

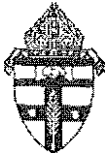
# POLICY HANDBOOK FOR CATHOLIC SCHOOLS

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

Revised July, 2023



OFFICE OF THE BISHOP

# DIOCESE OF OWENSBORO

McRaith Catholic Center

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My dear friends,

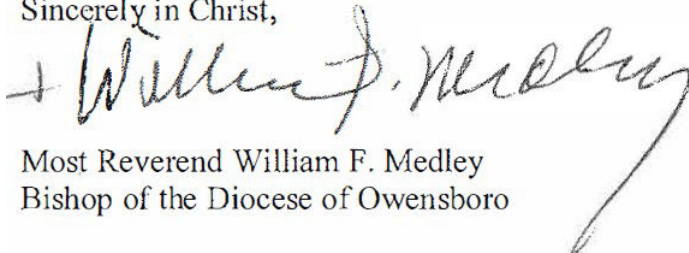
We are partners in a great and holy venture. The vocation and ministry of education is a noble one. It is all the more noble when our mission is one of proclaiming Jesus Christ as Lord.

As part of Catholic education in the Diocese of Owensboro, we continue a ministry and presence that dates back to the days of Catholic pioneers establishing churches and building schools. Many of us have been the proud products of this tradition.

The policies found in this handbook are meant to assure that our schools are institutions that uphold the dignity of all people: our children and parents, our teachers and employees. They represent for us a covenant of trust and accountability.

I am always grateful for the spirit of cooperation and mission that is ours. May God bless us and bless our important work.

Sincerely in Christ,



Most Reverend William F. Medley  
Bishop of the Diocese of Owensboro

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## **PHILOSOPHY**

The Catholic School is:

A religious community within an academic community.

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

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

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

## **MISSION**

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

## **GOALS**

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

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

## **DIOCESE OF OWENSBORO MISSION STATEMENT**

“Go, therefore, and make disciples of all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age.”

Matthew 28:19-20

## **EQUAL OPPORTUNITY EMPLOYER/NON-DISCRIMINATION POLICY**

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

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

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

## **CODE OF ETHICS FOR CATHOLIC SCHOOL EDUCATORS**

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

### **COMMITMENT TO STUDENTS**

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

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

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

### **COMMITMENT TO THE MINISTRY OF TEACHING**

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

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

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

## **COMMITMENT TO THE COMMUNITY**

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

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

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

April, 1999, National Catholic Educational Association, Department of Elementary Schools, 1077 30th Street, N.W., Suite 100, Washington, D.C. 20007-3852.

## **Attitude –**

While an employee may be hired for possessing certain skills, it is important that an employee maintain a positive and hospitable attitude, is flexible by adapting to changes in their work environment, is a team player, and shows initiative and good judgment.

## **Christian Witness –**

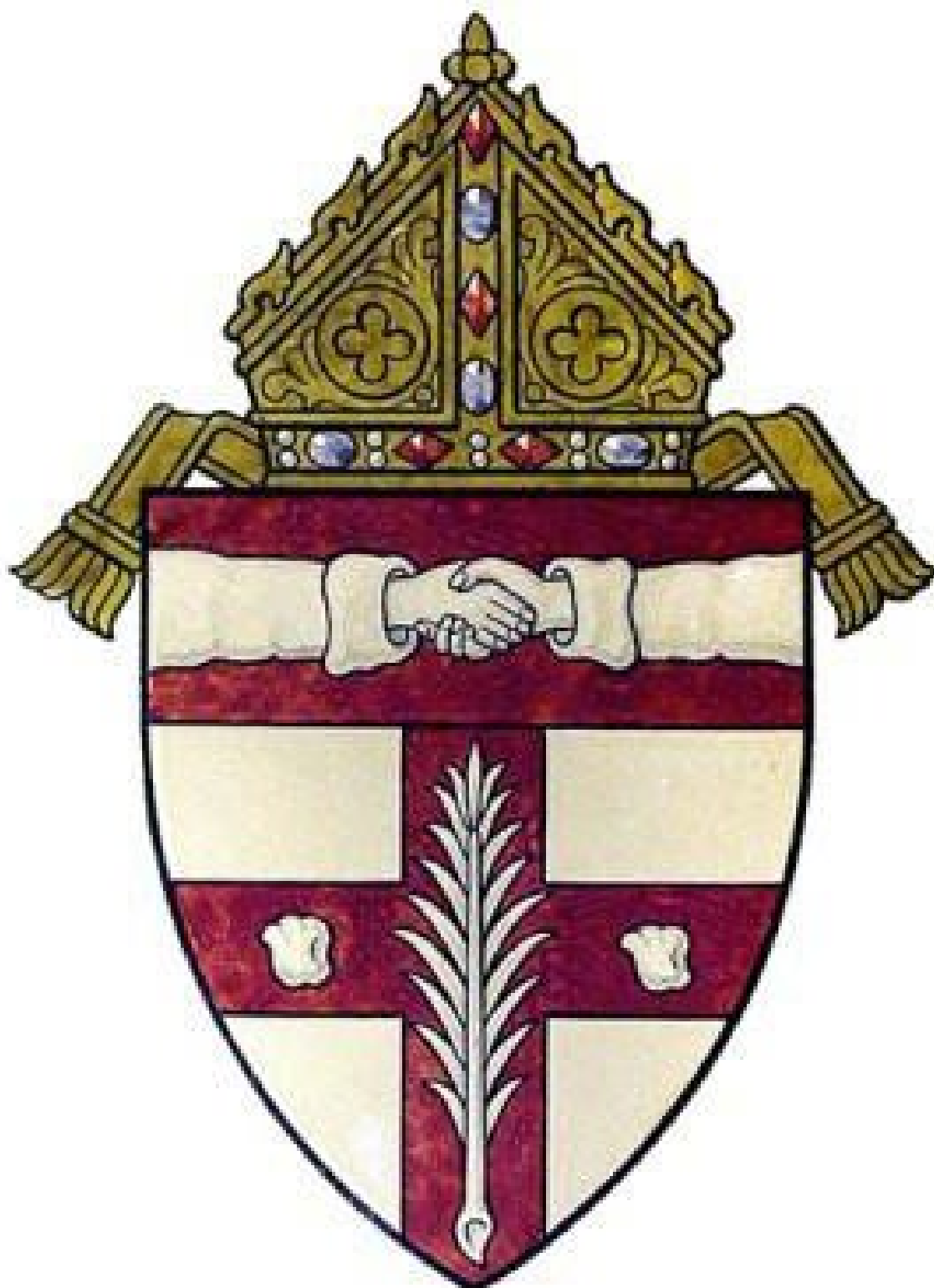
The Diocese of Owensboro, in its role as employer, expects all employees to be effective witnesses and persons who by word and deed, support the teachings of the Catholic Church. All employees are required to (a) possess a basic knowledge of the Catholic Church (b) not take a public position contrary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

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

## **State Executive Orders –**

“Pursuant to an enacted State Executive Order all employees must follow any Safety Expectations which could include the following guidance: Social distancing; Cloth face coverings, school health policies and personal protective equipment (PPE); Screening; Sanitation and environmental factors; and/or Contact tracing.”





## **DIOCESAN SEXUAL ABUSE POLICY**

All Diocesan school employees and volunteers must comply with the Diocesan Sexual Abuse Policy. (See #317)

### **CURRENT COPY OF POLICY HANDBOOK FOR CATHOLIC SCHOOLS**

The entire handbook can be accessed online at [www.owensborodiocese.org](http://www.owensborodiocese.org).

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

Policies may not be changed without the approval of the Catholic School's Office and ultimately the Bishop.

## **DIOCESAN EMPLOYEE POLICY HANDBOOK**

In addition to the policies within the Handbook for Catholic Schools, all certified staff are considered diocesan employees and are therefore subject to the policies laid out in the *Diocese of Owensboro Employee Policy Handbook*, which can be found online at [www.owensborodiocese.org/human-resources](http://www.owensborodiocese.org/human-resources).

## **EMPLOYMENT POLICY**

The Diocese of Owensboro is an Equal Opportunity Employer. It is the Diocese's policy to provide equal employment opportunity to all qualified employees and applicants for employment, and to not discriminate on any basis, including race, color, religion, gender, national origin, disability, age 40 and over, genetic information, or any other characteristic protected by federal, state, or local law, except where religion or ordination is a bona fide occupational qualification. The Diocese promotes equal opportunity in the areas of recruitment, employment, training, development, transfer, and promotion. Employees of the Diocese are prohibited from discriminating against any person on the basis of the above mentioned characteristics.

This *Catholic Schools Policy Handbook* is not a contract, expressed or implied, nor does it guarantee employment for any specific duration. In accordance with Kentucky State law, all personnel who do not have a written, individual employment contract for a specific, fixed term of employment are "employed at-will." This means that they are employed for an indefinite period and are subject to termination at any time, for any legal reason, with or without cause or notice. In like manner, these employees may terminate their employment at any time for any reason.

Unless employees are clearly contracted in writing by the pastor or employer, they are "at-will" employees, and the "at-will" nature of their employment will not be altered by any oral presentation or any oral representations during the pre-hire interviews or discussions.

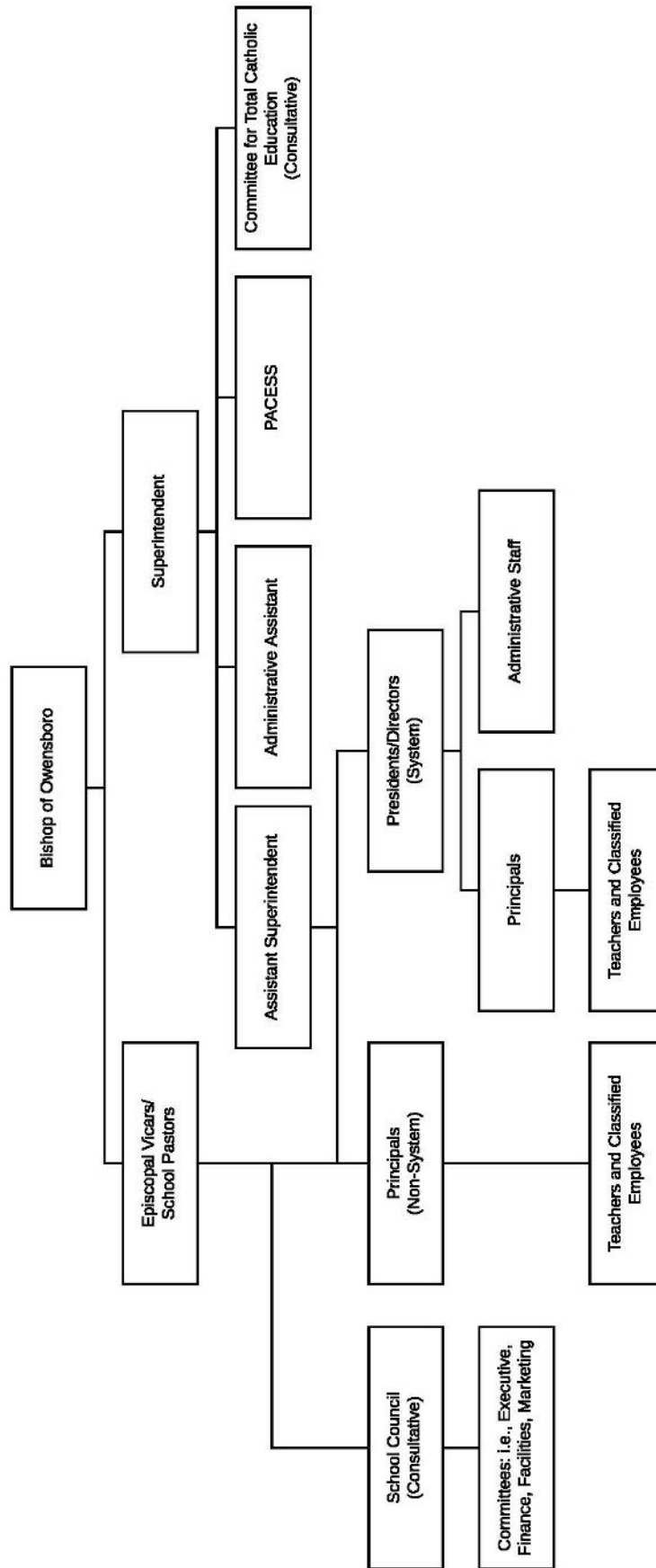
## **ORIENTATION**

It will be the responsibility of the school to orient every new employee. Orientation should include discussion of benefits, duties, responsibilities, policies, and procedures specific to an employee's job, and review of the *Catholic Schools Policy Handbook*. All appropriate benefit forms, tax forms, and employee new hire forms should be completed within the first week of the hire date. All applicable benefit forms should be sent timely to the Diocese's benefit administrators and all employment forms should be maintained in the employee's personnel file.

**ADMINISTRATIVE PERSONNEL**  
(Series 100)

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## Diocese of Owensboro Catholic Schools Organizational Flow Chart



## **ADMINISTRATIVE PERSONNEL**

**(Series 100)**

### **100 BISHOP**

**100.1** The Second Vatican Council redefined the role of the bishops in the Dogmatic Constitution on the Church (*Lumen Gentium* – “The Light of Nations”) and the Decree on the Bishops' Pastoral Office in the Church (*Christus Dominus* – “Christ the Lord”). Both documents clarify the Bishops' role as “true and authentic teachers of the faith.” In his function as teacher, the Most Reverend Bishop is the Director of the Catholic schools in the diocese.

### **101 SUPERINTENDENT**

#### **101.1 Appointment**

- A. The Superintendent shall be appointed by the Bishop in consultation with the Chancellor. The Superintendent is coordinator of all Catholic schools.
- B. The Superintendent provides a variety of administrative services that support the mission of the Catholic schools and carries out other duties as needed in the service of Catholic education in the Diocese of Owensboro.
- C. The Superintendent is charged with the promulgation and implementation of administrative and educational policies which govern the operation of Catholic schools.

#### **101.2 Qualifications**

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

#### **101.3 Responsibilities**

- A. Ensuring that diocesan Catholic school personnel are aware of, and observe, laws of the Church, state laws pertaining to schools, and policies reviewed and approved by the Diocese of Owensboro.
- B. Serving as a resource to schools and school councils in providing professional development and or orientation programs for administrators, teachers and support staff.
- C. Promoting excellent public relations.

- D. Serving as curriculum consultant.
- E. Being available to local school councils.
- F. Providing updated lists of instructional materials as recommended by appointed committees.
- G. Maintaining close communications with Pastors, Directors, Presidents, and Principals, informing them of opportunities and programs offered by Catholic universities, and state and federal education departments.
- H. Conducting, in consultation with Pastors, an annual evaluation of Principals, Directors, and Presidents.
- I. Approving and documenting administrators' Effective Instructional Leadership Act professional development hours.
- J. Establishing and maintaining strong and productive relationships with school systems, institutions, agencies, community organizations, and the general public.
- K. Being responsible for the implementation of all federal and state regulations within the schools.
- L. Keeping schools updated on federal and state rules.
- M. Providing expertise and consultation relating to all personnel and labor problems within the schools.
- N. Preparing statistical reports for the Diocese, federal, and state agencies for educationally-related organizations.
- O. Coordinating the diocesan-wide standardized testing program.
- P. Overseeing the development and implementation of new standards guides and major changes in instructional resources and time schedules to be used in the schools.
- Q. Preparing the annual budget for the Catholic Schools Office.
- R. Assisting schools in the preparation of their budgets, if necessary, and studying the financial reports at the end of each fiscal year.
- S. Attending such conventions and conferences as are necessary to keep abreast of latest educational trends.
- T. Serving as a resource to assist schools in all facets of operation.

- U. Assisting schools in evaluating the quality of teaching and seeking to improve teaching effectiveness (i.e., evaluations, setting goals, accreditation process).
- V. Periodic review and revision of the Catholic Schools Handbook.
- W. Providing the Superintendent's Performance Survey to school administrators on an annual basis and submit a summary of the data to the Bishop.
- X. Partial or full responsibility in the following areas:
  - 1. Ad Limina report
  - 2. Archives
  - 3. Asbestos
  - 4. Busing
  - 5. Catholic Conference of Kentucky Education Committee
  - 6. Christian Brothers Retirement Fund
  - 7. Diocesan Annual Celebration of Catholic Schools
  - 8. Directory of Schools
  - 9. Federal Programs
  - 10. Equitable Participation
  - 11. Effective Instructional Leadership Act hours
  - 12. Governor's Scholars
  - 13. Graduations
  - 14. Health Insurance
  - 15. Kentucky Teacher Internship Program (KTIP)
  - 16. Junior Achievement
  - 17. Kentucky Department of Education
  - 18. Kentucky Non-Public School Commission, Inc.
  - 19. National Catholic Education Association (NCEA) – Catholic Schools Week



- 20. Principals and Administrators of Catholic Elementary and Secondary Schools (PACESS)
- 21. Permanent records
- 22. Permanent record cards & health cards
- 23. Rainbow Mass
- 24. Student Exchange Visitor Program (SEVP)
- 25. School Food Service
- 26. Student Insurance
- 27. Staff Meetings
- 28. United States Catholic Conference of Bishops
- 29. Training for School Councils as requested by school leadership
- 30. John Y & Brownie B Young Scholarships

#### **101.4 Performance Evaluation**

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

### **102 ASSISTANT SUPERINTENDENT**

#### **102.1 Selection**

- A. The Assistant Superintendent shall be selected by an appointed selection committee, including the Superintendent, subject to approval by the Chancellor and the Bishop.

#### **102.2 Qualifications**

- A. Practicing Catholic
- B. Commitment to Catholic Identity and the mission of the schools
- C. Master's degree or higher in Education (preferred)
- D. Minimum of five (5) years' teaching experience
- E. Minimum of three (3) years' experience in school administration

- F. Excellent communication skills (verbal and written communication, public speaking)
- G. Human relations and interpersonal skills
- H. Self-starter
- I. Team player
- J. Willingness to travel and work on evenings or weekends if needed
- K. Competence in technology
- L. Maintains confidentiality
- M. Successfully completes a criminal history and background check and other Safe Environment requirements (for current Safe Environment requirements, check [www.owensborodiocese.org/safe](http://www.owensborodiocese.org/safe))

### **102.3 Responsibilities**

- A. Work with the Superintendent to continuously improve Catholic Identity in all the Catholic schools in the diocese
- B. Coordinate standards revision and instructional resources
- C. Assist schools with alignment of curriculum, instruction and assessment.
- D. Visit schools regularly to assess any needs; visit during schools Masses, visit classrooms, meet with Principals, etc.
- E. Work with the Superintendent to update diocesan Catholic Schools' policies
- F. Assist schools as needed with access to available state and federal funding
- G. Assist schools as needed with Accreditation
- H. Work with the Superintendent to provide quality professional development opportunities for teachers and administrators
- I. Participate in training for ongoing professional growth and to fulfill Effective Instructional Leadership Act requirements
- J. Assist the schools with enrollment management
- K. Assist the schools with marketing and advancement
- L. Assist the schools with lobbying for School Choice initiatives

M. Other duties as assigned by the Superintendent, Chancellor or Bishop

#### **102.4 Performance Evaluation**

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

\*\*\*Although there are specific responsibilities listed above, the CSO may assign or share different/additional duties each year depending on the staff and its needs. \*\*\*

### **103 PASTOR**

**103.1** Pastors cooperate with the Bishop in a very special way, for as Pastors in their own name they are entrusted with the care of souls in a certain part of the diocese under the Bishop's authority. In the exercise of their teaching office, it is the duty of Pastors to preach and teach God's words to all the Christian people. In fulfilling their office as shepherd, Pastors should take pains to know their own flock, which includes regular visits to the school.

**103.2** The Pastor is the spiritual leader of the parish faith community and of the Catholic educational community. Cooperation is to be encouraged between the Pastor and those who share the ministries of teaching: Director, President, Principal, teachers, support staff, School Council, parish Directors of Religious Education, parish Coordinators of Religious Education, parish catechists, etc.

**103.3** Examples of the Pastor's involvement in the school include, but are not limited to:

- A. Participating in School Council meetings
- B. Being present at special activities
- C. Celebrating special liturgies according to the season of the year
- D. Promoting faith community and other activities that his pastoral concern and initiative will suggest
- E. Visiting classrooms, both formally and informally

### **104 EPISCOPAL VICAR**

**104.1** All interparochial schools and school systems shall have a School Council representing all parishes involved which will function as a consultative body to the Pastors of the parishes involved in the school.

**104.2** The Bishop will appoint an "Episcopal Vicar" who is to represent the priests in the respective parishes involved in the interparochial schools or school system. Representation can include but is not limited to:

- A. Consulting with parish priests on important issues under consideration by the

School Council.

- B. Participating in School Council meetings with a good sense of the parish priests' position(s) on important matters under consideration by the Council. (If there is a clear lack of consensus among the parish priests with regard to an important matter facing the School Council, then the Episcopal Vicar and School Council must make a serious and concerted effort to resolve those differences before action is taken).
- C. Emailing School Council agendas and minutes to the parish priests.
- D. Establishing an email forum (listserv) where parish priests can regularly express their positions or concerns on school matters.

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

It is presumed that the Episcopal Vicar in charge will consult the School Council and will listen carefully to its advice, deviating from that advice only for the most serious reasons.

The parishes involved in the interparochial school may not change their involvements in the school without the explicit recommendation of the School Council, the appointed Episcopal Vicar, the Superintendent, and with the permission of the Bishop.

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

## **105 DIRECTOR/PRESIDENT OF LOCAL SCHOOL SYSTEM**

### **105.1 Selection**

- A. A Catholic School System may elect to hire a Director/President of schools. The Director answers to the Episcopal Vicar and is responsible for all school operations in the system. (See Organizational Chart, p. 9) His/her job description will be developed by the School Council and recommended to the Episcopal Vicar for approval. A Director/President's job description and contract is not to be finalized without seeking the advice and consent of the Superintendent.

- B. The job descriptions of the Director/President of the school system and the Principal of a parochial or interparochial school will have much in common. (See #108) The Director/President will assume administrative responsibilities that apply to multiple schools, and will serve as a spokesperson for all schools in the system in communication with the Episcopal Vicar, School Council, and the community at large.

## **105.2 Qualifications**

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

## **105.3 Responsibilities**

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

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

- A. Prepare, submit, and supervise a comprehensive annual budget for the school system and present to the School Council
- B. Supervise all business affairs and advancement for the school system in accord with School Council direction
- C. Facilitate the development of a long-range plan and to establish institutional goals and objectives to achieve the long-range plan
- D. Attend all meetings of the School Council and have voice but not vote in all matters
- E. Submit the Annual Report to the School Council
- F. Submit regular reports to the School Council or its authorized committees showing status of the professional service and financial activities of the school system and to prepare and submit such other special reports as the School Council may reasonably require.
- G. See that all the physical properties of the school system remain in good operating condition so that health and safety standards are maintained

- H. Coordinate all purchasing for the school system
- I. Serve as an official spokesperson for the school system
- J. Perform any other duty that may be deemed necessary to the Episcopal Vicar and the School Council to further the best interests of the school system

#### **105.4 Performance Evaluation**

The Director/President is evaluated annually by the Episcopal Vicar in consultation with the Superintendent. Evaluative data from School Council members and Principals will contribute to the process.

### **106 SCHOOL COUNCIL**

- 106.1** Each Catholic School/School System in the Diocese of Owensboro shall have a local School Council in accordance with the regulations adopted by the Diocese. ("School Council" is the preferred term. "School Board" and "Education Committee" may also be used).
- 106.2** The School Council is called into being by the Pastor and the local parishes and given its mission to provide quality Catholic education for all those children in the parishes whose parents desire to take advantage of such an opportunity. To be a School Council member, then, is more than just a job and distinctly different from a political commitment. It is to accept a mission and to bring to that mission one's talents, wisdom, experience, faith life, and good will. It also implies a willingness to accept, and an eagerness to seek, information, training, and spiritual formation. School Councils have specific areas of responsibility. Policy development and recommendation is the role of the School Council. Implementation of the policy is accomplished by established directives of the administrator of the school. A distinction is made between policy and implementation. Policy establishes a course or plan of action. Implementation follows. The function of the School Council is to develop and recommend policy for approval by the Pastor.
- 106.3** The respective roles of the Parent Teacher Organization (PTO) and/or Parent, Student, Teacher Organization (PSTO), Partners in Education (PIE), and Parish Council must be carefully distinguished. In the Diocese of Owensboro, the Parish Council is a consultative body to the Pastor and school administration. It is concerned with policy recommendations pertaining to the school. The PTO and/or PSTO is responsible for maintaining positive and productive communication between the home and school, for providing a vehicle through which parents can provide service to the school (i.e., volunteers and fundraising), for offering a mechanism for parent education, and for serving as a structure for political action when needed (i.e., letter writing, phone calls, visits to legislators). The School Council works closely with the officers of the PTO and/or PSTO in order to understand more fully the needs and concerns of parents and students. It works with parents to coordinate school fundraising. The School Council keeps school families informed about Council activities through regular

reports. (See #704)

Guidelines for the School Council include:

A. Educational Planning

1. Establish a School Council mission statement consistent with the mission statement, goals, and future plans of the school and parish(es).
2. Assist in the development of short-range and long-range goals/plans for the operation of the school.

B. Policy Formulation

1. Recommend general direction for administrative action.

C. Short- and Long-Range Financial Planning

1. Develop and monitor plans/means to finance the educational programs.

D. Tuition

E. Institutional Advancement (includes understanding the school's mission, a commitment to that vision, the involvement of stakeholders, the formulation of a plan, the development and presentation of a case statement to their public, and finally, the acquisition of funds to bring the plan to fruition).

F. Marketing

G. Fundraising (recommend the allocation of resources according to budget)

H. Evaluations

1. Goals of the School Council
2. Function and effectiveness of the School Council
3. Participation in Principal's and/or Director/President's performance review process. (See Appendix I, J)

I. Analyses - with the assistance of the Principal and/or Director/President

1. The curriculum of the school
2. The morale of the school
3. The spiritual progress of the students

- J. Participation in the selection of a Principal as governed by diocesan policy (See #107.2)

## **107 PRINCIPAL**

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

### **107.2 Selection**

- A. The school Principal is selected by a selection committee chaired by the Pastor or designated administrator (Director/President where applicable) in consultation with the School Council. A Principal's contract is not to be finalized without seeking the advice and consent of the Superintendent. (See Appendix G for Principal contract.) Candidates for Principalship may be presented to the Pastor by a religious order or congregation, by the Superintendent, by the School Council, or by a search committee appointed by the Pastor or designated administrator (Director/President where applicable).
- B. In schools with eight (8) or more teachers, a non-teaching Principal shall be employed.
- C. Those schools having five (5) through seven (7) teachers shall permit the Principal to perform administrative duties on at least a half-time basis.
- D. In schools having fewer than five (5) teachers, the Principal shall be released for ½ day at least twice weekly to perform administrative duties.

### **107.3 Qualifications**

The Principal must qualify for either a Kentucky Principalship Certificate, have a master's degree from a recognized university with courses in administration and supervision, and/or be working toward Principalship certification. Four (4) years of successful teaching experience in a Catholic school system are recommended. The Principal must be a practicing Catholic unless the Bishop grants an emergency waiver.

