POLICY MANUAL

FOR CATHOLIC SCHOOLS



FOR THE

ARCHDIOCESE OF BALTIMORE

June 2020

TABLE OF CONTENTS

ADMINISTRATION (ADM)

Federal, State and Local Requirements	1.0
Accreditation Process	1.1
Discrimination/Harassment	2.0
Class Size	3.0
Kindergarten Entrance	3.1
Pre-School Entrance	3.2
Registration Documentation	4.0
Student Emergency Information	4.1
Family Educational Rights and Privacy Act (FERPA)	5.0
Cumulative Record Folder	5.1
Confidential File	5.2
Non-Custodial Parent Access to Child	5.3
Disclosure of Financial Records to Non-Custodial Parent	5.4
Parent/Student Handbook	6.0
Faculty Handbook	7.0
Dress Code for Students and Staff	8.0
Configuration Changes	9.0
Electronic Submission of Archdiocesan Reports	10.0
Home School Association	11.0
School Crisis Management Plan	12.0
Crisis Management Plan Implementation	12.1
Fire and Safety Drill Requirements	12.2
Bomb Threat Procedures	12.3
Emergency School Closing Procedure	12.4
Media Relations	12.5
School Traffic Safety Plan	13.0
Inclement Weather Policy	13.1
School-Owned/Leased Vehicle Licensing	14.0
School Vehicle Drivers and Licensing Requirements	14.1
Drug-Free Workplace Compliance	15.0
Blood-borne Pathogens Management Plan	16.0
Asbestos Management Plan	17.0
Threat Assessment Policy	18.0
Search and Seizure	18.1
Weapons	18.2
Marketing Strategies	19.0
Early Childhood Classroom Location	20.0
National Catholic Educational Association (NCEA) Membership	21.0
Government Funding Sources	22.0
State Textbook Loan Program Compliance	22.1

ADM cont.)

Maryland Catholic Conference (MCC)	23.0
Hiring/Appointing the Assistant Principal	24.0
AOB Strategic Plan Implementation	25.0
Strategic Plan Implementation	25.1
Child and Youth Protection	26.0
Compliance with Immigration Laws and Regulations	28.0
Compliance with Archdiocesan Technology Plan	29.0
Compliance with Environmental Policies	30.0
Construction, Renovation and Maintenance	40.0
Tobacco Free Workplace	41.0
Third Party Use of Facility	42.0
Summer Camps and Programs	43.0

HUMAN RESOURCES (HR)

Catechetical Dimensions of School	1.0
Witness to the Gospel Message	1.1
Hiring of Teachers	2.0
Non-Discrimination of Employees	2.1
Reference Checks of Employees	2.2
HIV/AIDS and Employment	2.3
Pregnancy and Employment	2.4
Faith Formation	3.0
Non-Catholic Teachers	3.1
Personnel Files	4.0
Lay Teacher Benefit Eligibility	5.0
Continuing Teacher Status	6.0
Release of Contract for Transferring Teacher	7.0
Hiring of Personnel for Restructured School	8.0
Substitute Teachers	9.0
Principals as Practicing Catholics	10.0
MSDE Certification	10.1
Before- and After-School Program Directors	11.0
Teacher Observation and Evaluation	12.0
Assistant Principal Evaluation	12.1
Harassment-Free Work Environment	13.0
Compensation	14.0

FINANCE (FIN)

Registration, Tuition and Fees	1.0
Tuition Assistance	2.0
Fee Assessment by the Division of Catholic Schools	3.0
Chart of Accounts/Financial Report Submission to the Archdiocese	4.0
Tuition/Child Care Expenses/Charitable Contributions	5.0
Cash Control Procedures	6.0
Financial Obligations and Student Transfer	7.0
Financial Obligations and Release of Student Health Record	7.1

SCHOOL BOARDS (SB)

School Board Requirement	1.0

INSTRUCTION (INST)

Catholic Identity of the School	1.0
Curriculum Coordinator for Religion	1.1
Faith Formation Program	1.2
Faith Formation Program Information to Parents	1.3
Human Sexuality Instruction	1.4
Liturgical Celebrations	1.5
Participation in the Religious Education Program	1.6
General Instructional Program	2.0
School Calendar Requirements	2.1
Course of Study and Educational Materials	2.2
Pre-School Instructional Program	2.3
Curriculum Mapping	2.4
Assessment Procedures for Admission and Placement	3.0
Archdiocesan Standardized Testing	3.1
Publication of Standardized Test Scores	3.2
ACRE Assessment	3.3
Reporting of Student Progress – PowerSchool Policy	4.0
Communication to Parents of Diagnostic Resources	4.1
Student Retention	5.0

STUDENT SERVICES (SS)

Compulsory Attendance Law	1.0
Documentation of Absences	1.1
Transfer/Withdrawal of Student to other school or for Home-Schooling	1.2
Discipline	2.0
Student Right to Fairness	2.1
Suspension or Expulsion	2.2
Student Pregnancy	3.0
Field Trip Requirements	4.0
HIV Positive Student	5.0
Bullying Policy	6.0

INCLUSION (INCL)

Plan Implementation	1.0
SAT	2.0
SAPs	3.0
Modified Curriculum	4.0
World Language Exemption	5.0
English Learners	6.0
1-1 Instructional Assistants	7.0
Service Animals	8.0

HEALTH (HE)

Health File	1.0
Immunization Requirements	2.0
Communicable Disease Reporting	3.0
Hearing and Vision Screening	4.0
Medication Distribution	5.0
Ensuring the Health and Safety of the School Community	6.0
Student Injury Reporting	7.0

REFERENCE MATERIALS

INDEX

ADM 1.0

Catholic schools in the Archdiocese of Baltimore fulfill and adhere to federal, state, and local government requirements for non-public schools.

Purpose:

- To comply with laws pertaining to educational institutions

Commentary/Procedural Points:

- The Maryland State Department of Education promulgates regulations for non-public schools.

References:

- COMAR Regulations
  - COMAR Web Site - http://www.dsd.state.md.us/comar/

August 11, 2011

ADM 1.1

Archdiocesan schools must participate in the accreditation process as authorized by the Advanc-ED.

Purpose:

- To ensure that all elements of the diocese work in harmony in pursuit of a shared vision
- To demonstrate to the community that the school's programs are consistent with the quality of accredited schools

Commentary/Procedural Points:

- Schools are actively participating in a Continuous Improvement Plan monitored by the School Board, administration, and the Department of Catholic Schools.

References:

- AdvancED website: http://www.advanc-ed.org/
- Assurances

August 8, 2013

Assurances for the Archdiocese of Baltimore Catholic Schools

2018 - 2019

Each assurance will open on its own page and schools will be asked to select one of the following:
* Yes, we certify the above assurance.
* No, we do not certify the above assurance at this time.

Column1	Column2
Then there is a comment box for the school to provide explanations if they answered no.	
Below that a place to attach a file. Schools browse their computers to upload required documents.	
Assurance Name	**Assurance Text**
Mission Statement	The school's mission statement clearly articulates a commitment to academic excellence rooted in Catholic Identity. **Attach a copy of the mission statement.**
Spiritual Formation	The school provides regular occasions for prayer, liturgical worship, and the celebration of the Sacraments of Reconciliation and Eucharist to ensure the religious instruction and spiritual formation of students.
Child & Youth Protection - Suspected Child Abuse Reporting Requirements	The Archdiocese of Baltimore strictly complies with Maryland laws requiring reporting suspected child abuse to civil authorities. If someone associated with the Church, including clergy, employees, or volunteers in the Archdiocese of Baltimore, is suspected of abuse, then the suspected abuse must also be reported to the Archdiocese's Office of Child and Youth Protection. The child abuse reporting laws of the State of Maryland and the child abuse reporting policies of the Archdiocese of Baltimore have been communicated to the administration, faculty and staff of the school.
Child & Youth Protection - Employee Requirements	All administration, faculty and staff of the school are in full compliance with the Archdiocese of Baltimore's Child and Youth Protection Policies and Procedures. All documents required by the Archdiocese's Child and Youth Protection Policies and Procedures for an employee must be completed, placed in the employee's personnel file and maintained by the school.
Child & Youth Protection - Volunteer Requirements	All volunteers of the school who have substantial contact with children are in full compliance with the Archdiocese of Baltimore's Child and Youth Protection Policies and Procedures. All documents required by the Archdiocese's Child and Youth Protection Policies and Procedures for a volunteer who has substantial contact with children must be completed, placed in the volunteer's personnel file, and maintained by the school.
Child & Youth Protection - Safe Environment Education for Children Requirements	All students have been offered the Family Life Catechesis that is mandated for children in all Archdiocesan schools and parish religious education programs.
Budget / Tuition Controls	A budget is submitted in accordance with Archdiocese of Baltimore's Budget Review and Approval Process policy in a timely manner.
Financial Reporting	The school uses QuickBooks Online and the Standard Archdiocesan Chart of Accounts to process accounting transactions and produce financial reports.
Teacher Evaluation	All teachers are evaluated annually using the AOB approved Teacher Evaluation process.
Professional Certification Requirements	All teachers, counselors, and administrators are in compliance with the requirements of Archdiocesan certification policies and spiritual formation programs.
Faculty Handbook	The school's Faculty Handbook presents to teachers the expected responsibilities, procedures, and regulations of the school based on Archdiocesan policies. **Attach a copy of the current Faculty Handbook.**
Faculty Handbook Acknowledgement	All teachers signed the required verification forms and these forms are on file in the school principal's office.

Parent/Student Handbook	The Parent/Student Handbook outlines for students and their families all local school policies, regulations, and procedures as well as additional Archdiocesan as outlined in the AOB Parent/Student Handbook template. **Attach a copy of the current Parent/Student Handbook.**
Parent/Student Handbook and Parent/Guardian Acknowledgement	All parents/guardians signed the verification forms and these forms are on file in the school principal's office.
Technology and Internet Usage Agreements	The school office has on file the Department of Catholic Schools Archdiocesan Technology and Internet Usage Agreements signed by all school personnel, students, and their parents/guardians.
Student Health	The school employs a school nurse or delegating nurse to oversee school student health protocols. Each school nurse must be a registered and a delegating nurse.
Immunization	All students have been immunized prior to admission in accordance with the immunization requirements and the guidelines of the Archdiocese of Baltimore.
School Emergency Response Plan	The school annually reviews and revises its emergency response plan, drills are conducted, and the plan is communicated to all stakeholders within the first two weeks of school. **Attach a copy of the school's emergency response plan. Attach a log that reflects the various safety drills conducted annually.**
Bullying Prevention	The school has an anti-bullying school-wide prevention program in place to enhance the safety of the school in accordance with the procedures and guidelines provided by the Department of Catholic Schools.
School Calendar	The school developed its annual calendar consistent with the requirements provided by the Department of Catholic Schools. **Attach approved copy of the current calendar.**
Curriculum & Insturctional Minutes	The school assures that instruction is aligned to the AOB curriculum standards in Rubicon Atlas and student and teacher schedules are designed in accordance with AOB policy on instructional minutes.
Standardized Testing	The school assures participation in the Archdiocesan standardized testing program.
School Sponsored Public Events, Field Trips and Co-Curricular Activities	All school sponsored guests, public statements, public events and community activities do not contradict Catholic faith teaching and moral discipline. All school sponsored co-curricular activities, including field trips, follow Archdiocesan procedures from the Office of Risk Management regarding student safety, supervision, and liability.
Home and School Association (HSA)	The Home and School Association (HSA) serves as a liaison for school wide efforts, teacher communication and parents/guardians. The HSA also serves as a fundraising arm for the school in addition to its social projects to build relationships between the school and the larger community. The school has a functioning Home and School Association to support ongoing school events and initiatives.
Continuous Improvement Plan	The school has set measurable annual goals for continuous improvement that include an action plan that addresses specific needs in student performance as indicated from standardized test data. **Attach a copy of the school's continuous improvement plan.**
FACTS	The school utilizes FACTS tuition collection services and parents use the application process of this agency for financial aid.
Enrollment Management	The school has an enrollment management & marketing plan which is updated and implemented on a regular basis. **Attach enrollment management and marketing plan including measurable goals for recruitment & retention.**
PowerSchool	The school utilizes PowerSchool as their student information system.
Communication	The school uses an immediate notification system as its means of communicating emergency information to parents.
Pre-Kindergarten	The school operates a Pre-K program and has obtained the required state license establishing enrollment levels.

School Board	All school board members and administrators are provided an orientation, professional development (webinars, workshops), and formation.
School Board	The school board functions in accordance with the current ***Archdiocese of Baltimore's Manual for Catholic School Boards.***
Strategic Planning	The strategic planning process has included all stakeholders within the school community. The school has a current strategic plan that projects the 3-5 year vision of the school in the areas of Advancement, Facilities, Technology, Academic Excellence, and Catholic Identity which has been communicated to the community. **Attach a copy of the strategic plan.**
AHERA	The Archdiocese of Baltimore is the designated Lead Education Authority and complies with the requirements of the Absbestos Hazard Emergency Response Act. The school has a current AHERA plan that is available for inspection by students, parents, faculty, and staff.
Facilities (Lead in Drinking Water)	The school assures that it complies with the Department of the Environment Title 26 to monitor for the presence of lead in drinking water and remediate lead in drinking water if detected.
Facilities (Evacuation)	The school posts accurate emergency evacuation plans which are strategically located on all floors in main aisles.
Facilities (Boilers)	The school assures that boilers are licensed and inspected for safe operation by the State of Maryland.
	18-Jul-18

ADM 2.0

It is the policy of the Archdiocese to prohibit discrimination, including harassment, on the basis of race, color, sex, sexual orientation, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity (i.e. opposition to prohibited discrimination or participation in the complaint process) in its education programs and activities. Each Catholic school shall adhere to this policy with respect to students. This policy does not prohibit Catholic schools from giving priority consideration to Catholics (over non-Catholics) in the admissions process. Catholic schools are not required to adopt any rule, regulation or policy that conflicts with their religious or moral teachings.

Purpose:

- This Policy applies to all students in Archdiocesan elementary, middle and secondary schools. The Archdiocese neither condones nor tolerates harassment of students at school, at school-related activities or functions, or in any school-related setting. Harassment of students, whether engaged in by other students, teachers, administrators, or others, is prohibited. Violation of this policy is grounds for disciplinary action up to and including termination of employment or suspension or expulsion from school, depending on the nature and severity of the offense and the individual's disciplinary record.

Commentary/Procedural Points:

- The school promulgates a clear statement of its policy regarding harassment and discrimination.

A. For purposes of this Policy, "harassment" means verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, sex, sexual orientation, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity, that:

(i) has the purpose or effect of creating an intimidating, hostile or offensive environment.

(ii) has the purpose or effect of unreasonably interfering with an individual's academic performance: or

(iii) otherwise adversely affects an individual's educational opportunities.

B. Harassing conduct includes, but is not limited to, epithets, slurs, negative stereotyping or threatening, intimidating or hostile acts that relate to race, color, sex, sexual orientation, national origin, religion, age, handicap or disability, gender identity or expression. "Sexual" harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to, or rejection of, such conduct is used as the basis for educational decisions, or has the purpose or effect of unreasonably interfering with an individual's academic performance, or creating an intimidating, hostile, or offensive environment.

References:

- Archdiocese of Baltimore Student Harassment Policy (see Code of Conduct for Church Personnel in the Archdiocese of Baltimore, Appendix B)

November 12, 2019

ADM 3.0

All archdiocesan elementary schools shall determine class size for each grade level that is consistent with the recommended guidelines.

Purpose:

- To ensure a safe and appropriate learning environment.

Commentary/Procedural Points:

- For two year olds, maintain a staff to student ratio of 1:6 with a maximum group size of 12.
- For Pre-school, (ages 3-4), maintain an average staff to student ratio of 1:10 with a maximum group size of 20.
- For Kindergarten recommended maximum teacher-student ratio is 1:25, plus an aide.
- In first through fifth grades, 1:27.
- In sixth through eighth grades, 1:30.

References

- COMAR 13A.09.09.07

ADM 3.1

Educational [social/emotional] readiness is the primary criterion in determining the acceptance of a student into the Kindergarten program.

Purpose:

- To ensure the readiness of the child for school.

Commentary/Procedural Points:

- The Brigance must be used for screening into an Early Childhood program.

References:

- COMAR Web Site: http://www.dsd.state.md.us/comar/
- Archdiocese of Baltimore, Department of Catholic Schools, Early Entrance into Kindergarten Policy, 3/6/09.

May 14, 2020

Policy: Early Entrance into Kindergarten

Parents who want to have their child considered for early admission to Kindergarten must submit testing results that indicate the child is ready for a Kindergarten curriculum. The Archdiocese of Baltimore will only accept results from the *Brigance Early Childhood Screen III* ages 4.0-4.11 for early admission consideration. An acceptable score on these tests does not guarantee admission, as a variety of factors are considered in making a determination. It is important to use additional measures, such as child observations and/or interview to help make the final determination. After careful consideration, the principal makes the final decision.

Process

1. Parents/caregivers request testing for early admission into Kindergarten.
2. In order to be considered for testing, the child must be at least 4 years and 6 months of age at the time of testing, and born between September 1st and November 1st.
3. Schools administer the Brigance Early Childhood Screen III to the prospective student according to their own schedule.
4. Using the Technical Report for the Brigance Screen as a guide, the following domain scores will serve as the minimum scores required for consideration for early acceptance into Kindergarten.
    - Language: 40
    - Motor: 12
    - Academic: 31
    - Students must meet or exceed each median domain score in order to be considered for early admission.
5. In order to be considered, the results from any acceptable test can be no older than 4 months.
6. Decisions regarding early admission into Kindergarten should be provided in writing within one week of test administration.
7. Parents/caregivers should be charged the standard application fee billed to all other prospective families.

May 14, 2020

ADM 3.2

Children entering Pre-School Programs should be the appropriate age that will enable them to comply with State regulations regarding entrance to Kindergarten.

Purpose:

- To comply with State law
- To ensure the readiness of the child for school

Commentary/Procedural Points:

- Readiness for school is measured in terms of physical development, language ability, manipulative and readiness skills, and social and emotional behavior.
- If an underage student already fulfilled the kindergarten requirement, the parent must provide records demonstrating successful yearlong participation in the program, and social and emotional readiness for the first grade program.

References:

- COMAR Web Site: http://www.dsd.state.md.us/comar/

September 16, 2013

ADM 4.0

At the time of registration, parents [legal guardian] must present the following: child's birth certificate, baptismal certificate (if any), immunization and other required and/or pertinent health data, admission materials, and permission to obtain previous school's records. In the case of foreign-born students, immigration documentation is also required.

Purpose:

- To comply with federal and state laws

Commentary/Procedural Points:

- This information is contained in the child's permanent record folder and/or health file as determined bythe school's admission policy.
- Information for the I-20 is forwarded to the Department of Catholic Schools.
- If applicable, documentation of legal custody must be provided.
- When a student is born in another country as evidenced by the birth certificate, a copy of "the green card" or "visa" is required.

References:

- Immigration documentation (I-20) requested by the Federal Government is available from the Department of Catholic Schools website: http://www.archbalt.org/schools/general-information/immigration-information.cfm

April 21, 2016

ADM 4.1

Emergency information for each student is kept on file in the school.

Purpose:

- To ensure that parents (or designated contact person) can be contacted in case of an emergency.

Commentary/Procedural Points:

- The information includes:
  - student's name
  - parents' or guardians' names, addresses, pertinent phone numbers, and e-mail addresses.
  - names, addresses, phone numbers of alternate contact persons
  - name and phone number of physician
  - special health information for the student
- If the designated persons are unable to be contacted, the school calls the police for assistance in reaching one of these persons.

References:

- Local Crisis Management Plan

ADM 5.0

Policies and procedures for protecting the right of privacy of students and their parents regarding school records are written and stated clearly in the parent/student handbook.

Purpose:

- To ensure that the school's policies comply with the Family Educational Rights and Privacy Act (FERPA) i.e. to provide parents and eligible students access to school records directly related to the students; to permit parents and eligible students to request amendment of those records on the grounds that they are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights; to obtain the written consent of parents or eligible students before releasing personally identifiable information about the students contained in educational records to third parties, with certain exceptions; and to notify parents and eligible students of these rights annually.

- To ensure that the school's policies and practices comply with the Code of Conduct of the Archdiocese, particularly as they relate to the privacy of financial and administrative records.

Commentary/Procedural Points:

- Schools shall give full rights under FERPA to a custodial and non-custodial parent (unless the school has been provided with certified copy of a court order denying such access) and to any other person acting as a parent in the absence of a parent (i.e. a step-parent or a grandparent with whom the child lives).

- The term "educational records" means those records that are directly related to a student and maintained by the school.

- The term "educational records" does not include: records of instructional, supervisory, and administrative personnel (and personnel ancillary to those persons) that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; records that only contain information about an individual after he/she is no longer a student at that school.

- “Directory information” means information contained in an educational record of a student that generally would not be considered harmful or an invasion of privacy if disclosed. It includes but is not limited to the student’s name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees and awards received, and the most recent previous educational agency or institution attended. The school must provide notice to parents of the types of information the school has designated as directory information, the parent’s right to “opt out” of this designation, and the period of time in which the parent must notify the school that he/she does not want any or all of those types of information about the student designated as directory information.

References:

- The Family Educational Rights and Privacy Act (FERPA)

- Code of Conduct for Church Personnel of the Archdiocese of Baltimore

April 21, 2016

ADM 5.1

The school maintains a permanent cumulative record folder for each student.

Purpose:

- To comply with State and/or Federal Law
- To ensure permanent access to students' original records

Commentary/Procedural Points:

- The following information is maintained in the cumulative record folder:
  - attendance
  - grades
  - directory information
  - standardized testing results
  - records relating to accommodations for students with disabilities
  - legal documents pertaining to custody, (i.e. custody decrees, adoption decrees, restraining orders, change of name, etc.)
- These record folders are to be maintained in accordance with the Records Management Policy for Parishes and Schools, Archdiocese of Baltimore.

References:

- Records Management Policy for Parishes and Schools, Archdiocese of Baltimore

Decree of Promulgation

Those who care for the many parish and school records in the Archdiocese of Baltimore have a very important responsibility. The diversity of those records, from those created to reflect the sacraments administered in a given parish to employee compensation schedules, are designed to support the continuing pastoral care of the parish community.

As keepers of some of the oldest and most historic records of Catholicism in the United States, it is important to understand the limitations of time that affect those documents. The Parish and School Records Management Policy and the Retention of Records Table that accompanies it are specifically designed to enable pastors and their assistants to properly manage the wealth of documents created at their location. For those who keep the records, I hope that these new policies will be a useful and practical tool to support your current document management structure, so that every parish and school office may be run properly and well. Such important work truly does live beyond each generation.

The records retention schedule meets both canonical and civil law requirements for accuracy and will be updated on the Archdiocesan website as necessary.

I hereby promulgate these policies as particular law for this territory.

Given at Baltimore, Maryland on the Feast of The Presentation of the Lord on this 2nd day of February, Two thousand thirteen.

