, are committed to continuing the mission of Jesus Christ in the world by joyfully living the gospel, ministering to all in justice and charity, and inviting people into a personal encounter with the living God through Word, Sacrament, and Service.

Catholic Schools Office Mission Statement

We, the Catholic Schools Office of the Diocese of Evansville, joyfully living the gospel, serve and support the Catholic schools in their mission of excellence, spiritual growth, and viability.

Catholic Schools Office Vision Statement

Our vision is to transform the world in response to the call of Jesus Christ to educate, inspire, and proclaim.

Catholic Schools Office Guiding Principles (Shared Beliefs)

The Office of Catholic Schools will:

- care for the people of God through servant leadership;
- advance the mission of the Catholic Church;
- provide curriculum that educates and inspires students to think critically and globally, allowing them to become productive, virtuous citizens;
- provide formation and professional development to faculty and staff;
- analyze system data to determine best practices for sound decision-making;
- foster collaboration of resources among other Catholic agencies, parishes and secular educational programs;
- advocate for the institutional advancement of Catholic schools; and
- seek avenues for equitable distribution of resources.

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ADMINISTRATION

I. GOVERNANCE

- A. **THE MOST REVEREND BISHOP:** Ultimate responsibility for the educational apostolate in the Catholic Diocese of Evansville belongs to ex-officio, Most Reverend Bishop. Actual administration is implemented by the superintendent, and individual appointees in the diocesan structure.
- B. **CHIEF OPERATING OFFICER:** The Chief Operating Officer (COO) for the Catholic Diocese of Evansville is appointed by the Bishop. The COO is responsible for all diocesan administrative functions.
- C. **SUPERINTENDENT:** The superintendent for the Catholic Diocese of Evansville directly represents the Bishop in all matters that involve or concern schools. As chief administrative officer of all elementary and secondary schools in the diocese, the superintendent supervises all school principals and presidents, implements and facilitates diocesan policies, and assists the schools as necessary in achieving the goals established for schools. The superintendent, appointed by the Bishop, is the chief administrative officer of all school programs in the diocese. The superintendent oversees all educational programs, translates and enforces diocesan policies, and translates policy decisions into guidelines and procedures where necessary.
- D. **PRIEST-DELEGATE:** The priest-delegate is appointed by the Bishop for a defined term to serve within the Catholic school entrusted to him. He exercises the pastoral oversight of the school community committed to him under the authority of the Bishop. The priest-delegate carries out pastoral oversight of the functions of the school, particularly in the area of governance, in cooperation with the superintendent of schools, clergy, school administration, supporting parishes and advisory council.
- E. **ASSOCIATE SUPERINTENDENT:** The associate superintendent supports the superintendent in his/her duties as chief administrative officer of all the schools in the diocese.
- F. **SCHOOL PRESIDENT:** The school president has as its primary purpose to provide leadership of the school in order to achieve the fullest attainment of the mission of the school. The school president has the general charge and control of its personnel and budget; of its educational and development programs, of its business affairs; and of its facilities. He/she is responsible to the priest-delegate and the superintendent.
- G. **SCHOOL PRINCIPAL:** The school principal is the chief administrator of the school. He/she serves on the school council in an advisory capacity. The principal carries out the policies of the diocese as well as school council policies in his/her school. He/she is responsible to the pastor and superintendent.
- H. **SCHOOL/PRESIDENT'S COUNCIL:** The school/president's council is an advisory council to the pastor and the principal; and to the Bishop and superintendent. The function of the council shall be shared responsibility for the fulfillment of the mission of the school and to provide leadership assistance and support for the school within the context of the mission. The school

council is a leadership group within the ministry of Catholic education and as such the responsibilities include the following:

1. **Mission Statement:** The adoption of the school's mission, vision and shared beliefs.
2. **Policy:** The formation and adoption of policy for the school, as needed, within the framework of diocesan policy.
3. **Strategic Planning:** The development and regular updating of a strategic plan for the school; annual goal-setting for the school and for the council. The strategic plans should follow the guidelines of the Catholic Schools Office.
4. **Budget:** The adoption of the school's operating budget and the review of periodic reports from the school principal on the implementation of the budget.
5. **Marketing/Advancement:** The formulation and implementation of an advancement/marketing program for the school, following diocesan guidelines, and in cooperation with the Catholic Schools Office.
6. **Assessment:** The systematic assessment of the school's mission, vision, shared beliefs, goals and policies, school improvement plan, the council itself, and the assessment of the school principal using the process outlined by the Catholic Schools Office.
7. **Selection of the Principal:** When a vacancy occurs, some council members and other people determined by the Pastor may be asked to participate in the search process. This process will follow the guidelines of the Catholic Schools Office under the superintendent's guidance.

School Council members are expected to attend the annual School Council Workshop in the fall. In addition, at least one member of the council should attend and represent their school at the spring School Council Workshop.

II. CATHOLIC IDENTITY

- A. **CATHOLIC NATURE OF SCHOOLS:** Catholic identity is integral to every concept of our schools and not an added component. It is expressed in the daily experiences and interaction of students, faculty, and administrators. It permeates the spirit and climate of each school. It is through daily prayer, prayer services, school liturgies, the sacraments, the integration of morals and values in academic studies, social interaction, and service to others that our schools express their identity and reflect Jesus' message of love. In keeping with the *General Directory for Catechesis* (Vatican, 1997) and the *National Directory for Catechesis* (USCCB, 2005) in which it states that the Catholic school is a most important locus for human and Christian formation, each school shall have a written school mission, vision, and shared belief statement emphasizing the Catholic education and formation of students. The statements are reviewed (and revised as necessary) on a regular basis and includes a purpose for student success.
- B. **TEACHING OF RELIGION IN SCHOOLS:** All students enrolled in any Catholic school within the diocese are expected to participate in religion classes offered by the school and in religion services of the school. All religion textbooks/materials for all schools within the diocese shall be in compliance with the Office of Catechesis, Catholic Diocese of Evansville.
- C. **PRACTICES IN THE CATHOLIC CHURCH:** There shall be opportunities for daily prayer in all schools. Opportunities for the Sacraments of Reconciliation and Eucharist shall be provided during the academic year. Symbols appropriate to the Catholic Church shall be evident

throughout the school. The promotion of vocations shall be supported by all schools.

- D. **CHRISTIAN WITNESS:** Employees/volunteers shall not use the position entrusted to them to teach in word or deed anything contrary to what the Roman Catholic Church teaches.
- E. **CATHOLICISM AND CITIZENSHIP:** All schools shall provide for the recitation of the Pledge of Allegiance to the Flag and Morning Prayer.
- F. **EASTER TRIDUUM:** In observance of the Easter Triduum, schools will not participate in any events/activities including athletic practices and games after 6:00 pm on Holy Thursday through Easter Sunday.
- G. **HIGH SCHOOL CATECHISTS:** Principals of high schools shall see to it that anyone hired to teach one or more sections of religion/theology is selected according to guidelines established by the Catholic Schools Office. High school catechists must be a professed and practicing Roman Catholic and have a Master's Degree in Catholic theology. In the event that an exhaustive search has been completed and the requirement of a Master's Degree in theology cannot be fulfilled, a conditional hiring may be considered.

Conditional hiring for a high school catechists must include consultation and approval by the Director of Catechesis and the Superintendent of Schools. Part of the conditional hiring shall be a written agreement and timeline that additional theology credits will be earned.

All high school catechists upon being hired must meet with the Director of Catechesis no later than four weeks after being employed by the school. The high school catechists shall contact the Director of Catechesis and make the appointment within the stated period.

- H. **SPRING BREAK/HOLY WEEK:** Regarding the placement of Spring Break within school calendars, parishes and schools are encouraged to avoid scheduling Spring Break during Holy Week. Due to the complexities involved, the decision remains at the local level.

III. **PRESIDENTS/PRINCIPALS**

- A. **QUALIFICATIONS FOR PRESIDENTS/PRINCIPALS:** The qualification for a school principal or president:
 1. **Faith Requirement:** The principal and president should be a practicing Catholic for whom loyalty to Christ, His people, and the Church are important. The principal's and the president's philosophy of education should be consistent with the Catholic conviction that the school is a part of the Church's educational mission.
 2. **Essential Job Functions Requirement:** The candidate must be able to perform the essential functions of the job for which he/she is applying.
 3. **Professional Requirement:** Principals must hold a current Indiana Administrator's License, valid for the level at which the candidate is applying. At least five years teaching experience is recommended. Exceptions to these requirements may be made on a case-by-case basis at the discretion of the superintendent. Presidents must have proven experience in the areas reflective in the job description.

4. Superintendent Recommendation Requirement: The superintendent must recommend the principal/president for the position applied for based upon personal interview(s) and verification that all other job requirements have been met.

B. HIRING PROCEDURES: The superintendent shall recruit and approve all candidates for principal and president positions. All contracts with school principals and presidents must ultimately include the signature of the superintendent for it to be binding.

School principals and presidents shall be hired in the following manner:

1. Applications are sent to the Catholic Schools Office where the superintendent will review each application and screen the candidates.
2. (A) Principal candidates are interviewed by the search committee which is selected by the pastor. The pastor serves on the search committee as the chair.
(B) President candidates are interviewed by a search committee that is selected by the priest-delegate. The priest-delegate serves on the search committee as the chair.
3. The search committee selects a candidate that it believes fulfills the qualifications established by the Catholic Schools Office.
4. The search committee recommends the candidate to the pastor/priest-delegate. The pastor/priest-delegate hires the candidate.
5. The pastor/priest-delegate obtains a contract approved by the superintendent for completion and forwards it to the superintendent.
6. The candidate's employment shall be deemed fully in force when the following signatures have been affixed to the contract of employment:
 - a. Candidate
 - b. Pastor, priest delegate, parish administrator or dean
 - c. Superintendent
 - d. Board Chair (for presidents only)

C. PRINCIPAL/PRESIDENT ASSESSMENT: The purpose of an assessment is to respond to the question: "Is the principal/president carrying out the responsibilities and duties prescribed in the contract of employment and as stated in the job description?" All principals shall be given an annual assessment of their performance. The school council along with the pastor/dean/president shall conduct such assessments. Forms to be used in the principal assessment process will be supplied by the Catholic Schools Office or approved by the superintendent. Presidents shall be given an annual assessment of their performance. The superintendent along with the priest/delegate and chairperson of the council shall conduct such assessments.

D. PRINCIPAL RESPONSIBILITIES AND DUTIES: The principal is the administrative head of the school, and is chiefly responsible for the effective operation of the school as an educational and religious institution. The following description may be used as a basis for developing a fuller description of the tasks performed by, and the responsibilities that properly pertain to, the principal of a school.

1. Catholic Leadership

- a. The principal demonstrates:
 - (1) an active Catholic faith life.
 - (2) knowledge of the Gospel, Church teachings, and current trends in the Church.
 - (3) an ability to express beliefs and values based on a background of faith.