### **107.4 Responsibilities**

- A. Ensures strong Catholic identity of all phases of school operation
- B. Ensures quality religious education



- C. Ensures safety of students, faculty, and staff
- D. Conducts Teacher Performance Evaluation (See #200.8)
- E. Recruits and interviews candidates for certified and classified employment vacancies, recommends selection of new employees to the Director/President (if applicable) and/or Pastor, and informs the School Council of new hires no later than the following School Council meeting. Search committees and interview committees may be formed at the discretion of the Pastor or designated administrator. All members of an appointed search and/or interview committees must be reminded that their role is to provide input, and the final hiring decision rests with the Pastor in consultation with the school administration.
- F. Promotes professional growth through professional development programs, faculty meetings, orientation for new teachers, teacher performance evaluation, and evaluation of all additional staff.
- G. Keeps confidential files on teachers and all additional staff. (See 200.7 and Checklist, Appendix A).
- H. Develops, with the faculty, a curriculum appropriate to the children's needs in accordance with the directives issued by the diocese and state authorities. Cooperates with the Assistant Superintendent in the annual review and revision of diocesan standards. Cooperation includes but is not limited to:
  - 1. Annual appointment of a subject area representative as requested by the Assistant Superintendent.
  - 2. Regular review of standards revision drafts submitted by the Subject Area Committee.
  - 3. Along with the Principals and Administrators of Catholic Elementary and Secondary Schools (PACESS), reviews and recommends approval of annual subject area standards revisions.
  - 4. Consults with the Assistant Superintendent and/or the subject area committee on the purchase of new instructional materials.
- I. Ensures that instruction and assessment is aligned with the Diocese of Owensboro Standards.
- J. Oversees the process of admitting and transferring students.
- K. Works closely with those responsible for bus transportation.
- L. Provides for adequate supervision for the students at all times, including extra- curricular activities.

- M. Plans, conducts, and keeps a record of fire drills, tornado drills, earthquake drills and other such emergency drills as are necessary. Ensures the school's compliance with local, state, and federal law.
- N. Oversees the development, implementation and annual revision of the Crisis Management Plan. (See #514)
- O. Oversees building maintenance in order to ensure safe and sanitary conditions for all.
- P. Prepares a draft of the annual budget, in conjunction with the Director/President when applicable, to submit for the School Council's review and the Pastor's approval.
- Q. Makes all necessary reports to the Diocesan Catholic Schools Office.
- R. Keeps accurate financial books which are open to School Council, parish finance committee, Director/President (if applicable), and Superintendent.
- S. Implements the school calendar approved by the Pastor in consultation with the School Council.
- T. Strives at all times to promote and maintain positive and productive relationships with the Pastor, teachers, Director/President (if applicable), School Council, Superintendent, parents, public schools, and community at large.
- U. Oversees the administration of the diocesan testing programs and communicates results to Catholic Schools Office, counselors, teachers, parents, and other professional personnel.
- V. Establishes a building-level process for systematic review of test results and recommendations for adjustments in order to ensure continuous improvement of the instructional program.
- W. Determines a system of reporting student progress to parents and examines the report cards and the general achievement of individual students and classes.
- X. Consults with Pastor and Director/President (if applicable) on serious discipline procedures (i.e., expulsion of a student).
- Y. Keeps accurate records of teachers' cumulative sick days.
- Z. In consultation with the Pastor and Director/President (where applicable), the Principal furnishes to each teacher, no later than May 15<sup>th</sup> of the current school year, all tentative teaching assignments for the total staff for the coming school year.

- AA. Provides teachers with a complete listing of the subject area, grade level, class assignment, and any other information available as soon as possible prior to the first day of school.
- BB. Changes teachers' assignments after the opening of school only for serious and compelling reasons, and only after consultation with the teacher and approval of the Director/President (if applicable) and the Pastor.
- CC. Assigns teachers, to the extent possible, to teach subjects or grade levels within their area(s) of certification, unless agreed to by the teacher and Principal. The Principal ensures that teachers teaching out of field or preferred grade level are given adequate support in the form of mentoring, coaching, or school-funded professional development. The Director/President (if applicable), Pastor, and Superintendent shall be notified if teachers are assigned to teach outside their area(s) of certification.
- DD. In order to continue the education of the administration in the Catholic schools in the Diocese of Owensboro, each administrator is required to accumulate 21 hours of Effective Instructional Leadership Act (EILA) training hours every year. This training shall address a variety of skills and competencies that foster ongoing professional improvement by administrators and is subject to approval by the Superintendent or designee.
- EE. The Principal is encouraged to assign a mentor to teachers new to a site. This does not apply to interns. (See #200.5)

### **107.5 Performance Evaluation**

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

## **108 ASSISTANT PRINCIPAL**

### **108.1 Selection**

The Assistant Principal will be selected by a selection committee chaired by the Principal, in consultation with the system Director/President (if applicable).

#### **108.2 Qualifications**

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

#### **108.3 Responsibilities**

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

#### **108.4 Performance Evaluation**

The Assistant Principal shall be evaluated annually by the Principal.

### **109 DIRECTOR OF RELIGIOUS EDUCATION**

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

### **110 DIOCESAN SOCIAL MEDIA POLICY**

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

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**(Series 200)**

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## **INSTRUCTIONAL PERSONNEL**

### **(Series 200)**

Our Catholic schools are a ministry of the whole person, helping students develop spiritually, intellectually, psychologically, socially, and physically, fostering wisdom and understanding that help produce future leaders and adults who understand the obligations of human life, the dignity of the individual and the shared responsibility for our common good.

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

#### **200 CLASSROOM TEACHER**

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

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

##### **200.1 Faith Qualities/Attitudes**

The teacher:

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

##### **200.2 Personal Qualities**

The teacher:

- A. Has adequate physical health
- B. Demonstrates good mental health
- C. Is willing to work with others in a team setting
- D. Communicates effectively through written and spoken word

- E. Is approachable and receptive
- F. Reflects professionalism in personal grooming and manner

### **200.3 Professional Duties**

The teacher:

- A. Cooperates with and is accountable to the school Principal, Assistant Principal, and other administrators as applicable.
- B. Ensures continuous professional growth by engaging in advanced studies, attending workshops and professional development programs, staying current with educational research, and implementing researched based instructional strategies and materials.
- C. Attends professional meetings scheduled by the Catholic Schools Office or by the local school administration (See #504, 505)
- D. Develops standards-based lesson plans and directs the learning activities of the students
- E. Keeps accurate records and reports
- F. Encourages professional evaluation of his/her performance
- G. Is available at least fifteen (15) minutes before and fifteen (15) minutes after the school day
- H. Is accessible for meetings with parents and students when necessary

### **200.4 Teaching Techniques**

The teacher:

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

- F. Administers a variety of formative and summative assessment tools to gauge students' progress
- G. Analyzes assessment data to effectively meet the individual needs of students
- H. Works with the Principal and faculty in evaluating the total academic program and in planning future direction according to individual student needs
- I. Prepares a clear written plan of each lesson and submits the plans to the Principal weekly
- J. Before correspondence of any sort is sent to parents/guardians, teachers should consult with the Principal. When a telephone call concerning a serious matter is planned by a teacher to a parent/guardian, the Principal should be informed.

## **200.5 Qualifications**

- A. Every teacher accepting an instructional position in the Diocesan schools must be highly qualified. The school Principal determines if the candidate meets criteria based on resume, transcripts, and references from trust-worthy colleagues.

All teachers are strongly encouraged to be certified through EPSB (Education Professional Standards Board). However, there are instances when a non- certified teacher is the best teacher available, again determined by the school Principal.

- B. Every teacher accepting a position in the Diocesan schools must work towards the appropriate certification in Religious Education (CREDO) according to the guidelines set up by the Diocesan Office of Faith Formation.

### ***Guidelines:***

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

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



In order that all educators grow toward a common understanding of the teachings of the Catholic Church, all *Informal* and *Formal Catechists* are required to attain the Foundation Level of CREDO (Certification of Religious Educators of the Diocese of Owensboro) within two (2) years of employment. They must also document participation in an annual spiritual formation event. All *Formal Catechists* are required to finish the fifteen (15) CREDO courses required for certification within eight (8) years of employment. In the event that, due to unforeseen circumstances, an employee is unable to complete the CREDO course requirements in the required time frame, the Principal will notify the Office of Faith Formation and present a plan for the employee to reach full compliance.

- C. In order to best further the mission of the Catholic schools of the Diocese of Owensboro, it is essential that practicing Catholics be hired as teachers to the extent possible. In the event that a Principal hires a non-Catholic teacher, the Pastor or Episcopal Vicar must be informed.
- D. Teachers are required to sign a written contract. This contract shall state the conditions of employment. (See Appendix F)
- E. All instructional personnel must comply with the provisions in the *Diocese of Owensboro Policy Requirements Governing Diocesan, Parish, and School Ministries Involving Minors and Vulnerable Individuals*, as may be amended from time to time. The document can be accessed from the diocesan website at: [www.owensborodiocese.org](http://www.owensborodiocese.org).
- F. Teachers employed for the first time in the schools of the Diocese of Owensboro are credited with their full number of approved years of teaching experience. Teachers shall provide documentation to be verified.

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

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

## **200.6 Accountabilities**

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

## **200.7 Personnel Files**

Personnel files shall include (unless specified, each of the following items should be kept on file at the Catholic Schools Office, School System Office, and School):

- A. A copy of the teacher's current Kentucky teaching certificate and Religious Education certificate
- B. Copies of all official transcripts
- C. Pre-employment materials: application, references (See Appendix A)
- D. Evidence of background checks—confidential to administrators (School System Office and School only)
- E. Evidence of Safe Environment compliance (School System Office and School only)
- F. A copy of the current contract between the school and the teacher
- G. A recent report signed by a licensed physician stating fitness for teaching, including a tuberculosis (TB) risk assessment (presented at the initial employment), and updated according to state guidelines (See Appendix E)
- H. Any professional and/or positive recognition as agreed upon by the Principal and teacher (School only)

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

Material must be in the file within six (6) months after the cause of the complaint arises or could have been commonly known and cannot be used against the teacher if the material is more than two (2) years old, except as

modified by the preceding paragraph. The documentation shall be removed from the file and destroyed after two (2) years unless it concerns serious misconduct in which formal disciplinary action has been taken. If the accuracy of the material placed in the personnel file is disputed, such disagreement may be resolved by following the grievance procedure. (See #305)

- I. Only the Principal, Superintendent, Assistant Superintendent, Episcopal Vicar, Pastor, Director/President, Assistant-Principal, and teacher may inspect the teacher's file. The teacher may copy any or all contents of his/her file. In schools with no Principal or Assistant Principal, head teachers who have teacher personnel responsibilities shall have access to the teacher's file.

## **200.8 Performance Evaluation**

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

The Principal or Assistant Principal shall observe each teacher periodically throughout the school year. The overall teaching climate must be observed and evaluated under varying circumstances. One (1) informal observation for each teacher must be completed before the formal observation. At least one (1) formal observation must be completed each school year, using the Classroom Observation form and accompanying materials. (See Appendix L)

Procedures and materials for evaluation:

- A. No later than 24 hours before the scheduled formal observation, the teacher shall complete a Pre-Observation Instrument and submit the completed form to the Principal. The form is designed to give the evaluator the context of the observed lesson as well as specific circumstances to be aware of during the observation. (See Appendix L)
- B. The evaluator completes a Formative Evaluation Instrument during the formal observation. (See Appendix L)
- C. No later than five (5) working days after the formal observation, the Principal and the teacher shall meet for a post-observation conference. The discussion must be centered on the teacher's performance relative to the ten (10) diocesan Standards.
- D. The Walk-Through Observation Instrument may be used for informal observations throughout the school year. (See Appendix L)

- E. Each year, the Principal shall complete the Summative Evaluation Instrument and review the document with each teacher. The discussion should include the information gathered from the formal observation, walk-through observations, and general observation of overall performance during the school year, as well as any materials the teacher would like to share with the evaluator. (See Appendix L)
- F. The Professional Growth Plan (PGP) must be updated annually by each teacher. At the Principal's discretion, the PGP may be developed and submitted at the beginning of the school year, at an evaluation conference, or at the conclusion of the school year (in planning for the next year). The Principal and teacher will hold a PGP conference annually. It may be a separate conference or it may be done at the same time as the formative and/or summative conferences. (See Appendix L)
- G. Supplemental evaluation materials shall include:
  - 1. Prevalence of Best Practices, published by the Kentucky Non-Public School Commission (See Appendix Q)
  - 2. The Walk-Through Observation Form (200.8 D) (See Appendix L)
- H. Prior to May 15, the Principal shall recommend the teacher for contract renewal or non-renewal. In the case of a teacher under continuing contract, see #300 and #303.

Final contract decisions are the responsibility of the Pastor.

- I. Record-keeping:
  - 1. Pre-Observation Instruments and Walk-Through Observation Instruments may be shredded at the end of the school year.
  - 2. Classroom Observation Forms and Professional Growth Plans shall be kept in the teacher's personnel file for at least five (5) years.
  - 3. The Summative Observation Instruments shall be kept in the teacher's personnel file as long as the teacher is employed at the school. If the teacher leaves the school to teach at another diocesan school, the summative forms are sent to the receiving school. If the teacher leaves the diocesan schools or retires, the summative forms are sent to the Catholic Schools Office.

## **200.9 Professional Leave**

Teachers may attend professional meetings when, in the judgment of the Principal, Director, President, or Superintendent, both the teacher(s) and the school system will benefit. The Principal, Director, President, or Superintendent may authorize professional leave for attendance at local, state, regional, and

national meetings. (For further explanation of the Diocesan schools' philosophy on development, see #505.)

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

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

Any teacher who wishes to attend a professional meeting or conference must have all arrangements approved in advance by her/his immediate supervisor (Principal, Director, President, or Superintendent.)

#### **200.10 Diocesan Social Media Policy**

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

### **201 TEACHERS OF RELIGION (FORMAL CATECHISTS)**

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

201.1 Each teacher of Religion must be a practicing Catholic.

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

201.3 Each Formal Catechist is required to establish and maintain compliance with Diocesan CREDO requirements for certification and continuing education. (See 200.5)

201.4 Each Formal Catechist is expected to file a written report to the Principal at least annually of compliance with CREDO requirements for certification and continuing education. The Principal shall place the documentation in the employee's personnel file. A copy of the School CREDO Certification Forms (Form 3 and Form 4) is sent to the Catholic Schools Office annually.

201.5 Each Formal Catechist is expected to share in the duties of preparing the

Liturgies for which his/her class is responsible in accordance with the *Church's Directory on Children's Masses* and in accordance with the custom of the local parish and school.

## **202 SUBSTITUTE TEACHERS**

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

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

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

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

## **203 INSTRUCTIONAL ASSISTANTS**

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

## **204 PART-TIME TEACHERS**

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

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

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

## **205 STUDENT TEACHERS**

Principals are strongly encouraged to assign student teachers upon request by colleges and universities. Both prospective student teachers and college personnel should be familiar with the philosophy and academic program of the school. All student teachers must successfully complete a criminal history and background check and other Safe Environment requirements (for current Safe Environment requirements, visit [www.owensborodiocese.org/safe](http://www.owensborodiocese.org/safe))

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

**300 CONTRACTS**

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

Persons currently employed shall be informed no later than the last regular day of school for students, of the intention not to renew their contract for the coming school year. Teachers should receive their written contracts no later than the last regular day of school for students. The teacher will have two (2) weeks to sign and return the contract. The administrator will then return a copy of the signed contract back to the teacher. A teacher having received a contract for the fifth consecutive year may expect continuing employment (subject to the limitations described in #302 and #303.)

**301 SENIORITY**

**301.1** There are two (2) levels of seniority: Diocesan Seniority, based on length of service within schools of the Diocese, and Professional seniority, based on the length of professional service in all schools. On or before November 1 of each school year, the Catholic Schools Office shall supply the individual schools a complete listing of all teachers in the system, including those on approved leaves, arranged according to the Diocesan Seniority and professional seniority. Principals shall post the list upon receipt.

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

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

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

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

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

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

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

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

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

**301.7** When feasible, job openings should be posted in the best possible manner within a school or system of schools. A notice of vacancy must be posted for a minimum of five (5) business days. The length a job posting is open is dependent on the immediate need and the significance of the open position, as determined by the Principal and/or Director/President. Job postings will remain open until a successful candidate is

hired. A position may be posted only internally, or both internally and externally, depending on the circumstances surrounding the vacancy to be filled. Job postings can be posted in parish bulletins, parish websites, on school website or on the diocesan website. If a successful candidate is not chosen with one of these methods, then the Principal and/or Director/President may expand the posting coverage.

## **302 REDUCTION IN FORCE**

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

- 302.1** All teachers in the individual school or system of schools within the affected academic field shall be laid off in the order of Diocesan Seniority. Diocesan Seniority shall be calculated from the date of employment in a Diocesan school. Teachers hired prior to the beginning of a school year have the same hire date for that given year, which is the first date on the school calendar. Teachers hired after the beginning of a school year have the actual date of hire as their beginning date of employment - which means the first day on the job within the Diocese as recorded on the contract.
- 302.2** If the date of employment is identical between two (2) or more teachers, professional seniority shall be considered.
- 302.3** If Diocesan seniority and professional seniority are equal, then it becomes necessary to consider the following: (1) educational rank, (2) endorsements, (3) religious education recognition areas, (4) professional development, and (5) extra- curricular activities.
- 302.4** Teachers whose contracts were not renewed due to reduction in force shall be offered an interview and considered for the first openings for which they are certified/qualified as teachers or substitutes within the diocese within six (6) months of the date of reduction in force. Principals will immediately notify the Catholic Schools Office of openings in their schools. Once the information has been processed through the Catholic Schools Office and an offer has been made and refused, the interview/consideration requirement obligation no longer exists. Method of notification by the Principal for an offer of interview will be a certified letter to the last current address in the teacher's personnel file.
- 302.5** An employee whose group medical coverage terminates due to a reduction of work hours or termination of employment (other than for terms described in #303) can continue medical coverage for him/herself and his/her covered dependents for up to eighteen (18) months provided notification is given to the employer. The employee should contact the employer to obtain the necessary forms. The forms must be returned within sixty (60) days after the last active work day. If the forms are not returned within sixty (60) days, it will be assumed medical coverage is no longer desired and coverage will terminate. Payment for continued coverage at the former employee's expense must be sent to the employer by the first of each month in which coverage is requested.

- 302.6** All reductions in force shall conform to the provisions of this handbook. (See

## Appendix R)

### 303 CONTRACT TERMINATION

*A contract may be cancelled at any time by the Superintendent for sufficient cause, which includes but is not limited to:*

- A. Violation of diocesan or school policies;
- B. Failure to carry out reasonable directions given;
- C. Inability to carry out required duties;
- D. Incompetence in the performance of duties;
- E. Serious offense against Catholic morality of involvement in a public scandal or crime;
- F. Conduct unbecoming of a school employee in the diocese;
- G. Failure to report suspected child abuse to civil authorities;
- H. Presenting false information or credentials in order to obtain the job.

Group medical coverage termination applies. (See #302)

### UNEMPLOYMENT COMPENSATION EXEMPTION

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

Employees are not eligible to receive unemployment compensation related to their work with the Diocese of Owensboro. The Kentucky Supreme Court (May 26, 1981) held that Church and Church related schools that do not have separate legal existence are exempt from the coverage of the Federal Unemployment Tax Act.

### 304 CONTRACTS - CANCELLATION APPEAL

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

### 305 GRIEVANCE PROCEDURE

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

**305.2** An employee having a complaint may present it to the Principal, or Director/President, or Episcopal Vicar of the school within ten (10) school days after the cause of the complaint arises or could have been commonly known, or

could have been known by the grievant. The parties shall make every effort to resolve it at this level.

**305.3** A grievance shall be reduced to writing and presented to the school Principal, or Director/President, or Episcopal Vicar within ten (10) school days of the completion of the previous step or within ten (10) school days after the cause of the complaint arises or could have been commonly known, or could have been known by the grievant. The Principal, or Director/President, or Episcopal Vicar shall answer the grievance in writing within five (5) school days. A copy of the grievance and the reply shall be forwarded to the Superintendent of Catholic Schools.

**305.4** If the Principal, or Director/President, or Episcopal Vicar's response is not satisfactory to the grievant, the employee shall give written notice within five (5) school days to the Catholic Schools Office of intent to raise a grievance to the next level. Thereafter, the employee, the Pastor, the Principal, the Director/President, and the Superintendent of Catholic Schools shall meet within five (5) school days for the purpose of resolving the issue involved in the grievance. If the issue is still unresolved, the Superintendent of Catholic Schools shall seek pastoral and legal guidance from the Human Resources Director and/or the Chancellor to resolve the issue. The Human Resources Director and/or Superintendent of Catholic Schools shall notify all parties involved of the action to be taken no later than fifteen (15) working days after the decision.

## **306 LEAVES WITH COMPENSATION**

### **306.1 Sick, Personal, and Bereavement Days**

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

Sick leave may be used as necessary for maternity leave (see 306.2 and 307.5), personal illness, or illness of immediate family members which includes spouse, son, daughter, son-in-law, daughter-in-law, mother, father, sister, brother, brother-in-law, sister-in-law, step-parent, stepchildren, father-in-law, mother-in-law, grandchildren, or grandparents.

School leadership should be sensitive to lending sick days to teachers. If the school allows donated sick time, they should have a Sick Day Donation written policy that is an equitable way of allowing employees to share their accumulated sick leave with others in need of additional sick leave.

After missing work for 3 consecutive days, the teacher must present a physician's statement to the Principal for any additional absences.

Personal leave days may be used for any personal business or needs. The

teacher will give reasonable notice to the Principal or head teacher when he/she anticipates the need for a personal day. This request could be denied if there is not appropriate staffing available to operate the school building.

Teachers employed on a full year contract but scheduled for less than a full work day shall receive the authorized sick and personal day's equivalent to their normal working day.

Both full and part-time teachers may receive up to three (3) bereavement days annually. Bereavement days may be used in the event of a death in the employee's immediate family. This leave may extend longer than three (3) days, depending on the circumstances for immediate family members and the extended leave must be approved by the Principal, in consultation with the Pastor and Director/President (where applicable). Bereavement days do not accumulate.

- B. Only in the case of sickness, emergency, or prior approval by the Principal/Pastor, Director/President (where applicable) may a teacher be absent during the first or last week of the school year or prior to or immediately following a holiday/vacation.

**C. Retiring Contracted Teacher**

The contracted teacher, upon retirement, will be paid for his/her remaining accumulated days leave (up to 40) provided the retiring contracted teacher meets one of the following criteria:

1. Employee is age 65 or older and has at least five (5) years of service in the diocesan school.
2. Qualifies for Golden Rule of 90, i.e., age 57 with 33 years of service in a diocesan school or 58/32, etc.

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

A retiring contracted teacher hired to work part time (less than 20 hours) the school year following retirement the previous school year is eligible to receive this benefit.

*\*Note: Effective July 1, 2011, the retiree has the option of basing the payout on the average of the three (3) consecutive years of highest salary.*

*\*\*Note: Accumulated leave days are only paid to those teachers who are retiring from the diocese and meet the criteria above.*

- D. When an educational staff member leaves a diocesan school to transfer to another diocesan school, that employee's accumulated leave days, up to sixty (60), shall transfer with that employee.
- E. An employee who retires prior to age sixty-five (65), is at least the age of sixty (60), has four (4) years and nine (9) months or more years of service with the Employer, and is considered eligible under the Diocese's retirement plan, may continue health coverage with the Diocese of Owensboro under the Diocese's self-pay privilege with premiums paid by the retiree at the full cost until the date the retiree becomes eligible for Medicare. This extension also applies to the retiree's dependents until the date the retiree becomes eligible for Medicare. There is no coverage for a retiree or the retiree's dependents once the retiree becomes eligible for Medicare.

### **306.2 Maternity Leave**

Maternity leave includes pregnancy, childbirth, or receiving of an adopted child (see 307.5, 308).

### **306.3 Vacations/Holidays**

Vacations and holidays are as authorized by the school calendar.

### **306.4 Jury Duty**

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

## **307 LEAVES WITHOUT COMPENSATION**

For educational staff employees of five (5) Diocesan years or more, leaves of absences without pay may be granted by the Pastor in consultation with the local school council and Director/President (where applicable) for the following purposes: education, military, disability, adoption, and personal. Requests for a leave of absence shall be made in writing to the Principal.

Personnel on extended leave of any kind as provided by this policy shall notify the Principal and Director/President (where applicable) no later than April 1 of the school year in which leave is taken if desirous of a position for the next school year or if a request will be submitted for extending the leave for the following school year. Failure to do so will be interpreted to mean that the individual has terminated employment with the school.

### **307.1 Educational**

Leave for the purpose of pursuing additional college credit, other training, or

educational travel when related to subject taught or area of responsibility may be granted. This leave of absence must begin and end with a school year (August to June) unless waived by the Principal. Any employee on educational leave shall not enter into employment elsewhere if such employment would substantially change the reason for the leave. Outside employment must be approved by the Pastor in consultation with the local school council prior to the leave.

### **307.2 Military**

Employees are granted a military leave of absence pursuant to provision of the revised Family Medical Leave Act. An eligible employee may take FMLA leave for (i) certain situations arising when an employee's spouse, son, daughter or parent is a covered military member on active duty or has received an impending call or order to active duty; of (ii) to care for a covered service member with a serious injury of illness if the employee is a spouse, son, daughter, parent or next-of-kin of the service member. See FMLA section which applies to military leave.

The Diocese of Owensboro fully complies with the Uniform Services Employment and reemployments Rights Act (USERRA). Employees who enlist, are drafted, commissioned, or recalled to active duty shall be granted an unpaid leave of absence. However, employees may use and available vacation time to help pay for the leave. Employees must immediately notify their pastor or employer regarding military service leave's requirements so arrangements can be made to cover their absence. If any employee is in the military reserve, the employee will receive the required unpaid time off to complete annual military training of generally two weeks.

Employees may elect continued health insurance coverage for himself/herself and covered dependents for up to 18 months.

Upon completion of active military service, employees will be reinstated to the same or an equivalent position. In all cases of military leave including periods of short-term training a copy of the employee's military orders should be filed in the employee's personnel file.

### **307.3 Disability**

Personnel who are unable to work, because of extended illness or disability, should refer the FMLA policy (308) below.

### **307.4 Personal**

- A. The Pastor in consultation with the local school council, Principal, and Director/Principal (where applicable) may grant a personal leave of absence without pay for a period not to exceed one (1) year when so requested by a staff member. The Pastor shall consider the uniqueness of the request and the effect on the instructional program, as well as the employee's needs before approving or disapproving the leave. Leaves of absence cannot exceed two



(2) consecutive years.

- B. Leaves granted under provisions of this policy do not affect contract status and do not constitute a year of service for salary purposes except for emergency military leave, but do affect seniority by the number of school calendar days absent while on leave.

### **307.5 Maternity**

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

### **307.6 Child Rearing**

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

### **307.7 Retirement and Insurance Benefits**

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

## **308 FAMILY MEDICAL LEAVE ACT (FMLA)**

The Family Medical Leave Act (FMLA) entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave for certain specific reasons. An employee must request the FMLA qualifying leave in writing by completing the “*Diocese of Owensboro Employee Request for Leave – FMLA*” and must document the reason for the leave. The pastor and the employer will determine if the days requested qualify as FMLA.