William E. Lori

Most Reverend William E. Lori
Archbishop of Baltimore

Janice L. Bowers

Chancellor

INTRODUCTION

The purpose of this records management manual is to assist administrators in improving efficiency and economy in the management of records and in preserving records of permanent value to parishes and schools. Parishes are required by canon law to properly care for parochial archives. Canon 535 provides for the creation and maintenance of certain parochial records and the maintenance of parish archives. Sections 4 and 5 specify that:

> §4. In each parish there is to be an archive, in which the parochial books are kept, together with episcopal letters and other documents which it may be necessary or useful to preserve. On the occasion of visitation or at some other opportune time, the diocesan Bishop or his delegate is to inspect all of these matters. The parish priest is to take care that they do not fall into unauthorized hands.
> §5. Older parochial registers are also to be carefully safeguarded, in accordance with the provisions of particular law.[1]

Although there are other canons providing for the generation and maintenance of specific records, parish administrators need to be aware of their basic responsibility in preserving those records that document the rights, privileges, and history of Catholics in the Archdiocese of Baltimore.

Obviously not all records generated by parishes and schools need to be retained permanently. Most parish and school records have a relatively short life span and may be disposed of on a regular basis. The challenge for parish and school administrators is to:

1) **Distinguish those records** that have permanent (archival) value from those of short term value;
2) **Establish an orderly and regular means of disposal** of non-permanent records; and
3) **Provide for the preservation of permanent records**. The establishment of a basic records management program for each parish and school helps administrators to better serve their parishioners and students, conform to canon, state, and federal law requirements, and better utilize office staff, space, equipment, and financial resources. It is hoped that this manual will provide administrators with information on establishing a basic records management program and guidelines on retention of various parish and school records.

ESTABLISHING AN ARCHIVES/RECORDS MANAGEMENT PROGRAM

The purpose of a basic records management program is to assist administrators in the control (creation, receipt, use, maintenance, and disposition) of records relating to their day-to-day business. Implementation of a records management program insures that time and money are not wasted on retention of unnecessary or obsolete records and that the records concerning the rights, privileges, and history of Catholics in the Archdiocese of Baltimore are protected and

preserved.[1]

Establishment of a basic records management program involves:

1) The **creation of records retention schedules** that identify records generated or maintained by parishes and schools and dictates how long those records should be retained; and

2) **Proper maintenance** of an archives to provide for the permanent retention of records having continuing value. Creation of records retention schedules and implementation of a records management program entails four basic steps:

a) Conducting a **survey of the records** (inventory and identification of all records series);

b) Performing a **records appraisal** (establishment of records values based on administrative, legal, fiscal, historical, and sacramental considerations);

c) Establishing a **retention schedule** for the records (assignment and documentation of retention requirements for individual records series or classes of records); and

d) **Implementing the program** (regularly disposing of short-term records and maintaining permanent records in the archives). See Appendix 2 for basic guidelines on how to assess the value of records. Pastors and school administrators may designate a competent individual to serve as the parish/school archivist or to assist in the development of the archives/records management program.

STEP I: Inventory

All records generated, received, and maintained by parishes and schools should be identified in the records inventory. Information concerning each records series (i.e., file units or documents arranged in accordance with a filing system or maintained as a unit because they relate to a particular subject or function, result from the same activity, have a particular form, or because of some other relationship arising out of their creation, receipt, or user), such as contents, purpose, span dates, volume, and location, should be included in the inventory. This information is essential in appraisal and assignment of retention requirements to each records series.[2]

STEP II: Appraisal

---

[1] *The Code of Canon Law in English Translation.* London: Collins Liturgical Publications, 1983, p. 97.

[2] "A Basic Glossary for Archivists, Manuscript Curators, and Records Managers," *The American Archivist,* July 1974, p. 430.

The purpose of appraisal is to determine the value of a record in order to know how long and where to retain it. Each records series should be appraised applying five established appraisal considerations or criteria:

Administrative value: Records that document the establishment of policy and operations have administrative value. Policy records are generally retained permanently. Operations records are usually considered short-term.

Legal value: Records having legal value generally document legal or property rights of individuals or of the entity that created or maintained the records.

Fiscal value: Records having fiscal value usually relate to financial transactions and normally have a short-term retention. Records documenting fiscal policy may have permanent value.

Historical value: Records having historical (or research) value are retained permanently because they provide documentation on the origins, organization, development, functions, policy, activities, and events, of the originating entity, and/or provide information on associated persons, subjects, and events.

Sacramental value: Records documenting the administration of sacraments to the Faithful have sacramental value. Sacramental records are always retained permanently.

All five factors need to be considered when appraising parish and school records and assigning retention periods to records series. Other factors, such as legal and canonical requirements and reference frequency, also should be considered. Administrators should also be aware that certain records may have intrinsic value. Records having intrinsic value should be retained permanently because of their aesthetic or artistic qualities; age; unique or curious features; value for use in exhibits; or association with significant events, people, places, things or events. Charters, commissions, appointments, memorabilia, and early handwritten documents often have intrinsic value. Administrators will find that many records have more than one value.

Records assigned a permanent retention period are archival, meaning those records are of continuing value to the parish and/or school because their administrative, legal, fiscal, historical, sacramental, or intrinsic value(s) warrant long-term (permanent) retention. Identification of values of each records series and selection of the appropriate retention requirement is perhaps the greatest challenge in establishing a records management program.

STEP III: Preparing A Records Retention Schedule

After all records identified in the inventory have been appraised, a retention period is established and assigned to each records series. Information concerning each records series and its retention is then detailed in the records retention schedule. Administrators should refer

to the sample records retention schedule in this manual to assist them in formulation of retention requirements and preparation of their own records retention schedule. A sample parish records retention schedule appears in Appendix 3.

STEP IV: Implementing the Records Management Program

All records should be organized according to a records retention schedule. All records should be organized in a records storage area. Records having a short-term retention period should be destroyed as specified. A duplicate copy of the parish and school records retention schedule should be sent to the Diocesan Archivist for permanent retention (Canon 491).

Each time records are destroyed, administrators should prepare a document describing records that were destroyed, their retention period, and the date of destruction. A copy of the records destruction document should be retained permanently.

Archival records should be maintained properly (see section on "Records Storage"). The pastor should require parishioners having archival parish records in their custody to transfer them to the parish archives once the records are inactive or no longer needed for current business. If convenient and economical, parishes and schools may store archival records in the same records storage area.

Retention periods delineated in a records retention schedule should be adhered to, preferably on an annual basis. Benefits from a records management program only can be appreciated when retention requirements are applied on a regular basis and records storage areas are maintained properly. Resorting to "records management" whenever a space crunch results from retention of unnecessary records does not make a "program." Proper records management is an ongoing process and is the business of both administrators and staff.

RECORDS STORAGE

Storage of Inactive Short-Term Records

Records storage areas should be clean, well lit and ventilated, and free from vermin and excessive heat, cold, and moisture. Environmental conditions for storage of inactive short-term records should approximate those for human comfort. In addition, records storage areas should be equipped with a fire extinguisher. Doors to records storage areas should have strong locks to prevent access to unauthorized personnel.

Inactive short-term records should be stored in standard size corrugated records storage boxes (e.g., Stor-all, Bankers Box, etc.). Records storage boxes are quite inexpensive when compared to the cost of new or used file cabinets. Preferably, these boxes should be stored on metal shelving. If possible, records series should not be mixed within records storage boxes. The contents of each box should be marked on the outside for easy identification. The retention

period and date of disposal should be noted on the outside of the box as well. Use of standard size boxes and concise identification of contents will greatly facilitate the disposal of short-term records.

Storage of Archival Records

Storage area requirements for archival records are similar to those for short-term records. However, archival records have special environmental requirements. Ideally, the temperature in records storage areas should be 68° (±5°) with a relative humidity of 45% (±5%). These standards should be maintained with as little temperature and humidity fluctuation as possible. Archival records and records having short-term value may be stored in the same storage area, but should be physically segregated. Segregation of archival records and short-term records should prevent the accidental destruction of archival records. Administrators should maintain archival environmental conditions in records storage areas containing both archival records and short-term records.

Archival records require special treatment to insure preservation. Following is a list of suggested guidelines for the storage and handling of the records:

1. Place archival records in **acid-free folders and boxes**.
2. **Do not store** archival records near overhead water or steam pipes.
3. Protect archival records from **direct sunlight and excessive artificial light**.
4. **Do not store archival records on the floor in case of flooding**. Always place archival records on shelving, preferably metal. Records should be stored at least four inches above the floor and six inches away from walls.
5. Store **large bound volumes** horizontally, not vertically.
6. **Remove** all metal paper clips, binder clips, and staples as they will rust over time. Remove all rubber bands as they will disintegrate over time and adhere to the documents. Vinyl coated or plastic paper clips may be used in their place.
7. **Transfer records stored in binders and plastic covers to folders**. This will not only save on storage space, but prevent the metal and plastic from these items from damaging the documents as they begin to deteriorate.
8. **Do not use self-adhesive tape on archival records**. The chemicals in the adhesive will interact with the paper, causing not only discoloration, but permanent damage.
9. **Do not laminate archival records**. Many commercial lamination processes are destructive and irreversible.
10. **Do not flex, fold, or crease documents** when placing them in a box.
11. Do not store **highly acidic materials**, such as newsprint, with archival records.
12. All **loose papers** should be boxed.
13. **Photographic material** should be removed from non-archival quality albums and stored in acid-free folders or envelopes. Photographs larger than 8x10 inches should be stored flat. Caution: Photographic negatives manufactured before the 1950s may be nitrate and highly unstable and flammable. Nitrate negatives should be stored away

from other photographs and records.

14. **Maps, architectural drawings, and oversize documents** should be stored flat, unrolled and unfolded in acid-free folders. Unoccupied vestment drawers are useful for storage of oversize archival material.
15. Boxes containing archival records should be **labeled**.
16. **Eating, drinking, smoking, or use of fountain pens should be prohibited around archival records.** Only use **pencils** when handling archival records.

The above guidelines for archival records storage obviously **represent the ideal**. However, administrators should strive to provide the best storage conditions possible for their records.

Administrators should retain the original filing order of archival records. Administrators should not disrupt the original filing order or rearrange archival records. However, archival records that are in disarray may be arranged by administrators to restore the original order.

Archival records of parishes, parish organizations, or schools should never be mixed or inter-filed. Archival records from different organizations or institutions may be stored in the same area, however but never mixed to create an artificial file. **The integrity of archival records (their original order and origin) should always be respected and maintained.**

USING A RECORDS RETENTION SCHEDULE

The **purpose of a records retention schedule** is to assist administrators in establishing an archives/records management program by:

1) **Identifying and describing most of the records** generated by parishes and Catholic elementary and secondary schools; and

2) **Providing retention periods, justifications, and the appraised values for each records series**. The records retention schedule is arranged in two columns: the first column (Records Title/Description) identifies and describes each records series and the second column (Retention Recommendation) provides a corresponding recommended retention period, any legal or canonical retention requirements, and the appraised value of the record. The retention recommendation column also includes the citation for any laws or canons justifying the retention period.

How Records Are Grouped

Records in a records retention schedule generally are grouped first according to **generator (parish or school)** and secondly by **function, type or class**, i.e. administrative records, financial records, property records, etc. Record series are arranged alphabetically within each function or class to facilitate use of the records retention schedule.

Retention periods in the records retention schedule are provided in a number of ways:

1) As a **specific time period** (e.g., retain three years, then destroy);
2) **In relation to an event** (e.g., retain until superseded; annual review, which means the record may be disposed of at the discretion of the administrator);
3) **As a combination of both** a time period and an event (e.g., retain five years after final payment of loan, then destroy).

A record retention schedule generally represents the **minimum period of time records should be retained**. Administrators may keep records longer, however, if they wish.

Sacramental Records within the Archdiocese of Baltimore are governed by Archdiocesan particular law with the promulgation of the Handbook for Sacramental Records in 2010. See http://www.archbalt.org/about-us/chancery/loader.cfm?csModule=security/getfile&PageID=7105 for the most recent version of this document. The Handbook for Sacramental Records and this document are companions in good archival management for parishes and schools.

Disposition of many records generated by religious organizations and private schools is not governed by state or federal law. However, for the sake of convenience and uniformity, the retention periods for many of the records described in the sample records retention schedule attached hereto conform to state or federal regulations where applicable. A number of statutory retention requirements in the sample records retention schedule are specific to Maryland state law. Users of this manual outside of Maryland should refer to their local state codes for record keeping and retention requirements. Users also should be mindful that laws regarding record retention requirements may change, and should consider a periodic review of record retention periods that they implement. The Chancellor's Office will update the sample schedule posted on the Archdiocesan website as new information becomes available.

A parish or school may not generate or maintain all of the records identified in the attached records retention schedule. The records retention schedule attached to this manual is a composite that describes records frequently found at Catholic parishes and schools.

Certain files, such as a parish or school history file, should be created and maintained by administrators. A special history file can preserve certain types of records and information (concerning ethnicity, special liturgical and devotional practices, special events, etc.) that may not be evident through more conventional records.

Parishes may encounter records management situations requiring special attention beyond the scope of this manual, i.e., management of microforms, active records, machine-readable records, or special conservation or records storage problems. Please feel free to contact Dr. Diane L. Barr, Chancellor, Archdiocese of Baltimore, if you would like to discuss any such matter.

Users should note that, notwithstanding a retention schedule, records should not be destroyed if they are subject to a "litigation hold." A "litigation hold" requires an entity to preserve relevant information when it learns, or reasonably should have learned of pending or threatened litigation. Whenever a parish or a school is faced with litigation or a foreseeable risk of litigation, the parish or school should contact legal counsel promptly to discuss the matter and the retention of documents relevant to the matter.

When disposing of records pursuant to a records retention schedule, care should be taken that the manner and means of the records destruction is secure (e.g., any records containing personal information is shredded or otherwise properly destroyed).

PARISH RECORDS

SACRAMENTAL RECORDS
(see also the Handbook for Sacramental Records for the Archdiocese of Baltimore)

Records Title / Description	Retention Period	Type Of File
Annulment Case Files *(correspondence, transcripts of testimony, affidavits, sacramental and legal documents, notes, evaluations, etc.)*	Destroy when case is complete.	Administrative value ceases.
Baptism Register	Permanent. Canon 877.	Sacramental. Historical.
Confirmation Register	Permanent. Canon 895.	Sacramental. Historical.
Death Register	Permanent.	Sacramental. Historical.
Dispensations	Retain with Marriage Files.	Administrative.
First Communion Register	Permanent.	Sacramental. Historical.
Marriage Files *(memoranda, notes, letters, marriage data sheets, etc.)*	Retain 70 years, then destroy.	Administrative value ceases.
Marriage Register	Permanent. Canon 1121.	Sacramental. Historical.
Record of Anointing	Permanent.	Sacramental. Historical.

ADMINISTRATIVE RECORDS

Records Title / Description	Retention Period	Type Of File
Announcement Book *(daily or weekly record of parish activities)*	Permanent.	Historical.
Annual Report of the Parish	Permanent.	Administrative. Historical.
Annual Reports to the Chancery	Permanent.	Administrative. Historical.
Appointments File *(documents regarding appointment of clergy & pastoral administrators)*	Permanent.	Administrative. Historical.
Articles of Incorporation *(of church corporation, parish organizations, etc.)*	Permanent.	Administrative. Historical.
Census Records *(registration cards or lists)*	Permanent.	Administrative. Historical.
Communications from the Bishop *("Folia Cleri," "Episcopal Letters")*	Permanent. Canon 535.	Administrative. Historical.
Confraternity of Christian Doctrine Minutes	Permanent.	Administrative. Historical.
Constitution and by-laws (for all parish organizations)	Permanent.	Administrative. Historical.
Correspondence-Official *(concerning parish policy, administration, diocesan directives, etc.)*	Permanent.	Administrative. Historical.
Correspondence-Routine	Annual review.	Administrative value ceases.
Election Ballots	Retain one year after election, then destroy.	Administrative value ceases.
Finance Committee Minutes	Permanent. Canon 537.	Administrative.

		Historical.
History File *(correspondence, newspaper clippings, research notes, publications, etc., relating to parish history)*	Permanent. (If not available, administrator should create and maintain a parish history file.)	Historical.
Lay Ministers' Schedules *(i.e., ushers, altar servers, lectors, Eucharistic ministers, musicians)*	Retain until superseded.	Administrative value ceases.
Lector's Notes	Retain until superseded.	Administrative value ceases.
Mass Record *(record of daily mass requests and intentions, offerings, etc.)*	Retain until superseded.	Administrative value ceases.
Parish Council Minutes	Permanent. Canon 536.	Administrative. Historical.
Parish Organizations' Records *(ex., minutes, correspondence, rosters, reports, publications, etc. of the Holy Name Society, Ladies Altar Society, etc.)*	Permanent.	Historical.
Photographs *(those relating to parish history, property, clergy, parishioners)*	Permanent.	Historical.
Records Disposal Authorization Forms	Permanent.	Administrative.
Records Retention Schedules	Permanent.	Administrative.
Religious Education Reports	Permanent.	Administrative. Historical.
Rosters of Parishioners	Permanent.	Administrative. Historical.
Scrapbooks *(newspaper clippings, letters, photographs, programs, etc.)*	Permanent.	Historical.
Subject Files *(correspondence, memoranda, rules and regulations, schedules, etc.)*	Annual review.	Administrative value ceases.

PERSONNEL RECORDS

Records Title / Description	**Retention Period**	**Type Of File**
Employment Contracts	Retain seven years after employment separation, then destroy.	Administrative value ceases.
Job Descriptions	Retain until superseded.	Administrative value ceases.
Payroll Records/Registers	Retain seven years, then destroy.	Administrative value ceases.
Personnel Files *(applications, resumes, memoranda, evaluations, contracts, etc.)*	Retain seven years after employment separation, then destroy. *Exception is exposure records under OSHA, which should be retained for the duration of the employee's employment plus 30 years.	Administrative value ceases.
Time Cards	Retain seven years, then destroy.	Administrative value ceases.
Vacation and Sick Leave Forms	Retain seven years, then destroy.	Administrative value ceases.
W-2, W-3, W-4 Forms	Retain seven years, then destroy.	Administrative value ceases.

FINANCIAL RECORDS

Records Title / Description	Retention Period	Type Of File
Audit Reports *(if available)*	Permanent.	Fiscal. Historical.
Bank Deposit Register	Retain seven years, then destroy.	Fiscal value ceases.
Bank Deposit Slips	Retain seven years, then destroy.	Fiscal value ceases.
Bank Statements	Retain seven years, then destroy.	Fiscal value ceases.
Building Fund Account Book	Permanent.	Historical.
Cancelled Checks and Check Stubs *(all accounts)*	Retain seven years, then destroy.	Fiscal Value ceases.
Cash Book *(daily record of receipts and disbursements)*	Retain seven years, then destroy.	Fiscal value ceases.
Charitable Gaming - General Accounting records *(bank statements, canceled checks, etc.)*	Retain seven years, then destroy.	Fiscal value ceases.
Charitable Gaming - Specific Bingo: (*Records of total prizes, cash and non-cash, # and prices of cards sold, etc.)* Raffles: *(# tickets sold, stubs of tickets sold, etc.)*	Retain seven years, then destroy.	Fiscal value ceases.
Charitable Gaming Permits	Retain until superseded.	Administrative value ceases.
Check Register *(all accounts)*	Retain seven years, then destroy.	Fiscal value ceases.
Contributions Record *(collections, donations)*	Retain seven years, then destroy. (Records should be retained permanently if other records identifying parishioners, e.g., census record, are not available for permanent retention)	Fiscal value ceases.
Correspondence concerning payments and receipts	Retain seven years, then destroy.	Fiscal value ceases.
Expansion Fund Prospect Book *(record of prospective donors to the expansion fund)*	Retain until superseded.	Fiscal and administrative value ceases.
Financial Statements	Permanent.	Fiscal. Historical.
General Ledger	Permanent.	Fiscal. Historical.
Grade and High School Collection Register	Retain seven years, then destroy.	Fiscal value ceases.
Loan Files *(mortgages, receipts, correspondence, payment schedules, etc.)*	Retain seven years after payment of loan, then destroy.	Fiscal value ceases.
Paid Bills	Retain seven years, then destroy.	Fiscal value ceases.
Personal and Corporate Income Tax Records *(tax forms, letters, manuals, etc.)*	Retain seven years, then destroy.	Fiscal value ceases.
Record of Contributions	Retain seven years, then destroy. (Record should be retained permanently if other records identifying parishioners, e.g., census record, are not available for permanent retention.)	Fiscal value ceases.
Receipts	Retain seven years, then destroy.	Fiscal value ceases.
Special Collections Record	Retain seven years, then destroy.	Fiscal value ceases.
Tax Exemption Records *(certificates, correspondence)*	Permanent.	Fiscal.
Treasurer's Account Book *(record of contributions)*	Retain seven years, then destroy. (Record should be retained permanently if other records identifying parishioners, e.g., census record, are not available for permanent	Fiscal value ceases.

	retention.)	
Trust Fund/Estate Contribution/Pious Foundation Records *(copies of probate records, agreements, correspondence, financial records)*	Permanent. Canon 1306.	Fiscal.
PROPERTY RECORDS		
Records Title / Description	**Retention Period**	**Type Of File**
Architectural Drawings and Specifications	Permanent.	Administrative. Historical.
Construction Files *(contracts, correspondence, specifications, architectural drawings, etc. for construction of church, rectory, convent, school and other buildings)*	Permanent.	Administrative. Historical.
Deeds Files *(includes abstracts and other documents)*	Permanent.	Administrative. Legal. Historical.
Equipment File *(catalogs, instructions, warranties, maintenance manuals, inspection certificates)*	Retain until superseded.	Administrative value ceases.
Insurance Records *(policies, correspondence, claims)*	Permanent.	Legal. Administrative.
Property Appraisals	Permanent.	Historical.
Property Inventories	Retain until superseded.	Administrative value ceases.
CEMETERY RECORDS		
Records Title / Description	**Retention Period**	**Type Of File**
Account Cards *(record of lot ownership and payments)*	Permanent.	Administrative.
Annual Report	Permanent.	Administrative. Historical.
Bank Statements	Retain seven years, then destroy.	Fiscal value ceases.
Board of Trustees Minutes	Permanent.	Administrative. Historical.
Burial Records and/or Cards *(record of interments, including name, date of burial, name of funeral director, lot number, and place of death)*	Permanent.	Administrative. Historical.
Burial Log *(director's unofficial record of burials)*	Retain until superseded, then destroy.	Administrative value ceases.
Cancelled Checks and Check Stubs	Retain seven years, then destroy.	Fiscal value ceases.
Check Register	Retain seven years, then destroy.	Fiscal value ceases.
Contracts/Agreements *(documents transfer of ownership of lots)*	Permanent.	Administrative.
Correspondence-Official	Permanent.	Administrative.
Correspondence-Routine	Annual review.	Administrative value ceases.
Deposit Slips	Retain seven years, then destroy.	Fiscal value ceases.
General Ledger *(record of receipts and disbursements for lot payments, fees, salaries, equipment, etc.)*	Retain seven years, then destroy.	Fiscal value ceases.
Insurance Records *(policies, claims, correspondence)*	Permanent.	Legal. Administrative.
Lot Cards *(numerical listing of lot owners and interments)*	Permanent.	Administrative.