- (4) positive attitudes of enthusiasm, energy, and optimism regarding the mission of the school.
 - (5) values of Christian self-sacrifice, care, and concern for others in everyday interactions.
 - (6) an understanding of total Catholic education and the teaching mission of the Church.
 - (7) effective decision-making based on Christian principles and the good of the student served.
- b. The principal clearly and consistently:
- (1) communicates high expectations for Catholic school identity.
 - (2) articulates the goals of the religion programs of the school.
 - (3) facilitates and monitors the development of religious curriculum and activities.
 - (4) insures appropriate placement and scheduling of students in individual classes.
 - (5) oversees the guidance and counseling program.
 - (6) observes religion classes and participates in religious activities.
 - (7) helps staff to evaluate all aspects of the school's religion program, including the performance of personnel.
 - (8) facilitates open communication with all stakeholders of the school. Communications regularly emphasize the distinctly Catholic characteristics and mission of the school.
 - (9) organizes a broad-based plan of ongoing professional development with input from staff. Programs include the spiritual development of staff and religious nature of the school. Participates in professional growth activities outside the school, which include a religious dimension.
 - (10) is active in professional association(s) concerned with Catholic education. Membership in the National Catholic Education Association (NCEA) and Indiana Non-Public Education Association (INPEA) is mandatory.
 - (11) provides information and outreach to members of another faith community, students, and their families.
- 2. Mission, Vision, and Core Values:** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. Effective leaders:
- a. Develop an educational mission for the school to promote the academic success and well-being of each student.
 - b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
 - c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
 - d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
 - e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
 - f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
 - g. Model and pursue the school's mission, vision, and core values in all aspects of leadership.
- 3. Ethics and Professional Norms:** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. Effective leaders:

- a. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources, and all aspects of school leadership.
 - b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
 - c. Place children at the center of education and accept responsibility for each student’s academic success and well-being.
 - d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
 - e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
 - f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
- 4. Equity and Cultural Responsiveness:** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being. Effective leaders:
- a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student’s culture and context.
 - b. Recognize, respect, and employ each student’s strengths, diversity, and culture as assets for teaching and learning.
 - c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
 - d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
 - e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender, and disability or special status.
 - f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
 - g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
 - h. Address matters of equity and cultural responsiveness in all aspects of leadership.
- 5. Curriculum, Instruction, and Assessment:** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being. Effective leaders:
- a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
 - b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
 - c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
 - d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
 - e. Promote the effective use of technology in the service of teaching and learning.
 - f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

- g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.
- 6. Community of Care and Support for Students:** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. Effective leaders:
- a. Build and maintain a safe, caring, and healthy school environment that meets the spiritual, academic, social, emotional, and physical needs of each student.
 - b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
 - c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
 - d. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
 - e. Cultivate and reinforce student engagement in school and positive student conduct.
 - f. Infuse the school’s learning environment with the cultures and languages of the school’s community.
- 7. Professional Capacity of School Personnel:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being. Effective leaders:
- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
 - b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
 - c. Develop teachers’ and staff members’ professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
 - d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
 - e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers’ and staff members’ knowledge, skills, and practice.
 - f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
 - g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
 - h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
 - i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
- 8. Professional Community for Teachers and Staff:** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being. Effective leaders:
- a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

- b. Empower and entrust teachers and staff with collective responsibility for meeting the spiritual, academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
 - c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
 - d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
 - e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
 - f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
 - g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
 - h. Encourage faculty-initiated improvement of programs and practices.
- 9. Meaningful Engagement of Families and Community:** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being. Effective leaders:
- a. Are approachable, accessible, and welcoming to families and members of the community.
 - b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
 - c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
 - d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
 - e. Create means for the school community to partner with families to support student learning in and out of school.
 - f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
 - g. Develop and provide the school as a resource for families and the community.
 - h. Advocate for the school, the importance of education, and student needs and priorities to families and the community.
 - i. Advocate publicly for the needs and priorities of students, families, and the community.
 - j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
- 10. Operations and Management:** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. Effective leaders:
- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
 - b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.

- c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e. Protect teachers' and other staff members' work and learning from disruption.
- f. Employ technology to improve the quality and efficiency of operations and management.
- g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j. Develop and manage productive relationships with the diocesan offices and school council.
- k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

11. School Improvement: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. Effective leaders:

- a. Seek to make school more effective for each student, teachers and staff, families, and the community.
- b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the diocesan office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

IV. FINANCIAL MANAGEMENT

- A. MANAGEMENT OF SCHOOL FUNDS:** All schools in the diocese shall conform to established fiscal policies concerning the management of funds, bookkeeping, budgeting, and reporting. Private accounts and separate school activity funds are not to be held by any member of a school staff or school council.
- B. BORROWING FUNDS:** No school or school council shall borrow funds from any source for any reason except through the processes established by diocesan officials.
- C. SCHOOL FINANCIAL REPORTING:** Financial reports are to be made by the school principal or person responsible for the budget, at school council meetings. Copies of such reports shall be kept on file at the school. Such reports or summaries thereof shall be made available to parishioners upon request.
- D. PURCHASING PROCEDURES:** School council should establish cost ceilings above which any purchases of materials, equipment, and/or services shall be based on competitive bidding. All open-market orders or contracts should be given to the lowest responsible bidder/provider considering quality, conformity to specifications, and suitability to the requirements of the educational program, delivery terms, and past experience with the subject provider.
- E. SALE OR RENTAL OF SCHOOL PROPERTY:** No school property may be sold at any time except upon the direction or approval of the Bishop. Rental of any school premises or facilities shall conform to established diocesan guidelines for leasing diocesan facilities (e.g., requirements for written lease documents, provision of insurance, etc.). Follow all guidelines in the "Leasing Procedures and Insurance Requirements" document of the diocese.
- F. TUITION:** School councils and the parish finance councils with the approval of the pastor regulate tuition (up to a maximum not to exceed the per-student cost incurred by the school during the school's fiscal year) for particular categories of students attending their school(s). Separate rates may be established for any or all of the following categories:
1. Parishioner students
 2. Non-parishioner Catholic students whose tuition may be subsidized by their own parish
 3. Members of other faith community students
- G. INDIANA SCHOOL CHOICE SCHOLARSHIP COMPLIANCE POLICY:** The Catholic Schools Office has a three-tiered plan to ensure that Catholic schools comply with all regulations concerning the Indiana School Choice Scholarship Program. The plan consists of (a) education, (b) monitoring, and (c) evaluating.
- 1. Education**
- a. School administrators meeting agendas will include the basics that surround the Indiana School Choice Scholarship Program. The INPEA PowerPoint, "The Basics" will be distributed annually and reviewed by all school administrators.
 - b. As needed, information will be shared with school pastors on the basics that surround the Indiana School Choice Scholarship Program. The superintendent will include this topic and the need to stay in compliance when he meets with pastors newly assigned to Catholic schools.

- c. The Superintendent of Schools will continue to communicate with the Diocesan Treasurer and the Chancellor/Chief Operating Officer on the guidelines to be in compliance for a school and when necessary the Superintendent is available to present to Parish Business Managers.
 - d. The Rookie Principals Meetings will annually include a detailed overview of the compliance for the Indiana School Choice Scholarship Program.
 - e. School Council members will be educated on the basics of the program during school council trainings conducted by the Catholic Schools Office.
- 2. Monitoring**
- a. Through the Cognia (AdvancED) Improvement Journey Review process, the chair of the team will conduct an on-site review of the Indiana School Choice Scholarship Program and how it is being carried out at the school. The review will include verifying how discounts are applied before seeking funds from the DOE.
 - b. School tuition rates and structures will be provided to the Catholic Schools Office on or before March 1 of each school year. All changes in the tuition rates or structures must be reviewed by the Superintendent of Schools for compliance with the Indiana School Choice Scholarship Program before being published to the school community.
- 3. Evaluating**
- a. The Catholic Schools Office in conjunction with the other four (arch) dioceses will continue to evaluate compliance procedures as it relates to the Indiana School Choice Scholarship Program.

- H. ELEMENTARY SCHOOL VIABILITY INDEX:** Elementary schools will provide the data requested for analysis in creating the annual Index. Schools are encouraged to utilize the results of the Index in the creation of a school wide strategic plan. The Catholic Schools Office will partner with any school(s) whose scores are in the lowest tier to address areas of concern.
- I. ASSOCIATION AFFILIATION:** All schools are required to be members of good standing with the National Catholic Education Association (NCEA) and the Indiana Non Public Education Association (INPEA). Annual dues will be paid by the schools.

V. RECORDS AND REPORTING

- A. STUDENT INFORMATION SYSTEM:** The Catholic Schools Office is responsible for selecting and contracting the Student Information System (SIS) for utilization by all schools. Schools are strongly encouraged to utilize all components of the system as a means of communication among administrators, teachers, staff, parents, and students.
- B. ATTENDANCE RECORDS:** Each school is required to keep accurate records of students' daily attendance, absences, and tardiness.
- C. STUDENT PERMANENT RECORD PROCEDURES:**
- 1. As the administrative official of the school, the principal is responsible for the collection, maintenance, and dissemination of information regarding the students enrolled.
 - 2. Student records must be kept and maintained in order to insure the rights and privacy of students and their parents.

3. Upon written request parent(s) may review their child's school records. Student Record Request from Parent Form (SRP-1) is provided for parents to make a written request to review their student's records. This form should be completed and submitted by the parent(s) prior to their obtaining access to their child's records. This request form then becomes a part of the student's record. (Parents may make a written request other than on the form provided.) The principal should make the requested materials available for inspection within ten days of the request, if possible, but no later than within 45 days of such request.
4. Principals should provide such assistance as is necessary for review and interpretation of the student's records. A school employee should be present during any inspection or review of a student's records.
5. Parent(s) may challenge the validity or content of the records as being inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. Student Record Change Request Form (SRP-2) is provided so that proper procedures for such challenges may be initiated. A form should be completed by the parent(s) and submitted to the principal or his designee. One copy will remain as a part of the student record.
6. Should corrections be made by the principal, Correction of the Student Record Form (SRP-3) will be incorporated into the student's record. The parent(s) will be provided a copy (SRP-3) noting corrections made.
7. Record Release Form, is provided for use when a student transfers to another school and officials at the receiving school request student records. Parents should complete and submit the Record Release Form (SRP-4) prior to the transfer of their student's records. Records Release Form (SRP-4) should also be completed for release of transcripts to secondary and post-secondary educational institution and prospective employers when requested.
8. Whenever a student has reached the age of 18 years, or is attending a post-secondary educational institution, the permission or consent required of, or the rights accorded to the student's parents with regard to records shall thereafter only be accorded to the student. In such case, however, the student may authorize the school to continue its communications and/or provision of information to the student's parents.
9. A record must be kept of parties who review and examine a student's records. Record of Inspection of Student Records Form (SRP-5) is provided for this purpose.
10. The contents of a student's record may be furnished to other persons upon the receipt of the Record Release Form (SRP-4) which specifies the records to be released, the reasons the records are to be released, and to whom. To the extent possible, the school shall release information only on condition that such persons will maintain the confidentiality of the information obtained and not reveal or disseminate it to others without written consent of the student's parent(s) or eligible student.
11. Personal files maintained by persons who are licensed or certified school employees or consultants who maintain personal student files are **NOT** to include these files in the student's permanent record. Such records may include grade books, notes on student work, and transcripts of interviews, notes relating to clinical diagnoses and other teaching or memory aids. All such records shall be the property of the person who makes them. The privilege of making and keeping such records shall be conditioned upon their not being shown, turned over, or used by any other person; provided, however, the subject matter of the records may be discussed, if necessary or desirable, with other school professional employees or consultants in connection with the education of any student.

12. Teachers should be advised to use discretion in the incorporation, as part of the student's permanent record, any suppositions, opinions, or dated diagnostic determinations for which limited information is available to support findings.

D. ACCIDENT/INCIDENT REPORTS: Accidents/Incidents occurring on school or parish property during the school day should be made a matter of record. An Accident Report Form (AR-1) or the Incident Report Form (IR-1) should be completed within 24 hours of accident/incident occurrence. The information contained there may be necessary for reference purposes, to complete insurance forms, or for legal or administrative proceedings. The school principal or his/her designee should complete the Accident Report Form (AR-1) or Incident Report Form (IR-1). One copy should be maintained in the school office and one copy provided to the Catholic Schools Office.

1. Accident Reporting Procedures:

- a. School staff will instruct students to report all injuries/illnesses.
- b. The school staff shall refer all accidents to the principal.
- c. The parent(s) or guardian(s) are to be responsible for making arrangements for medical treatment and transportation.
- d. In an emergency, the school staff shall call for emergency medical care before or concurrently with notification to parent(s) or guardian(s).
- e. If the student is taken to a hospital, the principal (or designee) will accompany the student to the hospital. The parent(s) or guardian(s) shall be notified immediately.
- f. An accident investigation shall be promptly instituted by the principal, to determine the facts and circumstances, and have such information recorded on the Accident Report Form. (AR-1)
- g. The principal shall notify the Catholic Schools Office and pastor of all serious accidents as soon after occurrence as circumstances permit.
- h. An accident report form shall be faxed to the Catholic Schools Office within 24 hours.

2. Incident Reporting Procedures:

- a. School staff will instruct students to report all incidents.
- b. The school staff shall refer all incidents to the principal.
- c. An incident investigation shall be promptly instituted by the principal, to determine the facts and circumstances, and have such information recorded on the Incident Report Form. (IR-1)
- d. The principal shall notify the Catholic Schools Office and pastor of all serious incidents as soon after occurrence as circumstances permit.
- e. An incident report form shall be faxed to the Catholic Schools Office within 24 hours.

E. FIRE/EXPLOSION DISCOVERED BY PERSONNEL IN BUILDING – ALL FIRES MUST BE REPORTED: If employees determine the fire is out and of no threat to students and staff, they must still call 911. They can describe the incident to the fire dispatcher.