### **To be eligible:**

- An employee must have worked at least 12 months for the Diocese.
- An employee must have worked at least 1,250 hours in the preceding twelve months, prior to the start of the FMLA leave.
- When the leave is foreseeable, the employee should give their pastor or employer a 30-day notice and complete applicable FMLA paperwork.

**Eligible employees may take FMLA leave for the following reasons:**

- An employee's birth of a child or in order to care for your child, or placement of a child for adoption or foster care - up to 12 weeks;
- An employee's own serious health condition which renders an employee unable to perform the functions of their job - up to 12 weeks;
- An employee's need to care for an immediate family member, which includes an employee's spouse, child, or parent with a "serious health condition" - up to 12 weeks;
- An employee's military active duty status, notification of an impending call, or order to active duty status - up to 26 weeks;
- An eligible employee is caring for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next-of-kin of the service member – up to 26 weeks.

Any leave taken under one or more of these circumstances will be counted against the employee's total entitlement to FMLA leave for the leave year.

Employees who have a break in employment due to their military obligations shall be taken into consideration when determining whether an employee has been employed for 12 months or has the required 1,250 hours of service to qualify for FMLA.

Employees on FMLA will continue to receive the Diocese's employee benefits provided they meet the specific requirements of such benefit programs. The employee portion of the expense of these benefits will be the responsibility of the employee during their FMLA and self-pay payments should be submitted timely.

Sick Leave, paid or unpaid, may be designated as an FMLA leave by the employee and Sick Leave time off as FMLA leave shall run concurrently with the sick time off and is counted as FMLA leave.

Under FMLA, if sick time is available, it will be paid first, and once it is exhausted, the employee has the option to use available vacation time. After sick time (and elected vacation time) are used, the employee will then go into unpaid leave status.

A leave beyond 12 weeks (or 26 weeks if applicable) will not be granted except for extreme circumstances. Regular employees not eligible for FMLA may request from their pastor or employer an unpaid family emergency or medical leave.

The Diocese measures the 12-month period in which the leave is taken by the rolling 12 month period, measured backward from the date of any and all FMLA leave with one exception. For leave to care for a covered service member, or for the spouse, son, daughter, or parent of a covered service member, the 12-month period begins on the first day the employee takes FMLA leave to care for a covered service member and ends 12 months after that date. For leave to care for an eligible employee, the 12-month period begins on the first day the employee takes FMLA leave and ends 12 months after that date. FMLA for the birth or adoption of a child or foster care must be concluded within 12 months of

the birth or placement.

If an employee requests FMLA leave due to a serious illness of their own, the employee may be required to furnish medical Certification that they are fit to resume work. Employees failing to provide the Return to Work Certification, when required, may not be permitted to resume work until it is provided.

Failure to return to work on the determined return to work day without prior approval of the pastor or employer will be considered a voluntary resignation by the employee. Serious Health Condition means an illness, injury, impairment or physical or mental condition which involves:

Inpatient Care, meaning an overnight stay in a hospital, hospice or residential medical-care facility, including any period of incapacity (inability to work or perform regular daily activities) or any subsequent treatment in connection with such inpatient care; or

Continuing treatment by a health care provider, this includes:

- (1) A period of incapacity lasting more than three consecutive, full calendar days and any subsequent treatment of period of incapacity relating to the same condition, that also includes treatment two or more times by or under the supervision of a health care provider (in-person visits, the first within 7 days and both within 30 days of the first day of incapacity); or one treatment by a health care provider (an in-person visit within 7 days of the first day of incapacity) with a continuing regimen of treatment (Prescription medication, physical therapy); or
- (2) Any period of incapacity related to pregnancy or for prenatal care. A visit to the health care provider is not necessary for each absence; or
- (3) Any period of incapacity or treatment for a chronic serious health condition which continues over an extended period of time, requires periodic visits (at least twice per year) to a health care provider, and may involve occasional episodes of incapacity. A visit to a health care provider is not necessary for each absence; or
- (4) A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective. Only supervision by a health care provider is required, rather than active treatment; or
- (5) Any absence to receive multiple treatments for restorative surgery or for a condition that would likely result in a period of incapacity of more than three days if not treated.

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

### 309 ADOPTION/MATERNITY/PATERNITY

All regular employees will receive two (2) weeks of paid maternity or paternity leave. Regular part-time employees will receive pay in proportion to the part-time hours scheduled. The purpose of paid parental leave is to enable the employee to care for and bond with a newborn or a newly adopted or newly placed child. To be entitled to this pay, a written request must be made in advance of the leave to your pastor or employer. Eligible employees may request an additional ten (10) weeks unpaid leave of absence under FMLA for the birth/adoption of a child. This leave can be taken within a twelve (12) month period beginning at the birth/adoption of the child and expiring twelve (12) months from the date of birth/adoption. Refer to the FMLA policy in this handbook for further details.

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

This policy will be in effect for births or adoptions occurring on or after the effective date of this handbook.

**\*\*If the birth or adoption occurs in the summer months when school is not in session, the 2 weeks can be used at the beginning of the school to run concurrently with FMLA.**

**\*\*\*Spouses employed by the same school system can only be paid for a combined leave of (2) two weeks.**

### 310 WORKERS' COMPENSATION ACT and PREGNANCY WORKERS ACT

The Diocese of Owensboro Catholic Schools seeks to provide a healthy work environment for all employees. Employees must observe all safety policies, regulations, and requirements. Employees must report promptly all emergencies, accidents, and unsafe conditions to their supervisor.

The Diocese of Owensboro provides workers' compensation coverage to every employee as a result of an incident or injury arising out of and in the course of employment. It is required that employees submit a "*First Report of Injury*" form for any work-related injury or illness immediately, but no later than twenty-four (24) hours after the incident, to their supervisor.

The *State of Kentucky Workers' Compensation Act* ensures that employers provide certain benefits to employees for medical expenses and lost wages resulting from work-related injuries or illness. Under the law, Workers Compensation will pay for lost wages after a 7-day waiting period. Employees may use available vacation or sick time for the 7-day waiting period.

Time off for injury or illness covered by workers compensation runs concurrently with FMLA and is counted as FMLA leave. Periodic doctor's reports may be required during the leave and a written doctor's release may be required in order for an employee to return to work.

In compliance with KRS 344.030-110 state law, the Diocese of Owensboro will comply with the *Kentucky Pregnancy Workers Act* which expressly prohibits employment discrimination in relation to an employee's pregnancy, childbirth, and related medical conditions. The Diocese and its parishes will make reasonable accommodation for any employee with limitations related to pregnancy, childbirth or a related medical condition who requests an accommodation.

### **311 TEACHERS' SALARY SCALE**

All professional personnel employed in the Diocese of Owensboro Catholic schools must be paid according to the current diocesan salary scale issued for the Diocese of Owensboro Catholic schools. The salary scale applies only to teachers who hold Kentucky certification or equivalent valid for the current year. The teacher must produce evidence of certification and verified years' experience before pay is issued. A teacher that is nationally board certified shall be considered Rank I if a Master's degree (or 5<sup>th</sup> year program) has been obtained. In consultation with the CSO, a public school retiree may be hired in at rank III and years' experience agreed upon by both parties.

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

**NOTE:** The diocesan salary scale is based on the average salary scales of the public school districts, from the previous school year, in which diocesan Catholic schools are located (13 districts total). Schools have the option to pay 75, 76, 77, 78, 79, or 80 percent of the public school average salary. Salary percentage can be decreased or increased only if a waiver is received from the Diocese.

### **312 RETIREMENT PROGRAM**

The retirement program followed by the Diocese of Owensboro is that of the Christian Brothers Retirement Program. For service vesting purposes, only diocesan years of service are included.

A teacher who plans to retire at year's end should relay his/her retirement plans to the Principal and Director/President (where applicable) as soon as possible.

### **313 DEPARTMENT HEADS**

#### **313.1 Application**

All openings for Department Head in the academic areas shall be posted in the individual school at least thirty (30) days before contracts are released for the upcoming school year. If the opening occurs during the school year, then it shall be posted as soon as possible after it occurs and remain posted for ten (10) school

days, after which time applications will close. All qualified candidates may apply. Qualifications consist of having Rank II certification and having five (5) successful teaching years. Schools may require additional qualifications for particular subject areas.

**313.2 Scheduling**

- A. Class schedules should provide one (1) or more open teaching period(s). In addition to attending to the usual department duties, Department Heads are to use the additional period(s) for the purpose of advising, scheduling, observing, and counseling teachers in their department to improve the quality of instruction.
- B. If possible, Department Heads should participate in the interview process for new teachers in their respective departments.
- C. Department Meetings: Department Heads are to meet with teachers within their department as needed during the school year.

**314 GENERAL TEACHING CONDITIONS**

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

- 314.4** State guidelines for class size shall be followed if at all possible:

Primary (K-3).....	24	Grades 5-6.....	29
Grade 4.....	28	Grades 7-12.....	31

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

**314.6 Supervision of Students**

Students must be supervised at all times. If supervising employees must leave students unsupervised due to an emergency or to attend to personal physical needs, the employee must (a) ensure that the students clearly understand expectations, (b) return as soon as possible (if physically able), and (c) notify the

office or closest personnel. For reasons of ethical practice as well as legal liability, school employees must exercise reasonable and prudent precaution in all situations in which they are responsible for students' safety and well-being. (See #412)

### **315 SMOKING, DRUG, AND ALCOHOL FREE WORKPLACE**

The Diocese of Owensboro Catholic Schools seeks to provide a healthy environment for all employees.

- Smoking, including the use of e-cigarettes, is not permitted on school campuses or at school events.
- Illegal possession of a drug, sale of alcohol, or possession of other controlled substances on school premises is prohibited.
- Employees may not report to work under the influence of illegal drugs, controlled substances, or alcohol. Anyone violating these standards is subject to disciplinary action up to and including termination.
- Employees must notify their supervisor upon being arrested for an alcohol or drug related offense within 48 to 72 hours. After notification, the supervisor will need to assess the severity the arrest may have on the employee's work and take appropriate steps, including possible suspension and possible termination.
- An employee arrested for Driving under the Influence (DUI) offense or an illegal drug related offense during work hours or while carrying out job responsibilities will be suspended immediately and termination may result.

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

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

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

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

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

"Employee" means the employee of the Diocese of Owensboro Catholic schools;

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

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

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

## **316 RESPECTFUL WORKPLACE POLICY**

The Diocese is committed to a work environment where each individual can work in a respectful and professional atmosphere free of harassment.

Accordingly, the Diocese prohibits harassment of any sort, whether based on sex, race, color, religion, national origin, age, or disability. Any conduct or statement-verbal, physical, or visual that is based on one of these characteristics is harassment when it (i) creates an intimidating, hostile or offensive work environment; (ii) or unreasonably interferes with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities. All the diocesan personnel are responsible for assuring that the workplace is free from harassment.

Forms of Harassment - Harassment on the basis of other protected characteristics, such as race, color, religion, national origin, age, or disability is likewise strictly prohibited. Such harassment can be verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of such characteristics or such characteristics of that person's relatives, friends or associates. Remember it is harassment if it creates an intimidating, hostile or offensive work environment, or unreasonably interferes with an individual's work performance, or otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes; and written or graphic material denigrating or showing hostility or aversion toward an individual or group (based upon one of the cited characteristics), that is placed on the Diocese's premises or circulated in the workplace.

Any Employee who believes he/she is a victim of harassment or who has observed an



incident of harassment by anyone, including supervisors, co-workers, or visitors, must bring the problem to the attention of the pastor or employer, which may include the Diocesan Human Resources Department. If the complaint involves someone in the Employee's direct line of authority the employee may go to any other person on the supervisory staff. In addition, the Diocese encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that his or her behavior is unwelcome and request that it be discontinued. However, you are not required to do so.

It is the Diocese's policy to investigate such reports promptly, although confidentiality cannot be guaranteed. The Diocese will retain confidential documentation of allegations and investigations and will take appropriate corrective action, including disciplinary measures when justified, to address all violations of this Policy.

The Diocese prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. No adverse employment action will be taken toward any employee making a good faith report of alleged harassment even if it should be found erroneous. However, false and malicious complaints of harassment, as opposed to legitimate complaints made in good faith, may be the subject of appropriate disciplinary action.

Sexual misconduct by paid personnel as well as all volunteers of the Diocese or parish is contrary to Christian principles. All personnel of the Diocese and parish must comply with applicable state and local laws regarding incidents of actual or suspected sexual misconduct. The provisions stated in the "*Diocesan Policy of Sexual Abuse*" must be followed. This complete policy and procedure is located on the Diocese's website.

Sexual Harassment and/or Abuse - Because of the Diocese's strong disapproval of offensive or inappropriate sexual behavior at work, all employees must avoid any action or conduct which could be viewed as sexual harassment, including:

- (a) Unwelcome sexual advances;
- (b) Requests for sexual acts or favors;
- (c) Sexual jokes and innuendo;
- (d) Verbal abuse of a sexual nature or obscene comments or gestures;
- (e) Display in the workplace of sexually suggestive objects or pictures;
- (f) Other verbal, physical, or visual conduct of a sexual 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 pastor or employer. You may first take your complaint to the Diocesan Human Resource Department, or to your supervisor, whomever you would prefer. If the complaint involves someone in the employee's direct line of authority the employee may go to any other person on the supervisory staff. To assure a complete investigation the employee will provide a written complaint that describes the harassing conduct (who, when, where, and what was said or done).

The Diocese will investigate the complaint to determine whether the conduct complained of constituted sexual harassment. The Diocese will maintain the

documentation of allegations and investigations on a confidential basis and work to maintain the privacy of both the charging party and the person accused of sexual harassment to the greatest extent possible in the circumstances. If such conduct is found to be sexual harassment, the Diocese will take all reasonable steps to stop it, and when appropriate, will discipline the offender.

**317 HIV/AIDS/COMMUNICABLE/INFECTIOUS DISEASE POLICY**

See *HIV/AIDS/Communicable/Infectious Disease Policy - Diocese of Owensboro* in the Diocese of Owensboro Employee Handbook on diocesan website, [www.owensborodiocese.org](http://www.owensborodiocese.org).

**318 SEXUAL ABUSE POLICY**

See *Statement of Policy and Procedures on Sexual Abuse - Diocese of Owensboro* on diocesan website, [www.owensborodiocese.org/safe](http://www.owensborodiocese.org/safe).

**319 IMMIGRATION REFORM AND CONTROL ACT**

In accordance with the Immigration Reform and Control Act, the Diocese of Owensboro employs only those individuals who are authorized to work in the United States. All individuals who are offered employment are required to submit documentary proof of their identity and employment authorization within three days of actual employment. Individuals to whom an offer has been made will be required to complete and sign, the U.S. Citizenship and Immigration Services Form I-9. This form requires employees to attest they are authorized to work in the job for which they have been hired and documentation submitted to establish this right is genuine. The information contained on the I-9 forms is verified on the E-verify system through the website [www.uscis.gov](http://www.uscis.gov). Records shall be retained for one (1) year past the last date of employment.

**320 MISCELLANEOUS**

Every effort should be made to provide some financial relief for Catholic school expenses for the children of faculty and staff in our schools. Due to the many different ways and means our Catholic schools are subsidized by parishes and the different dollar amounts charged as tuition, a diocesan policy cannot be written. Therefore, the form and the amount of this financial relief are determined on the local level. Faculty and staff should contact the building Principal or Director/President (where applicable) for information concerning employee tuition discount(s) or to discuss the tuition cost structure.

**321 VIOLENCE-FREE WORKPLACE**

The Diocese of Owensboro Catholic Schools is committed to a violence-free workplace. Any threats or acts of violence, harassment, retaliation, intimidation, aggressive behavior or offensive comments will not be tolerated. Any direct or indirect act of violence or threat, even actions done in apparent jest, will be taken seriously and investigated, and appropriate action taken.

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## **PUPIL PERSONNEL**

### **(Series 400)**

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

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

#### **400 SPIRITUAL AND RELIGIOUS FORMATION**

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

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

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

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

#### **401 SCHOOL ATTENDANCE**

##### Kindergarten Admission

Children reaching the age of five (5) on or before August 1 of the current school year shall be eligible for kindergarten.

Kentucky law requires school attendance of all children reaching age six (6) on or before August 1 of the current school year.

#### **402 ADMISSIONS AND TRANSFERS**

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

A pupil transferring to a given school presents a report card or other official record of academic standing as evidence of achievement in the school last attended. When the pupil registers for admission, the Principal of the receiving school requests the student's records (academic, attendance, and health) from the sending school. (See #508) Confidential records are sent directly to the receiving school. According to the Buckley Act of 1974, a student's records are confidential and will be open only to members of the professional staff and to the student's parents, or to the student, at times prearranged with the Principal. It is strongly recommended that administrators meet with the student and their parent(s) or guardian(s) before making an admissions decision. In addition, administrators are strongly encouraged to contact the sending school to verify student information.

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

#### **403 HEALTH REQUIREMENTS AND IMMUNIZATIONS**

All schools shall require a medical examination of each child within twelve (12) months prior to his or her initial admission to school. (Note: Under the "initial admission" clause, a student who was enrolled as a preschool student on the same campus is not required to have a second physical for entry into kindergarten.) A second examination shall be required within one (1) year prior to entry into the sixth (6<sup>th</sup>) grade. A school may extend the deadline up to a maximum of two (2) months by which either medical examination may be administered.

All schools shall require proof of a dental screening or examination of each child no later than January 1 of the first year that a five (5) or six (6) year old child is enrolled in school.

All schools shall require proof of a vision examination of each child no later than January 1 of the first year that a three (3), four (4), five (5) or six (6) year old is enrolled in school.

Immunizations and the School Health Appraisal Card must be kept current. All schools shall comply with state laws and regulations pertaining to immunizations and health supervision. Any request for exemptions from immunizations must comply with state law and diocesan policy (see Kentucky Department of Education website for a list of current state laws, regulations, and required forms:

<https://education.ky.gov/districts/SHS/Pages/Immunization-Information.aspx>.

(See Appendix N)

Kentucky now has a new process and forms for religious exemptions to immunization requirements. We are requiring all currently enrolled Catholic school students who have previously submitted religious exemptions for immunizations to complete the current forms and submit them to their schools before the school year begins. All new students are now required to complete the current forms for religious exemptions to immunization requirements. Families will then present both forms to the Catholic school their children attend.

Please note the Diocese of Owensboro policy on religious exemptions:

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

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

All schools shall adopt a program of continuous health supervision for all students, including appropriate screening tests for vision, and hearing. Each public school district selects which grades will be screened.

#### **404 ABSENCES**

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

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

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

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

#### **405 TARDINESS**

Each school should develop and publish a policy regarding tardiness.

#### **406 TRUANCY**

KRS159.150 defines truancy as a student being absent from school on three (3) occasions without a valid excuse. Habitual truancy is defined as two (2) incidences of truancy. In cases of repeated truancy, contact is made first with parents. Individual schools have their own procedures if further recourse is needed to resolve the problem.

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

#### **407 RELEASED TIME**

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

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

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

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

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

#### **408 STUDENTS WITH SPECIAL NEEDS**

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

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

In academic terms, this means that Catholic schools must strive to effectively serve the needs of all students that their current level of human and financial resources allows them to serve. The following is a continuum of services for students with special academic needs:

- A. Students with average to above average potential who are in danger of falling behind in one (1) or more subject areas can often be helped by differentiating instruction or supplementary instruction through Title I services, adult or peer tutoring, computer assisted instruction, or other support services.

- B. Students with mild disabilities (i.e., learning disabilities, speech/language delay) may qualify for special education or an accommodations/service plan. Schools must cooperate with their local public school district to determine the level of services necessary. Any additional testing that is required of the student, outside the normal process, will be the responsibility of the parent or guardian.
- C. Students with moderate to severe disabilities (i.e., behavior disorders, severe/profound or multiple handicaps) will likely require substantial additional funding if their needs are to be effectively served in the Catholic schools.

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

Catholic schools are eligible for certain services through the federal *Every Student Succeeds Act* (ESSA) government legislation. Administrators, with assistance from the Catholic Schools Office, must stay updated on current options for federal education funding in order to serve as many special needs students as possible with the services needed for them to maintain continuous progress. (Note: Detailed information about access to federal education funding for Catholic schools can be found on the web at [https://www.ncea.org/NCEA/Lead/Public\\_Policy/Federal\\_Programs/NCEA/Lead/Public\\_Policy/Federal\\_Programs.aspx?hkey=863b002d-c09b-49b7-8012-57fd76afbad6](https://www.ncea.org/NCEA/Lead/Public_Policy/Federal_Programs/NCEA/Lead/Public_Policy/Federal_Programs.aspx?hkey=863b002d-c09b-49b7-8012-57fd76afbad6))

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

#### ADMISSIONS PROCEDURES FOR SPECIAL NEEDS STUDENTS

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

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

- A. Student achievement data
- B. Work samples from previous grade(s)
- C. Conferences with former teacher(s), counselor(s), principal(s), parents, school psychologists
- D. Service/Accommodations Plan
- E. Observation of the student in the classroom setting



F. Information from health care professionals or mental health professionals

If the Principal determines that the students' needs are well within the school's capacity for services, then the parents are given permission to enroll the student. If the Principal determines that the student's needs fall well outside the school's capacity for services, then the Principal, after consultation with the Director/President (where applicable), shall notify the parents of the decision.

If the Principal determines that a comparison of the student's needs and the school's capacity for services does not point to a clear-cut admissions decision, then the Principal has the option to appoint an ad hoc Admissions Committee. The Admissions Committee is chaired by the Principal. A Committee of three (3) to five (5) persons is recommended, consisting of representatives from any of the following categories:

- A. The Principal serving as the Committee chair
- B. Another Principal
- C. Current classroom teacher
- D. Another teacher of the student's current and/or preceding grade level
- E. A resource teacher serving students with special needs
- F. Other professionals appointed by the Principal as needed
- G. The Pastor

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

The Principal and the Committee will make every effort to complete the entire consideration process and inform the parents of the decision no later than two (2) weeks after the initial enrollment request.

**409 PROMOTION AND RETENTION**

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

**409.1 Promotion**

To be promoted a pupil must have "D" or better average in each of the major

subjects except one (1). In primary grades, reasonable progress in reading is necessary for promotion.

#### **409.2 Retention (Extra Time)**

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

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

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

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

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

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

1. Late birthday
2. Average or above average academic ability
3. Strong parental support
4. Good behavior
5. Good attendance
6. Average or small physical size
7. Slightly immature and/or delayed social development

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

1. Early birthday
2. Lack of parental support

3. Poor behavior
4. Inconsistent attendance
5. Large physical size
6. Advanced social maturity

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

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

NOTE: The “Light’s Retention Scale” is a recommended instrument for consideration of multiple factors (LRS Light’s Retention Scale, 5<sup>th</sup> Edition LRS-5 Manual, H. Wayne Light, PhD, Academic Therapy Publications Assessments, Novato, CA).

## **410 DISCIPLINE AND CONDUCT**

The goal of Christian discipline is self-discipline. The student freely chooses one (1) form of behavior over another; he/she must learn to accept the consequences of that chosen behavior. The student who chooses specific actions which violate the rights of the school community must be dealt with in Christian justice.

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

### **410.1 Classroom Management**

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

The teacher:

- A. Develops rapport with individual students as a foundation for a successful classroom experience:
  1. Establishes and maintains mutually respectful relationships with students;

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

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

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

Effective consequences must be:

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

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

- A. Teacher conference with student to seek an understanding and solution.
- B. Consequences such as extra work, detention, etc. Detention after school must not occur without prior notification of the parents. Students who are detained shall never be without adequate supervision.
- C. Conference with teacher, student, and Principal
- D. Plan for improvement formulated; consequences set up such as:
  - 1. Isolation with supervision
  - 2. Loss of privileges
  - 3. Conference with parents
  - 4. Conference with Pastor
- E. Probation period put into effect
- F. Suspension in/from school (depending on local discretion)
- G. Students engaging in vandalism of any school material or properties are required to make restitution, in addition to any other disciplinary measures determined by the Principal.

Procedures not recommended:

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

#### **410.2 Corporal Punishment**

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

#### **410.3 Suspension**

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

#### **410.4 Expulsion**

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

#### **411 DRESS CODE**

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

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

#### **412 HEALTH AND SAFETY**

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

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

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

##### **412.1 Accidents**

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

Every accidental injury which requires a doctor's attention or which keeps the student out of school one-half (1/2) day or more must be reported on the STUDENT ACCIDENT REPORT. (Find most current form at [https://owensborodiocese.org/safe-environment-documents/.](https://owensborodiocese.org/safe-environment-documents/))

#### **412.2 Sanitation**

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

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

#### **412.3 Insurance**

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

#### **412.4 Abuse, Neglect, and Dependency of Children**

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

##### **A. Reporting requirements**

KRS 620.030 states: Any person who knows or has reasonable cause to believe that a child is dependent, neglected, or abused shall immediately cause an oral or written report to be made to a local law enforcement agency, or the Kentucky State Police, the Cabinet for Health and Family Services or its designated representative, the Commonwealth's attorney, by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect, or abuse shall promptly make a report to the proper authorities for investigation.

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

##### **B. Immunity for Individuals Making a Report**

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

KRS 620.050(3) states, "Neither the husband-wife nor any professional-



client/patient privilege, except the attorney-client and clergy-penitent privilege, shall be a ground for refusing to report under this section or for excluding evidence regarding a dependent, neglected, or abused child or the cause thereof, in any judicial proceedings resulting from a report pursuant to this section.”

### C. Definitions

#### Abused or Neglected Child

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

1. Inflicts or allows to be inflicted upon the child physical or emotional injury as defined in this section by other than accidental means;
2. Creates or allows to be created a risk of physical or emotional injury as defined in this section to the child by other than accidental means;
3. Engages in a pattern of conduct that renders the parent incapable of caring for the immediate and ongoing needs of the child including, but not limited to, parental incapacity due to alcohol and other drug abuse as defined in KRS222.005;
4. Continuously or repeatedly fails or refuses to provide essential parental care and protection for the child, considering the age of the child;
5. Commits or allows to be committed an act of sexual abuse, sexual exploitation, or prostitution upon the child;
6. Creates or allows to be created a risk that an act of sexual abuse, sexual exploitation, or prostitution will be committed upon the child;
7. Abandons or exploits the child;
8. Does not provide the child with adequate care, supervision, food, clothing, shelter, and education or medical care necessary for the child's well-being. A parent or other person exercising custodial control or supervision of the child legitimately practicing the person's religious beliefs shall not be considered a negligent parent solely because of failure to provide specified medical treatment for a child for that reason alone. This exception shall not preclude a court from ordering necessary medical services for a child; or

9. Fails to make sufficient progress toward identified goals as set forth in the court-approved case plan to allow for the safe return of the child to the parent that results in the child remaining committed to the cabinet and remaining in foster care for fifteen (15) of the most recent twenty- two (22) months.”

#### Dependent Child

KRS600.020(20) states, “‘Dependent child’ means any child, other than an abused or neglected child, who is under improper care, custody, control, or guardianship that is not due to an intentional act of the parent, guardian, or person exercising custodial control or supervision of the child.”