Lot Maps Quarterly	Permanent.	Administrative. Historical.
Report	Retain one year, then destroy. (Retain permanently if an annual report is not prepared.)	Administrative value ceases.
Paid Bills	Retain seven years, then destroy.	Fiscal value ceases.
Receipts	Retain seven years, then destroy.	Fiscal value ceases.
Rules and Regulations	Permanent.	Administrative. Historical.

RELIGIOUS EDUCATION RECORDS

Records Title / Description	Retention Period	Type Of File
Annual Report	Permanent.	Administrative.
Business File *(paid bills, vouchers, cancelled checks, receipts, etc.)*	Retain seven years, then destroy.	Administrative value ceases.
Class Lists	Retain until superseded.	Administrative value ceases.
Collection Record *(contributions)*	Retain seven years, then destroy.	Fiscal value ceases.
Family Record *(provides names of parents, names and number of children, parish, sacramental history, etc.)*	Retain until superseded, then destroy.	Administrative value ceases.
Instructional Equipment File	Retain until superseded, then destroy.	Administrative value ceases.
Registration Forms	Retain one year, then destroy.	Administrative value ceases.
Religious Education Files *(lesson plans, catalogs, instructional materials)*	Annual review.	Administrative value ceases.
Schedules *(classes, teachers)*	Retain until superseded.	Administrative value ceases.
Student Card *(provides student name, birth date, sacramental history, etc.)*	Permanent.	Administrative. Historical.
Student Files *(registration forms, progress reports)*	Retain seven years after termination of student, then destroy.	Administrative value ceases.
Subject Files *(memoranda, budgets, correspondence, notes)*	Annual review.	Administrative value ceases.
Tuition Record	Retain seven years, then destroy.	Fiscal value ceases.

PUBLICATIONS

Records Title / Description	Retention Period	Type Of File
Anniversary Booklets	Permanent.	Historical.
Annual Reports of the Parish	Permanent.	Administrative. Historical.
Newsletters	Permanent.	Historical.
Other Publications *(histories of the parish, parish organizations, programs, etc.)*	Permanent.	Historical.
Parish Bulletins	Permanent.	Historical.
Promotional or Information Pamphlets or Books	Permanent.	Historical.

SCHOOL RECORDS

ADMINISTRATIVE RECORDS

Records Title / Description	Retention Period	Type Of File
Accreditation Files *(reports, notes, correspondence, evaluations, personnel record, etc., relating to accreditation by the Maryland State Department of Education and County Superintendent of Schools)*	Retain State Accreditation Files permanently. Retain County Superintendent of Schools Accreditation Files seven years, then destroy.	Administrative. Administrative value ceases.
Administrator's Working Papers *(notes, correspondence, memoranda, etc.)*	Annual review.	Administrative value ceases.
Annual Reports	Permanent.	Administrative. Historical.
Architectural Drawings and Specifications	Permanent.	Administrative. Historical.
Booster Club Minutes	Permanent.	Historical.
Budget Files *(budgets, notes, memos, correspondence, etc.)*	Retain seven years, then destroy.	Administrative value ceases.
Business Files *(correspondence, vouchers, paid bills, receipts, etc.)*	Retain seven years, then destroy.	Administrative value ceases.
Bus Schedules	Retain until superseded.	Administrative value ceases.
Calendars *(for school events)*	Permanent.	Historical.
Class Lists	Permanent.	Administrative.
Class Rank List	Permanent.	Administrative.
Class Schedules	Retain until superseded.	Administrative value ceases.
Construction Files *(contracts, correspondence, specifications, architectural drawings, etc.)*	Permanent.	Administrative. Historical.
Correspondence-Official *(concerning school policy, administration, diocesan directives, etc.)*	Permanent.	Administrative. Historical.
Correspondence-Routine	Annual Review.	Administrative value ceases.
Equipment and Instructional Resource File *(catalogs, brochures, articles, memos)*	Retain until superseded.	Administrative value ceases.
Equipment File *(catalogs, instructions, warranties, manuals, inspection certificates, etc.)*	Retain until superseded.	Administrative value ceases.
Faculty Meeting Minutes	Permanent.	Historical.
Faculty Schedules	Retain until superseded.	Administrative value ceases.
Grade Reports	Permanent.	Administrative value ceases.
Grant Files *(correspondence, memoranda, applications, reports, etc.)*	Retain seven years after completion of grant activity, then destroy.	Administrative value ceases.
Guidance Counselor Files *(correspondence, notes, student files, memos, etc.)*	Merge student files with permanent student files. All other material, annual review.	
History File *(historical sketches, photographs, newspaper clippings, letters)*	Permanent. If not available, administrators should create and maintain a school history file.	Historical.

Insurance Claims Files *(correspondence, claims, policies)*	Permanent.	Legal. Administrative.
Lesson Plans	Retain until superseded.	Administrative value ceases.
Library Schedules	Retain until superseded.	Administrative value ceases.
Memoranda and Directives from the Diocesan Superintendent of Schools	Permanent.	Administrative.
Parent's Newsletters	Permanent.	Historical.
Parent-Teacher Bulletins	Permanent.	Administrative. Historical.
Parent-Teacher Conference Files *(memos, correspondence, schedules)*	Retain until superseded.	Administrative value ceases.
Parent-Teacher Organization Minutes	Permanent.	Administrative. Historical.
Permanent Student Card	Permanent.	Administrative. Historical.
Photographs *(school activities, facilities, etc.)*	Permanent.	Historical.
Principal's Working Papers *(notes, correspondence, memoranda, etc.)*	Annual Review.	Administrative value ceases.
Promotion Lists	Retain until superseded.	Administrative value ceases.
Property Inventory *(audio-visual materials, science equipment, musical instruments, athletic equipment, etc.)*	Retain until superseded.	Administrative value ceases.
Reading Group Lists	Retain until superseded.	Administrative value ceases.
Records Disposal Authorization Forms	Permanent.	Administrative.
Records Retention Schedule	Retain until superseded, then destroy.	Administrative value ceases.
Reports to the Archdiocese's Catholic Schools Office	Permanent.	Administrative. Historical.
Retention Lists *(lists of students prohibited from advancing to the next grade)*	Retain until superseded.	Administrative value ceases.
School Board Files *(minutes, resolutions, correspondence, memoranda, regulations)*	Permanent.	Administrative. Historical.
School Board Minutes	Permanent.	Administrative. Historical.
Scrapbooks *(newspaper clippings, letters, programs, photographs, etc.)*	Permanent.	Historical.
Student Absence List and Forms	Retain until superseded, then destroy.	Administrative value ceases.
Student Files-Elementary School *(permanent student card, registration forms, immunization record, evaluations, grade reports, photographs, transcripts, memoranda, test reports, sacramental record, sports and extra-curricular activities record, etc.)*	Retain permanently unless student transfers-- files will be transferred to the student's next school (permanent Student Card still retained permanently by the parish school).	
Student Files-Secondary School *(permanent student card, registration forms, immunization record, evaluations, grade reports, photographs, transcripts, memoranda, test reports, sacramental record, sports*	Retain permanently unless student transfers-- files will be transferred to the student's next school (permanent Student Card still	Administrative.

and extra-curricular activities record, etc.)	retained permanently by the parish school).	
Student Health Records	Retain until the student attains the age of majority plus 3 years (i.e., age 21) or for five years after the record is made, whichever is later.	Administrative. Legal.
Student Handbook	Permanent.	Administrative. Historical.
Student Injury Reports	Retain until age of student is 21, then destroy.	Administrative value ceases.
Student Organization Records *(minutes, reports, by-laws, photos, etc.)*	Permanent.	Historical.
Student Publications *(yearbooks, histories, newsletters, etc.)*	Permanent.	Historical.
Student Reading Certificates	Retain until superseded.	Administrative value ceases.
Student Registration Forms	Retain in Student File if student attends school. Destroy forms if student does not enroll or attend.	Administrative. Administrative value ceases.
Subject Files *(correspondence, memos, reports, printed material, etc.)*	Annual review.	Administrative value ceases.
Teacher's Register *(attendance record submitted to the County Superintendent of Schools)*	Permanent.	Administrative. Historical.
Testing Materials Files *(schedules, reports, completed examinations, forms, and printed material relating to SRA)*	Retain final reports permanently. Retain other materials until superseded.	Administrative. Administrative value ceases.
Text Book Inventory	Retain until superseded.	Administrative value ceases.
Vehicle Records *(licenses, letters, maintenance and mileage reports, etc.)*	Retain until superseded, then destroy.	Administrative value ceases.

PERSONNEL RECORDS

Records Title / Description	**Retention Period**	**Type Of File**
Professional Certificates	Retain until superseded.	Administrative value ceases.
Employment contracts	Retain seven years after employment separation, then destroy.	Administrative value ceases.
Job Descriptions	Retain until superseded.	Administrative value ceases.
Payroll Records	Retain seven years, then destroy.	Administrative value ceases.
Personnel Files *(applications, certificates, resumes, correspondence, grade transcripts, evaluations, contracts)*	Retain seven years after employment separation, then destroy. *Exception is exposure records under OSHA, which should be retained for the duration of the employee's employment plus 30 years.	Administrative value ceases.
Substitute Teacher Applications	Retain three years, then destroy.	Administrative value ceases.

Teachers' Fund for Retirement Reports *(record of contributions)*	Permanent.	Legal. Administrative.
Time Cards	Retain seven years, then destroy.	Administrative value ceases.
Vacation and Sick Leave Forms	Retain seven years, then destroy.	Administrative value ceases.
W-2, W-3, W-4 Forms	Retain seven years, then destroy.	Administrative value ceases.

FINANCIAL RECORDS

Records Title / Description	Retention Period	Type Of File
Audit Reports *(if available)*	Permanent.	Fiscal. Historical.
Bank Deposit Register	Retain seven years, then destroy.	Fiscal value ceases.
Bank Deposit Slips	Retain seven years, then destroy.	Fiscal value ceases.
Bank Statements	Retain seven years, then destroy.	Fiscal value ceases.
Cancelled Checks and Check Stubs	Retain seven years, then destroy.	Fiscal Value ceases.
Carnival Committee Minutes	Permanent.	Administrative. Historical.
Carnival Records *(bank statements, ledgers, deposit slips, receipts, cancelled checks and check stubs, etc.)*	Retain seven years, then destroy.	Fiscal value ceases.
Cash Book *(record of sales and receipts)*	Retain seven years, then destroy.	Fiscal value ceases.
Charitable Gaming - General Accounting Records *(bank statements, tax returns, ledgers, deposit slips, canceled checks and check stubs)*	Retain seven years, then destroy.	Fiscal value ceases.
Charitable Gaming - Specific Records	Retain two years, then destroy.	Fiscal value ceases.
Charitable Gaming Permits	Retain until superseded, then destroy.	Administrative value ceases.
Check Register	Retain seven years, then destroy.	Fiscal value ceases.
Correspondence concerning payments and receipts	Retain seven years, then destroy.	Fiscal value ceases.
Federal School Lunch Day Book	Retain three years, then destroy.	Fiscal value ceases.
Federal School Lunch Program Files *(correspondence, lunch schedules, paid bills, vouchers, receipts, contracts, inventory, claim requisitions, etc.)*	Retain three years, then destroy.	Fiscal value ceases.
Financial Report to the Diocesan Office of Education	Permanent.	Administrative. Historical.
General Ledger	Permanent.	Fiscal. Historical.
Paid Bills	Retain seven years, then destroy.	Fiscal value ceases.
Purchase Orders	Retain seven years, then destroy.	Fiscal value ceases.
Receipts	Retain seven years, then destroy.	Fiscal value ceases.
School Fund Account Book	Permanent.	Fiscal. Historical.
Tuition Record	Retain seven years, then destroy.	Administrative value ceases.
Vouchers	Retain seven years, then destroy.	Fiscal value ceases.

LIBRARY RECORDS

Records Title / Description	Retention Period	Type Of File
Acquisition List *(book accession record)*	Permanent.	Administrative.
Annual Report	Permanent.	Administrative.
Book/Instruction Materials Catalog Files *(book catalogs, equipment catalogs, etc.)*	Retain until superseded.	Administrative value ceases.
Book Order File *(purchase orders, correspondence,*	Retain seven years, then destroy.	Fiscal value ceases.

invoices, etc.)		
Invoices	Retain seven years, then destroy.	Fiscal value ceases.
ATHLETICS RECORDS		
Records Title / Description	**Retention Period**	**Type Of File**
Eligibility Records	Retain until student graduates, then destroy.	Administrative value ceases.
Expense Reports *(travel, supplies, etc.)*	Retain three years, then destroy.	Fiscal value ceases.
Game Programs	Permanent.	Historical.
Insurance Records	Permanent.	Legal. Administrative.
Paid Bills *(concessions, equipment, supplies)*	Retain seven years, then destroy.	Fiscal value ceases.
Receipts	Retain seven years, then destroy.	Fiscal value ceases.
Rosters	Retain until superseded, then destroy.	Administrative value ceases.
Schedules *(practices, training, games)*	Retain until superseded, then destroy.	Administrative value ceases.
Scorebooks	Retain until superseded, then destroy.	Administrative value ceases.
Travel Authorizations	Retain until superseded, then destroy.	Administrative value ceases.
Vouchers	Retain seven years, then destroy.	Fiscal value ceases.

CANONS RELATING TO PAROCHIAL ARCHIVES

Diocesan Archives	**Can. 491** - §1. A diocesan bishop is to take care that the acts and documents of the archives of cathedral, collegiate, parochial, and other churches in his territory are also diligently preserved and that inventories or catalogs are made in duplicate, one of which is to be preserved in the archive of the church and the other in the diocesan archive. §2. A diocesan bishop is also to take care that there is an historical archive in the diocese and that documents having historical value are diligently protected and systematically ordered in it. §3. In order to inspect or remove the acts and documents mentioned in §§1 and 2, the norms established by the diocesan bishop are to be observed.
Parish Archives	**Can. 535** - §1. Each parish is to have parochial registers, that is, those of baptisms, marriages, deaths, and others as prescribed by the conference of bishops or the diocesan bishop. The pastor is to see to it that these registers are accurately inscribed and carefully preserved. §2. In the baptismal register are also to be noted confirmation and those things which pertain to the canonical status of the Christian faithful by reason of marriage, without prejudice to the prescript of can. 1133, of adoption, of the reception of sacred orders, of perpetual profession made in a religious institute, and of change of rite. These notations are always to be noted on a baptismal certificate. §3. Each parish is to have its own seal. Documents regarding the canonical status of the Christian faithful and all acts which can have juridic importance are to be signed by the pastor or his delegate and sealed with the parochial seal. §4. In each parish there is to be a storage area, or archive, in which the parochial registers are protected along with letters of bishops and other documents which are to be preserved for reason of necessity or advantage. The pastor is to take care that all of these things, which are to be inspected by the diocesan bishop or his delegate at the time of visitation or at some other opportune time, do not come into the hands of outsiders. §5. Older parochial registers are also to be carefully protected according to the prescripts of particular law.
Baptism Record	**Can. 877** - §1. The pastor of the place where the baptism is celebrated must carefully and without any delay record in the baptismal register the names of the baptized, with mention made of the minister, parents, sponsors, witnesses, if any, the place and date of the conferral of the baptism, and the date and place of birth. §2. If it concerns a child born to an unmarried mother, the name of the mother must be inserted, if her maternity is established publicly or if she seeks it willingly in writing or before two witnesses. Moreover, the name of the father must be inscribed if a public document or his own declaration before the pastor and two witnesses proves his paternity; in other cases, the name of the baptized is inscribed with no mention of the name of the father or the parents. §3. If it concerns an adopted child, the names of those adopting are to be inscribed and, at least if it is done in the civil records of the region, also the names of the natural parents according to the norm of §§1 and 2, with due regard for the prescripts of the conference of bishops. **Can. 878** - If the baptism was not administered by the pastor or in his

	presence, the minister of baptism, whoever it is, must inform the pastor of the parish in which it was administered of the conferral of the baptism, so that he records the baptism according to the norm of can. 877, §1.
Confirmation Record	**Can. 895** - The names of those confirmed with mention made of the minister, the parents and sponsors, and the place and date of the conferral of confirmation are to be recorded in the confirmation register of the diocesan curia or, where the conference of bishops or the diocesan bishop has prescribed it, in a register kept in the parish archive. The pastor must inform the pastor of the place of baptism about the conferral of confirmation so that a notation is made in the baptismal register according to the norm of can. 535, §2.
Marriage Record	**Can. 1121** - §1. After a marriage has been celebrated, the pastor of the place of the celebration or the person who takes his place, even if neither assisted at the marriage, is to note as soon as possible in the marriage register the names of the spouses, the person who assisted, and the witnesses, and the place and date of the celebration of the marriage according to the method prescribed by the conference of bishops or the diocesan bishop. §2. Whenever a marriage is contracted according to the norm of ⇒ can. 1116, a priest or deacon, if he was present at the celebration, or otherwise the witnesses in solidum with the contracting parties are bound to inform as soon as possible the pastor or local ordinary about the marriage entered into. §3. For a marriage contracted with a dispensation from canonical form, the local ordinary who granted the dispensation is to take care that the dispensation and celebration are inscribed in the marriage registers of both the curia and the proper parish of the Catholic party whose pastor conducted the investigation about the free status. The Catholic spouse is bound to notify as soon as possible the same ordinary and pastor about the marriage celebrated and also to indicate the place of the celebration and the public form observed. **Can. 1122** - §1. The contracted marriage is to be noted also in the baptismal registers in which the baptism of the spouses has been recorded. §2. If a spouse did not contract marriage in the parish in which the person was baptized, the pastor of the place of the celebration is to send notice of the marriage which has been entered into as soon as possible to the pastor of the place of the conferral of baptism.
Parish Property	**Can. 1283** - Before administrators begin their function: 1° they must take an oath before the ordinary or his delegate that they will administer well and faithfully; 2° they are to prepare and sign an accurate and clear inventory of immovable property, movable objects, whether precious or of some cultural value, or other goods, with their description and appraisal; any inventory already done is to be reviewed; 3°one copy of this inventory is to be preserved in the archive of the administration and another in the archive of the curia; any change which the patrimony happens to undergo is to be noted in each copy. **Can. 1284** - §1. All administrators are bound to fulfill their function with the diligence of a good householder. §2. Consequently they must: 1° exercise vigilance so that the goods entrusted to their care are in no

	way lost or damaged, taking out insurance policies for this purpose insofar as necessary; 2° take care that the ownership of ecclesiastical goods is protected by civilly valid methods; 3° observe the prescripts of both canon and civil law or those imposed by a founder, a donor, or legitimate authority, and especially be on guard so that no damage comes to the Church from the non-observance of civil laws; 4° collect the return of goods and the income accurately and on time, protect what is collected, and use them according to the intention of the founder or legitimate norms; 5° pay at the stated time the interest due on a loan or mortgage and take care that the capital debt itself is repaid in a timely manner; 6° with the consent of the ordinary, invest the money which is left over after expenses and can be usefully set aside for the purposes of the juridic person; 7° keep well organized books of receipts and expenditures; 8° draw up a report of the administration at the end of each year; 9° organize correctly and protect in a suitable and proper archive the documents and records on which the property rights of the Church or the institute are based, and deposit authentic copies of them in the archive of the curia when it can be done conveniently. §3. It is strongly recommended that administrators prepare budgets of incomes and expenditures each year; it is left to particular law, however, to require them and to determine more precisely the ways in which they are to be presented.
Parish Report	**Can. 1287** - §1. Both clerical and lay administrators of any ecclesiastical goods whatever which have not been legitimately exempted from the power of governance of the diocesan bishop are bound by their office to present an annual report to the local ordinary who is to present it for examination by the finance council; any contrary custom is reprobated. §2. According to norms to be determined by particular law, administrators are to render an account to the faithful concerning the goods offered by the faithful to the Church.
Pious Foundations	**Can. 1306** - §1. Foundations, even if made orally, are to be put in writing. §2. One copy of the charter is to be preserved safely in the archive of the curia and another copy in the archive of the juridic person to which the foundation belongs.

Canons reproduced here are excerpted from *The Code of Canon Law in English translation.* Prepared under the auspices of the Canon Law Society of America Washington, DC 20064 Codex Iuris Canonici © Copyright 1983 by Libreria Editrice Vaticana.
This translation of the Code is available online at: http://www.vatican.va/archive/ENG1104/_INDEX.HTM#fonte

ADM 5.2

Confidential information for a student should be maintained separately from academic records.

Purpose:

- To ensure confidentiality of student's non-academic records
- To assist the school in supporting the needs of a student on a continuing basis.

Commentary/Procedural Points:

- The following information is collected in this confidential file:
  - Psychological/Psychoeducational testing or evaluation
  - Communication between counselor, parents, physicians, etc.
  - Communication and supporting documents related to the creation, implementation, and monitoring of a Student Accommodation Plan.
  - Student Behavior Analysis (SBA) and Student Behavior Plans (SBP)
- Access to such records is controlled by a sign-out system developed by the school administrator. These records must be reviewed in the privacy of the school office or similar place. These records do not circulate freely among school staff.
- Access to such records is confined to teachers, administrators, the school counselor, the school nurse, and parents/guardians on a need-to-know basis.
- Parents must provide written permission to the school before all or part of the confidential file may be disclosed to others.
- When a student graduates or transfers from the school, the student's confidential file should be placed in a sealed envelope, labeled "confidential" and dated with the date the envelope was sealed and the student's date of birth.
- The confidential file should be retained in accordance with the AOB policy on retaining student health records, "retain until the student attains the age of majority plus 3 years (i.e., age 21) or for five years after the record is made, whichever is later."

References:

ADM 5.3

The school does not allow a non-custodial parent access to his/her child unless the custodial parent has consented in writing or the school has a copy of a court order permitting access.

Purpose:

- To safeguard the child during school hours when the schools has temporary custody of the child.

Commentary/Procedural Points:

- The school maintains a file copy of the custody decree with the official seal of notarization. It is the parent's responsibility to provide this information and to keep it current.
- The school contacts the custodial parent when the non-custodial parent seeks access to his/her child.

References:

- Legal Briefs – "Child Custody Issues for Schools"

August 11, 2011

Visions – May 2003

Child Custody Issues for Schools

by Kathryn Kelley Hoskins

Under Maryland law, parents are the natural guardians of their minor children. In cases where children live with both of their parents, the parents also may be said to have joint legal and physical custody of their children.

In a sense, parents give up physical custody of their children (temporarily) each morning when they send them school. The School's staff assumes physical custody of the child during the school day and any scheduled after-school activities. At the end of the day, the School relinquishes physical custody back to the parents. Any deviation from the normal arrangements (e.g., taking children on a field trip, keeping them for an after-school event, releasing them to someone other than the parents) requires the consent of the parents. (Note: The use of field trip permission forms is essentially a custody issue, although the forms also include a liability waiver.)

In cases where parents are separated or divorced, their custody arrangements often are set forth in a written agreement or court order. The parents also may agree upon custody arrangements prior to court intervention, and may agree from time to time to deviate from the arrangements described in any legal documents. The School may accept any agreement of the parents with respect to custody arrangements.

Many divorced couples have joint *legal* custody, i.e., joint authority to make decisions about where the child lives and goes to school, significant medical treatment, etc. As for *physical* custody, the parents may alternate according to a schedule (e.g., child lives with mom one week, and with dad the next week), or one parent may have primary physical custody while the other parent has visitation rights.