F. COOPERATION WITH INVESTIGATIVE AGENCIES: School personnel are to cooperate with governmental student protection agencies investigating cases of suspected student abuse or neglect. When requests are made by police officers or governmental investigative agents to interview students on school property or to have students released into their custody, the following measures are to be observed:

1. The school principal should require governmental agents to present appropriate identifying credentials. Private investigators, attorneys, representatives of insurance companies, or other nongovernmental agents should not be allowed under any circumstances to interview or obtain information about students. Please refer to the Catholic Diocese of Evansville Safe Environment Handbook for further information.
2. The student's safety and right to privacy should be of primary concern.
3. If permitted by the investigative officer, the student's parent(s) should be contacted and advised of the situation. If permitted, the parent(s) should be present or provide their consent, prior to any interview or release of custody of the student. Some situations are such that parents may not be informed prior to interviewing the student. Always check with the investigative officer before contacting parent or guardian.
4. The Catholic Schools Office should be notified of the official contact and advised of the circumstances.
5. Any investigative interview on school premises should be in the presence of the school principal or his/her designee. However, the circumstances of the case may not make this possible. The principal should follow the direction of the investigative officer and so inform the Catholic Schools Office.
6. No information regarding the student or the investigation should be released to any other person without the written permission of parent(s) or student if he/she is of age.

G. RELEASE OF STUDENTS (AGENCY OR POLICE CONTACTS):

1. Only the principal or his/her designee may release a student from school to a person other than a known parent or guardian who requests that the student be released to him/her.
2. Contact of a student by police, probation officer, or other governmental agency official during school hours shall be handled in the following manner:
 - a. Before an officer is permitted to interview a student during school hours, the school principal should attempt to contact the parent(s) or guardian(s) to advise and inform them unless informed by the officer that they may not. (Note the need here for absolute certainty regarding officer's identification.)
 - b. If a student is to be removed from school premises by police, probation, or other agency official:
 - (1) Notify the Catholic Schools Office immediately.
 - (2) Parent(s) or guardian(s) should be informed by the principal.
 - (3) The officer who is requesting removal of the student from school premises must sign a Student Release to Investigative Agent Form (SR-1), before the student is permitted to leave.

H. SCHOOL CLOSINGS/WEATHER EMERGENCIES: In the event of snow or other inclement weather the principals will follow the recommendation of the local public school corporation.

Bus transportation service provided by the public school corporation will be or not be available according to the directions of public school officials. In the event there is another reason (unrelated to weather) to close school, the school principal shall make that decision and, after consultation with the superintendent, notify the media, students, and parents.

Where physical plant emergencies occur (such as impairment of HVAC system, electrical outage, insufficient water supplies, excessive physical damage, etc.) or a high percentage of student and/or teacher absence due to illness, schools may be closed. Whenever a school principal considers closing the school for reasons of illness or health, the principal shall consult with the superintendent and the local county health officer about the circumstances involved. Appropriate reporting procedures should be followed.

- I. SCHOOL EMERGENCY PROCEDURES:** The school principal is responsible to ascertain that all personnel be prepared to handle different types of emergencies. Each school is required to have a designated school safety specialist and a crisis team, who are equipped to work with the principal in times of emergencies.

Each school's safety specialist and crisis team should work with emergency management authorities and utilize the Diocesan Emergency Crisis Guidelines to formulate plans for reacting to crisis situations. School crisis plans are to be comprehensive in nature, including information such as the crisis team, emergency contact numbers, media guidelines, school floor plans, and procedures. School crisis plans should include, at minimum, appropriate procedures for the following crisis situations: natural disasters (earthquake, tornado, and flood), fire, environmental hazards, lockdown, hostage/intruder situations, bomb threats, death of student or staff member (suicide, homicide, unintentional, or natural), sexual assault, bus/school vehicle accident, shelter in place, evacuation, and reunification.

The school principal shall conduct emergency drills as outlined below:

1. Fire drills are to be conducted one time per month, with the initial drill occurring within the first ten days of school. The time of day shall vary for each drill and should include times such as passing periods, lunch, recess, or convocations. Additionally, consideration should be given to periodically "blocking" an exit route, as if a fire were occurring in that location.
2. Tornado drills are to be conducted one time per semester.
3. Lockdown drills are to be conducted one time per semester.
4. Earthquake drill is to be conducted one time per year.
5. Evacuation drill is recommended one time per year.

Upon completion of each emergency drill, the drill shall be recorded on the school's Emergency Drill Form, which is accessed via a link provided by the Catholic Schools Office. A permanent record of all emergency drills shall be maintained by the school. This record must include the dates of emergency drills and the amount of time required for complete evacuation of the school building.

Within 30 days after the beginning of each school year, each school shall submit to the Catholic Schools Office a revised school crisis plan. Additionally, each school shall submit the Fire Emergency Plan to the Catholic Schools Office annually.

- J. IMMUNODEFICIENT DISEASES IN SCHOOLS AND RECOMMENDED GUIDELINES:** The Catholic Diocese of Evansville is committed to maintain a safe and healthy school environment for all students enrolled in schools. Diocesan officials recognize that it is the virtually unanimous medical and scientific consensus, including the views of the Surgeon General of the United States and the Centers for Disease Control of the U.S. Public Health

Service, that immunodeficient diseases are not transmitted by normal occupational, professional, or social contacts. Consistent with these views and absent developments based on further medical and scientific research, the Catholic Diocese of Evansville will make every reasonable effort to accommodate students and employees diagnosed as having immunodeficient diseases or conditions (HIV, AIDS, hepatitis, etc.) and persons who might be diagnosed as asymptomatic carriers (those who have been infected with an immunodeficient disease and are capable of transmitting it) to allow them to continue in school or in their employment as the case may be:

1. So long as they are able to perform the tasks and duties assigned to them in their respective role(s) in the school community; and
2. So long as their continued participation or presence in school does not pose a significant risk to themselves or others.

Diocesan officials recommend the following guidelines:

1. Adults and students in schools must become and stay aware of the facts about immunodeficient diseases and conditions. Continuing education concerning transmission and prevention is important. Presentations should be appropriate to the age level, and sensitive to the moral/social development of the students.
2. Follow Universal Precautions when cleaning up after any accident or injury at school. The presence of blood and bodily fluids necessitate a more pronounced concern. Gloves should be worn when cleaning up blood spills. Such spills should be disinfected with ordinary bleach or a similar disinfectant. All persons coming in contact with blood should wash their hands soon afterwards. Blood-soaked items of clothing should be placed in leak proof bags for washing, but further disposal is mandated. Materials for cleanup like gloves, bleach, and leak proof bags should be kept readily available.
3. Whenever a case involving a suspected immunodeficient disease or condition arises, the principal should be informed immediately. The principal should contact and inform the superintendent. Thereafter, only select persons within the school should be given information about the subject's conditions.
4. Continued participation by an infected student in school should be considered on a case-by-case basis by a team which includes:
 - a. The student's physician;
 - b. The student's parent(s) or guardian(s); and
 - c. The principal.

However, specific information should be kept confidential. Notes and summaries should be recorded as personal records and not maintained in the school file. The student's teacher shall only be brought into the team after the parent(s) or guardian(s) agree to his or her involvement.

5. The team shall follow the available and current procedures. In particular, the specific guidelines of the Indiana State Board of Health shall be reviewed and followed by the team.

K. Threat Assessment and Protocol Procedures in Schools

All threats of violence must be taken seriously and promptly investigated.

A threat is an expression of intent to do harm or act out violently against someone or something. It may be spoken, written, or symbolic. Threats can be expressed directly or indirectly to the victim or to others, and threats may be explicit or implied. Threats sometimes, but rarely, actually involve guns or explosive devices. Many students who make a threat will never carry it out.

Conversely, others who pose a real danger may not make an explicit threat. Threats may be communicated to the intended victim or related to a third party. A threat to harm others can be transient (i.e., expression of anger or frustration that can be quickly or easily resolved) or substantive (i.e., serious intent to harm others that involves a detailed plan and means).

Each school will routinely encourage all students, faculty, staff, and parents to report all transient and substantive threats. The motto, “If you see something, say something” shall be routinely communicated to the school community.

Each school should identify a threat assessment team. The interdisciplinary assessment team should consist of school administration (principal, president, dean of students, etc.), school counselors (Catholic Charities or Youth First), law enforcement (school resource officer or local law officials), and the Superintendent of Catholic Schools (or his/her designee).

When a threat of violence report is made the principal shall:

1. Contact law enforcement immediately for all substantive threats. Schools must comply with all requests and directions from the police officers regarding the threat.
2. Contact Superintendent of Catholic Schools and your school pastor (or priest delegate).
3. If the alleged threat (both transient and substantive) has come from a currently enrolled student at the school, the following steps will be taken.
 - a. A meeting with the student(s) as soon as possible to investigate the alleged threat.
 - b. Contact and meet with the parent(s)/guardian(s).
 - c. In addition to all directions from law enforcement, the student(s) who communicated the threat must be removed from school until a threat assessment is completed from a mental health professional.
 - d. Pending the outcome of the mental health assessment, the student(s) must continue to be sent and complete assignments for days out of school.
 - e. An informed decision on how to proceed, with feedback sought from the assessment team, will be made by the principal.
4. Effective and appropriate communication with school personnel and parents is vital when someone has made a substantive threat. The timing and messaging of the communication will involve the threat assessment team as well as consideration provided by the Diocesan Director of Communication.

L. SURVEILLANCE CAMERAS:

1. The purpose of this policy is to regulate the use of surveillance cameras to protect the property, parishes, schools and organizations of the Diocese of Evansville.
2. The function of surveillance cameras is to assist in protecting the safety of property, parishes, schools and organizations of the Diocese of Evansville.
3. The primary use of surveillance cameras is to record images for identification of individuals in the event of legal or policy violations.
4. The exterior and interior surveillance cameras will be used for security and to identify people.

Location(s) and Coordinator(s)

1. Surveillance cameras may be installed only with permission of the person responsible for the property and in areas where the security of either people or property would be enhanced.
2. When appropriate, cameras may be placed inside and outside of buildings.

- a. Cameras will be used in a professional, ethical and legal manner consistent with civil law and all diocesan, parish, and school policies.
 - b. Camera use will be limited to areas that do not violate the reasonable expectation of privacy as defined by civil law.
3. The person responsible for the property (e.g. pastor, principal) will make a determination as to which individual(s) will serve as the Surveillance Camera Coordinator(s). (e.g. Parish Business Manager, Principal, Tech Coordinator)

Requirements

1. Only authorized personnel, as determined by the one responsible for the property will be involved in, or have access to, surveillance camera images and data.
2. When an incident is suspected to have occurred, the one responsible for the property and the Surveillance Camera Coordinator(s) may review the images from the surveillance camera.
3. Whenever any problem occurs that is substantiated with surveillance data the Surveillance Camera Coordinator will notify the appropriate personnel (e.g. pastor/principal/director/superintendent of schools/school resource officers and civil authorities). Applicable civil laws shall be followed.
4. The Surveillance Camera Coordinator will ensure that a digital or manual log is kept that includes who signed-in, level of authorization and the specific actions taken within the system.
5. Video recordings of the cameras will be kept for a recommended period of thirty (30) days. Surveillance cameras shall not record or monitor sound.
6. Written requests to release information obtained through surveillance cameras must be submitted to the one responsible for the property.
7. Required signage (inside and outside) shall communicate that the property may be under surveillance by cameras.
8. Confessional areas are never to be under surveillance or to be recorded in any manner.
9. The Bishop of the Diocese of Evansville reserves the right to make changes to this policy at any time and to interpret and administer the policy.

Language for Parish Policies, Websites and Bulletins:

St. Catholic Parish recognizes that attempting to maintain the safety and security of parishioners, staff and visitors to our parish is implemented with a multifaceted approach. To the extent that modern technology provides tools to maintain safety and security, the use of video surveillance cameras may be in place in the church and parish property. Cameras will not be permitted in areas where there is a reasonable expectation of privacy.

Language for Parent/Student Handbook /Faculty Handbook /Athletic Handbook /Website:

St. Catholic School recognizes that attempting to maintain the safety and security of students, staff, and visitors to our school is implemented with a multifaceted approach. To the extent that modern technology provides tools to maintain safety and security, the use of video surveillance cameras may be in place in the school and on school property. Cameras will not be permitted in areas where there is a reasonable expectation of privacy.

Signage:

The following wording may be used on signage posted at the perimeter of surveillance areas (inside and outside of buildings): “This area may be under video surveillance by St. Catholic Parish/School.”

Safeguards:

Reasonable safeguards include but are not limited to: password protection, well-managed firewalls and controlled access to protect the video surveillance system from hackers, unauthorized users and unauthorized use.