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

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

#### **412.5 Medication at School**

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

##### **A. General Policy**

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

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

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

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

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

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

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

## C. Prescription Medication

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

Prescription medication must be provided by the parent/adult in a pharmacy-labeled bottle that includes the student’s name, date, medication dosage and strength, and directions for use. Labels that have been altered or changed in any way will not be accepted. (It is not permissible for label to read “take as directed.”) Two (2) medications may not be mixed in the same bottle, as the medication must match the label.

Antibiotics or other medications that are directed to be given two (2) or three (3) times a day are to be given at home unless specifically ordered to be given during school hours by the physician or dentist. An exception could be made by the nurse or Principal if the student remains at school after 3:30 p.m.

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

## 412.6 Illegal Drugs and Alcohol

For the purpose of this policy, the words “illegal drugs” shall mean any substance prohibited or controlled by state and/or federal government. The purchase, possession, use, sale, or distribution of these substances is prohibited.

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

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

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

#### **412.7 Anti-Christian Activities**

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

#### **412.8 Firearms and Dangerous Weapons**

KRS527.070(1) states, "A person is guilty of unlawful possession of a weapon on school property when he knowingly deposits, possesses or carries, whether openly or concealed, for purposes other than instructional or school-sanctioned ceremonial purpose...any firearm or other deadly weapon, destructive device, or booby trap device in any public or private school building or bus, on any public or private school campus, ground, recreation area, athletic field, or any property owned, used, or operated by any board of education, school, board of trustee, regents, or Directors for the administration of any public or private educational instruction. The provisions of this section shall not apply to institutions of postsecondary or higher education."

KRS 500.080(4) states, "'deadly weapon' means:

- A. A weapon of mass destruction
- B. Any weapon from which a shot, readily capable of producing death or other serious physical injury, may be discharged

- C. Any knife other than an ordinary pocket knife or hunting knife
- D. Billy, nightstick, or club
- E. Blackjack or slapjack
- F. Nunchaku karate sticks
- G. Shuriken or death star
- H. Artificial knuckles made from metal, plastic, or other similar hard material.

While KRS 500.080(4) does not define hunting knives or pocket knives as “deadly weapons”, these knives must not be permitted in schools unless prior permission has been obtained from the administrator and the items are used for instructional purposes.

KRS 527.070(2) states each chief administrator of a public or private school shall display about the school in prominent locations, including, but not limited to, sports arenas, gymnasiums, stadiums, and cafeterias, a sign at least six (6) inches high and fourteen (14) inches wide stating: UNLAWFUL POSSESSION OF A WEAPON ON SCHOOL PROPERTY IN KENTUCKY IS A FELONY PUNISHABLE BY A MAXIMUM OF FIVE (5) YEARS IN PRISON AND A TEN THOUSAND DOLLAR (\$10,000.00) FINE. Failure to post the sign shall not relieve any person of liability under this section.

Should a student be in violation of the above policy, the following steps should be taken:

- A. The parent/guardian is contacted
- B. The student is dismissed from school
- C. The police are called
- D. The Superintendent is notified
- E. The reason for dismissal is noted on the student’s permanent record.

#### **413 SCHOOL FOOD SERVICE**

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

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

#### **414 WELLNESS**

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

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

#### **415 VOCATIONAL GUIDANCE**

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

#### **416 ATHLETICS AND EXTRA-CURRICULAR ACTIVITIES**

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

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

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

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

Clubs that are closely allied with school subjects deserve a place in the regular activity schedule. Membership in any one (1) of these clubs shall be voluntary, not compulsory.

The number and variety of clubs will depend on the enrollment, pupil interests, and time allotment. Schools that take part in accepted national and state clubs shall conform to their guidelines and regulations.

## **417 PREGNANCY**

### **DIOCESAN PREGNANCY POLICY**

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

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

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

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

Catholic schools will support the Policy for Marriage in the Diocese of Owensboro. The Catholic schools do not encourage students involved with a pregnancy to get married (see #418). Nevertheless, they are expected to assume responsibilities concomitant with the act of bringing a new human life into the world. This implies a change in priorities. The pregnant student will be expected to receive adequate prenatal care. The student father will be expected to fulfill any moral and legal responsibilities toward the mother and child. This involvement in the procreative process may require that the father or mother drop out of some extra-curricular activities.

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

## PREGNANCY POLICY GUIDELINES

### ***Female Students***

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

### ***Male Students***

- A. As soon as possible, the student and his parents are required to inform the Principal of the pregnancy and arrange a meeting in order to discuss the development of a plan.
- B. A case study will be done by the Principal (or his/her designee) and Pastor (or his designee) to determine a plan of action for the student. The Pastor may also invite the Pastor of the parish of the student to assist in developing the plan. This plan will include spiritual guidance and social adjustment to family, friends, and school. Academic issues may be included. The plan will include the school's expectations and requirements and time line for the plan. A copy of this proposal will be provided to the student and his parents for final discussion and commitment.



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

#### **418 MARRIED STUDENTS**

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

#### **419 GRADUATION REQUIREMENTS FOR HIGH SCHOOLS**

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

Near the end of the eighth (8<sup>th</sup>) grade the student plans with his/her parents and counselor a program of studies to be pursued during his/her four (4) years of high school. These long range plans can help the student set goals under the guidance of interested and experienced adults who can advise and encourage.

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

#### **420 DIOCESAN SOCIAL MEDIA POLICY**

All students must comply with the Policy on Acceptable Use of Technology and Social Media (<https://owensborodiocese.org/policies/>).

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## **GENERAL ADMINISTRATIVE PROCEDURES (Series 500)**

### **500 ACCREDITATION**

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

### **501 SCHOOL CALENDAR**

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

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

The minimum length of the school year is one hundred eighty five (185) days, of which at least one hundred seventy five (175) must be student attendance days.

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

### **502 SCHOOL DAY**

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

### **503 INCLEMENT WEATHER**

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

### **504 FACULTY MEETINGS**

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

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

**504.2** There should be a mutual understanding between the administration and the faculty that special-called meetings may be necessary under emergency or unusual circumstances.

**504.3** An agenda should be distributed prior to the meeting.

**504.4** It is important that all professional staff respect each other's time with regard to faculty meetings.

- A. The Principal should ensure that the meeting runs along smoothly and efficiently.
- B. Keeping in mind that fatigue is a factor after a full teaching day, meetings should be limited to one (1) hour if possible.
- C. Teachers are expected to attend faculty meetings unless excused by the Principal.
- D. Teachers are expected to consistently demonstrate full and active participation at all faculty meetings.

## **505 PROFESSIONAL DEVELOPMENT**

Participation in the minimum of four (4) Professional Development (PD) days listed in the school calendar is mandatory. Opening and closing days are not included in the (4) days.

Flexible PD days may occur anytime within the school year or calendar year. "Flexible PD" is defined as training that occurs outside the four (4) required PD days in the published school calendar, either as extra training, or to take the place of training that was missed for a reason approved by the Principal. Professional or religious workshops may count for flexible PD with approval by the Principal. Written verification of attendance from workshop sponsor(s) should be given by the teacher to his/her Principal.

Participation in PD scheduled any time during summer vacation (after closing day in the spring and before the first day of school) is mandatory for certified staff if the day is listed as a PD day in the published school calendar. If Principals schedule summer PD on a day or days not designated as such in the published school calendar, then teachers can be encouraged to participate, but not required. If the PD is taking the place of a scheduled PD day elsewhere in the published school calendar, and a teacher does not participate, then in order to be compensated for that day, the teacher must make arrangements with the Principal to participate in six (6) hours of PD to make up for the missed training day. The make-up training should be as similar as possible to the training that was missed. (See "Flexible PD" above). Requests for leave on PD days should not be approved unless the leave is part of a long-term leave.

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

## **506 PARENT-TEACHER-STUDENT CONFERENCES**

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

The conferences may include the following:

- A. Sharing of the student's folder which may include:
  - 1. Results of the tests administered (formative/summative, national, etc.);
  - 2. Samples of student's work that indicate strengths and weaknesses;
  - 3. Scores showing learning level in reading and mathematics;
  - 4. Copy of goals set by student and teacher;
  - 5. Student's self-evaluation.
- B. Discussion of student's social development and study habits.
- C. Observations and suggestions by parents.

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

## **507 HEALTH RECORDS**

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

## **508 PERMANENT RECORDS**

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

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

If a student transfers to a school within the Diocese of Owensboro Catholic schools, the original permanent record is forwarded to the new school.

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

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

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

- A. Enrollment form
- B. Transcript
- C. Standardized test records
- D. Birth certificate (if applicable)
- E. Baptismal certificate (if applicable)

## **509 INVENTORIES**

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

## **510 REPORT CARDS/PROGRESS REPORTS**

Reports of Student Progress will be given, at prescribed intervals, to all students. The chief purpose of grades is to inform parents of their children's school performance and progress. The student progress reports have a public relations aspect which should not be overlooked. Each school's faculty handbook must contain policies and/or guidelines for consistency of grading.

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

The diocesan grade scale policy shall be administered in a uniform manner based on standards that apply to all students in that grade level. Therefore, the following letter grades for 3<sup>rd</sup> through 8<sup>th</sup> grades are strongly recommended to maintain uniformity across the diocese.

## **Diocese of Owensboro Grade Scale Policy**

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

### **511 ATTENDANCE REPORTS**

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

The Principal's Monthly Attendance Report is sent to the Catholic Schools Office within five (5) days after the end of each school month as indicated in the School Calendar.

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

### **512 ASSESSMENT**

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

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

The Diocesan Assessment Program includes assessments of academic achievement, basic skills, and religion.

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

### **513 LESSON PLANS**

Preparation for class is essential for good teaching and classroom management. The teacher should have a written or electronic plan of each lesson. Since the Principal is responsible for all teaching in the school, he/she must review the plans frequently in

order to be more knowledgeable about classroom organization and instructional methods.

## **514 EMERGENCY MANAGEMENT**

Safety is a primary concern for all of us, especially the safety of our children. Parents and community members want to be assured that effective safety practices are in place at all the schools. Each school must have an Emergency Management Plan (Crisis Management Plan.) A sample of this plan can be found at <https://kycss.org/emergency-procedures/emergency-guide/>

Each plan should be written with the explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and/or damage to property.

### **514.1 Natural Hazards**

“Natural hazards are natural events that threaten lives, property, and other assets. Often, natural hazards can be predicted. They tend to occur repeatedly in the same geographical locations because they are related to weather patterns or physical characteristics of an area. Natural hazards such as fire, earthquake, tornado, flood and windstorms affect thousands of people every year.” (FEMA. *Are You Ready?: An In-depth Guide to Citizen Preparedness*, 8/22/2004) [https://www.fema.gov/pdf/areyouready/areyouready\\_full.pdf](https://www.fema.gov/pdf/areyouready/areyouready_full.pdf)

A plan must be prepared and/or updated prior to the beginning of each school year and drills must be held in each school with all students, teachers, and administrative personnel participating. Include in the plan a record of drills kept in the school office, including date conducted, number of occupants and evacuation time.

(Comprehensive plans are available at: <https://kycss.org/emergency-procedures/natural-disaster-response/>

The Superintendent’s office should be notified of any natural hazard and in the event of any injuries to students or staff members or damage to school facilities.

#### **A. Fire**

Kentucky law requires schools to have two (2) fire drills in the first month of school, and one (1) per month each following month. Requirements of local fire departments and/or county and emergency services may vary from one location in the diocese to another.

Procedures include:

1. Directions for exiting the building posted in each classroom as well as common areas of the school.
2. Take a roll book to post attendance



3. Report attendance to administration
4. Designate assembly area

SB 8/HB 354 requires schools to conduct, at a minimum, emergency response drills to include one (1) severe weather (tornado) drill, one (1) earthquake drill and one (1) lockdown drill within the first thirty (30) instructional days of each school year and again during the month of January.

**B. Severe weather (Tornado)**

The Principal is responsible for the administration and implementation of effective emergency procedures for the protection of lives and property during and after severe weather.

Procedures include:

1. A special warning signal that is different from the fire alarm
2. Safe areas for each classroom posted on the wall of each classroom
3. A master chart of safe areas and protocol in the Principal's office
4. Instructions to custodial and lunchroom staff as to their responsibilities and safe areas

**C. Earthquake Procedures include:**

1. Drop to the floor, take cover under a nearby desk or table and face away from the windows
2. Cover your eyes by leaning your face against your arms
3. Hold on to the table or desk legs and maintain present location/position
4. Leave doors open to minimize jamming if the building shifts.
5. After the initial shock, prepare for possible aftershock, then initiate evacuation and standard student accounting. (Avoid all hazards, i.e. electrical wires, broken glass, etc.)
6. Do not attempt to enter the building without authorization to do so.

**D. Shelter in Place**

In the event that there is a chemical spill or gas leak or release, an announcement should be made to alert school staff.

Procedures include:

1. Any students outside the classroom are to report to the nearest classroom or designated safe area
2. All windows and doors should be sealed with tape and any gaps blocked.
3. Teachers should take roll and report it to the office.
4. Everyone should stay away from doors and windows and under no circumstances leave the classroom until the all-clear signal has been given.

#### **514.2 Bomb Threats**

If a telephone or written bomb threat is received by a school: Procedures include:

1. The person receiving a telephone call should make every attempt to:
  - Prolong the conversation as much as possible
  - Identify background noises and voice characteristics
  - Engage the caller to give description of bomb, where it is, and when it is due to explode
  - Determine the caller's knowledge of the facility
  - AVOID HANGING UP THE PHONE (Use another phone to call the authorities)
  - Alert the Principal or person in charge (without hanging up)
2. Call 911, the Superintendent, and the Pastor
3. Using standard procedures the Administrator needs to make a decision on whether to evacuate the building or to stay inside. NOTE: If an evaluation response is initiated, modify evacuation routes if necessary based on possible location of bomb.
4. If what appears to be a bomb is found: DO NOT TOUCH IT; the police department will take charge
5. Turn off cell phones and DO NOT transmit with radios
6. Leave the immediate environment as it is

7. Avoid altering any electrical items or systems (DO NOT turn on or off lights, DO NOT change thermostat, etc.)
8. Avoid opening and closing doors
9. Evacuate personnel at least 300 feet from the building; during inclement weather and a possible prolonged search, move students to an Alternate Building Location
10. Check absentee list for possible clues to who might have phoned in the bomb scare
11. Follow standard student accounting and reporting procedures
12. After an “all clear” is given, return to class

### **514.3 Intruder on the Property**

In the event that an intruder enters the building initiate lockdown procedures.

Staff action:

1. Initiate lockdown procedures/ barricade door if possible.
2. Move all students to the “out of sight” corner in your classroom.
3. If you are not in an area that can be secured, run to a safe location.
4. If the students are outside the classroom, and taking the students back to the classroom exposes them to danger as a result of the intruder(s)’ presence, then the teacher takes them to the nearest available classroom or designated safe area for the lockdown.
5. Individual students or small groups of students who are outside the classroom for any reason when the lockdown signal is given must go to the nearest available classroom or designated safe area for the lockdown.
6. Doors should not be opened for anyone unless it is a student, a staff member, or the police.
7. Teachers should take roll and call the office if someone is missing or if there is an extra student in the class.
8. Doors should not be opened until the all-clear signal is given.
9. If lockdown and running away are not possible, attempt to disrupt or incapacitate the person causing harm. (this is a last resort)

Principal or Designee:

- Call 911, superintendent, and your local safety team
- Attempt to determine:
  - Location of the threat and number of persons involved
  - Physical description of persons
  - Number and type of any weapons being used
- Document actions

These are just a starting point when addressing possible school violence, but are not intended to be a script. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to safety. It is essential to use “warning signs” and other materials responsibly.

## **515 FLAG DISPLAY**

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

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

## **516 OBSERVANCES**

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

Participation in activities which have religious, cultural, and civic value is encouraged. Information concerning religious resources is available from the McRaith Catholic Center. Community resources are available from the Chamber of Commerce.

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

## **517 EXPERIMENTAL PROGRAMS**

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

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

Schools Office will give whatever assistance it can to encourage and aid Principals and faculties in initiating and implementing these programs.

## **518 EDUCATIONAL ASSOCIATIONS**

To keep abreast of current activities within their profession, Principals, and teachers are encouraged to belong to educational organizations, such as National Catholic Educational Association (NCEA), International Literacy Association (ILA), National Conference of Catechetical Leadership (NCCL), National Council of Teachers of Mathematics (NCTM), National Council of Teachers of English (NCTE), National Council of Social Studies (NCSS), and National Science Teachers Association (NSTA).

## **519 INFORMATION**

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

## **520 CHANGES IN ORGANIZATIONAL STRUCTURE**

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

At each step of the process, the Superintendent will provide continuous updates to the Vice Chancellor, the Chancellor, and the Bishop.

### **520.1 OPENING OF SCHOOLS**

- A. If a parish or group of parishes is considering the establishment of a new Catholic school, an Interim School Council (ISC) is appointed by the Pastor if the new school would be established under a one-parish/one-school format. If a new interparochial school is under consideration, the Bishop shall appoint an Episcopal Vicar from among the parishes represented, and the Episcopal Vicar shall in turn appoint an Interim School Council. The Superintendent will serve as chair of the ISC.
- B. The ISC shall conduct a feasibility study, which may include contracting with an outside consultant. Factors studied will include but not be limited to:
  1. An analysis of demographics, including the numbers of school-age Catholic children in the parish(es), as well as baptismal records from the previous five (5) years

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

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

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

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

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

## **520.2 CLOSING OF SCHOOLS**

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

But there are times when local circumstances require school/system administrators, Pastors, and School Council and Parish Finance Council members to carefully discern whether or not it is practical to continue operating a Catholic School at its current location. Factors to be considered include but are not limited to:

- A. Enrollment trends over the previous five (5) years
- B. Enrollment projections for the next five (5) years
- C. Review of local parish baptismal records for the previous five (5) years
- D. Analysis of parish financial support for the previous five (5) years, and projections for the next five (5) years
- E. Analysis of tuition rates for the previous five (5) years and projections for the next five (5) years

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

Any serious discussion of a possible school closing must involve the Superintendent, the Pastor, the school Principal and/or Director/President, and members of the School Council and the Parish Finance Council. Discussions should begin taking place no later than October 1 of the academic year prior to a possible recommendation to close the school.

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

If possible, a decision to close a school should be made prior to October 1 so that school personnel can make plans to make the closing as positive and memorable as possible for everyone involved. If the decision is made after October 1, the contract renewal date for teachers (May 15) must be taken into consideration.

### **520.3 CONSOLIDATION OF SCHOOLS**

If two (2) or more schools are considering a consolidation, then the chairs of the School Councils and the Pastor(s) make a joint recommendation to the Superintendent to appoint a special ad hoc Consolidation Committee. This recommendation should be made no later than October 1 of the year preceding the proposed consolidation. The Consolidation Committee shall consist of the Superintendent as chair, the Pastor(s), the School Council chairs, an additional

representative from each School Council (appointed by the School Council chair), and three (3) to five (5) additional at-large members appointed by the Superintendent, in consultation with the Pastor(s) and the Bishop.

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

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

Following the Bishop's approval, the Consolidation Committee will draft action plans and timelines to efficiently conduct the process. Decisions will need to be made concerning buildings and grounds, facilities, equipment and materials, and many other details. Of particular importance are accurate enrollment projections resulting in a determination of number of certified staff needed. If certified staff reduction is necessary, please consult the RIF policy (#302). This part of the process must be completed by mid-April, well in advance of the issuance of teacher contracts for the next school year.

No later than March 1 of the school year preceding the consolidation, the Bishop shall appoint an Episcopal Vicar from the parishes involved. By April 1, the Episcopal Vicar will appoint a new School Council, consisting of the Episcopal Vicar, the chairs of the current School Councils, one (1) additional member from each School Council, and two (2) to five (5) at-large members. The School Council will then draft a charter and by-laws and submit those to the Bishop for approval by May 1.

The Episcopal Vicar, in consultation with the Superintendent and School Council, will appoint a Principal or Principals from the schools forming the consolidation.

#### **520.4 GRADE RECONFIGURATION**

Recommendations for adding or dropping grades in a school should be made to the Pastor by the School Council in consultation with the Principal(s), and Director/President (if applicable).

In making its recommendation, the Council should consider:

- A. Five (5) year enrollment trends



- B. Building and space needs if expansion is considered
- C. Staffing, equipment, and materials expense if expansion is considered
- D. Cost savings if downsizing is considered
- E. Impact on projected tuition rates if either expansion or downsizing is considered

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

## **521 FIELD AND CLASS TRIPS**

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

## **522 SCHOOL-SANCTIONED ACTIVITIES**

The purpose of school-sanctioned activities is to allow young people to grow in their faith, have a good time, form Christian friendships, and have an educational and learning experience. There are certain expectations of the children, youth, and adults who participate. (Find most current copy of *Diocesan Policy for Activities Involving Minors & Vulnerable Adults* here: <https://owensborodiocese.org/safe-environment-documents/>.)

## **523 HARASSMENT**

KRS 525.070 states, “A person is guilty of harassment when with intent to harass, annoy, or alarm another person he:

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

The schools of the Diocese of Owensboro do not condone any form of harassment. All individuals are to be treated with dignity and respect. Harassment in any form is prohibited. The prohibition against acts of harassment applies to all individuals in the school.

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

## **524 BULLYING**

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

- A. Take all bullying problems seriously, investigate all incidents thoroughly.
- B. Ensure that bullies and victims are interviewed separately.
- C. Obtain witness information.
- D. Keep a written record of the incident, investigation, and outcomes.
- E. Inform staff about the incident if necessary.
- F. Ensure that action is taken to prevent further incidents. Such action may include:
  - 1. Imposition of sanctions
  - 2. Obtaining an apology
  - 3. Informing parents of both bully and victim
  - 4. Providing appropriate training
  - 5. Providing mentor support for both victim and bully
  - 6. In instances of severe and/or repeated bullying, the parents of the perpetrator may be required to obtain a professional evaluation and/or counseling for the student.
  - 7. Continued bullying behavior could result in suspension or expulsion.

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

## **525 THREATENING BEHAVIOR**

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

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

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

### Homicidal Threats

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

### False Threats

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

## **526 SEARCH AND SEIZURE**

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

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

## **527 INTEGRATED PEST MANAGEMENT PLAN**

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

## **528 ASBESTOS**

In addition to commitment to excellence in education, the Diocese of Owensboro schools are also committed to assuring a safe and healthy learning environment for all students and staff by maintaining compliance with all laws and regulations pertaining to health and the environment. The Asbestos Hazards Emergency Response Act, or AHERA, requires comprehensive management of asbestos in school buildings through a detailed process which includes notifications, training, maintenance, proper handling, removal, and disposal. Each school must have properly trained personnel to maintain compliance which includes the conducting of a Periodic Surveillance each semester and accurate record keeping. This information and the specifics of AHERA, including the Operation and Maintenance plan of the school, can be found in the Asbestos File found at each school site.

The Diocese has a moral obligation as well as a legal mandate to meet these compliance components and has developed a system to fully implement all requirements of the AHERA law. Each school has a "Responsible Person" at the site to manage that school's asbestos program.

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

<https://www.epa.gov/asbestos/asbestos-and-school-buildings>

Note: Even schools without asbestos containing materials present in the building must comply with AHERA reporting regulations.

## **529 INDEPENDENT CONTRACT WORKER**

Independent Contract Worker is a non-employee category applied to personnel hired on a contract basis for a specified time and or specified project. An independent contract worker is not an employee of the Diocese. An independent contract worker completes a W-9 form and receives a 1099 form at the conclusion of each calendar year for Internal Revenue Service income reporting requirements. An independent contract worker is paid strictly for time worked and is not entitled to any other benefits of employment. Unless specified in a written contract, an independent contract worker can be terminated at any time for any reason.

# INSTRUCTIONAL PROGRAM

(Series 600)

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## **INSTRUCTIONAL PROGRAM (Series 600)**

*The curriculum in the Catholic School should reflect the six (6) goals of catechesis: "promoting knowledge of the faith, liturgical education, moral formation, teaching to pray, education for community life, and missionary initiation." The interdependence of these goals allows the student to know, to celebrate, to contemplate the mystery of Christ while initiating and educating to community life and mission. (GDC 84-87; NDC, 20) Indeed this IS the mission of the Catholic Schools in the Diocese.*

### **600 COMPONENTS OF AN EXCELLENT INSTRUCTIONAL PROGRAM IN A CATHOLIC SCHOOL**

#### **CATHOLIC IDENTITY**

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

#### **INSTRUCTIONAL LEADERSHIP**

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

#### **STANDARDS DEVELOPMENT AND REVISION**

The Catholic schools review, revise, and update the standards for each subject area. The Superintendent oversees the process. Each school names a representative for each year's subject-area committee, and the subject area committee communicates regularly until a revised draft is ready to present to Principals and Administrators of Catholic Elementary and Secondary Schools (PACESS) for review and approval. After approval by PACESS, the revised standards are submitted to the Bishop for final approval.

#### **TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

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

Other subject areas: After the subject-area revised standards are approved, the superintendent serves as a consultant to schools for adoption and purchasing of textbooks and instructional materials that are closely aligned with the Diocesan Standards Guides (which are based on national standards, if available). At the end of

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

## **EFFECTIVE INSTRUCTION**

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

## **HIGH EXPECTATIONS**

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

## **FREQUENT MONITORING OF INSTRUCTIONAL RESULTS**

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

## **DIFFERENTIATED LEARNING**

Each student is a unique learner with particular strengths and weaknesses. In order to ensure continuous progress by all students, Principals must be strong instructional leaders; teachers must share in that leadership and continually seek ways to improve instruction; and the Principal and teachers must work together to frequently monitor student progress and continuously make adjustments to serve their needs.

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

## **PROFESSIONAL TEAMWORK**

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

## **ALIGNMENT OF CURRICULUM, INSTRUCTION, AND ASSESSMENT**

Schools must ensure that there is always tight alignment of subject area content that is written (curriculum), taught (instruction), and tested (assessment). Students cannot be expected to reach their academic potential if any of these three (3) critical areas is out of alignment with the other two (2). Schools will follow course requirements as specified by diocesan policy and Kentucky statutory and regulatory mandates. Curriculum alignment is based on the national standards (as available) for each subject area.

**RELIGION**

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

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

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

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

**LANGUAGE ARTS**

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

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

**MATHEMATICS**

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



Toward these ends, students should:

- A. Learn to value mathematics
- B. Learn to reason mathematically
- C. Learn to communicate mathematically
- D. Learn to use technology to investigate and solve problems
- E. Become confident of their mathematical abilities
- F. Become creative mathematical problem solvers

## **SOCIAL STUDIES**

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

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

## **KENTUCKY STUDIES**

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

## **PRACTICAL LIVING**

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

- A. Health Education

- B. Physical Education
- C. Vocational Education
- D. Communication/Technology Education
- E. Driver Education

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

## **SCIENCE**

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

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

## **FOREIGN LANGUAGE**

Communication is becoming increasingly important in our “shrinking” world. Competence in more than one (1) language and culture enables people to communicate with people in other cultures, to look beyond their own experiences, and to participate more fully in the global community which includes the teachings and practice of the universal Catholic Church. The following standards were developed to help students achieve these goals:

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

## ART

From the dawn of civilization, the visual arts have been essential parts of the human experience. They provide a record of the finest achievement of the human spirit and are a means by which we define and measure culture.