Parents are responsible for communicating with the School about their custody arrangements (formal or informal) and any changes. The School also should request copies of any legal documents or written agreements that relate to custody; in the event of a dispute between the parents regarding custody, the School will need to rely on a current legal document. The parent with physical custody at the time in question must consent to any deviations from the normal arrangement.

It is essential to distinguish between the right to control physical access to the child (custody) and a parent's right under State and Federal law to review the child's educational records. The School may not deny a parent (including a non-custodial parent) the right to review his or her child's educational records unless a court order or legally binding agreement specifically revokes that right.

ADM 5.4

Financial record information may be disclosed to parents (including the non-custodial parent(s) unless court order states otherwise), guardians, and any other person acting as a parent in the absence of a parent or guardian.

Purpose:

- To ensure confidentiality of a student's financial records

Commentary/Procedural Points:

- These records shall not be released to any other persons or parties without the prior written consent of the custodial parent, guardian, or any other person acting as a parent in the absence of a parent or guardian.

References:

- http://www.ed.gov/policy/gen/guid/fpco/ferpa

ADM 6.0

Principals publish a Parent/Student Handbook, which states clearly the mission, philosophy, objectives, programs, policies, and regulations of the school.

Purpose:

- To ensure effective communication between the parents and school
- To familiarize the members of the school community with school policy
- To assist in promoting a spirit of community

Commentary/Procedural Points:

- The Parent /Student Handbook is modeled after the prototype provided by the Department of Catholic Schools.
- All school families receive a copy of the handbook.
- The principal keeps signatures of parents and students on file to indicate they have read the contents of the handbook.
- A copy of the handbook is sent to the Department of Catholic Schools annually.

References:

- The prototype for the Parent/Student Handbook published by the Department of Catholic Schools

January 12, 2005

PARENT/STUDENT HANDBOOK TEMPLATE
Revised 11.12.19

[Name of School] ***is a co-ed elementary school for grades [list grades]. It does not discriminate in its education programs and activities on the basis of race, color, sex, sexual orientation, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process). The school is not required to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings. Requests for reasonable accommodations for a student with a disability may be directed to [insert at least two contacts]. Religion is required for each year a student attends (N) School. All students enrolled in (N) School must attend religion classes and services.***

The school reserves the right to deny attendance to anyone whose behavior is contrary to the teachings and ideals of the school or whose behavior or attitude is disruptive to the functioning of the student body.

(N) School reserves the right to amend the Parent/Student Handbook and parent(s)/legal guardian(s) will be notified of any changes made. This Parent/Student Handbook is an informative booklet for parents and students setting forth the rules and policies of the school and is not intended as an expressed or implied contract.

Mission / Vision statements

History of School

Administration *- Statement describing structure*

Calendar for School Year

Listing of School Administration/ Faculty/ Staff with job listings
e.g. Kindergarten - Mrs. Jane Doe
Kindergarten Aide – Mrs. Helen Smith

Listing of School Board Members

Listing of Home School Officers

Accreditation

Academics

Promotion Requirements

Students are promoted to the next grade upon successful completion of all subjects in a given year.

Retention

Students who do not successfully complete required educational program may be retained at the current grade level. This decision is made by the principal in consultation with the parents.

Graduation Requirements

Honor Roll for students in Grades 6-8 – *Students in grades 6-8 who demonstrate high academic achievement and who positively impact the learning environment are placed on Honor Roll based on the following criteria:*

Principal's Honor Roll – *All A's and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time*

Second Honors – *all A's and B's (more A's than B's) and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time (Principal's have the option of creating a third honor roll for student with all B's or more B's than A's)*

Progress Reports and Interim Reports

Policy should clearly state the communication efforts of the school and the responsibility of parent/guardian to cooperate in remedying the situation. Policy should also include the responsibility of the teacher to keep parents informed of student's academic progress.

Testing Program

Standardized Testing – Iowa / CogAT
ACRE
Any other local assessments

Instruction/Curriculum

Briefly describe how your school delivers its instructional program and curriculum in concert with the Archdiocesan Curriculum standards and the regulations of the Maryland State Department of Education for non-public schools.

Titles of Textbooks

Parent / Teacher Conferences

High School Admissions and Visitation Policy

- Clear policy on number of days allowed for visitation
- Statement on recording of absence(s)

Student Records

Student records are maintained in the school office or a designated administrative area. Access to records is governed by the Records Policy.

Records Policy *(Family Educational Rights and Privacy Act)*

[School name] *complies with the Family Educational Rights and Privacy Act (FERPA), which is a Federal law that protects the privacy of student education records. In general, FERPA gives parents certain rights with respect to education records. (The rights granted to parents under FERPA automatically pass to the student when the student turns 18 or enrolls in college.) These rights and related procedures of [school name] are as follows:*

- *Parents have the right to inspect and review the student's education records maintained by the School. Parents should submit to [insert title of appropriate school official] a written request that identifies the record(s) they wish to inspect. The School will make arrangements for access and notify the parent of the time and place where the records may be inspected.*

- *Parents have the right to request that the School correct records they believe are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents who wish to request an amendment of the student's records should write to* ***[insert title of appropriate school official, e.g., the Principal]*** *and clearly identify the part of the record they believe is inaccurate or misleading and the information they believe should be included in a corrected record. If the School decides not to amend the record as requested, the School will notify the parent of the decision and the parent's right to request a hearing.*

- *Parents generally have the right to consent in writing to disclosures of information from a student's education record. However, there are certain exceptions to the consent requirement, including disclosures under the following conditions:*

  - *To School officials who have a legitimate educational interest in the information. A school official is a person employed by the School or the Archdiocese as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person or company with whom the School has contracted to provide a service (e.g., attorney); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities or duties to the School.*
  - *To other schools to which a student is transferring.*
  - *In connection with financial aid under certain circumstances.*
  - *To specified officials for audit or evaluation purposes.*

- *To organizations conducting certain studies for or on behalf of the school.*
- *To accrediting organizations.*
- *In order to comply with a judicial order or lawfully issued subpoena.*
- *To appropriate officials in cases of health and safety emergencies.*

The School also may disclose appropriately designated "directory information" without written consent unless a parent objects in writing. The primary purpose of directory information is to allow the School to include this type of information in certain publications. Examples of such publications include a playbill, showing the student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets.

The School has designated the following as directory information ***[Note: A school may delete items from this list or add items that would not be considered harmful or an invasion of privacy if disclosed.]:***

- *Student's name*
- *Participation in officially recognized activities and sports*
- *Address*
- *Telephone listing*
- *Weight and height of members of athletic teams*
- *Electronic mail address*
- *Photograph*
- *Honors and awards received*
- *Date and place of birth*
- *Dates of attendance*
- *Grade level*

Parents who do not want the School to disclose the above directory information without their prior written consent must notify ***[insert title]*** *in writing by* ***[insert date]****.*

- ***A log must be maintained of each request for access to and each disclosure of educational record information other than disclosure to parents or students 18 or older or school officials. The log should contain the name of the person(s), the date, and the legitimate interests the person had in requesting or obtaining the information.***

- *Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by* ***[insert school name]*** *to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.*

Home and School Association

Purpose

Volunteers – *requirement for Veritus*

Homeroom parents

Family Directory

Partnership with Parents

In enrolling your child in a Catholic School, you agree to certain important responsibilities. These include:

1. *to be a partner with the school in the education of your child*
2. *to understand and support the Catholic mission and identity of the school*
3. *to read all communications from the school and to request clarification when necessary*
4. *to know who your child's teachers are and to observe parent-teacher conference dates and any special requests for meetings*
5. *to discuss concerns and problems with the person (s) most directly involved*
6. *to be as actively involved as you can be in the life of the school and to volunteer assistance when possible*
7. *to promote your school and to speak well of it to others*
8. *to meet your financial obligations in a timely manner and to support the fundraising efforts of the school when possible*
9. *to appreciate that Catholic education is a privilege that many persons do not have*

Parental Support/Compliance

In cases of serious or repeated noncompliance by a parent with school policies or procedures, the administration reserves the right to withdraw that parent's child/children from the school.

Acceptable Use Policy for the Internet and Technology Tools

Technology skills are necessary to ready our students for their future. Access to the Internet and technology tools (including software tools, web-based applications and services, computer equipment, I-Pads, and other personal electronic devices) allow students to conduct research, produce digital content, and communicate with classmates and teachers. The Internet and technology tools put enormous power at the fingertips of users. As such, they also place a great deal of responsibility on users.

It is imperative that technology resources be used to build community, encourage critical reflection, and foster readiness for future learning. Developments in technology at the School are to be used ethically, legally, and responsibly. As in other areas, our students are expected to make good choices with regard to their behavior.

Individual users are responsible for their activity on the Internet and technology tools, including the material stored and information shared. In order to protect private and personal information, unauthorized disclosure, use, or dissemination of personal information is prohibited. The School reserves the right to edit Internet accounts for child-only configurations, and to run filtering software for students' protection.

The purpose of this policy is to ensure that student users (and their parents) recognize the limitations the School imposes on the use of the Internet and technology tools and that they understand the standards of behavior the School expects of users.

All users of the School network and technology tools, whether on a School-owned or personal device, are responsible for adhering to the following guidelines for acceptable use.

***Acceptable** uses of the Internet and technology tools are for authorized academic and school-related activities that support learning and teaching and:*

- *Respect the privacy and property rights of others and the well-being of the School*
- *Are consistent with Roman Catholic values and morals*
- *Treat technology tools and computer equipment with respect.*

***Unacceptable** uses of the Internet and technology tools include but are not limited to:*

- *Violating the rights or privacy of others, including by photographing or filming an individual without consent*
- *Posting or distributing videos or photographs without consent of the persons depicted and the School*
- *Using technology to send profanity, obscenity, or other offensive or harmful language*
- *Unauthorized copying, downloading, or installation of content, software or applications (including plagiarism or "pirating" music)*
- *Sending false information or sending messages to the School community that fail to identify the sender (including anonymous messages or messages using a pseudonym)*
- *Using any program designed to disrupt network performance or breach network security, such as software designed to capture passwords or break encryption protocols*
- *Revealing personal information beyond what is required for login while using Internet or web-based resources*
- *Responding to inappropriate messages from others (which should be reported to the School)*
- *Downloading or copying information onto disks or hard drives without prior teacher approval*
- *Accessing, downloading, storing, or printing files or messages that are inappropriate or may be offensive to others (including pornography and other inappropriate images)*
- *Sharing of passwords or attempting to discover another's password (passwords should be changed frequently)*
- *Using or accessing another's account (network accounts are to be used only by those for whom the account has been established)*

- *Intentionally writing, producing, generating, copying or introducing dangerous codes or programs designed to cause harm, including, but not limited to viruses, bugs, 'worms', etc.*
- *Intentionally damaging, altering, or tampering with any hardware, software, printers, keyboards, speakers, etc.*
- *Accessing or searching files, directories, or folders for which the user does not have authorization*
- *Intentionally erasing, renaming, or disabling of anyone else's files or programs*
- *Accessing social media, email, or other off-task websites or apps during School without explicit permission of a teacher or adult supervisor*
- *Violating School conduct rules or the law.*

Harassment/cyber-bullying of others online, whether against a student, non-student, or employee, is serious, is prohibited, and is contrary to the School's policy and values. Harassment/cyber-bullying whether it is initiated on campus or off campus, online or in person, should be reported immediately to a faculty member, and may lead to disciplinary action and possible criminal prosecution under Maryland's law prohibiting the Misuse of Interactive Computer Service ("Grace's Law").

Parents are responsible for:

- *Reviewing and discussing this policy with their child as well as supporting the School in its enforcement*
- *Partnering with the School in monitoring their child's technology use*
- *Modeling appropriate Internet behaviors for their child*
- *Reporting any concerns regarding this policy or their child's use of the Internet or technology tools to School personnel.*

Failure to adhere to the policy guidelines may result in a revocation of a student's Internet access and other technology privileges and disciplinary action up to and including suspension or expulsion.

Web-based Services

The School uses Google Apps for Education as well as other web-based education tools, sites, and services ("web-based services") to provide students with important web-based educational experiences and enhanced opportunities to communicate and share collaboratively with one another. As part of students' use of web-based services, certain educational records may be created, collected, or stored. Directory information, such as a child's name, email address, grade/age, and enrollment status, may also be shared with web-based services. The School may access, monitor, and review children's use of web-based services and Internet use and children shall not have any expectation of privacy with respect to any communications or activities through such services. Use of web-based services is for educational purposes only and subject to the conduct and acceptable use guidelines set forth in this Handbook. A list of the School's web-based services and corresponding privacy policies are available upon request. By enrolling a child in the School, the parent consents to the child's participation in the School's academic activities and programs, including the child's use of and access to web-based services as described in this paragraph. In order to withhold or withdraw consent for the use of web-based services, parents must contact the School principal in writing.

Administration

Crisis Intervention Plan/Crisis Team Include a statement that you have this.

Fire and safety drills

Change of Address

Change in Name or Family Status

If there is a change in the family status/or the change of a child's name, it is important that the school be informed promptly of the change. In case of a

change of custody, a copy of the portion of the court order that describes the custody arrangements must be on file with the school.

Emergency & Weather related Closings/Delayed Openings

Communication to Parents

Describe your school's method of communication and expectations, such as the following:

In the best interest of students, the school welcomes and encourages communication between parents and teachers. Whenever a situation occurs that causes concern, the concern should be addressed first at the level at which the situation arose. Teachers are seen by appointment. Please contact them directly by email or phone to schedule a mutually convenient time to meet.

Parents whose phone numbers are unlisted must give the school either the unlisted number or a number where the parent(s) can be reached. It is essential that the school have this information in case of emergency. It will be kept in the strictest confidence. Any change of phone number or home address is to be given to the school office and homeroom teacher in writing within one week after change is effective.

Non-Custodial Parent

Emergency card information for each child is to be kept current. Children will only be released to the person(s) designated on the emergency card, unless otherwise instructed by the custodial parent/guardian.

Non-custodial parents are welcome to review their child's records unless there is a court order or legal agreement prohibiting such access. The school may notify the custodial parent of a request to review records.
(N) School does not allow a non-custodial parent physical access to his/her child during school hours or on school premises unless the custodial parent has consented or the school has a court order permitting access.

Harassment Policy

Policy

It is the policy of the Archdiocese to prohibit discrimination, including harassment, on the basis of race, color, sex, sexual orientation, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity (i.e., opposition to prohibited discrimination or participation in the complaint process) in its education programs and activities. Each Catholic school shall adhere to this policy with respect to students. (Employees are protected from harassment by a separate Archdiocesan policy.) A school is not required to adopt any rule, regulation, or policy that conflicts with its religious or moral teachings.

I. *Scope*

This policy applies to all students in Archdiocesan elementary, middle and secondary schools. The Archdiocese neither condones nor tolerates harassment of students at school, at school-related activities or functions, or in any school-related setting. Harassment of students, whether engaged in by other students, teachers, administrators, or others, is prohibited. Violation of this Policy is grounds for disciplinary action up to and including termination of employment or suspension or expulsion from school, depending on the nature and severity of the offense and the individual's disciplinary record.

II. *Prohibited Conduct*

A. ***For purposes of this Policy, "harassment" means verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, sex, sexual orientation, national origin, religion, age, disability or handicap, gender identity or expression, or protected activity, that:***

(i) ***Has the purpose or effect of creating an intimidating, hostile or offensive environment;***

(ii) ***Has the purpose or effect of unreasonably interfering with an individual's academic performance; or***

(iii) ***Otherwise adversely affects an individual's educational opportunities.***

B. ***Harassing conduct includes, but is not limited to, epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, sex, sexual orientation, national origin, religion, age, handicap or disability, or gender identity or expression. "Sexual" harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for educational decisions or has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive environment.***

III. Procedure

A. ***Any person who believes that a student is being subjected to harassment should immediately report the harassment to any one or more of the following individuals: the student's teacher, the principal of the school, the Superintendent of Catholic Schools.***

B. ***Individuals are encouraged to report harassment early, before it becomes severe or pervasive, so that preventive action can be taken. All complaints will be investigated promptly, thoroughly and impartially, and will remain confidential to the extent possible.***

C. ***Any retaliation, reprisals, or intimidation, whether by the alleged harasser or from another source, directed toward the complaining party or anyone else as a result of the filing or investigation of a harassment complaint is considered a serious violation of this Policy and should be reported immediately.***

D. ***Once the investigation is complete, the school will take immediate and appropriate corrective action when it determines that this Policy has been violated. The complaining party and the complained-of party will be advised of the investigation's findings and conclusions. A report of the findings will be forwarded to the Department of Catholic Schools.***

Bullying Policy Statement

Bullying, harassment, or intimidation (as defined below) of any student is prohibited in all Archdiocese of Baltimore Schools. Retaliation or reprisal against anyone who reports such behaviors or participates in an investigation of a report is also prohibited. Such behaviors are contrary to school life in a Christ-centered community, which respects the dignity and uniqueness of all of God's children. To foster a school environment where all students are educated in a safe and caring atmosphere, all Archdiocesan schools will follow established procedures for bullying prevention, intervention, and response.

Discrimination and harassment of students on the basis of race, color, sex, sexual orientation, national origin, religion, disability or handicap, or gender identity or expression, are also addressed under the Archdiocesan Student Harassment Policy in the Code of Conduct. Suspected abuse or neglect of students is addressed under the Policy for the Protection of Children and Youth.

"Bullying, harassment, or intimidation" **means intentional conduct, including written, verbal, or physical conduct or an intentional electronic communication, that:**

a. Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance or with a student's physical or psychological well-being and:

    i. Is motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or

    ii. Is sexual in nature; or

    iii. Is threatening or seriously intimidating; and

b. Occurs on school property, at a school activity or event, or on a school bus, or substantially disrupts the orderly operation of the school.

Electronic technology **means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, pager, etc.**

Retaliation **means an act of reprisal or revenge, i.e., getting back at a person for an act he/she committed (such as reporting misconduct).**

Reporting forms are located in the main office and on the school's website.

Transportation (Busing procedures, bus behavior if applicable)

Transportation Procedures

Should specify traffic regulations, patterns, speed signs, and morning and afternoon dismissal procedures.

Admissions

Application Process:

Documentation needed for application
Academic requirements for consideration
Priority for admissions (i.e. siblings, parishioners, etc.)

Students are initially placed using the results of the following:

School administered placement test
Teacher recommendation (from sending school)
Progress reports
Standardized test results

Financial Obligations

Tuition Schedule

Registration Fees

Activity Fees

Other Fees

Registration Policy (and any other related parish obligations where applicable)

Payment Schedule

Tuition Assistance/Tuition Grants

Progress Reports and school records may be withheld because of financial obligations.

Withdrawals

Attendance

Absence

Regular attendance is considered essential for learning at (N) School. Students need to develop the work habits and responsibilities required of all of us as we go through life. When a student is absent from school, a parent/legal guardian must telephone the school between (time) and (time) to report the reason for absence. All absences and tardiness become part of a student's permanent record.

Absence from school during the academic year due to family vacations is strongly discouraged. Missed work and assignments may only be obtained upon return.

Students who are absent from school may not participate in any after school or evening school sponsored events such as sports, dances, etc.

When he/she returns to school, the student must bring a written note to his/her homeroom teacher signed by a parent/legal guardian stating the reason for absence. The school reserves the right to require a doctor's note for absences due to illness or injury or need for assessment/evaluation. A child may not return to school until he/she is well enough to participate in all school activities. If a student will be out of school for an extended period, whether continuous or intermittent, parents should consult with the administration regarding appropriate support of the student in fulfilling the school curriculum or alternative arrangements such as home and hospital services through the local public school district.

Truancy

Truancy is defined as a student absenting him/herself from school without parent/legal guardian permission, or leaving school grounds without permission during the school day. Truancy may result in disciplinary action up to and including suspension or expulsion.

Lateness/Assignments

Students may enter their homerooms at (time). The school day begins at (time). Any student arriving after (time) is considered late and must report to the office for a late slip. Tardiness is entered on a student's permanent record. It is the responsibility of the student to check with the homeroom

teacher to receive the necessary communication or work that may have been missed due to lateness.

Early Departure/Late Arrivals

The school discourages early departures and requests that families arrange medical and dental appointments, etc. after school hours, on early dismissal days, or during vacation periods. Check the calendar for days when school is not in session.

Spell out what constitutes a full day absent/half day absent, e.g. arrival before (time) the student is marked a half day absent; arrival after (time) the student is marked a full day absent..

Regular Dismissal – *State times/conditions*

Early Dismissal Days – *State school policy*

DISCIPLINE

Statement on Philosophy of Discipline

(N) School strives to develop responsible, courteous, self-disciplined boys and girls whose pride in themselves, their parents, their school, and their community is reflected in their behavior. The development of such young people requires a consistent practice of thoughtful, responsible behavior during these formative years. Students are made aware that they are an integral part of the faith community and that their actions affect themselves as well as the entire community. The ultimate purpose is to develop true Christian character and a sense of responsibility: to establish an atmosphere conducive to academic excellence; and to protect the welfare of the individual, as well as the school community.

Students may be disciplined for conduct that occurs on school premises or at school-sponsored events, or for other conduct that adversely affects the interests or reputation of the school regardless of where the conduct occurs.

Behavior

To maintain a positive learning environment and standards that are consistent with our Christian philosophy, it is essential that students exhibit a sense of

responsibility and respect for themselves as well as others. Listed below are some behaviors that are unacceptable:

Disrespect in manner and/or language

Rowdiness

Using the property of others without permission

Dishonesty

Disruptive Behavior

Failure to have necessary supplies for class work

Dangerous Play

Rudeness

Vulgarity

Dress code violations

Gum

Harassment of any kind by word or manner

Possession or consumption of any drug or look-alike drug while at school or while attending a school function

Possession or consumption of alcohol while at school or while attending a school function

Possession of knives/weapons or look-alike knives/weapons

Possession of pornographic material(s)

Smoking/using matches

Willful destruction of school property

Leaving school property without permission

Theft or extortion

Fighting or threats of violence

Harassment

Generally, the teacher will deal with infractions. Should circumstances warrant, the parent and/or the Administration involved will be consulted. In cases of serious or repeated violations, students may be subject to disciplinary suspension or expulsion. The school's fair procedure to be used in cases of possible suspension or expulsion is as follows: (review AOB policy 2.1 and 3.0)

While on suspension, the student is still responsible for missed work. After the specified amount of time for suspension, which shall not exceed three consecutive school days, the student and the parent(s)/guardian(s) will meet with the Administration for reinstatement. The Administration reserves the right to determine the conditions for reinstatement.

An expelled student forfeits all privileges of the (N) School student. The Administrator reserves the right not to re-admit an expelled student at a later date. If a student is to be expelled, the student is entitled to a prompt review procedure established by the Department of Catholic Schools. A written request for review must be submitted to the Superintendent of Catholic Schools within 10 working days of the notice of intent to expel. Parents are given the option to withdraw the student in lieu of expulsion.

Search and Seizure

[N] School reserves the right to search school property (e.g., lockers, desks), a student's belongings, and areas under the student's control in order to enforce school policies, rules and regulations or otherwise to preserve a safe and orderly learning environment.