VI. CURRICULUM/CALENDAR

A. SCHOOL CALENDAR: Each school shall prepare a calendar for each school year including the following:

1. The minimum number of student attendance days required by the Indiana State Department of Education
2. The first and last days of school
3. The ending date for each reporting period
4. Teacher professional development
5. Holidays
6. Inclement weather make-up days (exclusive of e-learning days)

A copy of the school's calendar adopted for the upcoming year shall be sent to the Catholic Schools Office annually.

B. SCHOOL DAY: The schedule for each school day must include the minimum number of hours required by the Indiana State Department of Education. Every school must develop a master classroom schedule, a copy of which must be maintained in the school principal's office.

C. CURRICULUM: Curriculum design and development is the responsibility of each school principal, guided by the requirements of the Indiana Department of Education and the Catholic Schools Office. All Catholic school curricula should include:

1. Religious Education
2. Mathematics
3. Language Arts
4. Social Studies
5. Health and Safety Education
6. Science
7. Physical Education
8. Fine Arts
9. Technology
10. Career Awareness
11. Foreign Language (required in high schools; recommended in K-8 schools)

D. CURRICULUM MATERIAL SELECTION: The Catholic Schools Office approves the selection of curriculum materials used in our schools. The Catholic Schools Office should make such selections based upon consultation with a core committee.

1. Curriculum Materials Selection Process:

- a. Because all schools are accredited by the Indiana Department of Education, curriculum will be aligned with state standards in all subject areas. Curriculum materials adoption is coordinated by the Catholic Schools Office.

- b. A core committee of teachers and administrators will be formed with the Associate Superintendent of Catholic Schools serving as chairperson.
- c. Teachers are expected to be involved in reviewing curriculum materials at the building level. They provide valuable input to the core committee members in order for the best possible decisions to be made.
- d. Schools shall adopt the curriculum materials selected by the core committee unless a waiver is granted by the Catholic Schools Office.

E. STANDARDIZED TESTING: A standardized testing program established by the Catholic Schools Office shall be used in all schools. Tests are to be administered at the time of year determined by the Catholic Schools Office and/or the Indiana Department of Education. Additionally, the Assessment of Child/Youth Religious Education (ACRE) will be administered to students in grades 5, 8 and 11.

F. ACCREDITATION: All elementary and secondary schools of the Catholic Diocese of Evansville shall be accredited by the state of Indiana and by Cognia (AdvancED).

VII. SCHOOL FACILITIES

A. MAINTENANCE OF SCHOOL FACILITIES: Local school officials and employees are expected to provide and maintain their school facilities in a good and safe condition and state of repair, free of known hazards, sanitary, properly equipped, lighted, and ventilated. School facilities should be aesthetically suited to promoting quality education.

The school principal or other person designated by the local authorities shall be responsible for care and operation of school facilities, and supervise the custodial staff in maintaining an adequate program for such care and operation.

B. SCHOOL PEST CONTROL GUIDELINES: Local school officials will provide written guidelines for pesticide applications in their buildings.

C. ASBESTOS: The Asbestos Hazard Emergency Response Act (AHERA) of 1987 required the compilation of all asbestos containing building materials (ACBM), within public and private schools (K-12 grades). This compilation was designed to identify, not only if asbestos was present, but its location, amount, and condition. The compiled data, assessments, and recommendations along with other pertinent information were to be assembled into an Asbestos Management Plan for each school building.

1. Asbestos Free Building: **The school must include in their handbook the Asbestos Free Notification Letter. (AN-1)**
2. Asbestos Present in Building: **The school must include in their handbook the Asbestos Notification Letter (AN-2).** AHERA also requires that asbestos materials identified in the Management Plan be checked every six months by trained school maintenance personnel. The Asbestos Management Checklist (AM-1) and Asbestos Semiannual Inspection Form (AS-1) are to be completed every March and September and sent to the Catholic Schools Office. A triennial inspection of these materials by an accredited asbestos inspector is required to ensure that the materials are maintained in a safe condition. The six month surveillance and the three year re-inspections must continue for as long as asbestos remains in the building.

D. TECHNOLOGY INTEGRATION

- 1. All schools must comply with the following infrastructure requirements in order to create a technology-rich learning environment:**
 - a. A well-designed network that affords the campus fast, reliable, and secure access to the use of the Internet and the local network (as appropriate)
 - b. A robust and feature-rich LMS (learning management system)
 - c. Reliable and suitable devices for staff and students
 - d. Supportive and efficient IT support team (internal and/or external)
 - e. A comprehensive policy that protects the security of all users' identity, provides for age-appropriate filtering of content, and includes instruction on the safe and proper use of the Internet and accessible networks, and is compliant with CIPA (Children's Internet Protection Act)
 - f. A budget that supports the school's technology plan, inclusive of the above items
- 2. In addition, the following conditions will guide full technology integration within the structure of the curriculum framework:**
 - a. Student-centered learning
 - b. Digital-age learning and engagement
 - c. Student use of digital media to produce work and/or a product
 - d. Equitable access for students, teachers and staff
 - e. Teacher use of digital media as one method to design formative and summative assessments for the purpose of guiding and evaluating instruction
 - f. Ongoing professional learning for teachers and staff
 - g. Skilled personnel supported by a technology committee
 - h. Continued assessment and evaluation of digital resources

PERSONNEL

I. GENERAL

- A. EMPLOYMENT PREFERENCE:** Certain employment positions are limited to professed and practicing Roman Catholics (e.g. school principals, teachers of religion). Otherwise, preference will be given to those candidates who, having similar professional qualifications, also demonstrate qualities consistent with Catholic philosophy and a lifestyle consistent with Catholic beliefs. That preference shall include, but not be limited to, membership in the Catholic Church and regularity regarding ecclesiastical law, especially the laws which regulate marriage, the dispensation from religious vows, and the laicization of clerics.
- B. EQUAL EMPLOYMENT OPPORTUNITY:** The Catholic Diocese of Evansville is an equal opportunity employer. With the exception that certain positions are limited to professed and practicing Roman Catholics, the diocese does not discriminate against employees or job applicants on the basis of race, color, sex, age, national origin, disability, veteran status, or any other status or condition protected by applicable state or federal laws. The foregoing policy on nondiscrimination will be applied by the diocese in its hiring, training, and promotion of employees, and with regard to all personnel actions, including compensation and other terms and conditions of employment.

If any employee has any suggestion, problem or complaint with regard to an equal opportunity matter, he/she should contact the Catholic Schools Office.

- C. EXPECTATIONS FOR LIFESTYLE AND CONDUCT:** Because of their participation in teaching the religious precepts of the Roman Catholic Church and duty to serve as role models for their students, teachers in the schools of the Catholic Diocese of Evansville are required to maintain a lifestyle, including marital status, in harmony with the teachings of the faith of the Roman Catholic Church. For example, if an applicant for a teaching position is living in a marriage that is not recognized as valid according to the law of the Church, that applicant will not be hired before the prior marriage has been declared null or dissolved so that the present marriage can be validated in accord with Church law. These provisions also apply to one's present spouse. If a teacher already employed by the diocese attempts a marriage or enters a lifestyle that cannot be recognized as valid according to Church law, he or she will be terminated. The requirement that a teacher's marital status be in harmony with the teaching and faith of the Church applies to non-Catholics as well as Catholics. The Church recognizes a first marriage of two persons who are not Catholic and the presumption of validity applies to the first marriage until the contrary is proven. The prior valid bond is a natural law impediment and would render a subsequent marriage invalid according to the law of the Catholic Church.

Teachers are expected by their actions to be a Catholic example to students including demonstrating their faith as practicing Catholics (which includes regular Catholic Church attendance). Catholic teachers who renounce by their word or acts the teachings of the Catholic Church (including, for example, becoming a member of another church) will be subject to termination for cause or non-renewal of contract for the next school year.

The requirement that a teacher's marital status be in harmony with the teaching and faith of the Church applies to members of another faith community as well as Catholics. The Church recognizes a first marriage of two persons who are not Catholic and the presumption of validity applies to the first marriage until the contrary is proven. The prior valid bond is a natural law impediment and would render a subsequent marriage invalid according to the law of the Catholic Church.

D. SEXUAL HARASSMENT: The policy of the diocese states that all employees are responsible for assuring that the work place is free from sexual harassment. Because of the diocese's strong disapproval of offensive or inappropriate sexual behavior at work, all employees must avoid any conduct which might be viewed as sexual harassment, including:

1. Unwelcome sexual advances;
2. Requests for sexual acts or favors;
3. Other verbal or physical conduct of a harassing nature;

Any employee who has a complaint of sexual harassment at work by anyone (including supervisors, co-workers, or visitors) must bring the problem to the attention of the responsible diocesan officials. Employees should immediately bring their complaints to their supervisor, principal, and/or pastor of the parish. If the complaint involves someone in the employee's direct line of supervision or is not resolved, the employee should report it to the superintendent or the Bishop's office. Principals, pastors and supervisors will advise any employee or student with a complaint to fill out Report of Sexual Harassment Form (RSH-1).

All complaints will be promptly investigated and every effort made to maintain the privacy of the charging party and the person accused of the sexual harassment. Investigative Report of Alleged Sexual Harassment Form (RSH-2) will be completed during the investigation.

The diocese will retain confidential documentation of all allegations and investigations of sexual harassment and will take appropriate corrective action, including disciplinary measures through and including discharge when justified, to remedy all violations of this policy.

E. EMPLOYMENT AT WILL AND RETENTION OF RIGHTS: Although the Catholic Diocese of Evansville seeks to treat all employees with fairness and to take adverse employment action only when necessary, the diocese and its constituents must and do reserve the right to terminate the employment of any employee at any time without cause and to maintain an employment-at-will relationship with its employees. Absent specific written agreement to the contrary, all employees of the diocese are employees-at-will. Any employees performing under a written contract providing for employment for a specific duration subject to termination for just cause only, (e.g., teachers/principals), shall be deemed upon the completion of such term to be employees-at-will. The diocese must and does retain the right to modify or revoke any of the policies, practices or benefits provided for herein at any time in its sole discretion.

The diocese also retains the right in its sole discretion to determine all questions of eligibility, interpretation of provisions and all other questions regarding any and all benefits offered or provided to employees. Such determinations shall be final and binding upon the parties.

F. EMPLOYEE DISCIPLINE: The diocese has rules of conduct that apply to all employees. The ministry of the Church relies upon its principals, teachers, and other employees setting examples by living their personal lives in conformity with the teachings of the Roman Catholic Church.

These rules are necessary to ensure safe and effective diocesan operations, compliance with public laws and to protect the well-being and the rights of co-workers and those they serve. Although the diocese seeks to treat all employees justly and to take adverse employment action only when necessary, the diocese must and does reserve the right to terminate the employment of any employee at any time without cause and to maintain the employment-at-will status of its employees. Absent specific written agreement to the contrary (i.e., written employment contract), all employees of the diocese are employees-at-will. Any employee performing under a written contract providing for employment for a specific duration subject to termination for just cause only (e.g., teachers), shall be deemed upon the completion of such term (e.g., one school year) to be an employee-at-will, and such contract may not be renewed for another term, in the sole discretion of diocesan officials.

Unacceptable behavior will subject an employee to disciplinary action, which may include discharge upon the first offense, based upon the seriousness of the facts and circumstances involved. Without waiving the purpose or intent of the foregoing, the following examples, while not all-inclusive, outline acts of behavior that may constitute just cause for discipline.