It is entirely appropriate that the arts have a central and honored place in the scope of Catholic education. Throughout Western History, the Church is noted for having fostered and nurtured the arts, according to the cultural mores and expectations of the times. There is a long tradition within the Church that recognizes the rightness of the human longing to create beauty in collaboration with the Creator, and to give expression to the scope of human experience which transcends words alone.

The *Art Standards Guide* is written with the belief that the understanding and practice of art can be taught in a manner not unlike the other subjects in the school curriculum. Content strands of theatre and the visual arts are included in the *Art Standards Guide*.

## MUSIC

“From the dawn of civilization music has been an essential part of the human experience. Music, as an academic subject, provides students with a way of communicating thoughts and feelings, giving them a much more powerful means of self-expression, which in turn bolsters self-esteem. Music education develops problem-solving abilities by encouraging creativity and alternative ways of perceiving and thinking.” (*Responding to the National Music Standards*, Catholic Music Educator, September, 1994)

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

The *Music Standards Guide* includes the content strands of music and dance.

## CATECHESIS FOR SEXUALITY

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

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

The parent/guardian may give written permission for their child not to participate in the Family Life and/or Theology of the Body Program.

## **602 INSTRUCTIONAL PROGRAM SUPPORT**

### **HOMEWORK**

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

- A. Increase understanding
- B. Reinforce, practice skills, and extend classroom instruction
- C. Teach students personal responsibility and planning
- D. Inform parent/guardian of the materials being covered

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

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

### **MEDIA CENTER**

Each school must have a central library of books, technology, and other materials that will meet the curricular and recreational needs of the students. A well selected number of books and materials in a media center is a vital part of the instructional facilities of a school.

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

### **TIME ALLOTMENTS**

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

#### ***Elementary Education***

- |                  |                      |
|------------------|----------------------|
| A. Religion      | 120 minutes per week |
| B. Language Arts | 750 minutes per week |
| C. Mathematics   | 300 minutes per week |
| D. Science       | 120 minutes per week |

E. Social Studies	120 minutes per week
F. Physical Education and Safety	100 minutes per week
G. Fine Arts	120 minutes per week
H. Health	60 minutes per week
I. Music/Technology/Electives	110 minutes per week

***Middle School Education***

A. Religion	225 minutes per week
B. Language Arts	300 minutes per week
C. Mathematics	225 minutes per week
D. Science	225 minutes per week
E. Social Studies	225 minutes per week
F. Physical Education/Safety	75 minutes per week
G. Fine Arts/Art	75 minutes per week
H. Health	60 minutes per week
I. Music	75 minutes per week minimum
J. Foreign Language/Technology/Electives	285 minutes per week

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## **PUBLIC RELATIONS (Series 700)**

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

In order to maintain a consistent image in the community, all public and/or media inquiries are to be directed to the Diocesan Director of Communications. This policy assures that a consistent and a properly informed message is transmitted to the public. Contact: [tina.kasey@pastoral.org](mailto:tina.kasey@pastoral.org)

### **700 STAFF COMMUNICATIONS**

#### **700.1 Principal's Bulletin**

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

#### **700.2 Visitors in the School**

The Principal should be informed of the presence of all visitors, student teachers, parent/guardian, or other persons who are in the school.

#### **700.3 Communicating with the Parent/Guardian**

Before emails, letters or notes are sent to the parent/guardian, teachers should consult with the Principal. When a telephone call concerning a serious matter is planned by a teacher to the parent/guardian, the Principal should be informed.

### **701 INDIVIDUAL SCHOOL HANDBOOK**

Written policies and procedures should be developed by each school to supplement and/or make specific the diocesan guidelines contained in this *Handbook for Catholic Schools*. The policies and procedures for teachers should be contained in a faculty handbook while those for students and parent/guardian in a student/parent handbook.

### **702 SOLICITING FUNDS FROM STUDENTS**

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

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

### **703 OPEN HOUSE**

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

### **704 HOME AND SCHOOL ASSOCIATIONS**

Every school is urged to form an organization for parent/guardian and teachers. The purpose of such a group is to foster better communication and to establish a means for coordinated activities on the part of the total school community.

The role of parent/guardian in the formation of their children is considered primary by the Church. Therefore, an organization such as a local Parent Teacher Organization assumes an important role in the continuing cooperation of parent/guardian educators and professional teachers. Principals are expected to work closely with the leadership of the Parent Teacher Organization. (See 107.3)

The five (5) major activities of Parent Teacher Organizations are to:

- A. Promote communication;
- B. Provide parent/guardian and teachers with information;
- C. Promote good will and cooperation;
- D. Direct and coordinate parent/guardian support; and
- E. Organize political action of parent/guardian as advocates on local, state, and federal legislation that affects Catholic schools.

### **705 CONTESTS FOR STUDENTS**

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

### **706 POLICE DEPARTMENT**

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

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

- A. Parents/guardians shall be notified by school officials as soon as possible. (Parental notification/permission shall not be required if the student is an alleged victim of abuse by the parents.)
- B. If parents/guardians cannot come to the school and/or do not consent to the interview, the police will be asked to make arrangements to interview the student off school grounds.



- C. In cases of emergencies involving threats to the health and safety of individuals or the school community or in instances where illegal drugs are being sold on school property, immediate action will be taken to call in law enforcement officials to investigate. Parent/guardians will also be promptly notified. (See #412.6)
- D. In the event that parents/guardians are delayed in their arrival at school, school officials will request that police wait until parent/guardian arrives before proceeding with questioning or removal of the student.

## **707 RESPONDING TO A SUBPOENA**

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

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

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

## **708 PUBLIC SYSTEMS**

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

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

- C. Evidence willingness to initiate contacts.

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

## **709 CIVIC AGENCIES**

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

## **710 CHURCH'S ROLE IN POLITICAL ACTION**

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

- A. Educating the faithful regarding the teachings of the Church and their responsibilities
- B. Analyzing issues for their social and moral dimensions
- C. Measuring public policy against gospel values
- D. Participating with other concerned parties in debate over public policy
- E. Speaking out with courage, skill, and concern on public issues involving human rights, social justice, and the life of the Church in society

The Bishops of Kentucky approved the following policy:

Catholic parishes and schools are asked to distribute only those voter education materials which have been developed by either the United States Catholic Conference of Bishops or the Catholic Conference of Kentucky.

## **711 FEDERAL PROGRAMS**

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

## **712 CATHOLIC SCHOOLS WEEK**

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

## **713 VOLUNTEERS**

All regular volunteers in the Diocese of Owensboro Catholic schools shall be required to submit to a criminal history background check. (See [www.owensborodiocese.org/safe-environment-documents/](http://www.owensborodiocese.org/safe-environment-documents/) for forms)

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## TEACHER HIRING CHECKLIST

- \_\_\_\_\_ Application\*
- \_\_\_\_\_ Certification (State Credentials/Certificates)\*
- \_\_\_\_\_ Statement of Eligibility (if Intern)\*
- \_\_\_\_\_ Transcripts\*
- \_\_\_\_\_ References (those listed and those that obviously should be listed)
  - \_\_\_\_\_ Professional
  - \_\_\_\_\_ Personal
- \_\_\_\_\_ Years' Experience Verification\*
- \_\_\_\_\_ Appropriate Criminal Records Checks\*
- \_\_\_\_\_ Statement of Health\*\*
  - \_\_\_\_\_ Tuberculin Risk Assessment and any subsequent treatment, if directed\*\*
- \_\_\_\_\_ Contract\*
  - \_\_\_\_\_ (Includes reading of the Handbook for Catholic Schools)\*
- \_\_\_\_\_ Non-Catholic Understanding (if applicable)\*
- \_\_\_\_\_ I-9 (U.S. Dept. Of Justice Employment Eligibility Verification Form) \*\*\*
- \_\_\_\_\_ Diocesan Sexual Abuse Policy signed statement as being read\*
- \_\_\_\_\_ Kentucky New Hire Reporting (also sent to requesting agency) \*\*\*

### Faculty (Annually)

- \_\_\_\_\_ Employee sign-off sheet for asbestos related information (Guide for Reducing Exposure to Asbestos)
- \_\_\_\_\_ Blood Borne Pathogens training for all employees on an annual basis as required by OSHA and Diocesan Policy (e.g., video)\*

\* Copy to Diocesan Catholic Schools Office

\*\* Separate Medical File and copy to Diocesan Catholic Schools Office

\*\*\* Kept in School File only

# DIOCESE OF OWENSBORO

CATHOLIC SCHOOLS OFFICE  
600 LOCUST STREET  
OWENSBORO, KY 42301  
(270) 683-1545  
[WWW.OWENSBORODIOCESE.ORG](http://WWW.OWENSBORODIOCESE.ORG)

## Teacher Application

**IMPORTANT NOTICE:** If you need assistance in completing this application, please contact the Human Resources Department of the Diocese of Owensboro. Applicants should be extremely careful as they complete this application.

**GENERAL INSTRUCTIONS:** This application form is to be filled out completely, in order to be considered for possible employment. If an item does not apply, respond by using "NA". For all sections, if more space is needed for your response, please attach additional sheets.

**NOTE:** All applicants will be required to furnish proof of identity and legal work authorization to be considered for employment.

*The Diocese of Owensboro and its hiring entities recruit, hire and promote on the basis of merit, competence and qualifications without discrimination with regard to race, national origin, ancestry, citizenship, color, sex, age, and disability, marital, veteran or other protected status.*

## Personal Information

<b>Date of Application</b> (MM/DD/YYYY)	<b>Legal Name:</b> (Last, First, MI)	<b>Other Names Used:</b>
<b>Current Address:</b> (Street, City, State, Zip Code)		
<b>Social Security Number:</b>	<b>Religion:</b>	<b>Parish/Church:</b>
<b>Primary Phone Number:</b>	<b>Secondary Phone Number:</b>	<b>Email Address:</b>

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## Application Information

**Select one:**

New Applicant ☐

Previously Employed within the Diocese of Owensboro at: \_\_\_\_\_

Currently Employed within the Diocese of Owensboro at: \_\_\_\_\_

I have filled out an application before on: \_\_\_\_\_

**School Applying For:**

**Position Applying For:**

**Type:**

Full-Time ☐

Part-Time ☐

Other: \_\_\_\_\_

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

Grade Level

Subject or Specialty

Full-Time, Part-Time, or Substitute


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

**Have you been convicted of a crime in the last 7 years?**

Yes ☐

No ☐

**If yes, was it a:**

Felony ☐

Misdemeanor ☐

**Please list any convictions that are a matter of public record (arrests are not convictions). A conviction will not necessarily disqualify you from employment.**

**Have you ever been dismissed, or asked to resign, by an employer (if yes, please explain and give the date and location)?**

School Name:	Phone:
Address (Street, City, State, Zip Code):	Date Employed: From _____ to _____.
Job Title:	Fax Number:
Subject(s):	Reason for Leaving:
Grade(s):	
Starting Salary:	
Ending Salary:	
School Name:	Phone:
Address (Street, City, State, Zip Code):	Date Employed: From _____ to _____.
Job Title:	Fax Number:
Subject(s):	Reason for Leaving:
Grade(s):	
Starting Salary:	
Ending Salary:	

### Other Work Experience

Employer Name:	Date Employed: From _____ to _____.
Address: (Street, City, State, Zip Code)	Hourly Rate or Annual Salary: Starting: _____ Final: _____
Job Title: _____	Phone Number: _____
Supervisor: _____	Reason for Leaving:
Job Duties:	
Employer Name:	Date Employed: From _____ to _____.
Address: (Street, City, State, Zip Code)	Hourly Rate or Annual Salary: Starting: _____ Final: _____
Job Title: _____	Phone Number: _____
Supervisor: _____	Reason for Leaving:
Job Duties:	

Employer Name:	Date Employed: From _____ to _____.
Address: (Street, City, State, Zip Code)	Hourly Rate or Annual Salary: Starting: _____ Final: _____
Job Title: _____	Phone Number: _____
Supervisor: _____	Reason for Leaving:
Job Duties:	

Employer Name:	Date Employed: From _____ to _____.
Address: (Street, City, State, Zip Code)	Hourly Rate or Annual Salary: Starting: _____ Final: _____
Job Title: _____	Phone Number: _____
Supervisor: _____	Reason for Leaving:
Job Duties:	

### Education and Skills

School	Name & Location of School	Field of Study	Did you Graduate?	Degree or Diploma
High			Yes: <input type="radio"/> No: <input type="radio"/>	
College			Yes: <input type="radio"/> No: <input type="radio"/>	
Graduate School			Yes: <input type="radio"/> No: <input type="radio"/>	
Other			Yes: <input type="radio"/> No: <input type="radio"/>	NCEA©

### Practice Teaching

Name & Location of School	Grade	Subject

## Certifications

State/Agency	Type	Area	Certificate #	Issue Date	Exp. Date

## Miscellaneous

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

Program/Place	Sponsor	Date	Field

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

## References

Give at least three current professional references, including your present employers, who have first-hand knowledge of your character, personality and work ability. Please do not include family members or friends as references.

Name	Title/Business	Phone #	Email Address	# Years Acquainted

## Certification and Waiver by Applicant

I understand that this application is not a contract of employment. I understand that federal law requires all persons hired must submit satisfactory proof of employment authorization and identity; failure to submit such proof will result in denial of employment.

I understand that certain positions may require the knowledge of or the practice of the Catholic Faith. If this is a requirement, I will be told prior to employment.

I understand that misrepresentation or omission of facts may result in rejection of this application, or if hired, discipline up to and including termination.

I understand (and authorize) that the employer may thoroughly investigate my work and personal history and verify all data given on this application, on related papers, and in interview. I authorize all individuals, schools, licensure boards, agencies, and companies named therein, except my current employer if so noted, to provide any information requested about me, and I release them from all liability for damage in providing this information. I understand that any employment or offer of employment is dependent on the results of a background check.

I understand that filling out this form does not indicate there is a position open and does not obligate the Diocese of Owensboro to hire me.

I certify that all statements herein are true and understand that any falsification or willful omission shall be sufficient cause for dismissal or refusal of employment.

\_\_\_\_\_  
**Applicant Signature**

\_\_\_\_\_  
**Date**

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# DIOCESE OF OWENSBORO CATHOLIC SCHOOLS

## EXPERIENCE VERIFICATION FORM

Full Name: \_\_\_\_\_ Social Security Number ----- \_\_\_\_\_

To:

Return to:

The above named person has been appointed to a position at \_\_\_\_\_.  
 Since additional salary may be paid for creditable years of experience, please list experience gained in your business/system. If experience was part-time, please list the number of hours worked per day. Do not list substitute experience. Please use a separate line for each year and complete all columns. If additional space is needed, please use the back of this form. Thank you.

Years of Service		Days in School Year	Actual Days Worked	Subject/Grades Taught	Part/Full Time	Name/Address of School
From	To					

I certify that according to our records, the above named person was employed at \_\_\_\_\_  
 in the position of \_\_\_\_\_, as stated herein.

For Kentucky School districts: The above named person has \_\_\_\_\_ days of accumulated sick leave at the end  
 of the \_\_\_\_\_ school year. Our district is accredited by \_\_\_\_\_.

\_\_\_\_\_  
 Signature of Personnel Official

\_\_\_\_\_  
 Name and Title (please print)

\_\_\_\_\_  
 Date

**AGREEMENT BETWEEN NON-CATHOLIC PERSONNEL**  
**AND**  
**CATHOLIC SCHOOLS OF THE DIOCESE OF OWENSBORO**

I understand it is essential that Catholic teachers be hired to teach in the Catholic schools of the Diocese of Owensboro, and that I was hired because a Catholic teacher was not available.

I further understand that if a Catholic teacher is found at the end of the school year I may not be rehired. If I am hired for four consecutive years of service I am then eligible for continuing employment.

Signed:\_\_\_\_\_ Date \_\_\_\_\_  
(Teacher)

Signed:\_\_\_\_\_ Date \_\_\_\_\_  
(Principal)

Signed:\_\_\_\_\_ Date \_\_\_\_\_  
(Priest/Priest-Pastor)

**KENTUCKY DEPARTMENT OF EDUCATION**  
**MEDICAL EXAMINATION OF SCHOOL EMPLOYEES\***

Name \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ Sex: M ☐ F ☐

Address \_\_\_\_\_ Telephone \_\_\_\_\_

Applicant With or Employed By \_\_\_\_\_ Board of Education \_\_\_\_\_

**HISTORY**

**Medical** (All serious medical and psychiatric diseases: diabetes, epilepsy, heart disease, etc.) \_\_\_\_\_

**Surgical** (All major operations) \_\_\_\_\_

*"Per the Genetic Information Nondiscrimination Act of 2008, it is unlawful for an employer to request genetic information, genetic testing information, family medical history information, or family genetic testing information from an applicant or employee. The medical provider conducting this examination of an applicant/employee of a local school district shall not request, require or purchase this information about the applicant or employee. Any applicant or employee undergoing a medical examination for employment with a local school district shall not provide this information to the medical provider or the school district."*

**PHYSICAL**

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

**Tuberculosis Risk Factor Assessment**

Yes ☐ No ☐ High risk for Tuberculosis infection

Yes ☐ No ☐ Referred to local health department for further TB infection evaluation

Yes ☐ No ☐ Tuberculosis test performed (specify: \_\_\_\_\_ TST/ \_\_\_\_\_ BAMT)

\_\_\_\_\_ Date of chest X-Ray

☐ No further follow-up unless signs/symptoms of Tuberculosis infection develop

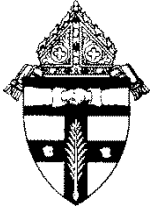
I have examined \_\_\_\_\_ and find him/her free of communicable disease and any physical or mental disabilities that might interfere with performing his/her duties, except as follows:

\_\_\_\_\_  
Date of Examination

\_\_\_\_\_  
Signature (Physician/PA/ARNP)

\* School Bus Drivers are required to use form TC94-35E.





## DIocese OF OWENSBORO

### CONTRACT OF EMPLOYMENT FOR CATHOLIC SCHOOL TEACHER \_\_\_\_\_-\_\_\_\_\_-SCHOOL YEAR

Rank: \_\_\_\_\_

Years of Experience Verified by the Catholic Schools Office: \_\_\_\_\_

Accumulated Leave Days as of \_\_\_\_\_: \_\_\_\_\_

This contract of employment, subject to the terms outlined herein, is made between

\_\_\_\_\_  
(Name of School) and \_\_\_\_\_  
(Name of Employee)

\_\_\_\_\_  
(Employee's Street Address) (City) (State) (Zip) (Telephone) (Social Security Number)

Who accepts the position of: \_\_\_\_\_

☐

This position is FULL-TIME.

☐

This position is PART-TIME and employee will  
work \_\_\_\_% of a full-time equivalent position.

This employee hereinafter is called the "teacher".

When the teacher signs this contract, he/she is informed of his/her tentative assignment. In the event that special or unforeseen circumstances arise after the contract is signed, the principal reserves the right to change the assignment.

This teacher will teach GRADE(S) \_\_\_\_\_ and SUBJECT(S) \_\_\_\_\_  
unless changed by the principal.

While rendering the services set out herein, the teacher will be paid the annual salary of \$ \_\_\_\_\_.

The teacher will have official documents on file with the school to support credentials. This salary shall be payable in  
\_\_\_\_\_ equal installments, the first installment becoming payable on \_\_\_\_\_.  
(MM/DD/YYYY)

Extra-Curricular paid duties include: (list duties and stipend to be paid in equal amounts with contract salary, seasonal or  
school year): \_\_\_\_\_

Extra-Curricular Stipend: \_\_\_\_\_

#### TERMS OF EMPLOYMENT:

1. The teacher's services for the school will cover the time period from

\_\_\_\_\_ to \_\_\_\_\_  
(MM/DD/YYYY) (MM/DD/YYYY)

Included in this period for a full-time position are 175 instruction days, 4 paid holidays and 6 professional days.

2. The Diocese of Owensboro and its schools will follow Kentucky law requiring a criminal record check and diocesan Safe Environment compliance requirements prior to employment as a condition of employment.
3. During this period of employment the teacher will perform the services and duties expected of her/his position in accordance with state and local laws, the rules and regulations of the Office of Catholic Schools and its authorized agents, and the policies and rules adopted by the duly constituted school or parish authority.

4. The teacher is immediately responsible to the school principal in the interpretation and performance of her/his role in the school, including curricular, co-curricular and extra-curricular assignments.
5. The parish or school (as employer) and the teacher (as employee) are released from the terms of this contract should the teacher be unable to fulfill, for any reason, the duties of this position.
6. In addition to the regular teaching duties, the teacher is required by this contract to attend any and all meetings scheduled for her/him by the Catholic school, to maintain appropriate state and professional certification, and to fulfill the annual school and diocesan professional development requirements.
7. Absence from regular teaching duties or other official assignments is governed by the policies outlined in the Diocese of Owensboro Handbook for Catholic Schools and the Diocese of Owensboro Personnel Policies and Procedures Manual.
8. A signed contract is considered a commitment to work. Breaking a signed contract, when negotiating a contract with another district, is unprofessional behavior. A teacher who wishes to leave his/her position must submit a signed letter of resignation to the principal and the Episcopal Vicar and obtain a release from the contract. If resignation occurs after the contract is signed, an employee must give at least two weeks' notice. This condition is essential to this contract.
9. This contract is subject to all the terms and conditions of the Diocese of Owensboro Handbook for Catholic Schools. In the event there is a dispute between the terms of the contract and the Handbook, the terms of the Handbook will be controlling.
10. The teacher agrees to teach according to the supervision, authority and regulations of the Roman Catholic Church and the Diocese of Owensboro Catholic Schools, and to abide by the *Code of Ethics for Catholic School Educators*. This contract may be canceled at any time for sufficient cause, which may include, but not be limited to, misconduct, failure to carry out reasonable directions given by the principal, inability to carry out the duties provided for herein, incompetence in the performance of duties, failure to report suspected child abuse, a serious offense against Catholic doctrine or morality, demonstrating a public life or advocating a position not consistent with the teachings of the Catholic Church, involvement in public crime or scandal, presenting false information toward obtaining the position, or violation of diocesan policies.
11. This contract does not go into effect until final enrollment has been determined, at the sole discretion of, the Principal, Episcopal Vicar and/or the President/Director.

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It is hereby agreed that the terms and conditions of this contract are accepted by the undersigned parties.

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of President: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Episcopal Vicar: \_\_\_\_\_ Date: \_\_\_\_\_

Other Notes:

- ☐ Original to Principal
- ☐ Copy to Catholic Schools Office
- ☐ Copy to Employee



School Year: \_\_\_\_\_  
**DIOCESE OF OWENSBORO**  
**CONTRACT OF EMPLOYMENT for SCHOOL PRINCIPAL**

This contract of employment, subject to the terms outlined herein, is made between

\_\_\_\_\_ and \_\_\_\_\_  
(Name of School/System) (Name of Employee)

\_\_\_\_\_  
(Employee's Street Address) (City) (State) (Zip) (Telephone) (Social Security Number)

who accepts the position of Principal for the school, and who hereinafter is called the "Principal."

Certificate Rank \_\_\_\_\_ Years of Experience \_\_\_\_\_

**TERMS OF EMPLOYMENT:**

1. The principal's services for the school will cover from July 1 to June 30. The required number of days is \_\_\_\_\_ plus extra time to open and close school (usually several weeks at the beginning and the end of the school year). Exceptions or differences must be noted in the "Notes" section on page 2 of the contract.
2. The Diocese of Owensboro and its parishes and schools will follow Kentucky law requiring a criminal record check prior to employment as a condition of employment and compliance with current diocesan safe environment training and forms.
3. During this period of employment, the principal will perform the services and duties expected of her/his position in accordance with state and local laws, the rules and regulations of the Catholic Schools Office and its authorized agents.
4. The principal is directly responsible to the school administrator\* or pastor\* of the local parish(es). The principal is also accountable to the appropriate Diocese of Owensboro offices in the interpretation and performance of his/her duties. The pastor or school administrator is considered the constituted school authority.
5. The parish or school (as employer) and the principal (as employee) are released from the terms of this contract should the principal be unable to fulfill, for any reason, the duties of this position.
6. In addition to the regular duties, the principal is required by this contract to attend any and all meetings scheduled for her/him by the Catholic Schools Office, the McRaith Catholic Center Human Resources Office, and the pastor\* or school administrator\*. The principal is expected to maintain Kentucky Principal Certification and current catechist certification.
7. Absence from regular duties or other official assignments is governed by the policies outlined in the Diocese of Owensboro Handbook for Catholic Schools and the Diocese of Owensboro Employee Policy Handbook.



School Year: \_\_\_\_\_  
**DIOCESE OF OWENSBORO**  
**CONTRACT OF EMPLOYMENT for SCHOOL PRINCIPAL**

8. While rendering the services set out herein, the principal's total salary will be \$ \_\_\_\_\_  
This salary is payable in \_\_\_\_\_ equal installments, the first installment becoming payable on \_\_\_\_\_  
(number) (MM/DD/YYYY)
9. This contract may be canceled at any time for sufficient cause, which may include, but not be limited to, misconduct, failure to carry out reasonable directions given by the pastor\* or school administrator\*, inability to carry out the duties provided for herein, incompetence in the performance of duties, failure to report suspected child abuse, a serious offense against Catholic doctrine or morality, demonstrating a public life or advocating a position not consistent with the teachings of the Catholic Church, involvement in public crime or scandal, presenting false information toward obtaining the position, or violation of diocesan policies.
10. The parties agree that any controversy arising out of this contract of employment or the performance of the duties of the parties hereunder will be submitted for resolution or appeal as described in the Diocese of Owensboro Handbook for Catholic Schools and any judgment or decision rendered may be entered in any court having jurisdiction thereof.
11. In view of the scope of the principal's job, the principal may not cancel this contract after July 1 without 30 days' written notice.
12. This contract is subject to all the terms and conditions of the Diocese of Owensboro Handbook for Catholic Schools. In the event there is a dispute between the terms of the contract and the Handbook, the terms of the Handbook will be controlling.
13. This contract does not go into effect until final enrollment has been determined, at the sole discretion of, the Principal, Episcopal Vicar and/or the President/Director.

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It is hereby agreed that the terms and conditions of this contract are accepted by the undersigned parties.

Signature of Principal \_\_\_\_\_

Date: \_\_\_\_\_

Signature of Pastor or Authorized Agent: \_\_\_\_\_

Date: \_\_\_\_\_

*Original to employee, copy to the Catholic Schools Office, copy to school/system administrator\**

Notes: \_\_\_\_\_

\*"Pastor" denotes Priest-Pastor or Episcopal Vicar

\*"School Administrator" denotes President or Director

*(Please complete and give to Superintendent at meeting's end or return by June 30th)*

## PACESS Superintendent Evaluation

SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly Disagree (If the most appropriate response is NA, leave item blank. Comments and signature are optional.)