Conflict Situations

Conflicts are a normal and healthy part of living and growing. The Administration will implement acceptable conflict resolution techniques to work towards a solution.

Health and Safety

AHERA – In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address asbestos problems in public and private elementary and secondary schools. These regulations require most schools to inspect for friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings and implement response actions

in a timely manner. Our program for fulfilling these responsibilities is outlined in our asbestos management plan. This plan contains information on our inspections, re-inspections, response actions and post- response action activities, including periodic surveillance activities that are planned or are in progress. The plan is kept in the principal's office and may be viewed upon request during normal business hours.

Maryland School Immunization Requirements

A child may not enter school, unless he/she has submitted an official immunization record or other appropriate documentation of immunization status. The immunization record must have the month, day and year of each vaccination and be signed by a physician or health department official. In the case of religious objection or medical contra-indication, form DHMH 89, must be submitted and kept on file and be approved by the school. Exempted students are to be excluded from school if there is an outbreak of the disease for which they are not immunized.

Dispensing of Medication

The administration of medication in school is discouraged. However, if a student's physician recommends that the student receive prescription or over-the-counter medication during the school day, a written order from the student's doctor is required. Medication can only be dispensed with a written order from the student's physician, specifying start and stop date. The original medication container or box for inhalers must be brought to the school. These containers or boxes should include the following: name of medication, directions for use, time for dispensing, name of doctor ordering the medication, date of prescription, expiration date as stated by the pharmacist, strength of medication/dosage, and student's name and grade.

Students may not possess, dispense or distribute medication on their own. Under special circumstances, individual students may be authorized by their physician to carry and self-administer emergency medications (e.g. inhalers, epi-pens). In this case, the school nurse must be consulted. All medication must be delivered to school by a parent/guardian.

Communicable Diseases

Parents must call the school if their child is diagnosed with a communicable disease. The school must notify their county Health

Department. All reports are confidential. Reportable diseases include the following:

Measles – regular or German (Rubella)
Meningitis
Hepatitis
Food Poisoning
Mumps
Adverse reactions to Pertussis Vaccine
Lyme disease
Chicken Pox (varicella)
Tuberculosis
Whooping Cough (Pertussis)
Rocky Mountain Spotted Fever
Human Immune Deficiency Virus Infection (AIDS and all other symptomatic infections)
Animal bites / Rabies
Influenza

Any student with drainage from the eyes associated with conjunctivitis (pink eye) must be kept at home until under treatment from a doctor. A doctor's note will be required for readmission to school. Students who have chicken pox are excluded from school until all lesions are scabbed over.

Health Records

Parents are required to complete a Health Form listing any allergies, serious medical conditions, medications, and emergency contact information.

The school must be notified of any changes that occur during the school year.

Head Injury

If any injury to the head or any other serious injury occurs to a student, then nurse will call the parent and send home a report. The report is to be signed by the parent/guardian and returned to school. If the parent/guardian or alternative contact person cannot be reached in an emergency, the school will contact police/ambulance for assistance.

Insurance

The school provides the option for parents to purchase health insurance for their children.

Allergies

Parents must notify the school of their child's allergies including food allergies. School medication orders must be renewed each year by the physician and the order must be signed on or after July 1. If the student carries an EPIPEN with them, the physician must state this requirement on the order.

Bloodborne Pathogens

A complete Bloodborne Pathogens Standard Exposure Control Plan has been established by the school and can be found in each Faculty Handbook and on file in the Office.

Vision/Hearing Screening

The school follows the directives of (N) county/city Health Department and responds to parent's requests for individual testing.

This testing is usually done for:

1.) All new students who have not provided documentation for screening in the past year;

2.) All students the year they enter the school in Grades PreK, kindergarten, 1, and 8 or 9;

3.) Grade 3 or Grade 4 if funding is available;

4.) Any student with a suspected hearing or vision problem as reported by school staff or parents/guardians.

Child Abuse and Neglect Reporting Policy Procedures

Maryland law requires that all educators and other school employees, including volunteers, report suspected child abuse or neglect to the proper authorities in order that children may be protected from harm and the family may be helped. Our school policy supports Maryland laws in this regard and requires that all school staff report suspected abuse and neglect to the Department of Social Services, Protective Services Division, and/or the local police department, as well as to the Principal.

Visitors

In order to ensure a safe environment for your child, all school doors will remain locked during the school day. All visitors must report to the office and receive an identification badge before visiting other parts of the school building.

Playground/School Supervision Provisions

(Include in a brief paragraph, local playground practices as well as the provisions made by the school for supervision.)

Supervision Responsibilities Before and After the Official School Day

Clearly state your school's arrival and dismissal times and the time when the school becomes responsible for a child's supervision.

Parents are required to follow the times stipulated when dropping off or picking up students. The school is not responsible for supervision of students before or after the times stated above. The school is not liable for any injuries or accidents which may occur before or after the times stated above. If the student is participating in a scheduled, supervised activity before or after the hours noted above, specific arrangements must be made for drop-off and/or pick-up at the designated times. If children are participating in before or after school care, parents must comply with the rules established by the program for drop-off and pick-up.

Use of School Grounds

(Stipulate your local practice)

STUDENT SERVICES

IEP Process

If a child is not progressing academically, the school may ask the parents/guardians to initiate or the parents/guardians may initiate on their own the process to request a professional consultation and/or evaluation through the local public school system. The evaluative process is generally called the IEP Process (Individual Educational Plan) and begins when a parent/guardian calls 'Child Find'. Following the initial phone call to the Local Educational Agency (LEA) Child Find, parents/guardians are given an initial meeting date within 30 days. At this initial meeting, parents/guardians and school faculty are invited to share their concerns, present information, and discuss whether an evaluation will take place. Catholic school staff, in particular the student's teacher, are a vital part of the process.

If an evaluation is deemed warranted and takes place, recommendations and an academic plan are developed and given to the parents/guardians at the summative meeting following the academic evaluation.

If such a plan is developed and the test results determine that there is a need for accommodations and/or modifications within a student's learning environment, the school administrator will consult with the parents/guardians to determine what accommodations, resources, plans, and school placements may be implemented. When appropriate, a Student Accommodation Plan is developed at your child's Catholic School.

Before and After School Care

Describe your program including hours and drop-off/pick-up regulations. It is better to keep the fee structure, etc., separate so that necessary changes are easier to manage. Make a statement similar to "for fee and other information, please call the school office or the director (Phone No.)."

Cafeteria/Lunch/Milk

Describe your own particular program(s)

School Activities/Organizations

Extra-curricular Activities

Field Trips

Field trips are considered an integral part of the school's educational program and a valuable learning experience for students. Field trips are scheduled at various times during the school year. In advance of the trip, a permission form, required by the Archdiocesan Department of Catholic Schools, is sent home. A student will be permitted to attend the trip only if the permission form is signed by the parent/guardian and returned to the teacher by the specified date along with any fee.

If, for some extraordinary reason, a student is unable to participate, the student is expected to attend school on that day and fees must still be paid since the rates we are quoted reflect total participation. Work will be supplied by the teacher(s), and the student will be assigned a classroom in which to work under the supervision of a staff member. If a student is unable to attend because of illness, we cannot promise a refund. The teacher must be notified if a child will not participate in the field trip experience. Students who are kept home from the trip will be marked absent. Parent(s)/Guardian(s) are encouraged to participate as chaperones on field trips as the need arises. However, because of safety and liability factors, pre-school siblings and other school-age siblings are not allowed. We do not permit parents not selected as chaperones to join the group at the trip destination as this creates confusion.

All chaperones are required to complete Veritus training.

PBIS

The Archdiocese of Baltimore has implemented an evidence and research-based Anti-bullying Program, Positive Behavior Intervention and Support (PBIS). PBIS is a comprehensive framework in which schools focus on our Christ-centered teachings and values to create nurturing, safe, positive, and supportive learning environments. Consistent school-wide expectations are visible throughout the school and students' positive behavior is acknowledged and celebrated. The PBIS framework adopts behavioral interventions into an integrated continuum that is designed to enhance academic and behavioral outcomes for every student.

Please add a description of the school specific program.

Guidance and Counseling

Describe your program

Other Student Services

Student Uniforms

Include descriptions of the following:

Name/address/phone number of uniform company

Uniform description for all grade levels, boys & girls

Summer Uniform (if different)

Physical Education Uniform

Tagging clothes/belongings

Shoes, hair styles, jewelry

Out-of-Uniform Days

Used Uniform Sale

Lost and Found

ADM 7.0

Principals publish a Faculty Handbook, which clearly states the mission, philosophy, objectives and procedures of the school, and Archdiocesan policies pertaining to personnel.

Purpose:

- To ensure that faculty understands their obligations to the school and to the members of the school community
- To assist teachers in preparing to meet school expectations and deadlines

Commentary/Procedural Points:

- The Faculty Handbook is modeled after the prototype provided by the Department of Catholic schools.
- All faculty members receive a copy of the handbook.
- A copy of this handbook is to be sent to the Department of Catholic Schools annually.

References:

- Roman Catholic Archdiocese of Baltimore Faculty Handbook prototype published by the Department of Catholic Schools, October 17, 2008

October 29, 2008

Roman Catholic Archdiocese of Baltimore
Faculty Handbook Prototype

This prototype contains headings for elements that should be included in most faculty handbooks for Archdiocesan schools. Schools should fit their existing policies within the framework below or draft new policies, if needed. All policies should reflect the actual practice of the school and comply with Archdiocesan standards and policies. References to Archdiocesan policies and other documents are included below, where applicable. References to the Policy Manual for Elementary Schools for the Archdiocese of Baltimore appear in italics.

The prototype also contains suggested text for certain policies with legal implications. The suggested text is included at the end of the handbook prototype. Handbooks should be reviewed and revised annually.

Table of Contents

Introduction

Mission and/or Philosophy

School History

Disclaimer and Purpose of Handbook
[see suggested text]

General Policies
- Non-discrimination [see suggested text]
- Child abuse prevention and reporting, SHIELD the VULNERABLE Training
- School closings and half-day procedures
- Crisis Management/Response Plan
- Asbestos Management Plan
- Bloodborne Pathogens
- Searches [see suggested text]
- Non-smoking campus

Professional Growth and Evaluation Process
This section should include the "Professional Growth and Evaluation Process for Teachers" and "Summative Professional Growth Instrument" distributed by the Department of Catholic Schools and Department of Human Resource Services.

Faculty Code of Acceptable Behavior
- Harassment of Employees [Use Appendix A of the Code of Conduct for Church Personnel of the Archdiocese of Baltimore]

- Harassment of Students [Use Appendix B of the Code of Conduct for Church Personnel of the Archdiocese of Baltimore]
- Drugs and alcohol and School Policy Regarding Drug Free Workplace
- Ethical and professional conduct , AOB Strategic Plan, AOB Lay Teacher Employment Agreement, AOB Standards of Excellence for Teacher, NCEA Code of Ethics for the Catholic School Teacher, all STAND materials, and Code of Conduct for Church Personnel of the Archdiocese of Baltimore.
- Punctuality and work hours
- Attendance (including at meetings and other school functions)
- Dress
- Cell phone and telephone use
- Internet/computer use [Refer to Code of Conduct for Church Personnel of the Archdiocese of Baltimore 7.0, Appendix D, and Computer Access Disclosure Statement]
- Copyrighted Materials [see suggested text]
- Conflicts of interest [Refer to Code of Conduct for Church Personnel of the Archdiocese of Baltimore 8.0]
- Outside employment
- Use of Social Media

Supervision of Students

- Call-in procedures/arranging for substitute
- Preparation of materials for substitute
- Lunch/recess duty
- Field trips
- Assemblies
- Taking attendance
- Restroom/hall passes
- Fire drills
- Medication administration
- Discipline
- Homeroom
- Collection of money

Responsibility for Instruction

- Homework
- Tests
- Textbook selection
- Use of technology and AV equipment/materials
- Supplies
- Classroom appearance/clean up and bulletin boards

Responsibility for Records

- Use of PowerSchool

- Confidentiality and access to records
- Notices/warnings/progress reports
- Report cards
- Grading policy (scale, recording, etc.)

Communications/Relationships with Parents

- Checking and returning messages from parents
- Documentation of all communications
- Parent-teacher conferences
- Child custody issues

Pay and Benefits

- Notification responsibilities for name/address/emergency contact change
- Payroll/pay procedures
- Holidays
- Leaves of absence
    - Personal
    - Military
    - Sabbatical
- Other leave [Under Maryland law, employees must be permitted to use their accrued paid leave for the illness of immediate family members.]
    - Sick
    - Family and Medical Leave Act [see suggested text]
    - Personal
    - Vacation
    - Bereavement
    - Jury duty
    - Voting
- Insurance
- Pension/retirement
- Tuition assistance/reduction
- Parking

Appendices

- AOB Strategic Plan for Catholic Schools
- AOB Lay Teacher Employment Agreement
- AOB Standards of Excellence for Teachers
- NCEA Code of Ethics for the Catholic School Teacher
- Code of Conduct for Church Personnel of the Archdiocese of Baltimore
- SHIELD the VULNERABLE
- Directory (faculty, staff, administration)
- School Calendar

Suggested Text:

Disclaimer
This handbook does not constitute an express or implied contract of any kind. [School name] reserves the right to amend, withdraw, or modify the policies, procedures, and benefits described at any time. The handbook provides general information on a number of topics but is not intended to be all-inclusive. Any questions regarding this handbook and/or the policies in the handbook should be directed to [insert title of person who can answer questions, *e.g.*, the Principal].

Non-Discrimination
[School name] prohibits discrimination on the basis of race, color, sex, sexual orientation, national origin, religion, age, disability, gender identity or expression, protected activity (*i.e.*, opposition to prohibited discrimination or participation in the complaint process), or any other basis protected by law in its education programs and activities. This policy does not prohibit [school name] from giving preference to Catholics over non-Catholics in hiring and admissions decisions. Further, the school is not required to adopt any rule, regulation or policy that conflicts with its religious or moral teachings.

Searches
[School name] reserves the right to conduct a search of employee belongings and areas under an employee's control (e.g., desk, computer, file cabinet) upon reasonable suspicion of violation of the school's policies or for other business-related reasons.

Copyrighted Materials
In general, faculty who wish to reproduce and/or distribute printed copyrighted materials or use copyrighted movies, music, lyrics, etc. should first obtain permission from the copyright-holder or other entity with authority to grant such permission. Permission may not be necessary if all of the following factors are met:

1. Distribution/use of the same material does not occur every semester;
2. Only one copy of printed materials is distributed for each student;
3. Printed material includes a copyright notice on the first page and is properly attributed (source, title, author, publisher, place and date of publication); and
4. The amount of material reproduced, distributed, or used does not exceed the following limits:
    a. For printed prose, 1000 words, or 10% of the work, whichever is less;
    b. For poetry, 250 words, or three excerpts from a single poet, or five excerpts from a single anthology, whichever is less; For movies, 10% or 3 minutes, whichever is less; or
    d. For music and lyrics, 10% or 30 seconds, whichever is less.

Confidentiality and Access to Records

It is the policy of [school name] to comply with the Family Educational Rights and Privacy Act (FERPA). FERPA generally provides for parental review and request for amendment of student educational records and for the confidentiality of such records.

No one at [school name] may disclose personally identifiable information from a student's educational records without first obtaining the parent/guardian's (or student's, if the student is age 18 or over) prior written consent. Certain exceptions to this rule that are permitted by FERPA may apply in particular situations. For instance, FERPA permits disclosures to school officials who have a legitimate educational interest in the information. FERPA also permits disclosures of information that the School has designated as "directory" information, including the following: [revise list to match the list provided in the student handbook] student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

[School name] follows FERPA's provisions regarding amendment of student records. See the student handbook for further details.

Please contact [insert title of person to whom FERPA and records questions should be directed] if you have questions about this policy.

Family and Medical Leave Act

In accordance with the Family and Medical Leave Act (FMLA), [school name] provides to eligible employees up to 12 weeks of unpaid leave during a 12 month period for the following reasons:

- birth of a child or placement of a child in the home through adoption or foster care;
- to care for a spouse, daughter, son, or parent with a serious medical condition;
- because of a serious medical condition that renders the employee unable to perform the functions of her/his job.
- Military and Military caregiver leave.

<u>Eligibility</u>

To be eligible for FMLA leave, an employee must have worked at [school name] for at least 1,250 hours during the 12 month period prior to taking FMLA leave.

<u>Notice</u>

If the leave is foreseeable, an employee should provide at least 30 days advance notice. If the leave is unforeseeable, the employee must give notice as soon as practicable under the circumstances. When planning medical treatment, the employee must make reasonable effort to schedule the leave so that it is least disruptive to the operations of the School.

<u>Medical Certification</u>

[School name] may require that the employee provide medical certification for FMLA leave due to the employee's own serious medical condition or the serious medical condition of the employee's spouse, daughter, son, or parent.

Use of Paid Leave

Employees will be required to use all accrued sick leave for an approved FMLA absence for their own serious health condition or to care for a qualified family member with a serious health condition. FMLA leave will run concurrently with the paid leave.

Special Rules for Schools

There are special rules in FMLA that affect the taking of intermittent leave, leave on a reduced schedule, and leave near the end of the academic term by instructional employees. Instructional employees are defined as: teachers, athletic coaches, and special education assistants.

Continuation of Benefits

Health insurance coverage for participating employees will continue during FMLA leave. Employees will be responsible for payment of their portion of any premiums for coverage.

Reinstatement following Leave

Employees returning to [school name] within or at the end of 12 weeks of consecutive and/or intermittent leave will be returned to the same or an equivalent position at the School.

July 16, 2019

ADM 8.0

Principals establish appropriate dress standards for students and staff.

Purpose:

- To dress in a manner consistent with accepted (Church) community standards of decency and taste

Commentary/Procedural Points:

- Teachers wear clothing that is considered professional.
- The principal sets and communicates the standards of dress, hair, and body adornment for the faculty, students and staff.
- Students wear uniform clothing in the elementary school.
- Secondary students will follow procedures in the parent/student handbook.

References:

- Local Faculty and Parent/Student handbooks

April 21, 2016

ADM 9.0

Local leadership consults with the Superintendent of Catholic Schools and the Director of Human Resources for Parishes and Schools before an anticipated change in the configuration of a school.

Purpose:

- To ensure that the change corresponds to the vision and long-range plans of Catholic schools in the Archdiocese of Baltimore
- To enable local leadership to plan for the transition
- To enable all members of the school community to make an orderly transition to the changed school
- To ensure fairness in the placement of personnel

Commentary/Procedural Points:

- Those involved in local governance contact the Superintendent and Director of Human Resources to initiate discussions regarding an anticipated change in the school.
- Communication factors include:
  - financial
  - facility
  - enrollment
  - expansion
  - combination of grades
  - change in personnel
  - significant change in program

References:

February 8, 2008

ADM 10.0

Principals are required to submit Archdiocesan surveys and reports electronically by the designated date.

Purpose:

- To enable the Department of Catholic Schools to maintain current school statistics
- To provide information for the National Catholic Educational Association and other agencies

Commentary/Procedural Points:

- Current statistics concerning the schools are used on a regular basis by the Department of Catholic Schools to produce reports about the schools regarding enrollment, staffing and finances.
- The information base generated by the surveys is used by the Department of Catholic Schools and the local school to make projections for long-range planning for the schools.
- The standardized system of reporting makes it possible to do comparative studies.

References:

January 12, 2005

ADM 11.0

Each school establishes and maintains an active and participatory association for parents.

Purpose:

- To acknowledge the role of the parent in the education of the child
- To enable the parent to participate in school activities

References:

- Home and School Associations
- Parent Teacher Associations
- Manual for Catholic Home and School Associations

October 15, 2013

ADM 12.0

Each school must design a crisis management plan based on local LEA's policies and procedures.

Purpose:

- To ensure the safety of all during an emergency

Commentary/Procedural Points:

- Staff members are informed of procedures for crisis situations.
- Procedures and emergency numbers are written clearly and concisely and are posted in conspicuous places, as well as contained in the Crisis Management Plan.
- This plan will be reviewed and revised annually and discussed with the faculty at the beginning of the school year.
- The plan should be made available to local jurisdictions upon request.

References:

October 15, 2013

ADM 12.1

In a crisis situation, the principal implements the school's Crisis Management Plan immediately.

Purpose:

- To assist students and staff in dealing with extraordinary situations
- To ensure a sense of calm and understanding in a critical situation
- To provide for safety of students and staff

Commentary/Procedural Points:

- The local plan of action used during a crisis is available in writing to members of the school community.
- The Superintendent is notified of the crisis immediately.

References:

February 8, 2008

ADM 12.2

Fire and crisis safety drills are conducted in each school on a regular basis during the year. After review of protocols with the faculty and staff (annually), fire and safety drills are conducted within the first 2 weeks of school.

Purpose:

- To provide for the safety of students and staff
- To prepare students and staff to respond in case of emergency

Commentary/Procedural Points:

- **Fire Drills**: The Maryland state law mandates that schools must conduct **10** fire drills per year, and at least one fire drill every sixty days.
- **Other Drills**: In accordance with the revisions adopted under COMAR in 2013, *Code of Maryland Regulations 13A.02.02.02-.04 – Emergency Plans* requires at least one of each of the following drills is to be conducted during the school year.
  - ***Evacuation:*** Students and staff are led to the closest and safest way out of a building and roll is taken
  - ***Reverse evacuation*** **:** Students and staff are moved as quickly as possible back into secure buildings and roll is taken
  - ***Lock-down:*** Students are instructed to report to the nearest classroom, close and lock all doors and windows. Students/staff should move away from doors and windows. Everyone should remain quiet throughout lock-down
  - ***Shelter-in-place:*** Students and staff report to assigned locations. Ideally, the locations are away from windows and in the core of the building. Put signs in the windows about sheltering. For a chemical or biological event,

turn off HVAC/air conditioning system and put tape on windows and on outside door

- ***Drop, cover and hold:*** Students and staff take cover under a desk (DROP), away from windows, cover eyes (COVER), make efforts to protect vital organs, and hold onto the desk legs (HOLD)

- Based upon the above, each school would be required to conduct a minimum of 15 drills.
- The school maintains a log of dates and times of fire drills and crisis safety drills.
- Emergency exit notices are placed in every room.

References:

- COMAR
- MSDE Website

June 24, 2015

ADM 12.3

If the school receives a bomb threat, the school buildings are evacuated promptly and the local police are called.

Purpose:

- To ensure the safety of the students and staff

Commentary/Procedural Points:

- Bomb Threat directions and emergency numbers sheet must be located next to all school phones.
- Upon arrival of the law enforcement officer, the school administrator will adhere to the directions of those authorities.
- If something questionable is discovered, the bomb squad is called by the police officer.
- A decision to close the school is made by the principal, in consultation with the police, and if possible, the Department of Catholic Schools.

References:

February 08, 2008

ADM 12.4

If an emergency at the school necessitates a closing, the principal notifies the Superintendent and radio/television stations (if appropriate), and then activates the local school's parent communication network.

Purpose:

- To ensure that the emergency information is communicated to all members of the school community
- To allow schools to respond to critical situations in a timely manner

Commentary/Procedural Points:

- Each school establishes a network of communication which enables the school to contact all families in case of an emergency closing (e.g. Connect 5, websites, voicemail). This policy should be published in the Parent/Student Handbook.