1. Violation, repudiation, and/or failure to follow the teachings and official positions of the Roman Catholic Church including its prescriptions concerning moral conduct which include:
 - a. Disrespect for and/or rejection of the specific doctrines which are a part of the teaching of the Catholic Church;
 - b. Cohabitation without marriage;
 - c. Attempted marriage outside or contrary to the teaching of the Catholic Church;
 - d. Advocating homosexual behavior;
 - e. Holding a formal membership in or advocacy for an organization that has racist goals and objectives.
2. Theft, misappropriation, unauthorized possession, or removal of Church property or the property of another; including misappropriation of diocesan or school documents and/or information
3. Acts of or threatened physical violence
4. Acts of insubordination, including failure or refusal to carry out instruction
5. Deliberate damaging, defacing, or misuse of diocesan or school property or the property of others
6. Falsifying any records, including job application information, insurance claims, personal absence, illness, time, or other records
7. Reporting to work under the influence of any intoxicating drug or alcohol
8. Consumption of any intoxicating drug or alcohol at any time he or she is responsible for the supervision of any student, whether on or off school premises, including during extracurricular and athletic events, and trips away from school premises for any purposes
9. Failure to fulfill all the responsibilities of his or her job to an extent that it might or does cause injury to a person, damage to or loss of equipment, facilities or other property
10. Immoral or indecent conduct
11. Unauthorized possession of firearms or other dangerous weapons on diocesan or school property including parking lots
12. Unauthorized or excessive absence, tardiness or leaving early
13. Obscene, abusive, or harassing language or behavior

14. Harassment of any kind including but not limited to sexual, racial or ethnic harassment directed toward any other employee
15. Failure to follow prescribed safety precautions or violation of a safety, fire prevention, health, or security rule
16. Lack of attention to job responsibilities
17. Failure to follow prescribed work procedures
18. Failure to notify supervisor of absence
19. Unauthorized use of materials or equipment
20. Disorderly conduct or horseplay
21. Failure to attend any mandatory meetings and/or training sessions
22. Failure to cooperate in investigations of drug or alcohol use in the workplace, theft, harassment and other work rule violations
23. Any other acts contrary to the best interests and goals of the Roman Catholic Church, the Catholic Diocese of Evansville, its people, and/or its parishes including but not limited to actions occurring outside the workplace (which may cause distractions reducing productivity or reflect negatively upon the reputation of the school or the diocese).
24. Violation of the Catholic Diocese of Evansville Social Media Policy.

II. POLICIES

A. ALL SCHOOL EMPLOYEES

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

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

- a. Attempt to resolve between parties: An employee must try to resolve a conflict or disagreement at the lowest level. This means that an employee must either speak directly to the principal about the situation or address the concern in writing to the principal. A principal's responsibility is to take the time to meet with such an employee to help him or her understand a decision or action.
- b. If an employee thinks his/her conflict was not satisfactorily addressed in the first step, he/she can contact the pastor/priest delegate to request a meeting to discuss the situation, and must write specific concerns to the pastor/priest delegate in a letter. An employee must also inform the principal that this step has been taken. It is the pastor/priest delegate's responsibility to contact the employee to discuss the grievance. After meeting with the employee, the pastor/priest delegate decides what action to take. He may also decide no action is needed.
- c. If an employee thinks that steps one and two have not satisfactorily addressed the grievance, he/she can make a formal request in writing to meet with an official at the Catholic Schools Office. When this step is taken, an employee must inform the principal, pastor/priest delegate. It is the Catholic Schools Office responsibility to set up a meeting with the employee to hear the grievance. Catholic Schools Office will decide who else may need to attend the meeting with the employee. After meeting with the employee, the Catholic Schools Office will decide what action needs to be taken. They may also decide that no further action is needed.

- 2. Personnel Records:** The completed application, background check, credentials, references, and completed contract for each employee will be kept on file in the Catholic Schools Office. All personnel records are the property of the Catholic Diocese of Evansville.

Information contained in any employee's file will be released only upon receipt of a duly issued subpoena or other court order. Upon receipt of such a subpoena or order, the principal should immediately contact the superintendent concerning the request and to secure legal advice. In addition, the principal should notify the affected teacher/employee as soon as is practical after receiving a subpoena or court order requesting the release of all or any portion of the teacher/employee's personnel file. Provided, however, it shall be the duty of the teacher/employee who is the subject of the request to obtain an order quashing the subpoena, or other protective order, if he/she opposes the release of such records.

- 3. Staff Reduction:** The school retains the authority to reduce the personnel, including within a particular school or department within a school, whenever it determines such actions are warranted and in the best interest of the school. All decisions regarding staff reduction(s) must be communicated with the Catholic Schools Office. Reductions are based upon the needs of the school and the competency of the available staff. Some consideration will be given, when possible, to years of service.
- 4. Injuries (Worker's Compensation):** In case of an injury on the job, school employees must notify the principal immediately and no later than 24 hours following the injury. An accident report must be completed and submitted to the Catholic Schools Office.
- 5. Health Insurance:** Full time employees have the opportunity to enroll in the Diocesan Health/Hospitalization Plan if he/she voluntarily elects to enroll in the program. The diocese shall have the right to require a contribution by the employee to be determined by the diocese toward the cost of health benefits. The cost to the employee will also include an amount (not to exceed \$75 a month) if the employee does not participate in the annual health screening. The payment of the premium for dependent coverage shall be the responsibility of employee. A family medical plan and a dental plan are available for an additional premium cost by the employee. New employees may apply during the first 30 days of employment. In such case, coverage will begin on the first day of the month following their initial employment. After 30 days of employment, employees may enroll in the diocesan health and dental plan during an open enrollment period only. Open enrollment for the diocese is during the month of August each year. This open enrollment period would allow participation effective September 1. The only exception to making changes during the open enrollment period is in the case of a "life changing event." If you qualify as having a "life changing event" you will have 30 days from the date of the event to modify your medical and dental coverage. Please check with the insurer to determine what qualifies as a "life changing event." In the event of termination of employment, medical and dental coverage will generally be terminated on the last day of the month of employment. However, for diocesan employees who work in a school, as long as the employee is working the last day of the school year, their medical and dental coverage will not terminate until August 31. Terminated employees may be eligible to continue the plan at their own expense for a predetermined period of time in compliance with a Federal law commonly referred to as COBRA. Information concerning this option is available through the insurer or the Diocesan Treasurer's Office. As with all benefits, the diocese does reserve the right, in its sole discretion, to modify or terminate its group medical and dental plan or to make determinations regarding eligibility and other interpretations under the plan. For more information you may contact the Diocesan Treasurer's Office.

6. **Jury Duty:** An employee will suffer no loss of salary as a result of jury duty. It is recommended that the employee be paid his/her regular salary and then endorse his/her jury duty check over to the school. Alternatively, the amount of the jury duty check can be deducted from the regular salary and the difference paid. The duty for making arrangements in this regard shall be upon the employee.
7. **Retirement:** The employee will be enrolled in the retirement plan for which you are eligible. The diocese has a defined benefit pension plan and a defined contribution 403(b) retirement plan. The eligibility of each plan is determined by participation guidelines outlined in each plan document. The diocese will provide funding to the plan based on the appropriate plan document.
8. **Discontinued Employment:** When an employee (teacher, teacher assistant, cafeteria worker, secretary, maintenance personnel, etc.) is no longer employed by the school, the principal must complete a Discontinued Employment Form (DE-1) and send to the Catholic Schools Office within 30 days.

B. TEACHERS

1. **Teacher Contracts:** Every attempt will be made to offer contracts to teachers for the upcoming school year by May 1 or as soon thereafter as is practical. Teachers who do not return executed contracts to the principal within 14 days after receipt, or notify the principal otherwise, have chosen not to accept such offer of employment. Three copies of each contract are to be provided: One is to remain in the possession of the teacher, one is to be sent to the superintendent and one is to be retained by the school principal.
2. **Substitute Teachers:** The substitute teacher will be paid at an established substitute teacher's rate or upon a per diem basis for no longer than 30 continuous days. Thereafter, such teacher will be compensated according to that school's established teacher's salary schedule.
3. **Student Teachers:** Every effort should be made to cooperate when colleges and universities request that student teachers be permitted to work in our schools. Both prospective student teachers and college personnel should be made familiar with the philosophy and academic program of the cooperating school.
4. **Teacher Evaluations:** Teachers shall be given annual performance evaluations. Forms to be used in the teacher evaluation process will be supplied by the Catholic Schools Office or approved by the superintendent. The purpose of the evaluation process is to improve instruction by determining the strengths and areas for growth of individual teachers and recommending appropriate action.
 - a. Beginning teachers and those teachers with less than three years teaching experience in the Diocese of Evansville must receive a formal evaluation each semester for two years.
 - b. The principal should schedule conferences with each teacher at which time the results of the classroom observations and any other observations the principal has made will be discussed. Forms supplied by the superintendent should be completed and dated by both principal and teacher.
 - c. Teachers may be placed on a professional improvement plan at any point in the school year.
 - d. The completed evaluation forms should be maintained in the teacher's file at the local school and sent to the Catholic Schools Office to verify annual evaluation data.

C. TEACHERS AND PRINCIPALS

- 1. Leaves Of Absence (Without Pay):** A leave of absence is absence from employment by permission without compensation for a stated period of time. A teacher or principal may request a leave in the following circumstances:
 - a. A renewable leave of absence without pay (up to one year) may be granted to a teacher or principal who, due to personal illness or injury, has exhausted his/her sick leave.
 - b. The school council, with approval of the pastor, may grant leaves of absence without pay for full-time advanced study of not more than one year to teachers or principals who have given service. Such a leave will not be considered a break in continuous service; however, no credit will be accrued for the purpose of placement on the salary schedule for the period of such leave.
 - c. A leave of absence for one year, renewable for an additional year, may be granted to a teacher or principal upon application for the purpose of participating in exchange teaching programs in other states, territories, or countries; foreign or military teaching programs; the Peace Corps, Job Corps, or similar humanitarian agencies as a full-time participant in such programs; or cultural, travel, or work programs related to his/her professional responsibilities. Such a leave will not be considered a break in continuous service, but no credit will be accrued for the purpose of placement on the salary schedule for the period of such leave.
- 2. Professional Purpose Leaves:** A professional purpose leave is an absence from employment by permission with compensation for a stated period of time without severing the employment relationship. A teacher or principal may take a professional purpose leave for the purpose of updating his/her professional competency. The typical allocation is one day per year for a teacher. The school principal and the teacher may decide jointly to allow the teacher to participate in additional professional growth opportunities. The pastor shall determine the number of days per year that will be allocated for the professional growth of the principal.
- 3. Personal Business Leaves:** Personal leave is defined as absence from employment for personal business that cannot be conducted on another non-school day, by permission, with compensation, for a stated period of time determined at the local level without severing the employment relationship. The typical allocation is two days per year.

The employee should give reasonable notice to the principal that he/she needs to be absent for personal business. Ordinarily, such leaves are not to be taken during a professional development day, during the first or last week of the school year, nor the last school day prior to, or first school day immediately after, a school holiday (Labor Day, Thanksgiving break, Christmas break, semester break, spring break, Good Friday, and Memorial Day). For absence other than as mentioned above, deductions will be made from the teacher's or principal's salary as specified. A Personal Leave Form (PL-1) is to be completed by the teacher and returned to the school principal.

- 4. Bereavement Leaves:** Bereavement leave is an absence from employment by permission, with compensation, for a stated period of time, without severing the employment relationship. In the case of death in the immediate family of a teacher or principal, he/she may be absent without loss of compensation for a period extending not more than three consecutive days beyond such death. The term "immediate family" shall mean only child, parent, grandparent, grandchild, stepparent, legal guardian, spouse, brother, sister, current stepchild, current father-in-law or mother-in-law, current son-in-law or daughter-in-law, or any relative of the teacher who at the time of such relative's death was living as a member of the teacher's household. If

distance or other circumstances warrant extended time, an exception to the above-mentioned number of days can be made by the principal, and approval by the pastor.

5. **Sick Leave:** Sick leave is approved absence with pay for a teacher or principal unable to work because of temporary illness, injury, or her own pregnancy. Each regularly employed teacher or principal may take sick leave from work if he/she is unable to work due to his/her own illness, injury, or pregnancy. A minimum of seven days will be allowed for such sick leave each year without loss of compensation. For teachers and principals, the unused portion of sick days may accumulate from one year to the next as determined at the local level. A teacher or principal employed under contract for only a portion of the school year may have a proportionate number of days of sick leave. A doctor's certification of illness for absences longer than three consecutive days may be required by the principal or pastor.

Should a teacher or a principal exceed the allotted number of annual sick leave days and accumulated sick leave days (if any), the days in excess will be deducted from his/her compensation/wages on a per diem basis. Sick leave compensation will be earned accordingly with the local parish/school policies. The Catholic Schools Office recommends that sick leave of the teachers and administrators be transferable (within the diocese) to the maximum number of days allowed by the hiring school/parish. Principals are to record each year the number of days teachers have used as accumulated leave on Accumulated Leave Form (AL-1). Compensation for unused sick leave at the time of retirement is a local decision and requires the approval of the pastor.