	SA	A	N	D	SD
<b><i>The superintendent:</i></b>					
1. Treats me in a professional manner at all times.	5	4	3	2	1
Comments:					
2. Responds in timely fashion to questions/concerns.	5	4	3	2	1
Comments:					
3. Is committed to the success of Catholic education.	5	4	3	2	1
Comments:					
4. Serves as a resource to principals and directors.	5	4	3	2	1
Comments:					
5. Works effectively with pastors/priest-pastors.	5	4	3	2	1
Comments:					
6. Works effectively with school council/committee.	5	4	3	2	1
Comments:					
7. Visits my school often enough.	5	4	3	2	1
Comments:					
8. Provides quality PD for diocesan educators.	5	4	3	2	1
Comments:					
9. Is accessible to PACESS administrators.	5	4	3	2	1
Comments:					
10. Is an effective liaison to CCK and KNPSC (Catholic Conference of KY and KY Non-Public School Commission)	5	4	3	2	1
Comments:					

-----  
Other comments:

# DIOCESE OF OWENSBORO CATHOLIC SCHOOLS

## FORMATIVE EVALUATION FOR PRINCIPALS

School Council/Episcopal Vicar

Principal: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

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

	<b>Almost Always 5</b>	<b>Often 4</b>	<b>Some- times 3</b>	<b>Seldom 2</b>	<b>Almost Never 1</b>	<b>Did Not Observe N/A</b>
<b><i>Standard 1: The Principal gives direction to the school council:</i></b>						
1.1 Together, principal and council chair build on the council's agenda.	5	4	3	2	1	N/A
1.2 Principal identifies school needs for the council's attention.	5	4	3	2	1	N/A
1.3 Principal offers ideas for the council's professional development opportunities.	5	4	3	2	1	N/A
1.4 Principal prepares an initial school budget draft.	5	4	3	2	1	N/A
1.5 Principal makes policy recommendations for council formulation.	5	4	3	2	1	N/A
COMMENTS:						
<b><i>Standard 2: Principal provides the council with timely, thorough, and clear information about the school</i></b>						
2.1 Principal prepares a written or oral report for each council meeting.	5	4	3	2	1	N/A
2.2 Principal informs the council about evaluation of curriculum.	5	4	3	2	1	N/A
2.3 Principal keeps the council informed regarding results of national and/or diocesan testing programs.	5	4	3	2	1	N/A
2.4 Principal informs the council about school-wide problems and concerns.	5	4	3	2	1	N/A
2.5 Principal invites the council to special activities and events.	5	4	3	2	1	N/A

COMMENTS:

	Almost Always 5	Often 4	Some- times 3	Seldom 2	Almost Never 1	Did Not Observe N/A
<b><i>Standard 3: Cooperation, mutual respect, and trust should characterize the relationship between principal and school council</i></b>						
3.1 Principal gives to the council and its individual member's public loyalty and respect.	5	4	3	2	1	N/A
3.2 Principal sees that the council has adequate clerical assistance and help with arrangements for its activities.	5	4	3	2	1	N/A
3.3 Principal assists in recruiting new council members.	5	4	3	2	1	N/A
3.4 Principal sees that committees of the council have adequate assistance (data, personnel, materials) to carry out their tasks.	5	4	3	2	1	N/A
COMMENTS:						
<b><i>Standard 4: The principal demonstrates accountability for the job that has been asked</i></b>						
4.1 Principal is responsible for fulfilling the job description in a satisfactory manner.	5	4	3	2	1	N/A
4.2 Principal is responsible for implementing local and diocesan policies.	5	4	3	2	1	N/A
4.3 Principal is responsible for completing the tasks assigned as an outgrowth of the council's formal goal-setting session.	5	4	3	2	1	N/A
4.4 Principal is responsible for compliance with diocesan guidelines.	5	4	3	2	1	N/A
COMMENTS:						
<b><i>Standard 5: The principal promotes a Catholic school climate in which the message is proclaimed, community is fostered, service is offered, and worship is celebrated</i></b>						
5.1 The principal supports the school philosophy and mission which reflect the unique Catholic character of the school.	5	4	3	2	1	N/A
5.2 The principal nurtures the faith development of faculty and staff through opportunities for spiritual growth.	5	4	3	2	1	N/A
5.3 The principal provides opportunities for the school community to pray together and celebrate faith.	5	4	3	2	1	N/A
5.4 The principal integrates Gospel values and Christian ethics into the curriculum, policies, and life of the school.	5	4	3	2	1	N/A
5.5 The principal encourages and promotes service within the school, parish, and community.	5	4	3	2	1	N/A



	<b>Almost Always 5</b>	<b>Often 4</b>	<b>Some- times 3</b>	<b>Seldom 2</b>	<b>Almost Never 1</b>	<b>Did Not Observe N/A</b>
5.6 The principal ensures quality Catholic religious instruction of students.	5	4	3	2	1	N/A
5.7 The principal fosters a spirit of unity among home, school, and total parish.	5	4	3	2	1	N/A
5.8 The principal helps to create a positive working/learning environment.	5	4	3	2	1	N/A
COMMENTS:						

Evaluator's Comments:

Evaluator's Signature\*: \_\_\_\_\_

Date: \_\_\_\_\_

**\*IMPORTANT NOTE:** UNSIGNED EVALUATIONS WILL BE DISCARDED. SIGNATURES ARE REQUIRED FOR THE AUTHENTICITY OF THE EVALUATION.

# DIOCESE OF OWENSBORO CATHOLIC SCHOOLS

## PRINCIPAL FEEDBACK INSTRUMENT

Teachers

Principal: \_\_\_\_\_ Date: \_\_\_\_\_ School: \_\_\_\_\_

### **READ BEFORE BEGINNING**

This instrument provides performance feedback to Principals. The Principal appoints a teacher to distribute the evaluation instruments to all teachers with an envelope for confidentiality. Each teacher will complete the evaluation instrument, place it in the envelope, seal it, write their name on the envelope, and return to the appointed teacher. The appointed teacher collects all sealed envelopes, checking that each teacher has returned an envelope, places all sealed envelopes in a larger envelope, and mails it to the Diocesan Catholic Schools Office. All unsigned forms shall be discarded by the Superintendent. A summary shall be compiled by the Superintendent and given to the Administrator and the Episcopal Vicar. The Episcopal Vicar should share the summary with the members of the school board/committee.

	<b>Almost Always 5</b>	<b>Often 4</b>	<b>Some- times 3</b>	<b>Seldom 2</b>	<b>Almost Never 1</b>	<b>Did Not Observe N/A</b>
<b><i>Standard 1: Leadership in educational programs</i></b>						
1.1. Encourages staff initiative and innovations	5	4	3	2	1	N/A
1.2. Cooperates and consults with teachers when developing, improving, or implementing educational programs	5	4	3	2	1	N/A
1.3. Serves as a resource in making materials and services available	5	4	3	2	1	N/A
1.4. Plans and implements a well-organized opening and closing of the school year	5	4	3	2	1	N/A
1.5. Demonstrates knowledge of leadership in educational programs	5	4	3	2	1	N/A
1.6. Effectively observes in the classroom for the purpose of improving instruction	5	4	3	2	1	N/A
1.7. Provides leadership and support in discipline which results in an atmosphere that is conducive to learning	5	4	3	2	1	N/A
1.8. Effectively implements diocesan and school policies	5	4	3	2	1	N/A
1.9. Regards the activities of the classroom as of primary importance to educational programs	5	4	3	2	1	N/A
1.10. Plans and implements change in accordance with school plans	5	4	3	2	1	N/A

COMMENTS:

	Almost Always 5	Often 4	Some- times 3	Seldom 2	Almost Never 1	Did Not Observe N/A
<b>Standard 2: Leadership in teacher relations</b>						
2.1. Is accessible and responsive to teachers	5	4	3	2	1	N/A
2.2. Is consistent, positive, frank, and tactful in dealing with teachers	5	4	3	2	1	N/A
2.3. Helps build morale by recognizing the successful accomplishments of teachers	5	4	3	2	1	N/A
2.4. Plans and conducts well-organized and effective meetings	5	4	3	2	1	N/A
2.5. Promotes development of building personnel	5	4	3	2	1	N/A
2.6. Communicates expectations of teaching staff	5	4	3	2	1	N/A
COMMENTS:						
<b>Standard 3: Leadership in public relations</b>						
3.1. Effectively interprets diocesan and school philosophy and policies to the community	5	4	3	2	1	N/A
3.2. Promotes parental involvement with the school	5	4	3	2	1	N/A
3.3. Communicates effectively with the community	5	4	3	2	1	N/A
3.4. Is consistent, positive, frank, and tactful in dealing with the public	5	4	3	2	1	N/A
COMMENTS:						
<b>Standard 4: Leadership in student relations</b>						
4.1. Demonstrates an interest in students and their welfare; has good rapport with students	5	4	3	2	1	N/A
4.2. Is consistent, positive, frank, and tactful in dealing with students	5	4	3	2	1	N/A
4.3. Teaches students to develop respect for the rights, properties, and opinions of others	5	4	3	2	1	N/A
4.4. Communicates expectations of students	5	4	3	2	1	N/A
COMMENTS:						
<b>Standard 5: Leadership in personal and professional characteristics</b>						
5.1. Demonstrates professional manner	5	4	3	2	1	N/A
5.2. Is positive, optimistic, and enthusiastic	5	4	3	2	1	N/A
5.3. Maintains professional appearance	5	4	3	2	1	N/A

	<b>Almost Always 5</b>	<b>Often 4</b>	<b>Some- times 3</b>	<b>Seldom 2</b>	<b>Almost Never 1</b>	<b>Did Not Observe N/A</b>
5.4. Anticipates problems and is resourceful in coping with them	5	4	3	2	1	N/A
5.5. Effectively responds to crisis situations, not showing anger or frustration, but acting decisively to solve problems	5	4	3	2	1	N/A
5.6. Listens to the opinions of others and is receptive to constructive criticism	5	4	3	2	1	N/A
5.7. Communicates effectively and in a timely manner	5	4	3	2	1	N/A
5.8. Resists premature judgments	5	4	3	2	1	N/A
COMMENTS:						
<b><i>Standard 6: Leadership in promoting a Catholic school climate</i></b>						
6.1. Supports the school philosophy and mission which reflect the unique Catholic character of the school	5	4	3	2	1	N/A
6.2. Nurtures the faith development of faculty and staff through opportunities for spiritual growth	5	4	3	2	1	N/A
6.3. Provides opportunities for the school community to pray together and celebrate faith	5	4	3	2	1	N/A
6.4. Integrates Gospel values and Christian ethics into the curriculum, policies, and life of the school	5	4	3	2	1	N/A
6.5. Encourages and promotes service within the school, parish, and community	5	4	3	2	1	N/A
6.6. Ensures quality Catholic religious instruction of students	5	4	3	2	1	N/A
6.7. Fosters a spirit of unity among home, school, and total parish	5	4	3	2	1	N/A
6.8. Helps to create a positive working/learning environment	5	4	3	2	1	N/A
COMMENTS:						

Evaluator's comments:

Evaluator's Signature\*: \_\_\_\_\_

Date: \_\_\_\_\_

**\*IMPORTANT NOTE:** UNSIGNED EVALUATIONS WILL BE DISCARDED. SIGNATURES ARE REQUIRED FOR THE AUTHENTICITY OF THE EVALUATION.

# **DIOCESE OF OWENSBORO CATHOLIC SCHOOLS**

## **Observation Form**

### **Administrative Staff and Counselors**

Staff Member \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Current Position \_\_\_\_\_

#### **I. Commitment to the Mission of Catholic Schools**

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

Comments:

Standard: I Outstanding \_\_\_\_\_ Accomplished \_\_\_\_\_ Developing \_\_\_\_\_ Absent \_\_\_\_\_

**II. Knowledge and Understanding of Students**

- a. Demonstrates knowledge of child and adolescent development.
- b. Demonstrates knowledge of the learning process.
- c. Demonstrates knowledge of students' interests.
- d. Demonstrates knowledge of students' special needs.

Comments:

Standard: II Outstanding\_\_\_\_\_Accomplished\_\_\_\_\_ Developing\_\_\_\_\_ Absent\_\_\_\_\_

**III. Knowledge of Resources**

- a. Demonstrates knowledge of resources for school use.
- b. Demonstrates knowledge of resources to help teachers extend content knowledge.
- c. Demonstrates knowledge of resources for students.
- d. Demonstrates knowledge of Community and Diocesan Resources.

Comments:

Standard: III Outstanding\_\_\_\_\_Accomplished\_\_\_\_\_ Developing\_\_\_\_\_ Absent\_\_\_\_\_

**IV. Behavior Management**

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

Comments:

Standard: IV Outstanding\_\_\_\_\_Accomplished\_\_\_\_\_ Developing\_\_\_\_\_ Absent\_\_\_\_\_

**V. Collaboration with Staff**

- a. Functions as a team player in the school.
- b. Collaborates with professional colleagues to meet the needs of all students.
- c. Works to improve instructional practices through collaboration with colleagues.
- d. Seeks counsel from colleagues and provides counsel when requested.
- e. Serves as a valued and productive member of instructional teams in the school.
- f. Communicates positively and clearly with students, colleagues, and parents.
- g. Functions as a team player in carrying out special events to benefit the students and the school.

Comments:

Standard: V Outstanding\_\_\_\_\_Accomplished\_\_\_\_\_ Developing\_\_\_\_\_ Absent\_\_\_\_\_

**VI. Professional Growth**

- a. Identifies, in consultation with the principal, Professional Growth Plan goals.
- b. Maintains current certification as required by the Diocese of Owensboro.
- c. Seeks opportunities for professional growth by attending classes, workshops, and/or conferences.
- d. Actively pursues quality professional development for spiritual, professional and personal growth.
- e. Reflects on job requirements for accuracy and uses it for the future.

Comments:

Standard: VI Outstanding\_\_\_\_\_Accomplished\_\_\_\_\_ Developing\_\_\_\_\_ Absent\_\_\_\_\_

**VII. Communication with Parents and Students**

- a. Communicates expectations and timelines for task completion to faculty and staff.
- b. Specific recommendations for improvement through multiple forms of communication. phone, e-mail, conference, etc.
  - 1. Student completion and non-completion of assignments
  - 2. Student progress or non-progress in learning
  - 3. Non-instructional records (discipline)
- c. Maintains privacy of student records and performance.

Comments:

Standard: VII Outstanding\_\_\_\_\_Accomplished\_\_\_\_\_ Developing\_\_\_\_\_ Absent\_\_\_\_\_



**VIII. Implementation of Technology**

- a. Uses available technology effectively.
- b. Suggests available technology/apps to help teachers engage students and enhance instruction.
- c. Helps to integrate student use of available technology into instruction.
- d. Uses available technology to communicate student learning.
- e. Demonstrates ethical and legal use of technology.

Comments:

Standard: VII Outstanding\_\_\_\_\_Accomplished\_\_\_\_\_ Developing\_\_\_\_\_ Absent\_\_\_\_\_

**IX. Professional Responsibilities**

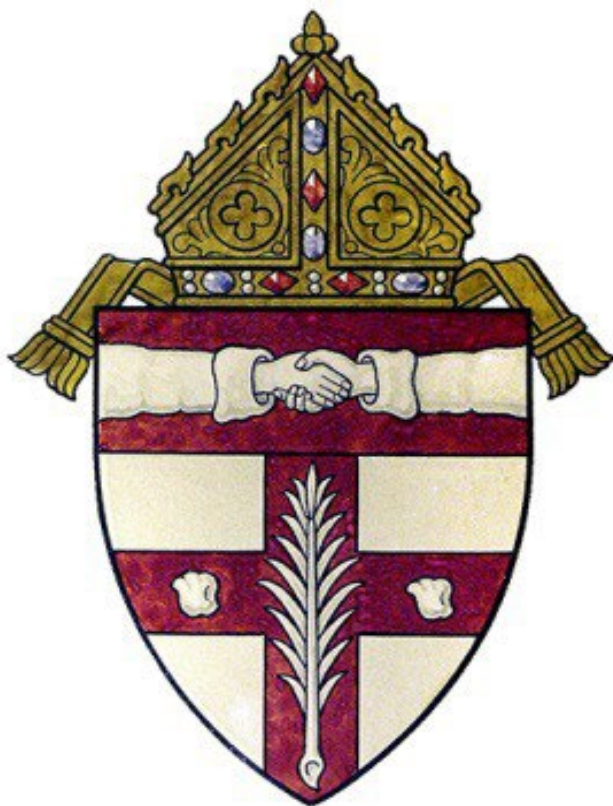
- a. Is punctual.
- b. Completes and maintains accurate records.
- c. Completes job requirements on time.
- d. Adheres to requirements of school faculty handbook and diocesan handbook.
- e. Complies with diocesan Code of Ethics for Catholic School Educators (page IV of diocesan handbook).
- f. Cooperates with parents in the education of students, including availability for personal conferences (within reasonable limits).
- g. Demonstrates Professionalism
  - 1. Integrity and Ethical Conduct
  - 2. Service to students
  - 3. Advocacy for students
  - 4. Decision making with students in mind

Comments:

Standard: IX Outstanding\_\_\_\_\_Accomplished\_\_\_\_\_ Developing\_\_\_\_\_ Absent\_\_\_\_\_

\_\_\_\_\_  
Evaluator Signature/Date

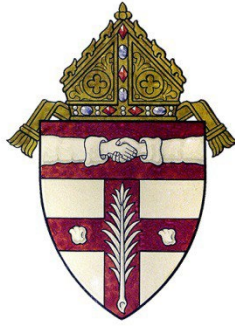
\_\_\_\_\_  
Employee Signature/Date



# Diocese of Owensboro

*Evaluation Packet*

**2022-2023**



# Appendix

Appendix A – Evaluation Checklist for Administrators

Appendix B – Certified Self-Reflection (used for preparation of the PGP)

Appendix C – Professional Growth Plan

Appendix D – Pre-Observation Form (Formative Evaluation)

Appendix E – Formative Observation Form

Appendix F – Post-Observation Form (teacher reflection)

Appendix G – Summative Evaluation Form

Appendix H – Walk-Thru Observation Instrument

Appendix I – Employee Written Warning / Performance Improvement Plan

Appendix J – Employee Self-Appraisal (Classified)

Appendix K – Classified Employee Evaluation

# Diocese of Owensboro

## Evaluation Checklist



Teacher \_\_\_\_\_

School \_\_\_\_\_

School Year \_\_\_\_\_

### Fall Semester

Pre- Observation Form (24 hrs. before)  
**Formative Observation #1 Form**  
 Post Observation Reflection (24 hrs. after)  
 Post Observation Conference (5 working days)

**Complete**      **Date**      **Teacher Copy**      **Date**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Spring Semester

Pre- Observation Form (24 hrs. before)  
**Formative Observation #2 Form** (if required)  
 Post Observation Reflection (24 hrs. after)  
 Post Observation Conference (5 working days)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summative Evaluation Form  
 Post Observation Conference

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Date**

Documents filed in school personnel file?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

### **Record Keeping Requirements:**

1. Pre-Observation Instruments and Walk-Through Observation Instruments may be shredded at the end of the year.
2. Observation forms and PGP shall be kept in the teacher's personnel file for at least (5) years.
3. Summative forms shall be kept in the teacher's personnel file as long as they are employed at the school.
  - If the teacher leaves to teach at another diocesan school, the summative forms are sent to the receiving school.
  - If the teacher leaves the diocesan schools or retires, the summative forms are sent to the Catholic School Office.

Suggested Timeline for Evaluation:

Aug./Sept.	PGP	
Oct./Nov.	Mid year Review	Fall Observation
Feb./Apr.	Summative Review	Summative Eval.

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

For Principal's File

# Self-Reflection: Strengths and Areas for Improvement

O= Outstanding, A= Accomplished, D= Developing, A=

<b><u>Commitment to Catholic</u></b>	O	A	D	A
A. Meets requirements for Spiritual Growth and Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Serves as a Catholic Christian Role Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Accepts assigned responsibilities in a spirit of cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Makes professional decisions based on what is best for the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Communicates with parents in a proactive and positive manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Maximizes opportunities to integrate Catholic teaching daily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Provides opportunities for prayer, worship, and service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Understands and lives the concept of Servant Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 1: Totals</b>				
<b><u>Competence in Content Knowledge</u></b>	O	A	D	A
A. Teaches strategies that are appropriate for content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Connects content to life experiences of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Identifies and addresses student misconceptions of content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Demonstrates content knowledge and allows integration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Follows established diocesan standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 2: Totals</b>				
<b><u>Knowledge and Understanding of Students</u></b>	O	A	D	A
A. Demonstrates knowledge of child and adolescent development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Demonstrates knowledge of the learning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Demonstrates knowledge of students' skills, knowledge, & language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Demonstrates knowledge of students' interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Demonstrates knowledge of students' special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 3: Totals</b>				
<b><u>Knowledge of Resources</u></b>	O	A	D	A
A. Demonstrates knowledge of resources for classroom use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Demonstrates knowledge of resources to extend content knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Demonstrates knowledge of resources for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 4: Totals</b>				
<b><u>Effective Classroom Management</u></b>	O	A	D	A
A. Proactively teaches respectful behavior based on Gospel values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Develops positive rapport with individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Proactively teaches appropriate behavior in class/commons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Proactively teaches expectations for classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Establishes procedures that foster responsibility and cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Implements school-wide behavior plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Demonstrates composure in addressing misbehavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Manages transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Manages materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 5: Totals</b>				

O= Outstanding, A= Accomplished, D= Developing, A=

<b>Designs Learning for All</b>	O	A	D	A
A. Establishes high expectations for students and plan accordingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Designs instruction and assessment aligned with diocesan standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Designs clear objectives to communicate expectations to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Designs lessons that connect across disciplines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Uses a variety of strategies based on best practices/critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Uses strategies to address individual needs and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Uses appropriate accommodations for special learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 6: Totals</b>				
<b>Effective Teaching Practices</b>	O	A	D	A
A. Develops specific learning objectives aligned with standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Establishes positive rapport with students for effective instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Requires critical thinking in questions/assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Uses guided-independent practice/homework aligned w/ instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Monitors students' progress and adjusts as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Models the skills, concepts, and thinking processes to be learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Actively engages students and connects to prior learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Allows students to increase knowledge of cultural diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Demonstrates competence in verbal and written communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Demonstrates flexibility through lesson adjustment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 7: Totals</b>				
<b>Effective Collaboration</b>	O	A	D	A
A. Functions as a team player in delivery of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Collaborates with colleagues to meet the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Works to improve instructional practices through collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Seeks counsel from colleagues and provides counsel when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Serves as a valued and productive member of instructional team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Communicates positively with students, colleagues, and parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Functions as a team player in carrying out special events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 8: Totals</b>				
<b>Professional Growth</b>	O	A	D	A
A. Identifies, w/ principal, Professional Growth Plan Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Maintains current certification as required by the Diocese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Seeks opportunities for professional growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Actively pursues PD for spiritual, professional, and personal growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Applies knowledge acquired through PD into instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Reflects on teaching for accuracy and uses it for future teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 9: Totals</b>				

O= Outstanding, A= Accomplished, D= Developing, A=

<b>Assesses and Communicates Learning Results to</b>	O	A	D	A
A. Administers frequent and appropriate formative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Designs summative assessment methods aligned with the standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Uses/adjusts assessment tools to meet the needs of learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Teaches students to self-assess w/ rubrics, conferences, critiques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Communicates expectations and timelines to students/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Provides effective and timely feedback on student learning results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F1. Gives improvement advice by multiple forms of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Maintains privacy of student records and performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 10: Totals</b>				
<b>Implementation of</b>	O	A	D	A
A. Uses technology to design and plan instruction that expands learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Uses personalized learning technology to engage and enhance learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Uses technology to implement instruction that facilitates learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Integrates student use of technology into instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Uses technology to assess and communicate student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Demonstrates ethical and legal use of technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 11: Totals</b>				
<b>Professional</b>	O	A	D	A
A. Is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Completes and maintains accurate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Completes job requirements on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Adheres to requirements in faculty and diocesan handbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Complies with diocesan Code of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Cooperates with parents in the education of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Functions as a team player on the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Demonstrates professionalism: integrity and ethical conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Standard 12: Totals</b>				

Teacher Name: \_\_\_\_\_

Date: \_\_\_\_\_



<u>Timeline:</u>	
<input type="checkbox"/>	Initial PGP – Aug./Sept.
<input type="checkbox"/>	Mid-Year Review – Oct./Nov.
<input type="checkbox"/>	Summative Review – Mar./Apr.

## Diocese of Owensboro Professional Growth Plan

Teacher Name:

### Goal 1: *Catholic Identity*

*“A Catholic educator is a role model for students and gives testimony by his or her life and commitment to mission.”*

Benedict XVI, June 2005.

#### **Goal setting process:**

1. Review **Standard 1: Demonstrates Commitment to the Mission of Catholic Schools**
2. In context of your position and school, select an indicator that will support your growth in a Catholic school.
3. Identify 1-2 goals that will support your efforts to contribute to this Catholic school community.

**What** are your goals?

**How** will you achieve those goals?

**Evidence** – What documentation will you gather to show progress towards those goals?



## **Goal 2: A Teaching/Learning Goal**

*“An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21<sup>st</sup> century skills, and Gospel values, implemented through effective instruction.”*

National Standards and Benchmarks for Effective  
Catholic Elementary and Secondary Schools

### ***Goal setting process:***

1. Complete Self-Assessment provided. (*Appendix A*)
2. Identify areas of Strength and Growth using the Self-Assessment provided.
3. Identify 1-2 goals that will improve the teaching/learning process.

**What** teaching practice do you feel needs improvement (improving)?

**How** will you develop a plan of action to achieve the goals?

**Evidence** – How will you know you achieved the goals?

### ***Goal 3: School Specific Goal and/or Individual Specific Goal***

*“Catholic schools pay attention to the vocation of teachers and their participation in the Church’s evangelizing mission.”*

Lay Catholics in School, 37

#### ***Goal setting process:***

1. Review your school’s yearly goals and/or PLC goals and your own personal goals.
2. In consultation with your principal, decide what goal should be the focus of your plan.
3. Identify one goal that will support the school improvement efforts of your school, or identify one personal goal that will support managing both home and school.

**What** is the goal?

**How** will you achieve the goal?

**Evidence** – What documentation will you gather to show progress towards the goal?

--

Goals established on:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Principal Signature

**Mid-Year Review**  
*(Completed in October/November)*

*“In every aspect for programs, life, and activities, Catholic schools should foster a personal relationship with Jesus Christ.”*

Miller, 2006

***Questions to Consider:***

1. Are you consistently implementing your agreed-upon plan in collaboration with your principal?
2. What evidence have you collected to show progress toward your goals?
3. Do you need to revise the goals that you set at the beginning of the year? If yes, in what way?