References:

- Local Parent/Student Handbook

August 6, 2013

ADM 12.5

Presidents/Principals should use discretion when communicating with media representatives.

Purpose:

- Effective media and public relations efforts bolster marketing programs and a sense of well being for the school.

- Appropriate disclosure of information may help to minimize damage to a school and speed recovery in crisis management situations.

Commentary/Procedural Points:

- Public communications, primarily through the media, can be useful for schools as they relate to crisis management and marketing.

- Complementary services are available from the Archdiocesan Communications Office.

- Media lists are maintained by the Communications Office to identify appropriate outlets for news on a school that is positive in nature. The Communications Office is also capable in helping format information in ways familiar to the media.

- Schools will find that media readily come to them for bad news. The Archdiocesan Communications Office, primarily but not exclusively, can help principals decide on what terms to meet media requests. When situations occur, refer to the Director of Communications. Principals are strongly encouraged to contact the Communications Office before responding to media requests if there is any concern regarding how the request should be handled. In general, when response to media is warranted, the principal should talk on-the-record with media, at a location close by but outside the school. In addition, the principal, and not other members of the school faculty or staff, should respond to media requests, except where otherwise indicated (e.g., interview of an athletic coach).

- When speaking to media, school representatives should always; decide beforehand what central message they wish to transmit, keep the scope of the conversation to the matter at hand, refuse to speculate for things that you do not know or on what others may be thinking, don't rush to fill silence since this is a simple media trap; remember that "I don't know" and "No" are valid answers that do not always require elaboration. Media will respect short, forthright answers that demonstrate that a principal is in control of the situation. Fair treatment by reporters is also more likely if a principal is cooperative, and where appropriate, willing to provide information and images necessary for the reporter to complete his/her assignment in a deadline driven environment. Care should be taken not to disclose educational record information in violation of FERPA.

- Offering faculty or students to the media for comment must be handled carefully. For adult faculty or staff, mere verbal assent is all that is required. Children generally may be videotaped or photographed in a group without identification unless a parent has requested this not be done. Students who are to be singled out for comment or identified in a photograph or videotape must have permission from their parent/guardian.

References:

August 11, 2011

ADM 13.0

A plan for traffic safety and flow, designed by each school locally, is implemented before, during, and after school.

Purpose:

- To provide for the protection of students
- To ensure order when large numbers of the school community are concentrated on school property

Commentary/Procedural Points:

- The traffic safety plan is communicated to the parents on an annual basis.

References:

- Legal Briefs—"Arrival and Dismissal Policies"

January 12, 2005

Arrival and Dismissal Policies

by Kathryn Kelley Hoskins

Many schools struggle with issues of safety and supervision of children who arrive at school early or are not picked up promptly at dismissal time. Some schools offer after-school programs on site and parents can be charged for this service on days when the students arrive early or stay late. In other schools, however, staff members are inconvenienced by having to provide "unscheduled" supervision of students.

This problem should be addressed through the development and distribution of written policies that clearly state the hours and places that supervision is (and is not) provided by the school. For example, such policies can state the earliest time that children may be dropped off, the latest time they may be picked up, and where and how they will be supervised during those hours. Parents should be notified that the School does not assume a duty of supervision beyond those hours. The policies should be reflected in the handbook, distributed to parents at least once a year, and reinforced verbally at meetings.

Early drop-offs and late pick-ups should have progressive consequences beginning with phone calls to the parents and proceeding to written warnings, monetary fines, and ultimately suspension, expulsion, and denial of re-registration for repeated violations. While a child should never be left alone or in a potentially dangerous situation, parents need to be held accountable for violation of the stated rules in order to promote compliance in the future. Parents should also be held accountable for violations by others who act on their behalf in bringing the student to school or picking up the student (e.g., babysitters, family members, car pool drivers). The School's failure to enforce arrival and departure times leads parents to (reasonably) rely on the School to provide supervision beyond the scheduled hours. Therefore, parents do not change their behavior, and the School may be viewed legally as having assumed a duty of supervision beyond the scheduled hours by providing it on a regular basis.

While "sanctioning" parents in this manner may seem harsh, enforcing arrival and departure policies is necessary in order to protect children. If parents do not take seriously the schedule published by the school, children may be on the premises, unsupervised, without the knowledge of any staff member. Inconsistent enforcement of rules also creates tension among families and staff members who perceive that some parents "get away with" violations of the stated policies on a regular basis. In the long run, holding people accountable is safest for the children and is fair to all school families and staff.

ADM 13.1

During inclement weather, all schools in the Archdiocese of Baltimore are to follow the directive of the jurisdiction in which the school is domiciled. The only exceptions to this policy are in the commentary.

Purpose:

- To ensure the travel safety of students, parents, teachers and staff in our schools

Commentary/Procedural Points:

- For schools domiciled in one jurisdiction, but which draws a large percentage of students from a surrounding jurisdiction, the school can elect to follow the directive of the neighboring jurisdiction. The school **must** follow the jurisdiction with the more restrictive travel decision. For example, a school located in Baltimore City which draws a large number of students from Baltimore County, may elect to follow either Baltimore City or Baltimore County. In such a case if one district is opening two hours late, and the other jurisdiction is closing schools for the day, the school must follow the jurisdiction that has closed for the day. For a school electing this multi-jurisdictional approach, the school must announce which jurisdictions will be included for consideration at the beginning of the school year and the school must adhere to the same jurisdictions for the entire school year.

- In circumstances where the local jurisdiction has closed or delayed schools **solely** due to extreme cold temperatures, a school that does not have **any** enrolled students using public school transportation to be transported to or from school **and** after consultations with the Superintendent of Catholic School may be given permission by the Superintendent to open school or remain open for the day.

- In circumstances where the local jurisdiction has closed or delayed schools **solely** due to extreme heat, a school that is fully air conditioned or has adequate space in the building that is properly air conditioned to accommodate all students **and** after consultations with the Superintendent of Catholic School may be given

permission by the Superintendent to open school or remain open for the day. In those circumstances where permission is extended by the Superintendent to open or re-open on days of extreme heat, all after school programs planned to take place outside must either be canceled or moved inside to an area that is adequately air conditioned.

- Each school is to include information in the student handbook regarding the communication of school closures, delays and early dismissals.

- Schools need to remind parents they have the right not to send their children to school if they feel travel conditions are unsafe. However, it is to be noted that children will be marked as absent for the time they are not in school.

- In circumstances where school is either closed early or for the day on a Friday or before a holiday due to inclement weather, the school is not required to cancel weekend activities. Rather, each school is responsible for assessing the safety of accessing and using their campus in determining if the activities can proceed as scheduled or they should be rescheduled. The assessment is to include the directive of the local jurisdiction and consultation with the Superintendent of Catholic Schools, an evaluation of the public roads in the area, the condition of the roads, parking lots and sidewalks on the campus, as well as any increased cost considerations the school will incur to expedite work to make the campus safe for use.

References:

April 24, 2019

ADM 14.0

All owned or leased school vehicles that are used to transport pupils meet school bus or passenger vehicle specifications, including licensing and inspection requirements, as prescribed by the laws of Maryland.

Purpose:

- To ensure the safety of students

Commentary/Procedural Points:

- A school vehicle is defined as one that transports children, students or teachers for educational purposes in connection with a school activity.

References:

- Maryland state law

January 12, 2005

ADM 14.1

An individual who drives a school vehicle must pass an appropriate medical examination and must have a Commercial Driver's License endorsed Passenger Vehicle. The medical examination includes drug and alcohol testing.

Purpose:

- To ensure the safety of the students.
- To comply with the regulations of the Federal Highway Administration.

Commentary/Procedural Points:

- Testing includes post-accident testing, random testing, reasonable suspicion testing, return-to-duty testing and follow-up testing for drug and alcohol use, as well as pre-employment testing for drug use.
- Driver includes, but is not limited to: full time, part-time, regularly employed driver; casual, intermittent or occasional driver, leased drivers and independent, owner operator contractors who are either directly employed by or under lease to an employer or who operates a commercial motor vehicle at the direction of or with the consent of an employer. The employer of the driver(s) is responsible for fulfilling the requirements of the law.
- Employer means any person who owns or leases a commercial motor vehicle, or assigns persons to operate such a vehicle. The employer is responsible for complying with the law.
- Principals must annually run a driving record for bus drivers employed directly by the school. If the driver has more than 3 or more points in Maryland or an out-of-state conviction, he/she is not allowed to drive for the school.

References:

- SHIELD the VULNERABLE.

ADM 15.0

Principals comply with The Drug-Free Workplace Act of 1988 (the "Act") and the implementing regulations.

Purpose:

- To comply with Federal Regulations and the Archdiocesan Code of Conduct, and to provide a safe and productive environment for all school staff and students.

Commentary/Procedural Points:

- Schools shall maintain a drug-free workplace by:
  - Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the employee workplace and specifying the action that will be taken against employees for violation of the prohibition.
  - Establishing a drug-free awareness program to inform employees about: the danger of drug abuse in the workplace; the School's policy of maintaining a drug-free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and the penalties that may be imposed upon employees for drug abuse violations.
  - Making it a requirement that each employee be given a copy of the School's policy maintaining a drug-free workplace.
  - Notifying each employee that, as a condition of employment, the employees shall (I) abide by the terms of the School's policy regarding the maintenance of a drug-free workplace, and (ii) notify the School of his or her conviction for a violation of a criminal drug statue occurring in the workplace (a "Conviction") no later than five (5) days after such conviction.

The Division of Human Resources must also be notified of any such conviction.

- Notifying any federal granting agency required to be notified under the Act within ten (10) days after receiving notice of a Conviction from an employee or otherwise receiving actual notice of such Conviction.

- Taking one of the following actions within thirty (30) days of receiving notice of a Conviction of an employee: (I) taking appropriate personnel action against the employee, up to and including termination, or (ii) requiring the employee to participate satisfactorily in a drug rehabilitation program approved for that purpose by a federal, state, or local health, law enforcement, or other appropriate agency. The Division of Human Resource Services must be consulted before any such action is taken.

- Making a good-faith effort to maintain a drug-free workplace by satisfying all of the above requirements.

A policy statement designed to comply with the requirements of the Act is attached hereto and shall be adopted by each School to which the Act applies.

To the extent a School receives grants from any federal agency, such School also shall make an appropriate certification of the above to the granting agency in connection with each grant application or agreement.

References:

- Legal Resources: School Policy Regarding a Drug-Free Workplace

August 11, 2011

School Policy Regarding a Drug-Free Workplace

I. GENERALLY. This policy is intended to insure compliance with The Drug-Free Workplace Act of 1988 (the "Act") and the implementing regulations.

II. PROHIBITIONS AND POLICIES.

A. ***No employee shall, while at any employee workplace, unlawfully*** possess, use, distribute, dispense, manufacture or be under the influence of a "controlled substance" or other unlawful drug under federal or state law including, but not necessarily limited to, the Act and the Maryland Controlled Dangerous Substances Act.

B. The School and all employees shall make a good faith effort to maintain a drug-free workplace through the implementation of this policy.

C. As a condition of employment, each employee shall:

1. Abide by the terms of this policy; and

2. Notify the Principal of the School, or in the case of the Principal, the appropriate Assistant Superintendent, of any criminal drug statue conviction for a violation occurring in the workplace no later than five (5) days after such conviction.

D. Where an employee violates the terms of this policy or is convicted of violating a criminal drug statue for an offense occurring in the workplace, the employee shall be subject to sanctions, consistent with law and policy, which will include:

1. Appropriate personnel action against the employee up to and including termination; or

2. Requiring that such employee satisfactorily participate in a drug rehabilitation program approved for that purpose by a federal, state, or local health, law enforcement, or other appropriate agency.

Such sanction shall be imposed within thirty (30) days of the School receiving notice of a conviction. Without limiting the scope of employee sanctions, it is specifically stated that violation of this policy shall constitute just cause for dismissal.

E. To educate and assist employees in understanding this policy and the goals of achieving a drug-free workplace, the School shall take the following actions and such others as may appear appropriate:

1. The School shall provide to those currently employed and all other employees upon being employed a copy of this policy or a statement outlining the terms of this policy. An appropriate statement may also be included by the School in any employment manual or otherwise disseminated.

2. The School shall undertake a drug-free awareness program to inform employees about: the dangers of drug abuse in the workplace; the School's policy of maintaining a drug-free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and the penalties that may be imposed upon employees for drug abuse violations.

3. The School shall notify any federal granting agency required to be notified under the Act within ten (10) days after receiving notice of a conviction of an employee for violating a criminal drug statue for an offense occurring in the workplace from an employee or otherwise receiving actual notice of such conviction.

ADM 16.0

Principals develop a written plan which describes management of exposure to blood borne pathogens in the school.

Purpose:

- To comply with the Maryland Occupational Safety and Health (MOSH) Regulations
- To ensure the health and safety of all persons in the school community

Commentary/Procedural Points:

- Principal works in consultation with the delegating nurse to create an Exposure Control Plan
- A sample Exposure Control Plan may be obtained from the Department of Catholic Schools
- The Exposure Control Plan includes a list of job classifications of school employees who have "occupational exposure," defined as those employees who can reasonably anticipate being exposed to blood or other potentially infectious material in the performance of their duties. Such job classifications may include school nurses, physical education teachers and coaches whose job duties include first aid, maintenance personnel, some science teachers, etc.
- The Plan also identifies the schedule, means and methods that the school uses to comply with the regulations.
- The school ensures that all employees with "occupational exposure" participate in a training program at the time of initial assignment and at least annually thereafter. The school maintains training records as required by the applicable regulations**.**

- All Plans require the use of “universal precautions,” which means that all blood or other potentially infectious materials are treated as if known to be infectious for HIV (which causes AIDS), HBV (Hepatitis B) and other blood-borne pathogens.

- The Plan includes a section, which details the school’s procedures for hand washing. In general, these procedures require washing as soon as practical after blood contact with skin, eyes or mucous membranes, and after removing gloves or other protective equipment. If running water is not immediately available, the plan describes what alternative the employees use to clean their hands.

- Needles are not bent or recapped by hand unless absolutely necessary because of the nature of a specific medical procedure. The plan also requires that sharps be placed in identified, puncture-resistant containers which are located as close as practical to where sharps are used or likely to be found. (Example, nurses office)

- Equipment is decontaminated prior to being shipped or repaired so that those involved in the transportation, handling and repair are not exposed to potentially infectious material.

- The Plan specifies what personal protective equipment/clothing (e.g., gloves, masks, lab coats, etc.) are worn in specific situations (example, bio-labs).

- The Plan indicates the type of disinfectant, method, and schedule that the school uses to clean surfaces and equipment.

- The school makes available the hepatitis B vaccine and vaccination series to all employees who are determined to have “occupational exposure.” The vaccination is made available within 10 working days of initial assignment and after receiving training, at no cost to the employee (i.e., the school pays for the vaccine and any travel expense or lost work time associated with the vaccination). Employees who decline the vaccination sign a specific waiver. (See Appendix)

- The school provides an exposed employee with a confidential post-exposure evaluation and follow-up by a licensed healthcare professional at no cost to the employee. The school investigates and documents the circumstances of any exposure incident.

- The school establishes and maintains an accurate confidential medical record for each employee with “occupational exposure.”

- Each school makes its Exposure Control Plan accessible to all employees, and reviews and updates the Plan at least annually.

*This policy highlights only some of the requirements of the applicable regulations. Schools should refer to the full regulations and MOSH bulletins in developing their Exposure Plan.

References:

- Maryland Occupational Safety and Health Regulations.
  Web Site: http://www.dllr.state.md.us/labor/mosh.html

February 8, 2008

ADM 17.0

Principals comply with regulations, regarding asbestos management from the state and federal health departments.

Purpose:

- To ensure the health and safety of students and staff

Commentary/Procedural Points:

- The 1986 Congressional Asbestos Hazard Emergency Response Act (AHERA) requires schools to:
  - inspect for friable and non-friable asbestos
  - develop asbestos management plans that address asbestos hazards in the school building
  - implement response actions in a timely manner
- Parents, teachers and other employees receive annual notification of their right to review the school's Asbestos Management Plan.
- Custodial employees are properly trained regarding federal and state regulations.
- All warning labels are posted in accordance with AHERA guidelines.
- Six-month surveillance inspections must be completed and documented by the custodian and placed in asbestos handbook.
- No asbestos abatement is to be done in any Archdiocesan facility without review and approval from the Division of Facilities Management.
- The Asbestos Management Plan is kept and maintained by the Principal. Copies of all actions are submitted to the Division of Facility Management.

References:

- Local Asbestos Management Plan
- AHERA Regulations
  Web Site: http://www.mde.state.md.us/assets/document/Air/Questions.pdf

August 6, 2013

ADM 18.0

Each Archdiocesan school shall establish a threat assessment team to monitor and respond information about behavior, statements, or plans that may pose a *threat* (as defined in section 3.0).

1.0 Establishing a Threat assessment team

1.1 Each threat assessment team can include persons at the local level with expertise in counseling and/or health, student instruction, and school administration. The principal shall serve as the team leader.

1.2 Each threat assessment team can include persons at the local level with expertise in counseling and/or health, student instruction, and school administration. The principal shall serve as team leader.

1.3 Each threat assessment team shall include a representative from the Superintendent's office (an Associate Superintendent and/or the Director of Student Support Services).

1.4 In appropriate cases, the threat assessment team may include representatives of the Department of Human Resources, the Office of Risk Management, and/or the Office of Child and Youth Protection.

1.5 The Superintendent may establish a committee charged with oversight of the threat assessment teams.

2.0 Threat assessment team Responsibilities

2.1 Provide guidance to faculty, staff, students, and parents/guardians regarding recognition of behavior that may pose a *threat*.

2.2 Identify to whom *threats* should be reported. Schools should also instruct students on how to report *concerning behavior* to the school administration, including providing confidential and anonymous methods for making reports.

2.3 Assess *threats* and intervene as needed with individuals whose behavior poses a *threat*.

2.4 In consultation with the Executive Director of Communications and/or legal counsel, as needed, prepare timely notifications to the school community regarding *threats*.

3.0 Definitions

3.1 A ***threat*** is a communication or behavior that indicates intent to cause physical harm, including self-harm, at school or a school activity or to one or more members of the school community. The *threat* may be expressed by spoken or written words, actions, drawings, electronic communications, or any other means. The *threat* may be observed by or communicated directly to the target(s) or observed by or communicated to a third party. Threats also may be reported anonymously or through "tips" or rumors. *Threats* may be direct ("I am going to beat you up") or indirect ("I'm going to get him").

3.2 A ***threat assessment*** is a fact-finding review process to identify potentially violent situations (including self-harm), assess them, and manage/address them. The goal of the *threat assessment* process is to maintain a safe and secure school environment.

3.3 ***Concerning behavior*** involves actions, statements, communications or responses that are unusual for the person or situation and that cause concern for safety. These can include (but are not limited to):

3.3.1 Unusual social distancing or isolation of subjects from peers and/or family members

3.3.2 Sullen or depressed behavior from an otherwise friendly and positive person

3.3.3 Out of context outbursts of verbal or physical aggression

3.3.4 Increased levels of agitation, frustration and anger

3.3.5 Confrontational, accusatory or blaming behavior

3.3.6 An unusual interest in or fascination with weapons

3.3.7 Fixation on violence as means of addressing a grievance

3.3.8 "Cutting" or other self-injurious actions

3.4 A ***low risk threat*** does not appear to pose a threat of serious harm to self or others and any concerns can be resolved easily.

3.5 A ***moderate risk threat*** indicates a potential for serious harm to self or others that requires intervention.

3.6 A ***high risk threat*** indicates efforts to acquire the capacity to causes serious harm to self or others that requires intervention.

3.7 An ***imminent threat*** poses a clear and immediate danger of serious violence towards one or more other persons that requires containment and action to protect any identified or identifiable target(s).

4.0 Procedures

4.1 Anyone who believes that a person or situation poses an *imminent threat* shall call 911 immediately and take appropriate action to prevent harm in accordance with the school's emergency response policy.

4.2 All school employees, volunteers, and contractors are required to report any *concerning behavior* or potential *threats* to the school principal (or their designee) in a timely manner. Parents must be notified immediately of any *threats* of self-harm by students.

4.3 The principal may determine that a *threat* does not exist or that it is a *low risk threat* that can be handled at the local level. In the case of more serious risks, the principal will convene the threat assessment team.

4.4 The threat assessment team will:

4.4.1 Review the *threat*.

4.4.2 Review records for any prior history or interventions with the individual(s) involved.

4.4.3 Conduct timely and thorough interviews (as necessary) of the person(s) who reported the *threat*, the recipient(s) or target(s) of the *threat*, other witnesses who have knowledge of the *threat*, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the *threat* in context so that appropriate action can be taken. Two school personnel should be present for each interview and for any reasonable searches of student or staff property or areas under their control (e.g., for weapons).

4.5 The threat assessment team should review the information gathered in a *threat assessment* in accordance with the questions set forth in Appendix A, as applicable.

5.0 Intervening, Monitoring, and Resolving Threats

5.1 The threat assessment team shall develop, implement, and monitor a plan to address the *threat*. (See Appendix B regarding possible responses based on the assessment of risk.)

5.2 The team leader (principal) shall maintain documentation of the plan.

5.3 The threat assessment team shall assist affected persons in accessing appropriate school- and community-based resources.

5.4 Where mental health or disability issues are reasonably believed to be causing or contributing to violence risk, and where it is anticipated that the subject will not be withdrawn or expelled (if a student) or terminated (if an employee), a mental health risk assessment should be conducted by a qualified medical/psychological professional. The school may require that the professional conducting the evaluation not have had a treatment relationship with the subject. The assessment should be based on a review of all available information including but not limited to interview of the subject by the professional. The written report should identify the problem or conflict that prompted the threat and recommend strategies to address the problem and to reduce the risk of violence.

5.4.1 The threat assessment team leader will determine the conditions of returning to school that may include the requirement to cooperate in a mental health evaluation. (Note: Under the ADA, any medical examinations or inquiries of current employees must be "job-related and consistent with business necessity.") If the subject is a student, the parents are to be notified of all requirements and any failure to comply. A meeting must be held prior to the subject's return to school/work.

5.4.2 Every effort will be made by threat assessment team members to obtain any required signed permission for release and exchange of information with mental health provider(s), if any, and where appropriate, local law enforcement agencies.

5.4.3 After receiving the mental health evaluation report, the threat assessment team shall complete and implement a written safety plan to address the immediate steps taken to prevent the *threat* from being carried out and a plan for further action before the subject is permitted to return to school or an alternative educational environment. The safety plan should include:

5.4.3.1 interventions, such as counseling or medication, that are needed to reduce risk;

5.4.3.2 scheduled follow-up contact with the subject (and parent if subject is a student) to assess changes in risk and update the safety plan over time, until the perceived threat is resolved; and

5.4.3.3 person(s) who are responsible for monitoring and verifying that the safety plan recommendations are being followed.

5.4.4 If the subject poses a significant risk to the health or safety that cannot be eliminated by a minor adjustment of policies, practices, or procedures (i.e., a direct threat), the subject may be removed from school.

5.4.5 If the subject is a student who has a disability, the determination of a direct threat may not be based on generalizations or stereotypes about the effects of

a particular disability and must be based on an individualized assessment, based on reasonable judgment relying on current medical evidence or on the best available objective evidence, to determine: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether minor adjustment of policies, practices, or procedures will mitigate the risk.