6. **Family Medical Leave Policy (FMLA):** Under the Family Medical Leave Act, as adopted by the diocese for school employees, school employees may be entitled to 12 weeks of unpaid leave with benefits. The terms of that leave are briefly outlined here. For a copy of the complete policy, contact the school principal.
 - a. Eligibility: If an employee has been employed by the district for 12 months and has worked a minimum of 1,250 hours, he or she is eligible for FMLA.
 - b. Qualifying Reasons:
 - (1) The birth of a child and the care for this child.
 - (2) The adoption or foster placement of a child.
 - (3) The serious health condition of a spouse, parent, or child when the employee is needed to care for that family member; and
 - (4) The employee's own serious health condition that makes him or her unable to perform the functions of his or her position.
 - c. Application: Maximum leave under this Act is 12 weeks. An employee will be required to use all available paid leave as part of the 12 weeks of FMLA. This paid leave shall be counted as part of the 12 weeks FMLA leave entitlement during the leave year.
 - d. Limitations: When both a husband and a wife work for the diocese, FMLA is limited to an aggregate of 12 weeks for the birth, adoption, or foster care of a student, or to care for a sick family member.
 - e. Academic Term: When an employee engaged in an instructional capacity by the school requests leave close to the end of the school's academic term, special rules about the timing, amount of time, and possible alternate positions will be applied.
 - f. For the most recent information regarding FMLA, please contact the Diocesan Finance Office.

7. **Required Meetings And Professional Days:** Teachers and principals are required to attend meetings scheduled from time to time for them by the superintendent or diocesan officials. Attendance is also required on non-school days designated as organizational, record keeping, or professional days. Teachers may be excused from faculty meetings and professional days only for such reasons as would justify absence from a regular teaching time.
8. **Professional Growth:** Teachers and principals are expected to attend professional conferences, retreats, and training and/or growth activities to obtain current training in educational skills and spiritual formation.
9. **Credits For Previous Teaching Experience:** Effective January 1, 2000, teachers employed for the first time in schools of the Catholic Diocese of Evansville will receive credit for years of approved previous teaching experience.
10. **Salary Guidelines:** Each school council with the approval of the pastor will establish an annual salary schedule for teachers that is in keeping with the Evansville Catholic High Schools salary scale. Every effort shall be made to pay fair and just salaries.

D. STAFF AND NONTEACHING EMPLOYEES

1. **Vacations:** For employees other than teachers and principals, vacation benefits will be determined at the local level by the appropriate supervisor, e.g., school council and principal with the approval of the pastor. The time for vacation must be scheduled with and is subject to approval by the employee's said supervisor.
2. **Sick Leave:** The sick leave policy for employees other than teachers and principals will be determined and handled at the local level by the appropriate supervisor, e.g., school council and principal with the approval of the pastor.

STUDENTS

I. GENERAL

- A. **STUDENT RESPONSIBILITIES:** As members of a Catholic school community, students have social obligations to that community as well as a personal responsibility to commit themselves to their maximum potential in academic pursuits. Each student has the responsibility to know and obey the rules and regulations of their school. Students are entitled to information relative to the maintenance of academic standings, graduation requirements, and individual class objectives and requirements.
- B. **TRANSFERS/WITHDRAWALS:** Upon receiving the request from a school to which a student is applying for transfer, the principal shall forward such student's records. The principal shall also file an Enrollment and Mobility (EM) report for the student within five days of withdrawal or transfer. When a student withdraws from school, and no public or other private school has requested the student's educational records within 15 school days after the date of withdrawal, then the school shall report to the superintendent of the school corporation in which the private school is located, the name and address of the student and the date he/she withdrew from school.
- C. **STUDENT TRANSFERS:** In the case of a family's desire to transfer from one school to another, the principal of the receiving school shall explain the expectations for communication between the two schools to the family. It is expected that the parents inform the current school of their desire to transfer. The principal of the receiving school is encouraged to contact the principal of the school from which the student is transferring.

Consideration must be given to the reason(s) expressed for the requested transfer. Other factors to be considered may include the following:

1. Whether the student has behaviors that negatively impact his or her academics and/or the learning/social environment.
2. Whether reasonable efforts to manage the student or correct the behavior at the sending school have failed; and/or
3. Whether the student's parents have provided their full cooperation and support of the sending school's efforts concerning their child.

Any of these factors shall be sufficient reason to deny a student transfer. The transfer of junior high level students is strongly discouraged.

- D. **PHYSICAL EXAMINATIONS, IMMUNIZATIONS AND INSURANCE:** Prior to entering school, every student shall be immunized in accordance with Indiana State Department of Health regulations. Records certifying to such immunizations should be obtained and maintained as part of the student's health record located in the school information system. Student immunizations shall also be maintained in Children and Hoosiers Immunization Registry Program (CHIRP).

The following statement should be included in student/parent handbooks: "Neither the school, the principal, teachers, nor the Catholic Diocese of Evansville will be the insurer of a student's health and safety while the student is at school or engaged in school-supervised activities, including sports. Parents or guardians are obligated to provide such insurance as they

deem necessary to protect themselves and their students against the costs or other adverse effects of sickness or injury.”

- E. SCHOOL PROGRAMS:** Schools in the Catholic Diocese of Evansville are open to qualified students of any sex, race, color, national, or ethnic origin. Schools do not discriminate in the administration of their educational policies, scholarship programs, athletics, and other school-administered programs, although such programs are designed to meet the needs of general education students. Whenever possible, students with special needs will be included in school programs if reasonable accommodations can be made to meet the individual student's needs.
- F. SERVICES FOR STUDENTS WITH EXCEPTIONALITIES:** The Diocese of Evansville welcomes the opportunity to serve students with exceptional needs.
1. Schools will make reasonable accommodations to meet the needs of all students unless the accommodations will cause undue hardship. Local public schools may be helpful in providing needed resources to our students.
 2. Once a student is identified as potentially in need of specialized services, a referral is made by the principal to the Local Educational Agency (LEA) to initiate the process for evaluation. This evaluation is to follow standards established by the state and federal guidelines.
 3. If eligible for services an Individualized Service Plan (ISP) plan will be developed for the student with assistance and support from persons representing the LEA.
 4. If a student has a disability which substantially limits one or more of a person's life activities, has a record of such impairment, or is regarded as having such impairment, the school will develop a plan with the parents to provide reasonable accommodations that do not fundamentally alter the school program or impose undue financial burden on the school.
 5. A student may be excluded from the school and or programs if he or she creates a substantial risk of injury to himself, herself, or others.
- G. WELLNESS POLICY:** The Catholic Diocese of Evansville Wellness Policy can be found on the Catholic Diocese of Evansville website at evdio.org. A school shall submit to the Catholic Schools Office the following:
1. A Current Wellness Policy
 2. A list of the members of the Coordinated School Health Council for the school
 3. Annual Evaluation

II. STUDENT ADMINISTRATION

- A. STUDENT ADMISSION POLICY:** The schools of the Catholic Diocese of Evansville shall be open to qualified students of any sex, race, color, national or ethnic origin to all of the rights, privileges, programs, and activities made generally available by such schools. Schools do not discriminate in the administration of their educational policies, scholarship programs, athletics, and other school-administered programs. Schools are encouraged to include a statement of its nondiscriminatory admission policies in all publications that invite student admissions. Admission preference is given to Catholic students; however, students of another faith community will be admitted so long as adequate room and facilities are available. Students of another faith community will be required to assume their full portion of the costs of their education recognizing that the costs to Catholic students are generally subsidized by their parishes.

- B. REGISTRATION:** Registration policies should be established by each school council with the approval of the pastor to be implemented and maintained by the school principal to meet the needs of the school. Student records at registration should also include written verification identifying the custodial parent (where appropriate) or legal guardian(s) of each student. Prior to admission to school, a student's parent(s) shall provide a birth certificate and approved health records. (The policy regarding age requirements of the Indiana State Department of Education shall be followed in admitting all students to our schools.)
- C. DRESS CODE:** Each school shall establish a dress code and standards of dress and grooming which are appropriate to the schools' educational process.
- D. CLASS SIZE:** The recommended class size for elementary school grades K through 3 should not exceed 25 students. Maximum class size for grades 4 through 12 should not exceed 30 students. When class size is at maximum level, teaching assistants should be considered.
- E. ATTENDANCE:** Attendance requirements and expectations for students should be clearly stated and enforced by the local school principal.
- F. ABSENCES:** When a student is absent, the school will obtain a written excuse and/or telephone call from the parent(s). If a student is absent without an excuse or if the school has reason to suspect the validity of the excuse, the principal should investigate the matter. Excused absences may be defined as illness verified by parent/guardian, illness verified by note from physician, a family funeral or absences related to deployment and return for military connected families. If a parent does not send his/her child to school because of the child's illness or mental or physical incapacity, it is unlawful for the parent to fail or refuse to produce a certificate of the incapacity for the school's administration within six days after it is demanded. The certificate required must be signed by an Indiana physician. Parents who wish to take their children out of school for several days for family emergencies or vacations must make adequate provisions consulting with the principal and the teacher(s). The student's progress and plans to provide for the contingency will be considered. The final decision for such temporary nonattendance is the responsibility of the parents.
- 1. Habitual Truancy:** A student is considered a Habitual Truant when he/she has been absent from school ten days or more without being excused.
 - a. When a student has reached eight unexcused absences, the parent/guardian will be notified by letter, using Student Frequent Absence Letter Form (SA-1).
 - b. If the student reaches ten unexcused absences, the Associate Superintendent for the Diocese of Evansville will be notified and a Truancy and Violation Notification Hearing will be held at the school. A parent or guardian is required to be in attendance at the hearing.
 - c. A student who is considered to be a habitual truant may only miss additional days of school if the absence is excused.
 - d. The principal is required by Compulsory Attendance Law to report a child who is habitually truant from school to the Department of Child Services and/or the Juvenile Court System. The State of Indiana mandates 162 days of student attendance.
 - 2. Chronic Absenteeism:** A student is considered to have Chronic Absenteeism when he/she has been absent from school for ten percent or more of a school year for any reason. A school

year consists of 180 days, thus ten percent is 18 days of absences, regardless of whether they are excused or unexcused.

- a. When a student has reached 15 absences, for any reason, the parent/guardian will be notified by letter, using form (SA-1).
 - b. If the student reaches 18 absences, for any reason, the Associate Superintendent for the Diocese of Evansville will be notified and a Truancy and Violation Notification Hearing will be held at the school. A parent or guardian is required to be in attendance at the hearing.
 - c. A student who is considered to have Chronic Absenteeism and sustains any further illness is required to provide a note from a physician or other qualified professional to verify the illness.
 - d. The principal is required by Compulsory Attendance Law to report a child who is chronically absent from school without verification of illness, to the Department of Child Services and/or the Juvenile Court System. The State of Indiana mandates 162 days of student attendance.
- 3. Chronic Tardiness:** A student who has Chronic Tardiness is defined as being tardy or late to school, for ten percent or more of a school year for any reason. A school year consists of 180 days, thus ten percent is 18 days of tardies, regardless of whether they are excused or unexcused. Tardy to class is determined by the attendance policy of each school.
- a. When a student has reached 15 tardies, the parent/guardian will be notified by letter, using form SA-1.
 - b. If the student reaches 18 tardies, the Associate Superintendent for the Diocese of Evansville will be notified and a Truancy and Violation Notification Hearing will be held at the school. A parent or guardian is required to be in attendance at the hearing.
 - c. The principal will report a child who is chronically tardy from school without verification of illness, to the Department of Child Services and/or the Juvenile Court System.

G. RELEASE FROM SCHOOL: Extraordinary care should be taken in regard to release of a student from school. Parents must be able to presume their child is in the care of the school during regular school hours. Consequently, a student should never be released early without the knowledge of his parent(s). Under no circumstances may a student be released to anyone other than the custodial parent(s), court-appointed guardian(s), or other person authorized by the parent(s), guardian(s), or court. Custodial parents or court-appointed guardians have the burden of providing school officials with copies of relevant court orders or other documentation evidencing their authority.

- H. FIELD TRIPS:** School field trips must conform to the following guidelines:
1. The trip must be intended to provide a definite learning experience appropriate to their grade level for the students involved (amusement parks do not meet this criteria).
 2. The students should be prepared for the observations they will make and the information they will obtain on the trip.
 3. The students should be given a follow-up assignment to help them express and assimilate what they have observed on the trip.
 4. An adequate number of responsible adult chaperones must accompany the students to assist in supervision.
 5. Trips involving a substantial amount of travel should be discouraged in the case of elementary school students.

6. A licensed public carrier registered with the Federal Motor Carrier Safety Administration (FMCSA) should be employed to transport students on all school field trips.
7. Written permission Parent Request for Extracurricular Activity Form (EXC-1) must be secured from the parents of all students planning to attend the scheduled trip. Information provided to parents should include the date, time, destination, and purpose of the trip, anticipated expenses, means of transportation, and expected time of return. All permission forms are to be kept in schools files for one year.
8. All safe environment guidelines must be followed.