Review completed on:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Principal Signature

**Summative Review of the PGP**  
*(Completed by Teacher w/Principal in March/April)*

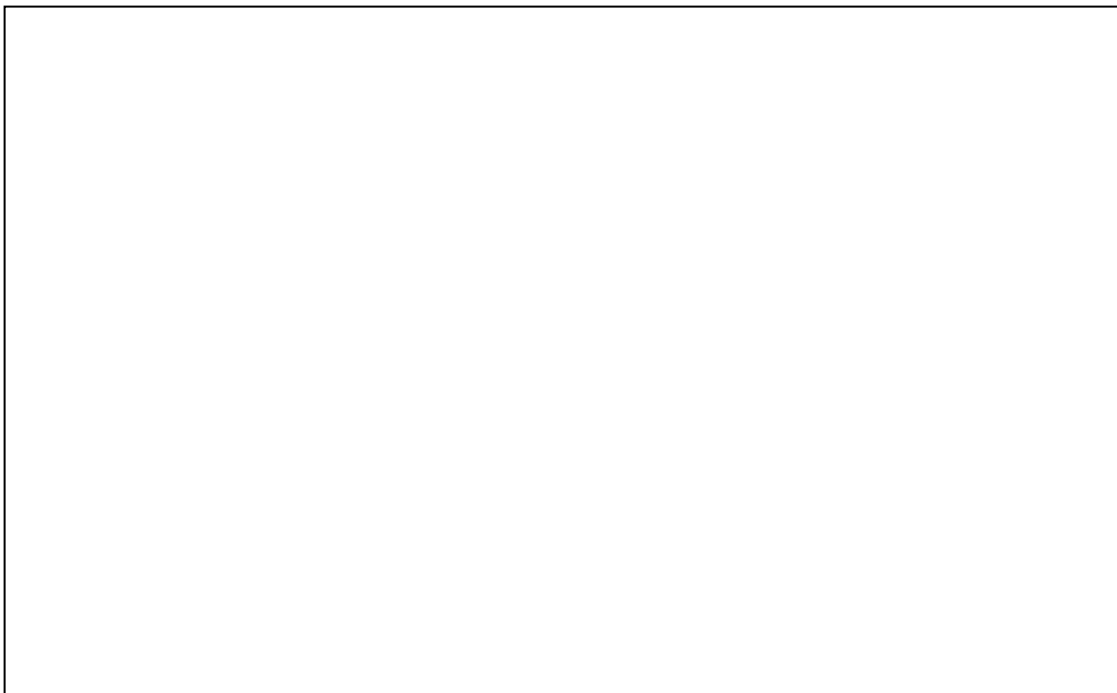
*“By reason of their evangelizing mission, Catholic schools should be available to all people who desire a Catholic school education for their children.”*

Code of Cannon Law, Canons 793 #2

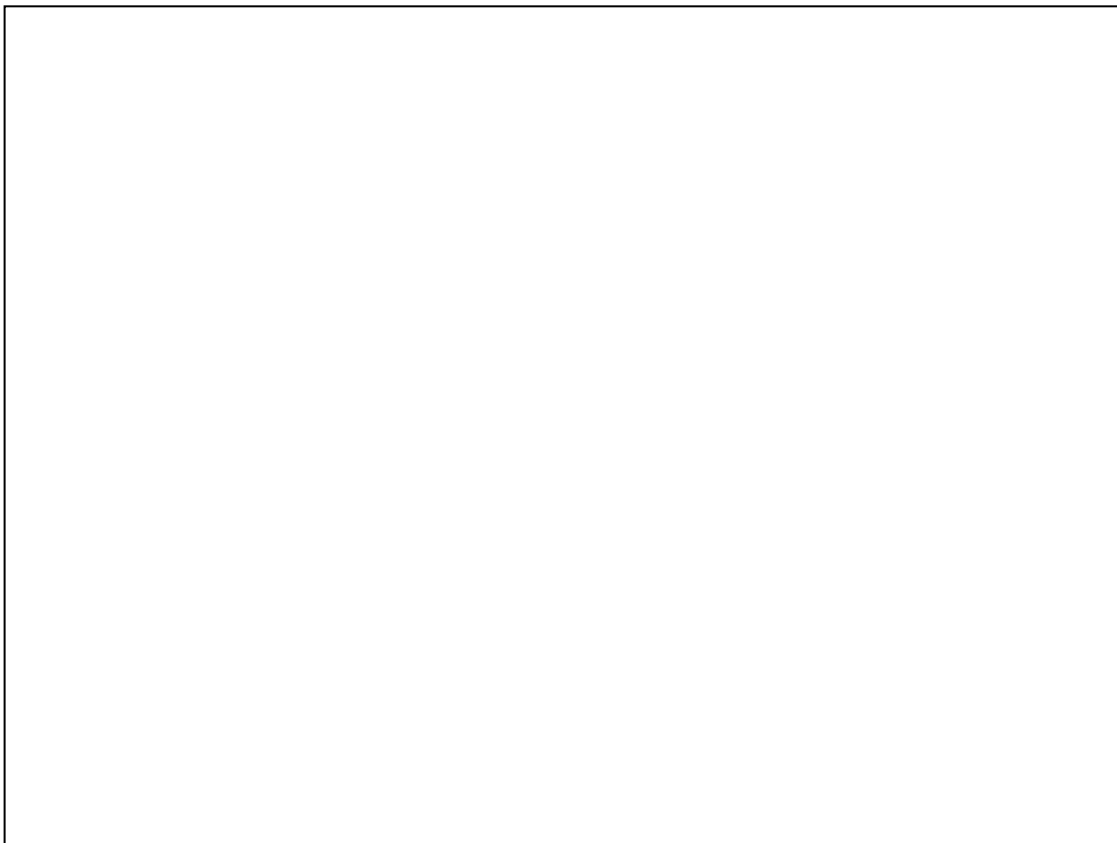
Review completed on:

- ☐ **I have successfully met my performance goals for the school year. My evidence includes the following:**
- ☐ **I am still working to master my goals for this school year, but evidence of my progress is listed below.**

**Possible Opportunities for Growth for the\_\_\_\_\_school year:**



**Final Employee Comments:**



*Diocese of Owensboro*  
**TEACHER PRE-OBSERVATION FORM**

Teacher \_\_\_\_\_

School \_\_\_\_\_

Subject Area(s) \_\_\_\_\_

Date \_\_\_\_\_

Grade \_\_\_\_\_

1. What are the lesson objectives and standards being addressed? How are these connected to prior or future knowledge?

2. What teaching techniques will be used? How will you differentiate instruction?

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

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

5. List any specific teaching behaviors you would like to be monitored.

## Appendix D

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

7. What are the special learning needs in your classroom?

8. As you planned this lesson, why did you select these strategies or instructional methods?

\_\_\_\_\_  
Evaluator's Signature and Date

\_\_\_\_\_  
Teacher's Signature and Date

## **DIOCESE OF OWENSBORO CATHOLIC SCHOOLS**

Teacher \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Grade Level/Subject Area \_\_\_\_\_

Each standard will be evaluated by using one of the following criteria:

**Outstanding:** *It describes something that is very good or very noticeable, making it more obvious than another. Exceptional, masterful, excellent, or superb.*

**Accomplished:** *Accomplished is useful for describing someone who's very good at something. Trained, skilled, talented, or well versed.*

**Developing:** *It means growing one's technical expertise topic by topic by understanding more deeply both the practice and theory of what we do. Grow, evolve, progress, or mature.*

**Absent:** *Absent means not there. Lacking or vague.*

### Standard 1: Demonstrates Commitment to the Mission of Catholic Schools

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

Comments:

Standard 1 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐



Appendix

Standard 2: Demonstrates Competence in Content Knowledge

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

Comments:

Standard 2 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Standard 3: Demonstrates Knowledge and Understanding of Students

- a. Demonstrates knowledge of child and adolescent development.
- b. Demonstrates knowledge of the learning process.
- c. Demonstrates knowledge of students' skills, knowledge, and language proficiency.
- d. Demonstrates knowledge of students' interests and cultural heritage.
- e. Demonstrates knowledge of students' special needs.
- f. Demonstrates knowledge of and follows students' educational plans.

Comments:

Standard 3 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Appendix

Standard 4: Demonstrates Knowledge of Resources

- a. Demonstrates knowledge of resources for classroom use.
- b. Demonstrates knowledge of resources to extend content knowledge.
- c. Demonstrates knowledge of resources for students.

Comments:

Standard 4 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Standard 5: Demonstrates Effective Classroom Management

- a. Proactively teaches respectful behavior based on Gospel values.
- b. Develops positive rapport with individual students.
- c. Proactively teaches appropriate behavior in the classroom and common areas.
- d. Proactively teaches expectations for the various modes of classroom instruction, including management of instructional groups.
- e. Establishes procedures that foster student responsibility and cooperation.
- f. Implements school-wide behavior plans (i.e., CHAMPs, common-area rules)
- g. Demonstrates composure in addressing misbehavior.
- h. Manages transitions.
- i. Manages materials and supplies.
- j. Manages student interaction with each other.
- k. Manages safety and accessibility through the arrangement of physical space.

Comments:

Standard 5 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Standard 6: Designs Learning for All Students

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

Comments:

Standard 6 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Standard 7: Demonstrates Effective Teaching Practices

- a. Proper pacing of content standards is followed and adapted as needed.
- b. Establishes and maintains positive rapport with students as a foundation for effective instruction and increased participation.
- c. Uses quality questions in strategies and/or assignments that require students to develop and practice high-level thinking skills.
- d. Reinforces learning through guided practice, independent practice, and homework aligned with classroom instruction.
- e. Closely monitors students' progress and adjusts assignments as necessary.
- f. Models and/or demonstrates the skills, concepts, attributes, and thinking processes to be learned.
- g. Develops multiple teaching/learning strategies that actively engage students and connect with their prior knowledge, experiences, and aspirations.
- h. Provides opportunities for students to increase their knowledge of cultural diversity.
- i. Demonstrates competence in verbal and written communication.
- j. Demonstrates flexibility and responsiveness through lesson adjustment, response to students, directions/procedures, and explanation of content.

Comments:

Standard 7 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Appendix

Standard 8: Demonstrates Effective Collaboration

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

Comments:

Standard 8 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Standard 9: Demonstrates Professional Growth

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

Comments:

Standard 9 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Standard 10: Assesses and Communicates Learning Results to Parents and Students

- a. Administers frequent and appropriate formative assessments to determine learning progress, guide instruction, and provide prompt and effective feedback to students.
- b. Identifies student growth through the use of assessment data and uses that data to drive future planning.
- c. Chooses and/or designs summative assessment methods and tools that are aligned with the diocesan standards and accurately measures student performance.
- d. Uses/adjusts assessment tools to meet the needs of diverse learners.
- e. Teaches students to self- assess through the use of rubrics, conferencing, and peer critiques.
- f. Communicates expectations, criteria for assessment, and timelines for task completion to students and parents.
- g. Provides students and parents effective, timely feedback on student learning results. Provides specific recommendations for improvement through multiple forms of communication: phone, e-mail, conference, etc.
  - 1. Student completion and non-completion of assignments
  - 2. Student progress or non-progress in learning
  - 3. Non-instructional records (discipline)
- h. Maintains privacy of student records and performance.

Comments:

Standard 10 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Standard 11: Demonstrates Implementation of Technology

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

Comments:

Standard 11 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Standard 12: Carries Out Professional Responsibilities

- a. Is punctual.
- b. Completes and maintains accurate records.
- c. Completes job requirements on time.
- d. Adheres to requirements of school faculty handbook and diocesan handbook.
- e. Complies with diocesan Code of Ethics for Catholic School Educators
- f. Cooperates with parents in the education of students, including availability for personal conferences (within reasonable limits).
- g. Functions as a team player on the faculty.
- h. Demonstrates Professionalism:
  - Integrity and Ethical Conduct
  - Service to students Advocacy for students
  - Decision making with students in mind
  - Supports the school/system beyond the regular instructional day (fundraisers, student events, etc.)
- i.

Comments:

Standard 12 Outstanding ☐ Accomplished ☐ Developing ☐ Absent ☐

Additional supports needed/required:

\_\_\_\_\_  
Evaluator

\_\_\_\_\_  
Teacher

*Diocese of Owensboro*  
**TEACHER POST-OBSERVATION REFLECTION FORM**

Name:	School:
Grade/Subject:	
Observation Date:	Time:

1. How do you feel the lesson went during the observation?

2. What aspects of the lesson are you the most pleased?

3. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

\_\_\_\_\_  
Teacher's Signature/Date

\_\_\_\_\_  
Administrator's Signature/Date

Please submit to your administrator no more than 24 hrs. after the scheduled observation. Rev. 3/2021

# Diocese of Owensboro Catholic Schools

## Summative Evaluation Instrument

<b>Teacher:</b>	<b>Subject or Grade Level:</b>
<b>Evaluator:</b>	<b>Position/School:</b>

<b>Observation Dates:</b>	
<b>Conference Dates:</b>	

Standar	Rating			
	Outstanding	Accomplished	Developing	Absent
Standard 1: Demonstrates Commitment to the Mission of Catholic Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 2: Demonstrates Competence in Content Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 3: Demonstrates Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 4: Demonstrates Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 5: Demonstrates Effective Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 6: Designs learning for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 7: Demonstrates Eff. Teaching Practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 8: Demonstrates Effective Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 9: Demonstrates Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 10: Assess and Communicates Learning Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 11: Demonstrates Implementation of Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standard 12: Carries out Professional Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL RATING:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>Teacher's Comments:</b>
<b>Evaluator's Comments:</b>

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

\_\_\_\_\_  
 Evaluator's Signature and Date



# Walk Through Observations

<p><u>Learning Targets/Objective:</u></p> <p><input type="checkbox"/> Student Friendly (e.g. I will be able to determine the velocity of a moving object.)</p> <p><input type="checkbox"/> Matches the Diocesan Standards</p> <p><input type="checkbox"/> Posted and Clearly Visible (e.g. large enough for students to see from the back of the room.)</p>	<p><u>Instructional Consistency:</u></p> <p><input type="checkbox"/> Referenced the objective during the lesson.</p> <p><input type="checkbox"/> Activity/assignment posted.</p> <p><input type="checkbox"/> Instruction matches the objective.</p> <p><input type="checkbox"/> Activity matches the objective.</p>	<p><u>Student Engagement:</u></p> <p><input type="radio"/> All students are engaged (100%)</p> <p><input type="radio"/> Most students are engaged. (75%)</p> <p><input type="radio"/> Some students are engaged. (50%)</p> <p><input type="radio"/> Few to no students are engaged. (Below 50%)</p>
<p><u>DOK Levels:</u></p> <p><input type="radio"/> DOK 1 List, repeat, label, observe, read, memorize, record, define, explain, discover, locate, show, infer, tell, report, describe, discuss, express, paraphrase</p> <p><input type="radio"/> DOK 2 explain, discover, locate, show, infer, tell, report, describe, discuss, express, paraphrase, apply, summarize, practice, reconstruct, code, use, relate, illustrate, order, classify</p> <p><input type="radio"/> DOK 3 Create, assume, design, imagine, translate, derive, plan, collect, arrange, organize, assemble, predict, invent, compose</p> <p><input type="radio"/> DOK 4 Appraise, validate, decide, interpret, justify, depend, judge, criticize, rate, evaluate, select, predict, determine, assess</p>	<p><u>Instructional Focus:</u></p> <p><input type="radio"/> Student Centered (e.g. cooperative groups, learning centers, and balanced discussion.)</p> <p><input type="radio"/> Teacher Modeling (e.g. demonstrating/explaining a procedure, solving a problem, think aloud, read aloud, etc.)</p> <p><input type="radio"/> Teacher Centered (e.g. lecturing with limited questions, students copying notes, etc.)</p> <p><input type="radio"/> Not Engaged (e.g. attending to tasks not involving students.)</p>	<p><u>Types of Engagement:</u></p> <p><input type="checkbox"/> Discussions</p> <p><input type="checkbox"/> Hands On</p> <p><input type="checkbox"/> Peer to Peer</p> <p><input type="checkbox"/> Writing based work</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> Seat Work</p> <p><input type="checkbox"/> Listening</p> <p><input type="checkbox"/> Practice</p>
<p><u>Best Practices</u></p> <p><input type="checkbox"/> 1. Identifying similarities and differences</p> <p><input type="checkbox"/> 2. Summarizing and active note taking</p> <p><input type="checkbox"/> 3. Reinforcing Effort/ Providing recognition</p> <p><input type="checkbox"/> 4. Homework and Practice</p> <p><input type="checkbox"/> 5. Nonlinguistic Representations</p> <p><input type="checkbox"/> 6. Cooperative Learning</p> <p><input type="checkbox"/> 7. Setting objectives and providing feedback</p> <p><input type="checkbox"/> 8. Generating and testing hypothesis</p> <p><input type="checkbox"/> 9. Cues, questions, and advance organizers</p> <p><input type="checkbox"/> 10. Building Vocabulary</p>	<p><u>It was great to see...</u></p>	<p><u>Point in Instructional Delivery</u></p> <p><input type="checkbox"/> a. Applying Previous Knowledge</p> <p><input type="checkbox"/> b. Teacher States lesson</p> <p><input type="checkbox"/> c. Objective</p> <p><input type="checkbox"/> d. Teacher input</p> <p><input type="checkbox"/> e. Teacher restates objective</p> <p><input type="checkbox"/> f. Student active participation</p> <p><input type="checkbox"/> g. Student explain lesson objective</p> <p><input type="checkbox"/> h. Closure</p>

I wonder....

Observed By: \_\_\_\_\_

## Diocese of Owensboro - Employee Written Warning and Performance Improvement Plan

Employee:	Position:	Date of Hire:
Department:	Entity: (Name of Parish, School)	
Supervisor completing form:	Employee's Direct Supervisor	Today's Date:

Please check all that apply:

<input type="checkbox"/> Violation of Policy/Handbook	<input type="checkbox"/> Attendance, including tardiness	<input type="checkbox"/> Insubordination
<input type="checkbox"/> Poor Performance	<input type="checkbox"/> Unacceptable Behavior/Conduct	<input type="checkbox"/> Poor Work Quality
<input type="checkbox"/> Other		

Reason for the Written Warning Notice:

Employee Comments	<input type="checkbox"/> I concur with the above statement	<input type="checkbox"/> I disagree with the above statement

## Employee Comments: (Attach an additional sheet if necessary)

Employee's Signature:

Date:

## Disciplinary Action, Supervisor's Expectations and Performance Improvement Plan

I have read my Written Warning with Performance Improvement Plan and understand that improvement must be Immediate and sustained. If any portion of this improvement plan is violated at any time or there are repeated occurrences of unacceptable behavior/conduct as stated in this document, I may be subject to further disciplinary action, up to and including termination of employment.

Employee Signature:

Date:

Supervisor Signature:

Date:



## Diocese of Owensboro

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### Self-Appraisal Form

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This Self-Appraisal is designed to assist the employee in providing input regarding his/her performance and to assist in obtaining a more comprehensive performance assessment. Please complete and return the Self-Appraisal to your supervisor at least one week prior to your scheduled annual performance review.

---

Name:

Date:

---

#### **SECTION I:**

Document your achievements over the last 12 months.

---

#### **SECTION II:**

Ask yourself these questions:

1. What could I have done better this year?
  
  
  
  
  
  
  
  
  
  
2. What are my strengths?
  
  
  
  
  
  
  
  
  
  
3. What are my weaknesses and how can I improve them?
  
  
  
  
  
  
  
  
  
  
4. Where can I take personal initiative and become a stronger employee who contributes more next year?



# DIOCESE OF OWENSBORO

Catholic Schools

## Classified Employee Evaluation

Evaluation Period: \_\_\_\_\_ to \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Location/Department: \_\_\_\_\_

Position Title: \_\_\_\_\_

Reason for Review: ☐ Annual ☐ Probationary ☐ Other: \_\_\_\_\_

Please provide a rating for every indicator. Write an explanation below for each rating of "Absent" and/or "Developing". Attach additional sheets if necessary.	Absent	Developing	Accomplished	Outstanding
1. <b>Quality of Work-</b> Work is accurate, thorough, neat, and completed in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <b>Quantity of Work-</b> Effectively produces work in accordance with job description and the Diocese, department, and building needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <b>Job Knowledge-</b> Demonstrates knowledge of job duties and their purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <b>Job Skills-</b> Demonstrates skill in job performance, requiring minimal direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <b>Flexibility and Adaptability-</b> Learns new tasks and assignments willingly. Handles situations appropriately as they arise, even under stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <b>Initiative-</b> Seeks new or additional assignments when appropriate or necessary. Involved in solving problems and offers constructive solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <b>Judgement and Decision making-</b> Use good judgment and make appropriate decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <b>Organization-</b> Tasks are organized, prioritized, and planned out. Materials, equipment, and work area are clean, organized, and ready.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <b>Efficiency-</b> Tasks are organized and completed efficiently. Materials are organized and used efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. <b>Care and Operation of Equipment-</b> Properly maintains and operates equipment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <b>Safety-</b> Follows safety guidelines. Maintains and promotes safe work environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <b>Compliance-</b> Has adequate knowledge of and adheres to Diocese, depart., and building policies/regulations, including appropriate recordkeeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Absent	Developing	Accomplished	Outstanding
13. <b>Attendance</b> - Attends work and leaves at appropriate times. Complies with Diocese, department, and building processes and procedures are the use of leaves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <b>Punctuality</b> - Arrives for work and work appointments on time and prepared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <b>Relationships and Communication</b> - Develops and maintains effective working relationships with all colleagues and stake holders. Uses positive and appropriate communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. <b>Professionalism</b> - Represents Diocese and board values in daily work and interactions. Follows through appropriately and keeps his or her word. Demonstrates consideration and respect for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Major Strengths and Accomplishments:

Areas Needing Improvement: (Absent and/or Developing):

Goal(s) to achieve during next evaluation period:

Employee Comments:

---

Name of Evaluator (Printed)

---

Position Title

---

Evaluator's Signature

---

Date

*"I understand my signature signifies I have read the material to be filed. It does not indicate agreement with its content. I understand I have the right to respond in writing within 10 working days. My comments will be attached to the form in my personnel file."*

---

Name of Employee (Printed)

---

Employee's Signature

---

Date

Make 2 copies:

- 1 for the employee
- 1 for the evaluator/supervisor
- Original goes in personnel file.



- I have been given and read a copy of **The Guide for Reducing Exposure to Asbestos**.
- I have been informed that the Asbestos Operation and Management Plan for this school is kept in the main office.
- I have viewed the training video on **Handling Body Fluids in School**.
- I have been given a copy of the **Diocesan Policy on Sex Abuse**.
- I agree to and have signed the diocese's **Adult Code of Conduct**.

**Date**This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## **Commonwealth of Kentucky Immunization & Health Requirements Diocese of Owensboro Catholic Schools**

Immunization laws and regulations protect everyone; high immunization coverage levels greatly reduce the risk of vaccine-preventable disease outbreaks. Kentucky has regulations requiring immunizations for children in child care and school. These same requirements also provide exemptions from these immunizations for both medical reasons and religious beliefs.

### **Summary of Commonwealth of KY Immunization & Health Requirements**

(Full Description listed below summary boxes)

#### **KY Requirements for Kindergarten**

1. **A Current Immunization Certificate** listing the dates of all required immunizations on a KDE approved form, must be on file within two weeks of the child's attendance
2. **Kentucky School Physical Exam** on KDE approved form. This is different than a Sports Physical and cannot be accepted as the Kindergarten or Initial entry physical. This exam may be completed up to one year prior to initial entry.
3. **Kentucky Eye Exam** by Optometrist or Ophthalmologist on KDE approved form. Must be submitted to the school no later than January 1 of the initial entry year.
4. **Kentucky Dental Exam** by a Dentist or trained Health Department RN on KDE approved form. Must be submitted to the school no later than January 1 of the initial entry year.

#### **KY Requirements for 6th Grade entry (11-12 y.o.):**

1. **Immunization Certificate** must on file within two weeks of the child's attendance including the following vaccines:
  - a. **Hepatitis A Vaccine**-2 dose series administered 6 months apart
  - b. **Tdap Vaccine** regardless of first dose of this immunization
  - c. **Meningococcal Vaccine**
  - d. **Varicella Vaccine** (Chicken Pox) Vaccine --second dose **OR** Physician documentation that the child has had this disease
2. **6th Grade Physical Exam** on KDE approved form. This is **different than a Sports Physical** which cannot be accepted as the entry into 6th grade physical. This exam may be completed up to one year prior to sixth grade entry.

#### **KY Requirements for Middle School Students:**

1. **Hepatitis A Vaccine** – 2 dose series administered 6 months apart. Immunization Certificate must on file within two weeks of the child's attendance.

#### **KY Requirements for High School Students:**

1. **Hepatitis A Vaccine** – 2 dose series administered 6 months apart. Certificate must on file within two weeks of the child's attendance.
2. **Meningitis Vaccine Booster** —Students are required to receive a booster vaccine no later than 2 weeks after their 16th birthday on Immunization Certificate

#### **KY Requirements for Students Transferring from Out-of-State:**

1. **Preventative Health Care Exam** on KDE approved form. This is different than a Sports Physical which cannot be accepted as the Preventative Health Care Examination. This exam must be completed upon entry into school.
2. **Immunization Certificate** including all age appropriate vaccines must on file within two weeks of the child's attendance.
3. **Kentucky Eye Exam** by Optometrist or Ophthalmologist on KDE approved form if student is 3, 4, 5 or 6 years old. Must be submitted to the school no later than January 1 of the initial entry year.
4. **Kentucky Dental Exam** by a Dentist or trained Health Department RN on KDE approved form if student is age 5 or 6. Must be submitted to the school no later than January 1 of the initial entry year.

# **Full Description of Commonwealth of KY Immunization & Health Requirements:**

## **1. KY Immunization Certificate**

KRS 214.034 requires any child enrolled as a regular attendee in all public or private primary or secondary schools, and preschool programs shall have a current immunization certificate and be on file within two weeks of the child's attendance. Information including school immunization legislation and regulations, school immunization schedules, school immunization reporting forms and requirements can be found at the Kentucky Immunization Program website <http://chfs.ky.gov/dph/epi/Immunization.htm>

- Link to form for Immunization Certificate: <https://chfs.ky.gov/agencies/dph/dehp/idb/Documents/CommonwealthofKentuckyCertificateofImmunizationStatus.pdf>
- Link to form that is required for Religious Exemption: <https://chfs.ky.gov/agencies/dph/dehp/idb/Documents/CommonwealthofKentuckyParentorGuardiansDeclinationonReligiousGroundstoRequiredImmunizat.pdf>

## **2. KY Preventative Health Care Examination Form**

702 KAR 1:160 requires each child first entering a Kentucky school (i.e. Kindergarten) or entering Grade 6 to present a Kentucky Preventative Health Care Examination Form. This exam may be completed up to one year prior to initial entry.

- Link to form for School Physical: <https://education.ky.gov/districts/SHS/Documents/Schoolphysicalform2013.pdf>

Sports Physicals:

- Link to form for KHSAA Middle School (Grades 5-8) Sports Physical: <https://khsaa.org/forms/ms01.pdf>
- Link to form for KHSAA High School (Grades 9-12) Sports Physical: <https://khsaa.org/forms/ge04.pdf>

## **3. KY Dental Screening/Exam Form**

Kentucky law in KRS 156.160 (j) requires proof of a dental screening or examination by a dentist, dental hygienist, physician, registered nurse, nurse practitioner, or physician assistant to be presented to the school no later than January 1 of the first year that a five (5) or six (6) year old child is enrolled in public school.

- Link to form for Dental screening or exam: <https://education.ky.gov/districts/SHS/Documents/Dental%20form%20KDESHS005DSF%20%28ADA%29.pdf>

## **4. KY Vision Exam Form**

KRS 156.160 (1)(i) requires proof of a vision examination by an optometrist or ophthalmologist. This evidence shall be submitted to the school no later than January 1 of the first year that a three (3), four (4), five (5) or six (6) year old is enrolled in public school, public preschool, or Head Start program.

- Link to Form for Vision Exam: <https://education.ky.gov/districts/SHS/Documents/Vision%20Form%20Fillable%20%28ADA%29.pdf>

Rev. Sept 2018



## Diocese of Owensboro

### Waiver and Release

Child's Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

In accordance with Kentucky statutes for children exempted from immunization on religious grounds, I hereby offer this "Declination on Religious Grounds to Required Immunizations" as evidence of my opposition to the medical immunization of my child against the named diseases marked on the form.