5.5 For each case, a member of the threat assessment team shall be designated as a case manager to monitor the implementation of the plan. The case manager provides regular updates to the threat assessment team until the *threat* is resolved.

5.6 The principal documents the resolution of the threat and closure of the case according to the "Threat Assessment Triage and Assessment Form." Completed forms should be emailed to the Associate Superintendent including a cc: Superintendent and Director of Student Support Services.

6.0 Communication

6.1 In accordance with the guidelines attached as Exhibit B, if appropriate, the principal or designee will promptly notify the intended target(s) and/or subject(s) and their parents or guardians (if students) of the *threat*. This notification should be made in person or by phone.

6.2 In appropriate cases, the threat assessment team will prepare a timely notification to the school community of the *threat* and how it has been resolved or is being addressed. Appropriate cases may include:

6.2.1 Cancellations, late arrivals, or early dismissals are required based on the threat

6.2.2 Searches, screenings, security, or other pro-active measures are recommended based on the threat

6.2.3 One or more students, parents, faculty or staff are aware of the threat

6.2.4 The threat is being discussed on social media

6.2.5 Local media outlets (print, radio, television) are aware of the threat

6.2.6 Law enforcement authorities have been seen at the school

6.3 The templates attached as Appendix C may be useful as a starting point for notification to the school community.

APPENDIX A

An interview conducted during a *threat assessment* can elicit important information that permits the threat assessment team to better understand the situation. This understanding, in turn, will help the threat assessment team to assess the risk of violence. Interviews also can generate leads for further inquiry.

An interview can also send the message to the individual that allegedly made the *threat* that his or her behavior has been noticed and has caused concern. Interviews give individuals of concern the opportunity to tell their perspectives, background and intent; to be heard and experience support/empathy where appropriate; and to reassess and redirect their behavior away from activities that are of concern. The interview may suggest to a person considering self-harm or harm to others that there are people who are interested in his or her welfare and that there are better, more effective ways to deal with problems or with specific people.

Although an interview with a subject of concern can provide valuable information, relying too heavily (or solely) on that interview as a basis for assessing the *threat* is likely to present problems. The information may be incomplete, misleading, or inaccurate. It therefore is important to collect information to corroborate and verify information learned from the subject.

Based on the information gathered, the threat assessment team should evaluate the following questions, as applicable (individualized questions for the interview should be prepared based on the specific situation):

7.0 What are the subject's motive(s) and goals? / What first brought him/her to someone's attention?

- Does the subject have a major grievance or grudge? Against whom?
- Does the situation or circumstance that led to these statements or actions still exist?
- What efforts have been made to resolve the problem and what has been the result?

8.0 Does the subject feel that any part of the problem is resolved or see any alternatives?

9.0 Has the subject previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

10.0 Have there been any communications suggesting ideas, intent, planning or preparation for violence?

- What, if anything, has the subject communicated to someone else (targets, friends, co-workers, others) or written in a diary, journal, email, or website concerning his or her grievances, ideas and/or intentions?

- Do the communications provide insight about ideation, planning, preparation, timing, grievances, etc.?
- Has anyone been alerted or "warned away"?

11.0 Has the subject shown any inappropriate interest in, fascination, and/or identification with other incidents of mass or targeted violence (e.g., terrorism, rampage violence, school/workplace shootings, mass murderers)

12.0 Does the subject have (or are they developing) the capacity to carry out an act of targeted violence?

- How organized is the subject's thinking and behavior?
- Does the subject have the means (e.g., access to a weapon) to carry out an attack?
- Are they trying to get the means to carry out an attack?
- Have they developed the will and ability to cause harm?
- Are they practicing or rehearsing for the violence?
- What is the "intensity of effort" expended in attempting to develop the capability?

13.0 Is the subject experiencing hopelessness, desperation, and/or despair?

- Is there information to suggest that the subject is feeling desperation and/or despair?
- Has the subject experienced a recent failure, loss and/or loss of status?
- Is the subject having significant difficulty coping with a stressful event?
- Has the subject engaged in behavior that suggests that he or she has considered ending their life?

14.0 Does the subject have a positive, trusting, sustained relationship with at least one responsible person?

14.1 Does the subject have at least one friend, colleague, family member, or other person that he or she trusts and can rely upon for support, guidance or assistance?

14.2 Is that trusted person someone that would work collaboratively with the team for the well-being of the subject of concern?

14.3 Is the subject emotionally connected to other people or becoming more socially isolated?

15.0 Does the subject see violence as an acceptable, desirable – or the only – way to solve a problem?

15.1 Does the subject still perceive alternatives to violence to address their grievances?

15.2 Does the setting around the subject (friends, colleagues, family members, others) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?

15.3 Has the subject been "dared" by others to engage in an act of violence?

15.4 Has the subject expressed sentiments of finality or desperation to address grievances?

16.0 Are the subject's conversation and "story" consistent with his or her actions?

16.1 Does information from collateral interviews and from the subject's own behavior confirm or dispute what the subject says is going on and how they are dealing with it?

16.2 Is there corroboration across sources or are the subject's statements at odds with their actions?

17.0 Are other people concerned about the subject's potential for violence?

17.1 Are those who know the subject concerned that he or she might take action based on violent ideas or plans?

17.2 Are those who know the subject concerned about a specific target?

17.3 Are persons around the subject engaging in protective actions (e.g. distancing, avoiding, minimizing conflict, etc.)

18.0 What circumstances might affect the likelihood of an escalation to violent behavior?

18.1 What events or situations in the subject's life (currently or in the near future) may increase or decrease the likelihood that the subject will engage in violent behavior?

18.2 Are threat assessment team interventions escalating, de-escalating, or having no effect on movement toward violence?

18.3 What is the response of others who know about the subject's ideas or plans?

Thoughtful consideration of the answers to the above key questions will produce a sound foundation for the *threat assessment team's* response to the overarching question in a *threat assessment*: **Does the individual of concern pose a *threat* of violence toward self or others?**

APPENDIX B

Examples of *Low Risk Threat* Responses

The response to a *low risk threat* depends on the context of the *threat*, whether the *threat* requires some form of disciplinary action, and what is necessary to resolve the situation. Some *low risk threat* cases are generated from a misunderstanding of what was communicated, something taken out of context, or a statement made in the heat of the moment but with no actions to indicate intent to cause harm. Many *low risk threats* are resolved with a clarification, explanation, retraction and or an apology – all of which (in conjunction with the absence of any other behaviors of concern) indicate that the *threat* is non-existent or minimal, and is over.

Since *low risk threats* by definition do not appear to pose a serious risk of harm and can be easily resolved, action to protect the person(s) to whom the *threat* was directed should not be necessary. When the person to whom the *threat* was directed is a student, his/her parents or guardian may be notified, at the discretion of the threat assessment team or school administration. If parents of a threatened student are notified, they should be contacted promptly and reassured that the *threat* has been resolved. Parents of the student engaging in the low risk threatening behavior may also be notified so they are aware of the situation and that it has been resolved.

Some *low risk threats* may result in disciplinary action based on the school's handbook. The parent or guardian of the subject student is to be notified of the incident and of the disciplinary action taken. All applicable disciplinary processes should be followed.

When the threat assessment team determines a threat to be low risk, the case may be resolved entirely with no further action or resolved with referral to appropriate school or community-based resources. When subjects are referred for resources or services, a member of the threat assessment team may be designated to monitor the subject's reactions for a short period of time, and that the referral was made effectively.

If new information comes to the attention of the team, re-assess and update the case management plan.

Examples of *Moderate Risk* Threat Responses

A *moderate risk threat* will typically result in notifying the intended target(s) of the *threat* and taking precautions to protect them, taking steps to monitor and supervise the subject, and taking disciplinary action in accordance with the school's policy. The threat assessment team will also work to address the conflict

or problem that led to the *threat*. Examples of strategies that may be employed include but are not limited to:

1. Consult with law enforcement to assist in monitoring and supervising the subject as well as determining the need, if any, for law enforcement action.

2. Provide direct supervision so the subject cannot carry out the *threat* while at school, at school functions, or on the bus.
3. Caution the subject who made the *threat* about the consequences of carrying out the threat.
4. Where the subject is a student, contact the student subject's parents or guardians to assume responsibility for supervision of the student and to enlist their support in preventing the student from carrying out the *threat*.
5. Notify the intended target(s) and (if they are students) their parents. The intended target(s) (and, where appropriate) their parents, must be notified of the seriousness of the *threat,* the identity of the subject who made the *threat,* and what actions are being taken to support the safety of the target and the school as a whole.
6. Follow applicable disciplinary procedures in accordance with conduct policy.
7. Where appropriate, refer the subject for counseling, conflict mediation, or other interventions to reduce the threat of violence and to address the underlying conflict or issues that led to the *threat*. The school administrator should involve school-based professionals (such as the school counselor or nurse) or community based professionals (e.g., Employee Assistance Program, community mental health services, etc.) who can provide assistance and appropriate intervention.

Examples of *High Risk* Threat Responses

Threatening behaviors indicating the intent, planning, or preparation to cause serious bodily injury or death (e.g., to commit suicide, to rape, physically assault and inflict serious injury, kill, or use weapons against others) requires the immediate involvement of the threat assessment team. When the threat is determined to be high risk, the threat assessment team must:

1. Notify law enforcement.
2. Provide direct supervision so the subject cannot carry out the *threat* while at school, at school programs, or on the bus.

3. Caution the subject who made the *threat* about the consequences of carrying out the *threat*.

4. Where the subject is a student, contact the subject student's parents and enlist their support in preventing the student from carrying out the *threat*; either law enforcement or the student's parents should assume responsibility for supervising the student.

5. Notify the intended target(s) and (if they are students) their parents. The intended target(s) (and, where appropriate) their parents, must be notified of the seriousness of the *threat*, the identity of the subject who made the *threat*, and what actions are being taken to support the safety of the target and the school as a whole.

6. Follow applicable disciplinary procedure in accordance with conduct policy.

7. Where appropriate, refer the subject for counseling, conflict mediation, or other interventions to reduce the threat of violence and to address the underlying conflict or issues that led to the *threat*. The school administrator should involve school-based professionals (such as the school counselor or nurse) or community based professionals (e.g., Employee Assistance Program, community mental health services, etc.) who can provide assistance and appropriate intervention

Examples of *Imminent Threat* Responses

An *imminent threat* exists when the person/situation appears to pose a clear and immediate threat of serious violence toward others. Such *threats* require immediate containment and action to protect identified target(s) and referral to law enforcement. Following immediate action to protect identified target(s), these *threats* require the involvement of the threat assessment team for the purpose of developing a safety plan.

Procedures for notification of the superintendent and parents of a student subject and/or intended target student(s) that are set forth for *high risk threats* are to be followed. A mental health risk assessment should be required if the subject will not be withdrawn or expelled (if a student) or terminated (if an employee) as a disciplinary matter.

APPENDIX C

Communications Template

Dear:

The safety of our school community is of utmost importance.

On [insert date/time], the administration received information of a potential threat to cause physical harm to [specified][unspecified] individuals [at school] [at a school related activity].

In accordance with the Archdiocesan threat assessment policy, the threat [is currently under investigation] [was investigated and assessed to be [low][moderate][high][an imminent] risk].

Appropriate measures were taken to [notify the affected individuals and their parents] [impose disciplinary action in accordance with our conduct policy] [notify the police] [contain the threat and protect the school community].

[Further information will be provided when available, but there is no reason to keep your student out of school.] [This matter is now resolved.]

Please contact [insert name and contact information] if you have any concerns about this matter.

THREAT ASSESSMENT TRIAGE AND ASSESSMENT FORM

Date Reported:		**Day of Week:** ☐Monday ☐Tuesday ☐Wednesday ☐Thursday ☐Friday ☐Saturday ☐Sunday					**Time:** ☐ AM ☐ PM
Taken by:			**School:**			**Position:**	

PART I. THREAT REPORTED

REPORTING PARTY:

Name:		☐Unknown	
Position of Referral Source:	☐Administrator ☐Teacher ☐Staff ☐Student ☐Parent/Guardian ☐Contractor ☐Other: ☐None/Unknown	**Status:**	☐Current ☐Former ☐Prospective Grade: (if student)
School:			

INCIDENT:

Date Occurred		**Day of Week:** ☐Monday ☐Tuesday ☐Wednesday ☐Thursday ☐Friday ☐Saturday ☐Sunday					**Time:** ☐ AM ☐ PM
Location:	☐School Property [☐In School Building ☐ School Grounds] ☐School Bus ☐School Sponsored Activity ☐Other:						
Threat Type:	☐Assault [☐Physical ☐Sexual) ☐Threat ☐Suspicious ☐Stalking ☐Suicidal/Self-Harm ☐Bomb threat ☐Unusual Communication ☐Vandalism ☐Disruptive ☐Harassment ☐Involuntary MH hold ☐Other:						
Mode:	☐In Person ☐Phone ☐Text ☐Email ☐Letter ☐Social Media ☐Internet ☐Other :						☐**Multiple Modes**
Target(s) physically injured: ☐Yes ☐No ☐Unknown			**Target(s) require medical attention?** ☐Yes ☐No ☐Unknown				
Weapon involved: ☐Yes ☐No ☐Unknown			**Type of Weapon:** ☐Firearm[☐Rifle/Shotgun ☐Pistol] ☐Edged ☐Bomb ☐Other:				

Details of the incident or threat. Where threats were communicated, quote where possible, use quotation marks to indicated direct quotes. Attach original communications if available.

PART II. PERSONS INVOLVED:

SUBJECT (1) Engaging in threatening, aberrant or concerning behavior:

Name:		☐Unknown	
Affiliation:	☐Administrator ☐Teacher ☐Staff ☐Student ☐Parent/Guardian ☐Contractor ☐Other: ☐None/Unknown	**Status:**	☐Current ☐Former ☐Prospective Grade: (if student)
Emergency Contact			

PART II. PERSONS INVOLVED

SUBJECT (2) Engaging in threatening, aberrant or concerning behavior:

Name:		☐Unknown		
Affiliation:	☐Administrator ☐Teacher ☐Staff ☐Student ☐Parent/Guardian ☐Contractor ☐Other: ☐None/Unknown		**Status:**	☐Current ☐Former ☐Prospective Grade: (if student)
Emergency Contact				

PART II. PERSONS INVOLVED

TARGET (1):

Name:		☐Unknown		
Affiliation:	☐Administrator ☐Teacher ☐Staff ☐Student ☐Parent/Guardian ☐Contractor ☐Other: ☐None/Unknown		**Status:**	☐Current ☐Former ☐Prospective Grade: (if student)
School:			**Building/Program:**	
Emergency Contact			**Relationship:**	
Home Address			**Phone:**	

TARGET (2):

Name:		☐Unknown		
Affiliation:	☐Administrator ☐Teacher ☐Staff ☐Student ☐Parent/Guardian ☐Contractor ☐Other: ☐None/Unknown		**Status:**	☐Current ☐Former ☐Prospective Grade: (if student)
School:			**Building/Program:**	
Emergency Contact			**Relationship:**	
Home Address			**Phone:**	

WITNESS (1):

Name:		☐Unknown	**ID #:**	
Affiliation:	☐Administrator ☐Teacher ☐Staff ☐Student ☐Parent/Guardian ☐Contractor ☐Other: ☐None/Unknown		**Status:**	☐Current ☐Former ☐Prospective Grade: (if student)
School:				
Emergency Contact			**Relationship:**	
Phone:				

WITNESS INTERVIEW NOTES:

WITNESS (2):

Name:		☐Unknown	**ID #:**	
Affiliation:	☐Administrator ☐Teacher ☐Staff ☐Student ☐Parent/Guardian ☐Contractor ☐Other: ☐None/Unknown		**Status:**	☐Current ☐Former ☐Prospective Grade: (if student)
School:				
Emergency Contact			**Relationship:**	
Phone:				

WITNESS INTERVIEW NOTES:

PART III. TRIAGE SUMMARY

SUBJECT		Notes:
Identified grievances / motives for violence	☐Yes ☐No ☐Unknown	
Identification with other perpetrators, grievances, or violent acts	☐Yes ☐No ☐Unknown	
Communicated violent ideation or intent	☐Yes ☐No ☐Unknown	
Planning taken to support violence intent	☐Yes ☐No ☐Unknown	
Acquiring means, methods, opportunity or proximity toward violence	☐Yes ☐No ☐Unknown	
Prior disruptive behaviors / violence / vandalism	☐Yes ☐No ☐Unknown	
Significant behavioral changes: e.g., paranoia, substance abuse,	☐Yes ☐No ☐Unknown	
Suicidality	☐Yes ☐No ☐Unknown	
Unwanted contact, communication or pursuit	☐Yes ☐No ☐Unknown	
Other:	☐Yes ☐No ☐Unknown	
TARGET / OTHERS		Notes
Identified targets (person/proxy, place, program, process, philosophy)	☐Yes ☐No ☐Unknown	
Responding as if subject poses a safety concern	☐Yes ☐No ☐Unknown	
Engaging in protective actions eg. Not attending school	☐Yes ☐No ☐Unknown	
Responding in a provocational or defensive manner	☐Yes ☐No ☐Unknown	
Low / inconsistent situational awareness	☐Yes ☐No ☐Unknown	
Other:	☐Yes ☐No ☐Unknown	
PRECIPITATING EVENTS		Notes
Have occurred eg. Death in family, move	☐Yes ☐No ☐Unknown	
Impending eg. Parent illness, divorce	☐Yes ☐No ☐Unknown	

PART IV – Key Questions for Threat Assessment

1. What are the subject's motives, grievances, goals and intent in their behavior?

2. Have there been any communications suggesting ideas, intent, planning or preparation for violence?

3. Has the subject shown inappropriate interest in/identification with (check as appropriate and describe):

- ☐ Incidents or perpetrators of targeted/mass violence
- ☐ Grievances of perpetrators
- ☐ Weapons/tactics of perpetrators
- ☐ Notoriety or fame of perpetrators

4. Does the subject have (or are they developing) the capacity and will to carry out an act of targeted violence? (check as appropriate and describe):

- ☐ Expressed ideas to engage in violence
- ☐ Made plans for violence
- ☐ Preparing for violence (means, method, opportunity, access)
- ☐ Surveillance, stalking or rehearsal

5. Is the subject experiencing or expressing hopelessness, desperation, and/or despair?

6. Does the subject have a positive, trusting, sustained relationship with at least one responsible person?

7. Does the subject see violence as an acceptable, desirable – or the only – way to solve a problem?

8. Are the subject's conversation and "story" consistent with his or her actions?

9. Are other people concerned about the subject's potential for violence?

10. What circumstances might affect the likelihood of escalation to violence?

Other Relevant Information:

PART V DETERMINATION OF THREAT LEVEL:

☐ **1: Imminent**	☐ **2: High**	☐ **3: Moderate**	☐ **4: Low**	☐ **5:None**

CASE MANAGEMENT AND RESPONSE:

Imminent Risk Threat (Check as appropriate)

- ☐ Notify law enforcement
- ☐ Mobilize threat assessment team
- ☐ Provide direct supervision of subject until removed from campus by law enforcement or parent/guardian
- ☐ Caution the subject about the consequences of carrying out the threat
- ☐ Protect and notify intended victim(s) and parents and/or guardians of victim(s)
- ☐ Notify subject student's parents and/or guardians
- ☐ Notify superintendent or designee
- ☐ Follow discipline procedures as per conduct policy
- ☐ Refer subject for mental health assessment,
- ☐ Notify subject/parents of requirements for re-admission to school
- ☐ Develop/monitor safety plan
- ☐ Assign team member to monitor subject and intervention/safety plan

High Risk Threat (Check as appropriate)

- ☐ Notify law enforcement
- ☐ Mobilize threat assessment team and call Associate Superintendent
- ☐ Provide direct supervision of subject until removed from campus by law enforcement or parent/guardian
- ☐ Caution the subject about the consequences of carrying out the threat
- ☐ Protect and notify intended victim(s) and parents and/or guardians of victim(s)
- ☐ Notify subject student's parents and/or guardians
- ☐ Notify superintendent or designee
- ☐ Follow discipline procedures as per conduct policy
- ☐ Refer subject for mental health assessment,
- ☐ Notify subject/parents of requirements for re-admission to school
- ☐ Develop/monitor safety plan
- ☐ Assign team member to monitor subject and intervention/safety plan

Moderate Risk Threat (Check as appropriate)

- ☐ Mobilize threat assessment team
- ☐ Notify subject & parents and/or guardians
- ☐ Provide direct supervision of subject until parents and/or guardians assume control
- ☐ Caution the subject about the consequences of carrying out the threat
- ☐ Protect and notify intended victim(s) & parents / guardians of victim(s)
- ☐ Consult with law enforcement to assist in monitoring/ supervising subject and determining need for law enforcement action.
- ☐ Notify superintendent or designee
- ☐ Follow discipline procedures
- ☐ If needed, refer subject for mental health assessment
- ☐ Assign a team member to monitor subject and status of intervention, as appropriate
- ☐ If warranted by findings of mental health assessment, develop/monitor safety plan

Low Risk Threat (Check as appropriate)

- ☐ Principal consults Threat assessment team, as needed
- ☐ Contact subject's parents and/or guardians, if necessary
- ☐ Notify intended victim(s) & parents/ guardians, if necessary
- ☐ See that perceived threat is resolved through explanation, apology, or making amends
- ☐ Consult with law enforcement if necessary
- ☐ Refer subject for services to resolve problem, if appropriate
- ☐ Follow discipline procedures
- ☐ Develop behavior intervention plan and/or contract, as appropriate
- ☐ Refer for school- or community-based services, as appropriate
- ☐ Assign a case manager to monitor subject and status of intervention, as appropriate

TRIAGE RECOMMENDATION:

☐ **1: Imminent** | ☐ **2: High** | ☐ **3: Moderate** | ☐ **4: Low** | ☐ **5:None**

THREAT/PRIORITY LEVEL:
TRIAGE COMPLETED BY:

Name	Position	Signature	Date
Name	Position	Signature	Date

Assigned Case Manager: _____
(*Case Manager to provide periodic updates until matter closed*)

Matter closed: _____ (date)

(Summary describing resolution of matter to be attached)

Signature of Team Leader: _____

ADM 18.1

The administration and authorized staff of the school reserve the right to conduct reasonable searches of employees, students, visitors, and areas under their control (desks, computers, electronic devices, personal belongings, lockers, cars, etc.) in cases of suspected violation of school policies (e.g., drugs, weapons, alcohol, tobacco, stealing).

Purpose:

- To provide a safe environment

Commentary/Procedural Points:

- The administrator and a designee conduct the search in a reasonable manner, mindful of gender concerns. Two people must be present to conduct a search.
- If the search produces evidence of violation of School policies, appropriate disciplinary action is taken in accordance with the School's handbook.
- Where practical, visitors are notified of the School's policy regarding searches (e.g., through publicity for a dance or athletic event, signage at the facility).

References:

- Local Parent/Student Handbook

April 21, 2016

ADM 18.2

Except for the permitted exceptions described below, firearms and other weapons may not be carried, possessed, or used on property owned or occupied by the Archdiocese, a parish, or Archdiocesan school or during any events or activities of the Archdiocese, a parish, or Archdiocesan school.