I. PREGNANT STUDENTS: The following are guidelines for pregnant students:

1. The school principal, in cooperation with the pregnant student and her parent(s) will determine whether a plan satisfactory to all parties can be developed to allow the student to remain in school.
2. After review of the case, the school principal will suggest a plan considering the needs of the student, the school's expectations for the student, and the involvement or effect(s) upon others.
3. The school's plan for the student may include:
 - a. A definite time period;
 - b. A counseling program for the student (and family);
 - c. Consistent school attendance and performance in class; and
 - d. Limitation of student's extracurricular activities.
4. The school principal will monitor the school/student plan during the prescribed time to note and discuss the student's health and adjustment within the school.
5. The plan proposed by the school principal will be presented in writing at a conference including the school principal, student, student's parent(s) or guardian(s) pastor, and counselor(s).
6. The student shall seek and obtain counseling from an outside agency (e.g., Catholic Charities, Youth First, and Southwestern Indiana Mental Health Center) which includes the student's family. Such counseling may be a part of the school's requirement for the student's remaining in school.
7. If the father of the child is also enrolled at the school a counseling program may be required.

III. RECORDS AND REPORTING

A. STUDENT RECORDS: Student records will be kept and maintained in compliance with The Family Educational Rights and Privacy Act of 1974 (P.L. 93 380), as amended. Schools, as custodians of their students' official school records, shall allow parents or legal guardians to inspect their child's records upon written request to the school principal. The principal shall produce such records within a reasonable time not to exceed ten instructional days of receipt of such written request. "Student Record" shall mean all official records kept in a student's file at a Catholic school. This includes but is not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, psychological tests, health data, and family background information. A student's record shall **NOT** include any of the following:

1. Personal files maintained by teachers or consultants engaged by schools to educate, test, or counsel any student and not maintained for general school use, including but not necessarily limited to grade books, notes on student work, transcripts of interviews, notes relating to clinical type diagnoses, and other memory aids. All such records shall remain the property of

the person making them. The privilege of making and keeping such records shall be conditioned upon their not being accessible to or by any other person.

2. Examples of a student's work product such as art, vocational projects, and written work.

Teachers and school counselors are advised to use discretion in including suppositions, opinions, or dated diagnostic determinations for which limited supporting information is available in a student's permanent records.

If a student's parent(s) in the exercise of his/her right to inspect his/her child's records believes such records to be inaccurate, misleading, or otherwise violative of the student's right of privacy or other constitutional right, the school shall provide such parent(s) an opportunity to challenge and correct such records using forms (SR-1 through SR-8.)

Schools may publish "directory" information such as a student's name, address, telephone number, date of birth, honors and awards, and dates of attendance.

However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

- B. REPORTING TO PARENTS:** Students (and parents) are to be informed of the student's academic status at the end of each grading period. Report cards or progress reports are to be issued at least each nine weeks during the school year. Noncustodial parents, upon request, have the right to see and obtain a copy of student reports.
- C. PARENT TEACHER CONFERENCES:** Conferences between parents and teachers should be held at least once a year at a time designated by the school principal. Other conferences may be arranged by parents, teachers, or the school principal upon request. Every effort should be made to schedule conference times that are convenient to parents.
- D. STUDENT INFORMATION SYSTEM:** All schools will be required to purchase and utilize the vendor selected by the Catholic Schools Office.

IV. STUDENT DISCIPLINE

- A. DISCIPLINARY PROCEDURES:** Formulated procedures should be established by the school principal and communicated to the pastor and school council. These procedures should be tailored to meet the needs of the local school. All procedures, however, must always be in compliance with diocesan policies and procedures.
- B. SCHOOL RULES:** School officials will establish written rules and standards to govern student conduct. School officials will take such actions as are reasonably necessary to carry out or prevent any interference with proper school discipline or the attainment of educational goals.

The school principal and/or dean of students is responsible to inform students of expected conduct, school rules, and the penalties for unacceptable behavior.

C. **CORPORAL PUNISHMENT:** The schools in the Catholic Diocese of Evansville will not use any form of corporal punishment.

D. **UNACCEPTABLE CONDUCT:** Notwithstanding more specific school rules, the following are examples of student conduct which is unacceptable wherever it appears. Such behavior may constitute grounds for expulsion of a student from schools:

1. Using violence, force, noise, coercion, threats, intimidation, or other comparable conduct and thereby interfering with school purposes
2. Damaging or stealing school property
3. Damaging or stealing the property of another
4. Threatening or intimidating any student
5. Doing harm to a fellow student
6. Threatening or doing physical harm to a school employee
7. Knowingly possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind
8. Knowingly possessing, handling, or transmitting any object that might be considered a weapon
9. Engaging in any unlawful activity that interferes with the school process
10. Insubordinate conduct
11. Violation of school attendance policies
12. Sexual harassment

THE ABOVE MENTIONED APPLIES TO CONDUCT BOTH IN (DURING) AND OUT OF SCHOOL.

E. **CODE OF CHRISTIAN CONDUCT:** This agreement form (CCC-1) must be placed in every school handbook and coaches packet and must be signed by parents, students and coaches.

The following statement should be included in student/parent handbooks:

ANTI-BULLYING STATEMENT: The Catholic Diocese of Evansville and the Catholic Schools Office (CSO) believe that each school in the Catholic Diocese of Evansville must be aware that its purpose is rooted in the mission of the Church. Each school, in fulfilling its role within the educational mission of the Church, must share and live out, through Catholic Christian tradition, the message of Jesus Christ and be committed to providing an integrated Catholic educational environment that permeates all aspects of its daily life and operations.

Bullying is prohibited in all schools in the Catholic Diocese of Evansville. It must not be tolerated on or off the school grounds. Bullying and intimidation are actions that are contrary to the teaching of Jesus Christ. This behavior is against the fundamental tenet of “love your neighbor as yourself”, and destroys respect for the dignity of the student, undermines the Christian atmosphere of the school, and deprives the student of a safe and caring learning environment. Since students learn by example, school administrators, faculty, staff, and

volunteers should be commended for demonstrating appropriate behavior; treating others with civility and respect; and refusing to tolerate harassment, intimidation or bullying.

Bullying, as defined by the CSO, is any overt acts by a student or a group of students directed against another student with the intent to ridicule, humiliate, or intimidate the other student while on or off school grounds where acts are repeated against the same student over time. Bullying includes physical intimidation or assault, extortion, oral or written threats, digital or electronic expressions/threats, teasing, putdowns, name-calling, threatening looks, gestures or actions, cruel rumors, false accusations, and social isolation.

Any person who has a complaint of bullying must bring that complaint to the attention of the school principal. All such complaints will be properly investigated. Every effort will be made to maintain the privacy of the charging person and the person or persons complained about. School officials will keep documentation of all bullying investigations and allegations and take appropriate and corrective action including disciplinary action measures if justified to remedy violations. A copy of an Incident Form must be sent to the superintendent as soon as possible.

F. CRISIS/CONFRONTATION POLICY: The safety and well-being of every student, the school staff and the educational and disciplinary environment of our schools are of paramount importance. School authorities, therefore, must often make judgments which are intended to directly and quickly address potential problems and dangers they perceive based upon information received or obtained and/or behavior observed with respect to a particular student or group of students.

Therefore, the provisions of this section may be invoked by school authorities without prior notice to the student or the student's parents in any instance where school authorities possess information which leads them to conclude that a reasonable possibility exists that any of the following events either has occurred, is underway or may occur absent intervention:

1. A student has engaged in or has threatened to engage in any illegal conduct, whether or not on school property;
2. A student has engaged in or threatened, attempted or made plans to engage in any intentional conduct that did, may or would present a risk of physical harm to any person or persons, whether or not on school property;
3. A student has voluntarily participated in or assisted in any conduct which, although not itself illegal, encourages, invites or entices, by word or example, any other person to engage in conduct in violation of the law or in violation of the Code of Christian Conduct;
4. A student has knowingly possessed, used, transmitted or been under the influence of any controlled substance, alcoholic beverage or intoxicant of any kind on school property or at any school function;
5. A student knowingly possesses handles, conceals, or transmits any object that could be used as a weapon or instrument of destruction on school property or at any school function;
6. A student knows, but fails to disclose to school authorities, that another student either:
 - a. has threatened or made plans to engage in conduct that would intentionally present a risk of physical harm to any person or persons; or
 - b. has possessed, handled, concealed or transmitted any object that could be used as an instrument of destruction on school property or at any school function.

Upon the receipt of such information, school authorities, in addition to all other remedies available, shall have the authority to confront the student and/or the student's parents or guardians and to impose, as a condition of such student's continued enrollment, any reasonable requirements and/or restrictions upon such student and his or her parents or guardians which, in the opinions of school authorities are necessary to protect the general student body, the school itself, the educational mission of the school and/or members of the general public.

The failure or refusal of a student or parent to comply with such requirements, conditions and/or restrictions shall be grounds for the immediate expulsion of the student.

- G. SEXUAL HARASSMENT BY STUDENTS:** Sexual harassment by students is unacceptable conduct, which may constitute grounds for expulsion. Sexual harassment may include unwelcome sexual advances, requests for sexual favors or language or conduct of a sexual nature when such activity is sufficiently severe, persistent or pervasive so as to limit a person's ability to participate in or benefit from school programs or so as to create a hostile or abusive educational environment.

Any person who has a complaint of sexual harassment by a student must bring that complaint to the attention of the school principal. Forms for reporting alleged sexual harassment are appended to this manual and may be obtained from the school principal's office. All such complaints will be promptly investigated. Every effort will be made to maintain the privacy of the charging person and the person or persons complained about. School officials will keep documentation of all allegations and investigations of student sexual harassment confidential and take appropriate corrective action including disciplinary measures if justified to remedy violations of this policy.

A copy of the Sexual Harassment Form (RSH-1 and RSH-2) must be sent to the superintendent as soon as possible.

Any person who knowingly makes a false report of sexual harassment shall be subject to disciplinary action.

- H. NOTICE AND OPPORTUNITY FOR MEETING:** All students shall be given fair and just treatment in matters of school discipline. In providing a student such treatment, local school officials should provide certain minimum due process, including:

1. Notifying the student and the student's parents of disciplinary charges; and
2. Providing the student in the company of his/her parent(s), if desired, an opportunity to respond to such charges.

A student adversely affected by disciplinary action of the school may appeal such action in the company of his/her parent(s) to the superintendent. School officials shall inform the student and the student's parent(s) of this right of appeal.

- I. DETENTION:** If detention periods are used by the school, they should be well supervised. At no time should students be unsupervised while in the school detention.

- J. SUSPENSION:** Procedural Guidelines Governing Student Suspensions

1. Suspension from Classroom:

- a. If a student is suspended from the classroom by a teacher, immediate verbal communication must be given to the principal. The reason(s) for such action should be submitted in writing to the principal prior to the close of the school day.
 - b. The principal confers with both the student and the teacher prior to the student being reinstated.
 - c. Repeated suspensions from the classroom necessitate conference with the parent(s)/guardian(s).
- 2. Suspension from School:**
- a. The principal, after consultation with teacher(s), shall notify the student of the specific reason for which disciplinary action is being instituted.
 - b. Students should have knowledge of the rules of the school. There should be a published procedure in the student handbook for suspension and its probable causes.
 - c. Prior to suspension, there will always be a hearing at which the student will have the right to present to the principal/designee any relevant information.
 - d. If the student is to be suspended, the principal will notify the parent(s) as soon as possible using Notice of Student Suspension Form (S-1), of the reason for the suspension and the steps necessary to reinstate the student. A student should not be asked to leave the school building until the parent(s) appears or authorizes his/her dismissal.
 - e. Written notification to the parent(s) or guardian(s), indicating the reason for suspension (S-1) should be mailed within 24 hours. The pastor in the case of a parish school shall also be notified of the suspension and the details. The superintendent should also be informed since such action could lead ultimately to expulsion.
 - f. The principal shall meet with the parent(s) or guardian(s), student, and the faculty member(s) involved to discuss the problem, and if possible, plan the steps required for return of the student to the school
 - g. Suspension while investigation takes place (S-2) Notice of Suspension from School Attendance Pending Further Proceedings shall be limited to five days.
 - h. The duration of the suspension after such investigation shall be determined by the principal following a joint conference with teacher(s) and parent(s) or guardian(s).
 - i. Schools should make every effort to provide continuance of instruction during suspension.
 - j. The principal shall keep a record of the suspension indicating reason, duration, date, conditions, and referrals. A copy shall be given to the parent(s) or guardian(s).
 - k. If the misconduct is serious, reference to the suspension may be placed in the student's permanent records.
- 3. Documentation of disciplinary actions (incidents and major disciplinary actions) are kept in the school's files until the student graduates or is transferred to another school.**

Procedures concerning suspension of students from the classroom or school must be included in local school handbooks.