I understand that the Diocese of Owensboro is under no obligation to accept this objection, and in so doing cannot and will not be held liable in the event that the above-named child is exposed to, or contracts any illness for which they have not been immunized against. I understand that I assume full liability and responsibility for the health of the above-named child.

I further understand that if an outbreak of any of the above-named disease(s) occurs, my child may be subject to involuntary suspension from any and all school activities until such time as the infectious period for said disease(s) has lapsed, or as deemed necessary by the health department where the Catholic school is located.

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Relationship to Child)

Sworn to and subscribed before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_

Signature \_\_\_\_\_



## PHYSICIAN/PARENT REQUEST FOR ADMINISTRATION OF MEDICINE OR SPECIAL PROCEDURE BY SCHOOL PERSONNEL

Special health care procedures and medications may be administered at school by personnel when such treatment is necessary for school attendance and cannot otherwise be accomplished. Prescribed medication/treatment may be administered by a school nurse or by a non-health professional designate of the principal or school nurse. The medication is to be in the original container appropriately labeled by the pharmacy. Parents may request that the pharmacist dispense two bottles of medication, one for home and one for school. This completed form along with the medication and/or special equipment items are to be brought to the school by the parent.

THIS INFORMATION IS CURRENT UNTIL NEW OR UPDATED INFORMATION IS RECEIVED OR FOR ONE CALENDAR YEAR FROM DATE OR UPDATE OF REQUEST.

1. Name of Pupil: \_\_\_\_\_ Birth Date: \_\_\_\_\_
2. Address: \_\_\_\_\_ School: \_\_\_\_\_
3. Condition for which prescribed treatment is required: \_\_\_\_\_ ICD 9 Code: \_\_\_\_\_
4. Specific medication or procedure: \_\_\_\_\_
5. Dosage and method of administration/instruction (include time schedule), time, protocol required for special health care procedure: \_\_\_\_\_
6. Precautions, unfavorable reactions \_\_\_\_\_
7. Disposition of pupil following administration or procedure, if applicable, i.e., rest, home, hospital, doctor's office, return to class \_\_\_\_\_
8. Date of Request: \_\_\_\_\_ Date of Termination: \_\_\_\_\_
9. \_\_\_\_\_ / \_\_\_\_\_  
Physician's Name (printed) Signature  
\_\_\_\_\_  
Physician's Address Telephone Number

(PARENT)

We (I), the undersigned, the parents/guardians of \_\_\_\_\_  
Student's Name

request the above medication or procedure be administered to our (my) child. We (I) authorize, as needed, the sharing of information related to my child's health between the school nurse (or designee) and the health care provider listed above.

\_\_\_\_\_  
Name Relationship Telephone: \_\_\_\_\_ / \_\_\_\_\_  
Home Business

\_\_\_\_\_  
Name Relationship Telephone: \_\_\_\_\_ / \_\_\_\_\_  
Home Business

**NOTE:** Prescribed asthma inhaler may be kept by the student and self-administered if the physician indicates this need in writing and considers the student sufficiently responsible. In addition, the physician should list any precautions to be followed on this form (the school nurse will inform the principal and appropriate others.)

FILED IN NURSE'S OFFICE ON \_\_\_\_\_ BY \_\_\_\_\_

APP P

## PREVALENCE OF “BEST PRACTICES”

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

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

### **CURRICULUM**

- ☐ 1. There is a focus on student mastery of a limited number of concepts and skills.
- ☐ 2. There is an emphasis on real world application in all content standards to determine a rigorous curriculum.
- ☐ 3. The teaching of essential concepts and skills is emphasized with all learners by employing differentiated instruction.
- ☐ 4. There is an emphasis on analyzing, evaluating, and applying information and concepts.
- ☐ 5. Disciplines are integrated where appropriate.
- ☐ 6. Information and concepts are used to solve problems and create products.
- ☐ 7. Technology is viewed as a tool to teach and learn in all subject areas.
- ☐ 8. Interdisciplinary units are utilized to integrate knowledge.
- ☐ 9. The curriculum is aligned vertically and includes learning standards, instructional, and assessment strategies.

### **PLANNING**

- ☐ 1. I plan with college and career readiness in mind.
- ☐ 2. I plan across curricular areas through collaboration.
- ☐ 3. I engage in ongoing short- and long-range instructional planning.
- ☐ 4. I collaborate with peers to vary instructional strategies.
- ☐ 5. I incorporate reflection, the instructional techniques needed, and the impact on student learning in my lesson plans.

### CURRICULUM

## **INSTRUCTION**

- ☐ 1. Students actively produce information through inquiry and research activities.
- ☐ 2. Student-created representations, connections, and meaning (construction) are present.
- ☐ 3. There is teacher coaching of students.
- ☐ 4. Instruction is “differentiated,” reaching all learners with varied abilities.
- ☐ 5. The use of multiple senses (visual, auditory, kinesthetic, tactile) for acquiring information and concepts is present.
- ☐ 6. Students work in a variety of group settings.
- ☐ 7. The focus is on ability as an attribute that can be developed and increased.
- ☐ 8. Groupings are based on a variety of factors such as readiness, interests, modalities, and random assignment.
- ☐ 9. A variety of instructional methods, based on new educational trends/best practices is used.
- ☐ 10. There is variety and a balanced use of resources such as library materials, technology, visuals (globes, maps, charts), manipulatives, graphic organizers, and community resources.
- ☐ 11. The choice of instructional materials is based upon the alignment with standards.
- ☐ 12. There is an emphasis on 21<sup>st</sup> century skills: critical thinking, problem solving, communication, collaboration, creativity, and innovation.
- ☐ 13. There are real-world applications of knowledge and skills that replicate workplace situations.
- ☐ 14. Students are appropriately involved in reflecting upon their learning, setting learning goals, choosing learning activities, and evaluating their work.
- ☐ 15. Opportunities, assistance and accommodations are made for students with special learning needs and for students who are “gifted.”
- ☐ 16. Technology is integrated into the curriculum and used to research, analyze, and present information and concepts.
- ☐ 17. New educational trends, such as blended learning, are incorporated into

## **CURRICULUM**

instruction.

- ☐ 18. There are adequate instructional materials and resources including library, media, technology materials, and services.

## **ASSESSMENT**

- ☐ 1. Assessment is aligned with standards, curricular units of study, and data analysis.
- ☐ 2. Assessment is used to plan instruction, determine prior knowledge, and determine progress.
- ☐ 3. There is a comparison of students to established standards and criterion-referenced tests.
- ☐ 4. Individual work and collaborative work are assessed.
- ☐ 5. There is a variety of assessment and transparent reporting measures.
- ☐ 6. Assessments are returned to students with more feedback than just a score or grade.
- ☐ 7. Choice of formative/summative assessment is determined by the product/method that best demonstrates what has been learned, and includes a variety of measures such as student portfolios, performance events, performance tasks, etc.
- ☐ 8. A proper amount and a variety of tasks are assigned for homework in consideration of various grade levels.
- ☐ 9. Homework assignments support and supplement classroom instruction, and are in compliance with the school's Homework Policy.
- ☐ 10. Evaluation of student work is based upon scoring guides (rubrics).
- ☐ 11. Assessment of applied knowledge is through means of activities and projects that require using knowledge and skills as adults in real life and in the workplace.
- ☐ 12. Assessment scoring guides (rubrics) are clearly defined and articulated before they are used.

## **PROFESSIONAL DEVELOPMENT**

- ☐ 1. Professional development addresses the need to change/enhance individuals' instructional practices.

## **CURRICULUM**

- ☐ 2. Professional development focuses on improving student learning as the overall goal.
- ☐ 3. Professional development is offered on our school campus.
- ☐ 4. There is ongoing support for professional development.
- ☐ 5. A variety of professional development opportunities (PLC's, webinars, on-line classes, study groups, e-mail networks, peer coaching, action research, etc.) are provided.
- ☐ 6. There is a sustained and intensive addressing of priority topics.
- ☐ 7. Methods emphasize practice, feedback, reflection, coaching, and support.
- ☐ 8. Professional development is tailored to the needs of our teachers and our school, and is aimed at keeping teachers current with innovative techniques.
- ☐ 9. The success of professional development is determined by the level of change in participants' behaviors.
- ☐ 10. The professional development reflects school initiatives and the School Improvement Plan.
- ☐ 11. Professional development for our school reflects the goals of individual teachers in their professional growth plans.
- ☐ 12. Professional development is offered to non-teaching staff.
- ☐ 13. Professional development programs are evaluated relative to instructional improvement and improvement in student learning.
- ☐ 14. According to current need, our school provides internal, job-imbedded professional development, as well as presenters from outside the school community.

*\*Adapted with permission from work of Karen L. Tichy, Ed D., Associate Superintendent for Instruction for the Archdiocese of St. Louis, 2/18/03*



## REDUCTION IN FORCE: DEFINITION OF “ACADEMIC FIELD”

According to Diocesan Policy 302, a reduction in force (RIF) occurs within an academic field. For clarification of the handbook, we have agreed that “Academic Field” is generally defined by the teacher certificate, including area specialization, endorsement or major or minor field as listed on the certificate. Examples of academic fields include:

- Speech & Hearing
- Foreign Language
- Band/Instrumental Music
- Library/Media Specialist
- Music
- Art
- PE
- Specific subject area in a departmentalized middle or high school
- Other specialized areas requiring special training or certification may be defined.
- “General Classroom Teacher” is the academic field for teachers who do not fall into one of the above categories.

A teacher will be considered to be within an academic field if

- they have a certificate with area of specialization or endorsement
- or they are working within that field and are working toward a certificate or endorsement by taking at least 6 credit hours per year. Language should be added to contract: “Completion of 6 credit hours toward endorsement or certification is expected for contract renewal.”

Reduction in force will occur by seniority within each academic field.

Examples:

- Foreign Language teachers may be retained even if general classroom teachers have higher seniority.
- Library specialists, art or music or other teachers within a specialized academic field may be retained because they are within that academic field, even if general classroom teachers with higher seniority are being laid off.
- Teachers who will be needed within an academic area might not be waived, even though teachers with higher seniority in other academic areas are waived.

If a general classroom teacher (on continuing contract) is affected by the RIF, and is certified to teach at middle school (grades 7-8) or high school (9-12), that teacher could bump a teacher at the middle school or high school with the same certification and fewer years of seniority. A general classroom teacher without a specialization area or endorsement cannot bump a middle school or high school teacher who has the specialized area or endorsement. Some positions may also require that the teacher be willing and qualified to perform certain athletic or extra-curricular assignments associated with the position.

## **INTEGRATED PEST MANAGEMENT PROGRAM**

### **(PESTICIDE APPLICATION IN SCHOOLS)**

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

1. Advance notification of pesticide use:
  - A) At the start of each semester or school year segment, a verifiable notice shall be sent or given to all staff members, health professionals, and parents or guardians of school children concerning twenty-four (24) hour advance notification of pesticide applications.
  - B) Maintain a registry of those requesting advance notification.
2. The notification shall include the following:
  - A) The anticipated date of possible pesticide application. If special circumstances arise and the advance notice is not provided as required, such as the emergency application of pesticides to control organisms that pose an immediate health threat or that may be disruptive to a normal learning environment, the school shall provide the notice as soon as possible. In this situation, the notice shall explain the reasons why advance notice was not provided and what pesticide was applied;
  - B) A description of the general location of the pesticide application;
  - C) The routine scheduled service, a description of pests encountered, the brand name of the pesticides applied, a list of active ingredients, and pesticide application method; and
  - D) A telephone number that parents and staff can use to contact the school for more information.
3. Qualifications for pesticide applicator:

Persons who apply pesticides in schools shall be certified under Category 7(a), General Pest and Wood-destroying Organisms, and Category 7(b), Integrated Pest Management, to apply pesticides.
4. Exemptions:

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

  - A. Germicides, disinfectants, bactericides, sanitizing agents, water purifiers, and swimming pool chemicals used in normal cleaning activities;
  - B. Personal insect repellents;
  - C. Human or animal ectoparasite control products administered by qualified health professionals or veterinarians; and

- D. Manufactured paste or gel bait insecticides placed in areas where humans or pets do not have reasonable access to the bait.
5. Establishing an IPM Program for schools:
- A. Develop an official IPM policy statement.
  - B. Designate pest management roles.
  - C. Set pest management objectives for the site(s).
  - D. Inspect sites and identify and monitor pest populations for potential problems.
  - E. Set action thresholds.
  - F. Apply IPM strategies to control pests.
  - G. Evaluate results to determine if pest management objectives are reached and keep written records of all aspects of the program.

Additional Information:

Kentucky Department of Agriculture:

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

United States Environmental Protection Agency

Office of Pesticide Programs [www.epa.gov/pesticides/ipm/brochure](http://www.epa.gov/pesticides/ipm/brochure)

Web Site: <http://schoolipm.ifas.ufl.edu>

## DIOCESE OF OWENSBORO SEARCH & SEIZURE POLICY

To safeguard all involved, adults may feel the need to make a physical inspection of a person or his/her possessions. If an adult asks a student/participant to hand over something, that is not considered a search. If an adult asks a student/participant to take something out of his/her pocket, that is not considered a search. One only needs to have another adult acting as an official witness if a student / participant is searched.

Schools shall include this Search and Seizure policy in the Parent-Student Handbook.

Diocesan Search and Seizure Policy states:

1. No search shall be conducted unless there are reasonable grounds to believe the search will reveal evidence of a violation of the Code of Conduct or the law.
2. Two adults must be present for a search. Searches shall only be conducted by those directly responsible for the person's conduct (e.g. Director/Coordinator of Faith Formation, youth minister, teacher/principal, parish chaperone, etc.) along with another adult witness.
3. When a search is conducted, either the conductor of the search or the adult witness must be the same gender as the subject of the search.
4. **Searches:**
  - a. **do not involve touching** of the participant by an adult. Note: no pat-down searches
  - b. **are limited** to a person's outer clothing, pockets, or his/her personal effects (e.g. handbags, backpacks, etc.).
  - c. may include requiring participant to empty pockets or personal items.
  - d. may include requiring participant to pull pants legs up and pull socks down.
5. Only legal authorities (i.e. police) have authorization to conduct pat-down searches.
6. No search shall be conducted in the presence of any other participant (except the parent/guardian of the person being searched, if he/she is in attendance).
7. Legal authorities, if appropriate, and parent/guardian will be notified immediately.
8. Items that may be seized are illegal items (e.g. weapons, drugs, etc.) and any other possessions reasonably determined by authorized personnel to be a safety / security threat.
9. Other items may be seized temporarily if they disrupt or interfere with the individual's or others' participation. Such items will be returned to the participant at the end of the activity. (Examples include cell phones and other electronic equipment, keys, etc.) If cell phones or personal electronic equipment are taken away, they must not be searched except by law enforcement personnel.
10. Those who fail to cooperate with search request shall be subject to other disciplinary action, up to and including dismissal or removal from the premises.

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

## THREAT ASSESSMENT FLOW CHART

**Threat is made**

### **PRINCIPAL / ASSISTANT PRINCIPAL**

- ☐ Investigates- gathers facts and summary of incident.\*
- ☐ Contacts parent of student that made threat.
- ☐ Conduct *Threat Screening*.

### **ACTION / DISPOSITION From Threat Screening**

#### **No Need for Further Assessment**

Return to school  
Monitor behavior  
Revise behavior plan /contract  
Referral to Guidance and/or  
Mental Health Therapist

#### **Further Assessment Needed**

##### **PRINCIPAL:**

- ☐ Suspend student pending results of Threat Assessment.
- ☐ Notify direct supervisor (Pastor, Episcopal Vicar or Director/President)
- ☐ Notify Catholic Schools Office if assistance is needed from Diocese.
- ☐ Notify victim's parents (KRS 158.156)

### **THREAT ASSESSMENT**

Mental Health Therapist conducts assessment, rates overall risk and discusses disposition/ intervention with Principal and/or Guidance Counselor. Principal implements action.

#### **SCHOOL BASED INTERVENTIONS**

Revise behavior plan / contract  
School based and/or mental health counseling  
Teach replacement behaviors  
Social skills training  
Revise Accommodation/Service Plan  
Placement in alternate setting.  
Recommendation for a discipline hearing to determine further actions and/or consequences.

#### **COMMUNITY RESOURCES OPTIONS**

Required mental health assessment.  
School based and/or mental health counseling  
File charges / Beyond Control Petition  
Contact local law enforcement

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

## THREAT SCREENING

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_  
DOB: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Individual(s) completing screening: \_\_\_\_\_

Summary of the threat: \_\_\_\_\_  
\_\_\_\_\_

Verbatim quote of threat: “ \_\_\_\_\_ ”  
\_\_\_\_\_

Precipitating events and circumstances before threat was made: \_\_\_\_\_  
\_\_\_\_\_

### Student's emotional state at the time of threat:

☐ yes ☐ no Student was rational and not agitated.

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

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

☐ yes ☐ no Identity of the victim \_\_\_\_\_  
☐ yes ☐ no Reason / motive \_\_\_\_\_  
☐ yes ☐ no Means- weapon / method \_\_\_\_\_  
☐ yes ☐ no Date, time or place \_\_\_\_\_  
☐ yes ☐ no Specific details are logical or plausible (as opposed to unrealistic / unlikely)

### Behavior traits:

☐ yes ☐ no History of verbal aggression toward ☐ adults ☐ peers  
☐ yes ☐ no History of physical aggression toward ☐ adults ☐ peers  
☐ yes ☐ no Preoccupied with themes of violence / hatred: ☐ verbal ☐ writing ☐ artwork  
☐ music ☐ wrestling ☐ gang affiliation

### School Dynamics:

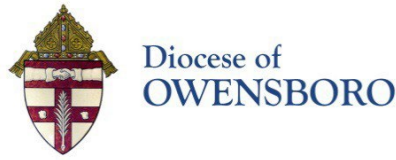
☐ yes ☐ no Student is detached from: ☐ school, ☐ teachers, ☐ peers, ☐ activities  
☐ yes ☐ no Student is: ☐ a victim of bullying; or ☐ bullies peers  
☐ yes ☐ no Increased ☐ intensity and/or ☐ frequency of aggression

---

### Screening recommendations:

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

Comments / Notes:



## **ACCEPTABLE USE OF TECHNOLOGY AND SOCIAL MEDIA**

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

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

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

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

1. All use of Technology for diocesan or parish ministry, such as a website and e-mail, social networking, video sharing, message board and blog accounts (“diocesan accounts”) must be in support of the work of the church and the diocese.
2. Any use of Technology through diocesan accounts for illegal purposes, or in support of illegal activities, is prohibited.
3. Any use of Technology through diocesan accounts to communicate threatening, abusive, derogatory, sexually oriented/explicit or obscene language or material is prohibited. Communications should be professional and are being rendered on behalf of the parish or Diocese.
4. Each website, social networking, video sharing, message board and blog site used for diocesan or parish ministry must be registered with the Diocesan Communication Office and must have at least two adult administrators who can access and monitor the site. Administrators are to ensure the site complies with this and all Diocesan policies and codes of conduct.
5. Any use of diocesan accounts for commercial purposes is prohibited.
6. Any use of diocesan accounts for partisan political lobbying is prohibited.
7. Any use of Technology in a manner that serves to disrupt the use of the network by other users is prohibited.
8. All material viewed on web sites should be considered copyrighted and not available for reproduction, unless specifically stated otherwise or unless specific permission is granted for reproduction. All parishes, schools and offices operating under the auspices of the Owensboro Diocese may reproduce all original material on the diocesan web site, [owensborodiocese.org](http://owensborodiocese.org), excluding material that is hyperlinked from an outside URL. Permission should be received before a user posts information released by other individuals or parishes. Users should also make every effort to validate information and sources before posting information, and to list sources when passing along information received.
9. Diocesan accounts should be used only by the personnel who are authorized user(s) of the account, and only for the authorized purpose. Passwords should be used only by authorized personnel. Ability to access the McRaith Catholic Center's network, email, and records contained within are controlled by means of username and password.



10. All users must adhere to security standards for data and records which include, confidentiality, assuring preservation of data, protecting passwords, and immediately reporting any suspected security violations.

11. Personnel are required to maintain virus protection software on their computers used for telecommunications, after consulting their respective IT expert.

12. Diocesan entities that allow children to have access to Technology must have safeguards to ensure that children cannot access inappropriate material.

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

# Diocesan Catholic School Policy Adaptation Process

If a Catholic School Administrator, after seeing a school need, would like to adapt a Diocesan Catholic School policy to meet the need, s/he must follow the following procedure.

1. If it becomes apparent that there is another option that best fits the school's need, notify the Catholic School's Office Superintendent or Assistant Superintendent. Share reasons.
2. Develop a committee to study the issue.
3. Research the options in meeting the school need.
4. Communicate requested adaptation to School Pastor/Episcopal Vicar.
5. If the policy affects more than one Diocesan Catholic School, share adapted policy with PACESS for feedback.
6. The Catholic School's Office will share the adapted policy with Human Resources and Chancellor for approval.
7. The adapted policy is vetted with school stakeholders, i.e. faculty, staff, School Council, parents, students.
8. Add adapted policy to School Handbook and implement after all stakeholders have been made aware of and understand the change.

## Safe Environment Forms

Listed below are Safe Environment forms that may be necessary throughout the year. Unless otherwise indicated on the form, completed forms are only necessary to be kept on file at the school and they do not need to be sent to the diocese.

These forms are subject to change at any time not only by the Diocese of Owensboro, but also by local, state, and federal governments. For this reason, it is very important to check the Safe Environment page on the diocesan website for the most current forms. Here is a direct link to these forms: <https://owensborodiocese.org/safe-environment-documents/>.

**Form A:** Permission Form/Liability Release and Emergency Medical Release and Health Information for Minors

**Form B:** Emergency Medical Release and Health Information for Adults

**Form C:** Activity Information Form and Liability Release

**Form C-Schools:** Permission Form for Field Trips of One School Day or Less

**Forms D-1, D-2, D-3:** Children/Youth Codes of Conduct

**Forms D-4, D-5:** Adult Codes of Conduct (D-4: Supervisory Adults; D-5: Non-Supervisory Adults and Adult Participants)

**Form E:** Volunteer Drivers

**Form E-1:** Liability Coverage for Leased or Hired Vehicles

**Form F:** Incident Report

**Form G:** Regional Reporting Contracts

**Form H:** Abuse Report

**COMMONWEALTH OF KENTUCKY**  
**CABINET FOR HEALTH AND FAMILY SERVICES**  
**Department for Community Based Services**  
**Division of Protection and Permanency**

**CENTRAL REGISTRY CHECK**

**FOR THE FOLLOWING TYPES OF EMPLOYMENT, STATE LAW OR KENTUCKY ADMINISTRATIVE REGULATIONS REQUIRE A CHILD ABUSE/NEGLECT (CAN) CHECK AS A CONDITION OF EMPLOYMENT. KENTUCKY ADMINISTRATIVE REGULATIONS MAY BE FOUND ON THE INTERNET AT <http://www.lrc.ky.gov/kar/titles.htm>. PLEASE CHECK THE CATEGORY LISTED BELOW THAT APPLIES TO YOU FOR WHICH THE CHILD ABUSE OR NEGLECT CHECK IS BEING REQUESTED:**

**Day Care Related Categories**

- |   |                             |
|---|-----------------------------|
| <input type="checkbox"/> Day Care Center Employee or Volunteer    | (Required by 922 KAR 2:090) |
| <input type="checkbox"/> Applicant for Day Care Center Licensure  | (Required by 922 KAR 2:090) |
| <input type="checkbox"/> Registered Child Care Provider Applicant | (Required by 922 KAR 2:180) |

**Other Categories**

- |  |                             |
|--|-----------------------------|
| <input type="checkbox"/> Foster/Adoption/Independent Living Agency Employee  | (Required by 922 KAR 1:310) |
| <input type="checkbox"/> Residential Child-Caring Facility Employee<br>(Institution/Group Home/Emergency/Wilderness) | (Required by 922 KAR 1:300) |
| <input type="checkbox"/> IMPACT-PLUS Subcontractor   | (Required by 907 KAR 3:030) |
| <input type="checkbox"/> Supports for Community Living (SCL) Employee  | (Required by 907 KAR 1:145) |

**Other** (If none of the above categories is applicable, please explain the reason for requesting a child abuse or neglect check, including the statutory or regulatory authority for the request):

PERSONAL INFORMATION REGARDING THE INDIVIDUAL SUBMITTING TO A CHILD ABUSE OR NEGLECT CHECK (Please print and submit identifying information such as a copy of your driver's license, social security card, or birth certificate):

**NAME:** \_\_\_\_\_  
(first) (middle) (maiden/nickname) (last)

**Sex:** \_\_\_\_\_ **Race:** \_\_\_\_\_ **Date of Birth:** \_\_\_\_\_ **Social Security #:** \_\_\_\_\_

**Date of Initial Hire:** \_\_\_\_\_

**Present Address:** \_\_\_\_\_  
City State Zip Code

**Previous Address:** \_\_\_\_\_  
City State Zip Code

**Previous Address:** \_\_\_\_\_  
City State Zip Code

**Previous Address:** \_\_\_\_\_  
City State Zip Code

**Previous Address:** \_\_\_\_\_  
City State Zip Code

Please list your addresses for the last five years. Use another sheet of paper, if necessary.

## CENTRAL REGISTRY CHECK

A check or money order made payable to the "Kentucky State Treasurer" in the amount of ten dollars (\$10.00) must accompany your request to process a Child Abuse or Neglect Check. The Child Abuse or Neglect Check will **NOT** be processed without payment. Mail check or money order to:

The Cabinet for Health and Family Services  
Department for Community Based Services  
Records Management Section  
275 East Main St., 3E-G  
Frankfort, Kentucky 40621

I hereby authorize the Cabinet for Health and Family Services to complete a Child Abuse or Neglect check and provide the results of the check to the employer or agency listed below. I also release the Cabinet for Health and Family Services, its officers, agents, and employees, from any liability or damages resulting from the release of this information.

All the information provided is complete and true to the best of my knowledge. I understand if I give false information or do not report all of the information needed, I may be subject to prosecution for fraud.

\_\_\_\_\_  
Signature of the Individual Submitting to the Child Abuse or Neglect Check Date

\_\_\_\_\_  
Witness Date

The individual authorizing a Child Abuse or Neglect check may submit a CHFS-305, Authorization to Disclose Protected Health Information form, authorizing the Cabinet to disclose additional information regarding a substantiated finding to the employer or agency listed below should the employer or agency request additional information pursuant to 922 KAR 1:510, Authorization for disclosure of protection and permanency records.

NAME OF EMPLOYER/AGENCY: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ CITY: \_\_\_\_\_

STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_ PHONE: \_\_\_\_\_

### RESULTS OF CHILD ABUSE OR NEGLECT CHECK [FOR OFFICIAL USE ONLY]

- ☐ No reportable incident found in accordance with 922 KAR 1:470.
- ☐ Substantiated child abuse found on the registry Date of substantiated finding: \_\_\_\_\_
- ☐ Substantiated child neglect found on the registry Date of substantiated finding: \_\_\_\_\_

CHECK CONDUCTED ON \_\_\_\_\_ BY \_\_\_\_\_