- K. EXPULSION:** Expulsion is the permanent dismissal of a student from the school for disciplinary reasons. Due to the gravity of the consequences of expulsion, it is essential that the school principal consult with the superintendent prior to initiation of expulsion proceedings.

The expulsion of a student from a school is such a serious penalty that it should be invoked rarely, and only as a last resort. The fact that a student presents problems to a school is not in

itself sufficient reason for expulsion. The principal should use every means available to discover the cause of the problems and exhaust all other appropriate remedies.

Parents must be informed of their rights and opportunity to be heard. A Written Charge for Possible Student Expulsion (EXP-1) must be sent to the superintendent within 24 hours of the determination. A Notice of Opportunity for Parent Meeting (EXP-2) must be sent to the parent in advance of expulsion.

- L. SECLUSION AND RESTRAINT:** The Catholic Diocese of Evansville believes a safe and healthy environment should be provided in which all children can learn, develop, and participate in instructional programs that promote high levels of academic achievement. The purpose of this statement is to insure that all students and staff are safe in school, and that students who may have behavior crises are free from inappropriate use of seclusion or restraint.

Behavioral interventions for children must ensure all children are treated with dignity and respect. This environment should allow all children to be free from physical or mental abuse, aversive behavioral interventions that compromise health and safety, and any physical seclusion or restraint imposed solely for purposes of discipline or convenience.

Seclusion or restraint shall not be used as routine school safety measures; that is, they shall not be implemented except in situations where a child's behavior or action poses imminent danger of physical harm to self or others and not as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, out of seat), as a means of coercion or retaliation, or as a convenience. Any use of either seclusion or restraint shall be supervised, short in duration and used only for the purposes of de-escalating the behavior.

- M. SCREENING FOR DRUG TESTING – STUDENTS:** The use of alcohol and other drugs is a serious threat to the health and well-being of our youth. High schools are to establish and publish in school/student handbooks clearly defined policies that deal with the issue of possession, use, or trafficking in illegal substances.

1. In establishing such guidelines, consideration shall be given to:

- a. Random Screening
- b. Reasonable Suspicion Screening
- c. Follow-Up Screening
- d. Drug Screening Methods
- e. Notification of Test Results
- f. Appeal of Test Results
- g. Prevention Programs
- h. Stated philosophy of the care and concern for students
- i. Educational Programs
- j. Retention of Records (Sample: No documentation pertaining to each student's screening for drug usage will be made part of the student's permanent record. All documentation will be kept in a separate confidential file and will be destroyed upon 2 years of the student's graduation from high school.)
- k. Consequence(s) for a Positive Test
 - l. Law Enforcement

m. Responsible Reporting

2. In general, each school's policy may include steps to be taken and consequences if:

- a. a student possesses, uses, or is under the influence of an illegal chemical, alcohol, or intoxicant of any kind;
- b. a student is trafficking in alcohol or other unauthorized drugs/chemicals;
- c. knowledge of a student's usage of drugs or alcohol away from school is obtained by the school;
- d. knowledge of a party or other such gathering sponsored by a student, at which drugs/alcohol are present, is obtained by the school.

N. DRUG TESTING STUDENTS - ANNUAL NOTIFICATION: Each high school shall submit a report to the Catholic Schools Office annually. This report shall include data on the number of students tested (but not their names), the dates of the tests and the number of positive and the number of negative results obtained.

ADMINISTRATIVE PROCEDURES FOR RECORDS MANAGEMENT

I. SCHOOL FILES

All school files should be kept in a systematic and organized manner. The files should be as secure as possible against unauthorized access, theft, vandalism, or damage. All files should be periodically purged of unnecessary items.

1. Files are to be reviewed periodically to ascertain that:
 - a. All contents serve an educational purpose for the age and grade level of the student.
 - b. All "judgment entries" are verified and documented. (For example: Do not keep an allegation of theft unless there is documented disciplinary action on the judgment.)
 - c. The files are not the depository for minor discipline notices or other records of a non-permanent nature.
 - d. The necessary records are kept for students transferring or graduating. For example: a readiness test record for kindergarten need not be kept for a student entering high school, but the elementary grade and attendance record should be retained. Clerical personnel should have guidance on what to keep and what to destroy.
2. Access to student files by school personnel is limited on a "need to know" basis. Students and volunteers should never be allowed to view files. A signature page documenting record inspection should be attached to each student file. (SRP-5)
3. Parents need to know that they may view their children's permanent records upon request. A period of time for the school to comply with the request should be specified (i.e., five school days). (SRP-5)
4. Specify that viewing of records be done in the presence of a school official who can explain the contents. No records are to be removed or altered by the parent. The procedures could specify whether copies can be made upon request. Copies should generally be provided either free or at actual cost.
5. The procedure needs to indicate what is to be done if a parent challenges the contents of the file. Specify who makes the decision to remove or alter contents. (SRP-2)
6. The policy of the schools in the Catholic Diocese of Evansville is to release student records only with signed parent (or student of legal age) permission. Limit other release or transfer of permanent records only to other school/college officials, other agencies, or prospective

employers on a “need to know” basis. The parents should be made aware of the release or transfer of records and the reasons. They should sign a release form. Under no circumstances should the official records be given to the parents to transfer to the next school. Normally, the receiving school will request records. (SRP-5)

7. Transfer all academic testing and health records while keeping copies of these for the permanent file
8. Individualized Service Plans for students eligible for special education should be kept in the special education folder attached to the students’ cumulative files. Individual psychological evaluation reports may not be copied. Copies for transfer must be obtained from the agency from which they are originated. Reports for students found not eligible for special education services may be placed in the student’s cumulative file.

Principals need to be aware of the basic provisions of the Family Educational Rights and Privacy Act (FERPA) and because the public schools from which students may enroll from or transfer to will all be operating under these procedures. The information may also be useful in drafting local policy and procedures.

II. ENROLLMENT DOCUMENTATION/RELEASE OF STUDENT RECORDS

1. The Catholic Schools Office recommends that schools voluntarily comply with the spirit of Indiana law especially given its purpose of tracking missing children. Therefore, the school principal should adopt the following procedures:
 - a. Require that entering families give the name of the school last attended and show verification of their child’s date of birth with a birth certificate or other documentation;
 - b. Notify the Indiana Clearinghouse for Information on Missing Children if there are any problems with the documents or if the documents are not presented within thirty days (after repeated requests).
 - c. Request records from the previous school within fourteen days of enrollment;
 - d. Promptly send records to a requesting school and comply with the law regarding attached notices regarding missing children.
2. Schools are advised to have proper procedures and forms in place for withdrawal and transfer of students. Student records should not be withheld for non-payment of tuition and/or fees.
3. Principals are reminded that all schools are expected to comply with the diocesan policy for “Transfer of Junior High Level Students.”
4. Principals are responsible for informing receiving schools/principals in regard to student behavior that may put other students at risk.

III. MANAGEMENT OF SCHOOL FILES

All school files should be kept in such a manner as to be useful for school personnel and others for as long as the files may be needed in the future. The assumption must be made when setting up files and when filing important documents, that future administrations will be using them. Therefore, files should be easily retrievable and commonly used. The physical method by which documents are filed should protect them from light and damage. If older files must be stored away from the regular filing area, there should be references to this within the regular files. Minutes of council meetings and other such “historical” documents normally kept in loose-leaf notebooks should be well-labeled by year on the outside. Files must also be kept manageable in size to be practical for future use and to preserve filing space. Therefore, all files should be

purged periodically of outdated or extraneous materials. The following is a guide taken in part from a schedule provided by the Indiana Commission on Public Records and adapted to our purposes.

IV. GUIDELINES FOR RETENTION/DISPOSAL OF SCHOOL RECORDS

P - Permanent (Historical) LE - Length of Enrollment/Employment
 X - Destroy in Year _____ UL - Useful Life of Equipment
 UP - Until Updated AG - ____ Years after Graduation or Termination

PERIOD OF RETENTION	1 year	2 years	3 years	5 years	10 years	UP	LE	UL	AG	P
ADMINISTRATIVE										
Administrative Handbook for Catholic Schools						X				
Emergency Crisis Plan						X				
Guidelines for Identifying and Reporting Child Abuse						X				
Manuals/Guides						X				
Enrollment History										X
Staff Rosters										X
NCEA Report										X
State Forms					X					
School Evaluations: School Improvement Plan, Cognia					X					
Fire & Disaster Drill Reports					X					
School Council Minutes										X
FINANCIAL BUSINESS										
Annual Budget					X					
Year-End Budget Reports										X
Extracurricular Ledgers					X					
Extracurricular Annual Reports					X					
Receipts				X						
Accounts Payable Checks					X					
General Ledgers					X					
General Journals					X					

PERIOD OF RETENTION	1 year	2 years	3 years	5 years	10 years	UP	LE	UL	AG	P
SCHOOL MEAL PROGRAM										
Cafeteria Receipt Reports				X						
Cafeteria Claim for Reimbursement				X						
Commodity Orders				X						
Type A Lunch/Milk Report				X						
Cafeteria Cashier's Report				X						
Menus	X									
Cafeteria Year-End Report					X					
Purchase Orders					X					
Packing Slip/Merchandise Receipts				X						
Government Lunch Applications				X						
Government Lunch Approvals				X						
PERSONNEL										
Teacher Attendance									3yrs	
Teaching License						X				
Leave Forms					X					
W-2*										X
W-4*					X					
I-9*					X					
1099* (\$600 or more)					X					
Payroll Checks*					X					
Payroll Tax Returns*										X
Employee Applications									3yrs	
Handbook/Policy Signature Form	X									
Blood Borne Pathogens Signature Form	X									

PERIOD OF RETENTION	1 year	2 years	3 years	5 years	10 years	UP	LE	UL	AG	P
Social Media Form						X				
Youth Protection/Best Practices					X					
Internet Policy Form						X				
INSTRUCTIONAL										
Formative & Summative Assessment Data									1	
Faculty Meeting Minutes and/or Agendas	X									
Teachers Grade Books or Records of Grades									1	
School Calendars	X									
Title I & Special Education Documents					X					
Curriculum Materials					X					
STUDENT										
Permanent Record Cards										X
Health Record										X
ISP										X
Child Find Documentation										X
Accident Reports					X					
Incident Reports					X					
Minor Disciplinary Reports	X									
Field Trip Permission Slips	X									
School Choice Scholarship Files									4	
Screening Reports									1	
Screening Referrals									1	

PERIOD OF RETENTION	1 year	2 years	3 years	5 years	10 years	UP	LE	UL	AG	P
TECHNOLOGY										
Equipment Inventory								X		
Maintenance Records/Warrenties								X		
SCHOOL FACILITY										
Asbestos Records										X
Building Plans/Specs										X
Fire Inspection Records					X					
Health Inspections (Cafeteria)		X								
ATHLETICS										
Contracts for Officials (IHSAA)	X									
Game Records										X
Eligibility Certificates	X									
Sports Physicals	X									
Athletic Handbook						X				

APPENDIX

STUDENT RECORD FORMS

SRP-1	Student Record Request from Parent
SRP-2	Student Record Change Request
SRP-3	Correction of Student Records
SRP-4	Record Release Form for Transfer
SRP-5	Record of Inspection of Student Records

ACCIDENT/INCIDENT REPORT FORMS

AR-1	Accident Report
IR-1	Incident Report

EMERGENCY FORMS

EI-1	Emergency Information Card
SR-1	Student Release to Investigative Agent

SEXUAL HARASSMENT FORMS

RSH-1	Report of Sexual Harassment
RSH-2	Investigative Report of Alleged Sexual Harassment

PERSONNEL FORMS

PL-1	Leave Request
AL-1	Accumulated Leave
FMLA	Family Medical Leave
DE-1	Discontinued Employment

STUDENT FORMS

SA-1	Student Frequent Absence Letter
EXC-1	Parent Request for Extracurricular Activity
CCC-1	Code of Christian Conduct
S-1	Notice of Student Suspension
EXP-1	Written Charge of Possible Expulsion
EXP-2	Notice of Parent Meeting

All diocesan forms can be located in Google Drive.

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