Purpose:

- To provide for the safety of students and staff

Commentary/Procedural Points:

Firearm – The term firearm refers to firearms of every and any type, including handguns, pistols, revolvers, rifles, shotguns, muskets, assault weapons, zip guns, and any other similar device.

Weapon – For purposes of this Policy, weapons and dangerous instruments shall include, but are not limited to:

(1) Firearms;

(2) Cutting and puncturing devices, including dirks, daggers, knives and razors;

(3) Explosive and/or incendiary devices, including pipe bombs, time bombs, cap guns, containers of inflammable fluids, tear gas, pepper gas, mace, and other hazardous devices;

(4) Any other dangerous device, instrument or weapon, including a blackjack, slingshot, billy club, nunchaku, metal knuckles or any metal plate or other object of any type or description designed to be used as a weapon;

(5) Imitation weapons, including any device, not inherently dangerous in and of itself, designed or utilized for the purpose of imitating or appearing to

be a weapon or dangerous instrumentality as defined in numbers 1 through 4 above;

(6) Any other device capable of inflicting grievous or serious bodily harm which, although not initially designed to be utilized as a weapon, is utilized as a weapon and/or for the purposes of committing an assault or battery, or threatening the physical well-being of another individual such as a baseball bat, a tire iron or any other object when utilized as herein defined.

SCOPE

- The prohibition on firearms and weapons extends to all buildings, grounds, and property, including unimproved land, owned or occupied by the Archdiocese, a parish, or Archdiocesan school. The prohibition on firearms and weapons also extends to events and activities of the Archdiocese, a parish, or Archdiocesan school, regardless of where the event or activity is held (*i.e*., at a third-party venue).

- The Archdiocese, a parish, or Archdiocesan school may adopt additional policies related to weapons (for instance, policies directed to employees or students) that are *more* restrictive than the terms of this Policy. To the extent the terms of any weapons policy are less stringent than the terms of this Policy, however, the terms of this Policy shall control.

PERMITTED EXCEPTIONS

The prohibition on firearms and weapons does not apply to:

1. Current law enforcement officers performing their lawful duties;

2. Off-duty officers acting in accordance with departmental regulations including carrying appropriate law enforcement credentials;

3. Retired law enforcement officers who have separated in good standing, maintain a properly issued carry permit through the State of Maryland, maintain proper credentialing in accordance with the Law Enforcement Officers Safety Act (LEOSA) handgun qualification for the current year, and are in possession of their LEOSA identification card;

4. A person hired by the Archdiocese, a parish, or school specifically for the purpose of guarding the Archdiocesan, parish, or school property;

5. A person engaged in approved, organized shooting activity for educational purposes;

6. A person who, with a written invitation from the parish administrator or school principal, displays or engages in a historical demonstration displaying a weapon or a replica of a weapon for educational purposes;

7. Armored car service employees lawfully carrying a firearm while performing their duties;

8. Weapons kept by priests in their personal living quarters, provided that the weapons are lawfully possessed and kept locked in a secured place and, in the case of firearms, are kept unloaded;

9. Weapons used or possessed by the Archdiocese, a parish, or School for use as a tool or utensil (*e.g*, kitchen knives).

10. Swords or similar decorative weapons carried by honor guards (*e.g*., for the funerals or weddings of military or law enforcement members) or members of the Knights of Columbus; and

11. Lawfully possessed firearms and weapons kept unloaded and locked in an individuals' vehicle.

NOTICE OF POLICY

- Archdiocesan, parish, and school administrators should make parishioners, employees, student families, and other members of their communities aware of this Policy.

- If an Archdiocesan, parish, or school administrator is aware that an individual qualifying for permitted exception (1), (2), or (3) plans to attend an event or activity held at a third-party venue, the administrator should request that the individual contact the venue to determine whether the venue will permit the individual to carry a weapon.

PENALTIES

- Employees or students who violate this Policy may be subject to disciplinary action up to and including termination (in the case of employees) or expulsion (in the case of students). Parishioners, visitors, parents, and other community members who violate the terms of this Policy may be prohibited from accessing Archdiocesan, parish, or Archdiocesan school property or attending Archdiocesan, parish, or Archdiocesan school events or activities.

REFERENCES:

- **Archdiocese of Baltimore Weapons Policy SECTION:** Risk Management **SUBSECTION** #01 Firearms and Weapons Prohibited

October 2017

ADM 19.0

Strategies for marketing and enrollment management of the school are created and implemented annually.

Purpose:

- To develop strategies for the most effective use of the budget for recruitment and admissions
- To ensure that effective recruitment materials are made available

Commentary/Procedural Points:

- NCEA (National Catholic Educational Association) materials can be copied without infringement by a school that is a member of NCEA.
- The Assistant Director of Communications is available for consultation at any time.
- The local school board can be an integral part of designing a marketing plan.
- An effective marketing plan enables the school to achieve public relations benefit from various school events.

References:

- AOB Enrollment Management Plan

August 6, 2013

ENROLLMENT MANAGEMENT PROFILE

School: Test School School Code: 9999

Date: _____ Grades: _____

School Website: _____

Special Programs: _____

Marketing Contact: _____

Phone Number: _____ Email Address: _____

ENROLLMENT PROFILE

Current Enrollment: _____ Enrollment Capacity: _____

Highest Enrollment in Last Ten Years: _____

Number of Exiting Families in 2012/13: _____

Number of Incoming Families in 2012/13: _____

Historic Enrollment Data

2008/09	2009/10	2010/11	2011/12	2012/13
%	%	%	%	%
AOB SCHOOL SYSTEM %	AOB SCHOOL SYSTEM %	AOB SCHOOL SYSTEM %	AOB SCHOOL SYSTEM %	AOB SCHOOL SYSTEM %
TUITION	TUITION	TUITION	TUITION	TUITION

Enrollment Forecast

2013/14	2014/15	2015/16	2016/17	2017/18
%	%	%	%	%

ENROLLMENT MANAGEMENT PROFILE

STUDENT & FAMILY CHARACTERISTICS

Catholic: _____ % Non-Catholic: _____ % Children/Families in Relig. Ed.: _____

Top 3 Parishes Supporting The School	2012 Parish Reg. Under Age 6	2012 Parish Reg. Ages 6-13

Percentage of Families that Live Within

< 4 Miles _____ % 4-5 Miles _____ % 6-10 Miles _____ % 10+ Miles _____ %

Average Median Household Income: _____

COUNTY PROFILE

County _____

Median Co. Household Income _____ Average Age of Co. Residents _____

Education Level _____ Households with School Age Children _____ %

Identify the following schools in your community:

Public _____

Private _____

Charter/Magnet _____

Identify your competition: _____

_____

Why do you think parents choose these schools? _____

_____

ADM 20.0

Pre-school, Kindergarten and first grade classes must be located on the floor of egress.

Purpose:

- To ensure the safety of the students
- To comply with Fire Code Regulations

Commentary/Procedural Points:

References:

- Local district fire code regulations

January 12, 2005

ADM 21.0

All schools are required to maintain current membership in the National Catholic Educational Association (NCEA).

Purpose:

- To maintain membership in the National Catholic Educational Association for ongoing professional development

Commentary/Procedural Points:

- Only basic membership is required.

References:

- Website: www.ncea.org

January 12, 2005

ADM 22.0

Principal ensures that the school accesses and utilizes all available and appropriate government funding sources.

Purpose:

- To provide as many resources as possible to enhance school programs
- To foster good stewardship of limited school resources
- To maximize outside funding

Commentary/Procedural Points:

- Funding sources include such programs as:
  - E-rate
  - Title I
  - Title II
  - Title III
  - Title IV
  - Title V
  - Title VI
  - Title VII
  - Maryland State Department of Education Textbook Program
  - Federal Free and Reduced Lunch Program
- The Director of Government Programs acts as the lead agent for government programs.

References:

- http://www.marylandpublicschools.org/MSDE/programs/index.html
- Maryland State Department of Education annual guidelines for textbook aid for non-public schools

ADM 22.1

Schools that meet the eligibility requirements must comply with the State Non-Public School Textbook Loan Program.

Purpose:

- To ensure that schools take advantage of available government funds

Commentary/Procedural Points:

- Documentation of participation in the State Non-Public School Textbook Loan Program is to be kept in perpetuity.

References:

- http://msde.state.md.us/npwg/NonpublicStudentTextbookProg_Brochure.pdf
- Maryland State Department of Education annual guidelines for textbook aid for non-public schools

August 6, 2013

ADM 23.0

Archdiocesan schools will support the lobbying efforts of the Maryland Catholic Conference as advised by the Superintendent of Catholic Schools.

Purpose:

- To promote equal opportunities for just distribution of State funds

Commentary/Procedural Points:

- Parent information is to be distributed in a timely manner.
- Schools should send delegations when requested.
- Principals should take an active role in participation by attending sessions and meetings when requested.

References:

- MD Catholic Conference website: www.mdcathcon.org

February 8, 2008

ADM 24.0

The Principal in conjunction with the President is the hiring agent for the Assistant Principal.

Purpose:

- To be consistent with the leadership and administrative responsibilities of the Principal

Commentary/Procedural Points:

- In a school where there is an existing Assistant Principal, his/her contract must be respected by the incoming principal for the term of the contract.
- Assistant Principals must be practicing Catholic, Administration I certified and in ongoing catechist formation.

References:

- Assistant Principal's Employment Agreement

April 21, 2016

ADM 25.0

Schools implement and support the Archdiocesan Strategic Plan.

Purpose:

- To ensure the strength and viability of Catholic education in the Archdiocese of Baltimore
- The Archdiocesan Strategic Plan serves as a model for each school's own strategic plan

Commentary/Procedural Points:

References:

- AOB Strategic Plan: Blue Ribbon Committee on Catholic Schools; A Strategic Plan For Catholic Schools in the Archdiocese of Baltimore, June 2010. http://www.archbalt.org/schools/publications/index.cfm
- Factors of Viability, 2006

April 21, 2016

ADM 25.1

Schools develop, implement and maintain a written strategic plan.

Purpose:

- To ensure the strength and viability of Catholic education in the school

Commentary/Procedural Points:

- The Archdiocesan Strategic Plan serves as a model for each school's own strategic plan.

References:

- AOB Strategic Plan: Blue Ribbon Committee on Catholic Schools; A Strategic Plan For Catholic Schools in the Archdiocese of Baltimore, June 2010. http://www.archbalt.org/schools/publications/index.cfm
- Factors of Viability, 2006
- National Catholic Standards www.catholicschoolstandards.org
- Accreditation Standards www.advanc-ed.org

ADM 26.0

All school personnel comply with the Archdiocese's Child and Youth Protection policies and procedures.

Purpose:

- to create a culture that treats children with dignity and respect
- to provide a safe environment for the children and youth entrusted to the Archdiocese's cares
- to screen Church personnel for their fitness to work with minors
- to educate clergy, employees, volunteers, and children on creating and maintaining safe environments for children, including preventing, recognizing and reporting child sexual abuse
- to comply with Maryland laws requiring reporting suspected child abuse to civil authorities
- to reach out to those who have been abused by Church personnel

Key Points:

- **Principal's role as responsible administrator**
  - The principal of a school is responsible for all of the Archdiocese's child and youth protection policies, procedures, and decisions at his/her school. It is the responsibility of the principal to insure that all faculty and staff have a very strong knowledge and understanding of all of the child and youth protection policies.
  - http://www.archbalt.org/about-us/child-youth-protection/title-glossary.cfm
- **Service Ineligibility of Anyone Credibly Accused of Child Abuse**
  - Anyone credibly accused of child abuse will be excluded from ministry, employment, and volunteer service in the Archdiocese of Baltimore. Therefore, registered sex offenders are not allowed to serve as

employees and volunteers in any capacity in the Archdiocese of Baltimore.
    - http://www.archbalt.org/about-us/child-youth-protection/loader.cfm?csModule=security/getfile&PageID=7115

- **Reporting of Allegations**
    - The Archdiocese of Baltimore complies with Maryland laws requiring reporting suspected child abuse to civil authorities. Under Maryland Law any person who has reason to believe a child has been subjected to abuse must report the suspected abuse to civil authorities, even if the potential victim is now over 18 years old and even in cases where the alleged perpetrator is deceased. **Church personnel who receive a report, suspect or allege child abuse on the part of Church personnel including clergy, employees, or volunteers of/in the Archdiocese of Baltimore are required to contact the Archdiocese's Office of Child and Youth Protection immediately, in addition to reporting to civil authorities under state law.**
    - Under Maryland law, all educators, health practitioners, and social workers report cases of suspected child abuse or neglect immediately and directly to the local Department of Social Services. Reports of abuse may also be made to the police. **An oral report must be made as soon as possible, with a written report within 48 hours of the suspicion of abuse or neglect.** The responsibility to report cases of suspected child abuse or neglect is mandatory. Failure to report cases of suspected child abuse or neglect may result in the revocation of an educator's certification. If a teacher or other staff member becomes aware of a possible case of abuse or neglect, the principal must be notified immediately.
    - http://www.archbalt.org/about-us/child-youth-protection/loader.cfm?csModule=security/getfile&PageID=7115

- **Service Ineligibility of an Offender and/or Those Who Have Been Charged with a Related Offense**
    - If it is learned that the child of a registered sex offender or someone who has been charged with a related offense attends an Archdiocesan school or parish, then school administration must contact the Archdiocese's Office of Child and Youth Protection (OCYP) immediately. The OCYP will notify the parent of his/her restrictions.
    - Restrictions are placed on the parent regarding their participation in school/parish activities. The parent may not attend any school events and the parent's access to a school is limited to times when children are not present.
    - A registered sex offender or someone charged with a related offense may participate in liturgical celebrations in the Archdiocese; however, his/her presence on Archdiocesan property other than attending a liturgical celebration will be considered trespassing.

- Parents must be informed of the Archdiocese's policy regarding parents who are registered sex offenders or charged with a related offense at the beginning of every school year.
- http://www.archbalt.org/about-us/child-youth-protection/procedures/loader.cfm?csModule=security/getfile&PageID=36076
- http://www.archbalt.org/about-us/child-youth-protection/procedures/loader.cfm?csModule=security/getfile&PageID=52505

- **Requirements for All Employees (must be completed before beginning employment)**
  - Archdiocesan Employment Application completed and reviewed
  - Interview conducted to determine eligibility and suitability
  - Three (3) professional references provided, checked, and documented
  - References for employment with **any** previous archdiocesan parish, school, or institution checked and documented
  - CJIS/ Fingerprint Check application submitted for employees 18 years of age or older and CJIS results received; negative results must be reviewed with Archdiocese's Division of Human Resources
  - VolunteerSelect Criminal History Screening form completed and submitted to VolunteerSelect
  - Employee receives and reviews *A Statement of Policy for the Protection of Children & Youth*
  - Employee receives and reviews the *Code of Conduct for Church Personnel of the Archdiocese of Baltimore*
  - *Employee Acknowledgement of Receipt and Review for A*
  - Employee receives training regarding child abuse and the protection of children; training verification form completed
  - http://www.archbalt.org/about-us/child-youth-protection/procedures/index.cfm

- **Requirements for All Volunteers (must be completed before beginning to volunteer)**
  - Archdiocesan Application for Volunteer Service completed and reviewed
  - Volunteer receives and reviews the *Statement of Policy for the Protection of Children and Youth*
  - Volunteer receives and reviews the *Code of Conduct for Church Personnel of the Archdiocese of Baltimore*
  - http://www.archbalt.org/about-us/child-youth-protection/procedures/index.cfm

- **Requirements for Volunteers Who Have Substantial Contact with Children (must be completed before beginning to volunteer with children)**
  - Archdiocesan Application for Volunteer Service completed and reviewed
  - Three (3) references provided, checked, and documented.
  - References for service and/or employment with **any** previous archdiocesan parish, school, or institution checked and documented

- VolunteerSelect Criminal History Screening form completed and submitted to VolunteerSelect; negative results must be reviewed with Archdiocese's Office of Child and Youth Protection
- Volunteer receives and reviews the *Statement of Policy for the Protection of Children and Youth*
- Volunteer receives and reviews the *Code of Conduct for Church Personnel of the Archdiocese of Baltimore*
- Volunteer receives training regarding child abuse and the protection of children; training verification form completed
- http://www.archbalt.org/about-us/child-youth-protection/procedures/index.cfm

- **Requirements for All Children:**
  - Receive education regarding child abuse and safe environments through the *Family Life Catechesis* (k-8) *or Created to Love* (9-12)
  - http://www.archbalt.org/family-life/marriage-family/family-enrichment/family-life-child-protection.cfm

References:

- http://www.archbalt.org/about-us/child-youth-protection/index.cfm
- http://www.archbalt.org/family-life/marriage-family/family-enrichment/family-life-child-protection.cfm
- http://www.archbalt.org/youth-young-adult/youth-programs/created-to-love.cfm

October 5, 2011

ADM 28.0

Principals comply with all immigration laws and regulations.

Purpose:

- to comply with Federal laws and regulations

Commentary/Procedural Points:

- For students with birth certificates from another country, principals gather appropriate documentation and forward it to the Department of Catholic Schools.

References:

- I-20 form [Student]: http://www.archbalt.org/schools/general-information/immigration-information.cfm

January 9, 2009

ADM 29.0

Principals develop a technology plan that addresses educational and administrative needs, hardware and software requirements, and a technology refresh budget plan.

Purpose:

- To keep the school current in the area of technology

Commentary/Procedural Points:

- Schools develop a local technology plan which is submitted to Archdiocesan Information Services for approval.
- Schools are required to apply for e-rate.

References:

- AOB Technology Plan

October 15, 2013

The Department of Catholic Schools
Archdiocese of Baltimore
Technology Plan

1. **Goals and Realistic Strategy**

   Goals:

   The Department of Schools believes that technology has the power to motivate students toward life-long learning, encourage communication with students, staff, parents and teachers and make our entire Department more effective. Technology in the Department of schools will provide an avenue for communication, collaboration, problem solving and efficiency. Our Department believes everyone on our staff should be encouraged to effectively use the ever evolving tools of technology. We recognize that training is an important part of our success as we model for administrators, staff, students and parents the tools necessary for 21 Century learning.

   Strategy:

   To ensure our goals evolve with the technological opportunities and in line with our budget, the Department of Schools of the Archdiocese of Baltimore has a technology committee consisting of the Superintendent of Schools, the Associate Superintendents and Directors. This committee will meet twice a year to evaluate our use of technology and suggest plans to keep current. This committee will also discuss current resources, replacement plans, new technology ideas and professional development opportunities for the entire school community. With evaluations of staff competency, increased Internet and telecommunications access, the Central office Department of Schools will grow to ensure that our students are prepared for the future, our teachers integrate technology into the curriculum, our staff uses technology to increase school efficiency and our whole community experiences expanded opportunities for communication and problem solving. Through evaluation and planning the technology committee will steer our schools toward greater progress each year.

2. **Professional Development:**

   The Director of Academic Technology works with our team on a one-to-one basis to encourage and ensure that current technology helps with our daily operation. The Director of Academic technology trains teachers throughout the system to be innovative thinkers and trainers of teachers at their own schools. The Technology Leaders at each school communicate via a listserv and are trained to teach their teachers to form technology teams at each school.

Professional development training offered by the Archdiocese of Baltimore is ongoing throughout the year and teachers are encouraged to attend conferences, technology meetings as well as take classes for Maryland State Department of Education recertification credit which emphasize the use of technology for personal learning.
In addition, classes are offered during the school year in training for optimal use of new equipment, software and programs. The Technology Showcase offers a not only a yearly venue to evaluate each school's progress in innovate teaching with technology but also offers the opportunity for technology leaders in all our schools to network and share.

The Factors of Viability list technology standards each school must meet, including the approval of a technology plan, professional development opportunities and school wide resources.

3. **Resources:**
   In the Department of Schools office, we have the following resources

   a. VOIP phone services, via Nortel. We also have a cell phone that is utilized to keep in touch with all serviced schools.

   b. We currently are wired by our IT Department. Satellite offices are also connected to this non-instructional facility via a VPN.

   c. Each office has a pc (there are 19 networked PCs in the DoS's office as well as over 30 other networked PCs in school-supporting departments that are on the main Center network.

   d. All PCs currently utilize Windows XP Professional.

   e. PCs are replaced on a 3 year cycle and all are 3 years in age (with the exception of 3 laptops that are under 1 year in age)

   f. We currently house 4 LCDs, 1 ELMO, over 20 flip cameras and a smartboard.

   We are in need of the following:
   a. More ELMOS, more flip cameras, whiteboards
   b. Replacement cycles that are kept at 3 years

4. **Budget:**

The technology budget:

Telephone Services	$ 7600.0

Computer Repair	$ 8495.00
Network hosting	$ 1200.0
Network service/repair/updates	$ 7200.00
Computer replacement cycle	Every 3 years
Web hosting	$ 400.00
Software	$ 1195.00
Projectors, Whiteboards, Cameras	$ 6000.00

5. Evaluation:
The Administrative Team of the Archdiocese of Baltimore will review the technology progress yearly and make adjustments. Every three years the revised technology plan will be sent to the Director of Academic Technology for review and approval.

Teachers are encouraged to share technology progress and projects at the Technology Showcase. All teachers are to submit a technology goal(s) to the principal and technology coordinator at the beginning of the school year. Teachers offer documentation of progress in reaching their goals in school-wide yearly reviews. The Factors of Viability study of 2009 rated all school on Technology development and offered suggestions for continuous improvement for each school.

ADM 30.0

Principals comply with all federal, state & local environmental laws.

Purpose:

- To comply with federal, state, & local regulations
- To ensure health and safety of the school community

Commentary/Procedural Points:

- Examples of environmental hazards include, but are not limited to, asbestos, carbon monoxide, lead, mercury, and mold.
- Contact the Facilities Management office regarding testing of other potential hazards.

References:

September 17, 2013

ADM 40.0

Principals comply with the policies of the Facilities Management Department with regards to construction, renovation and maintenance projects.

Purpose:

- To comply with capital project guidelines set forth by the Archdiocese of Baltimore

Commentary/Procedural Points:

- Principals are to contact Executive Director of Management Services or the Director of Facilities Management when contemplating any construction, renovation or maintenance project.

References:

- Policy and Procedures for New Construction, Renovation and Maintenance Projects
- Capital Project's Flow Chart
- Request for Capital Project Expenditures

October 15, 2013

ADM 41.0

All schools are committed to providing a tobacco free work environment for students and employees. Schools prohibit the sale and use of any form of tobacco in school buildings and school vehicles, whether or not students are present. Furthermore, school employees are prohibited from smoking inside or outside of any school buildings at any time or at any school sponsored event.

Purpose:

- To model healthy behavior

Commentary/Procedural Points:

- Employees and guests of the school participating in school sponsored events are expected to abide by the rules and regulations of the host facility. However, in no case may a school employee use a tobacco product in the presence of students.

- Outside groups that request the use of a school building will be informed of this policy through the rules and procedures on Application for 3rd Party Use.

References:

August 6, 2013

ADM 42.0

All advertisements, forms, permission slips, and any other communications issued by a third party program/activity/event must include a statement that the third party program/activity/event is not sponsored by or affiliated with the parish/school.

Purpose:

- To ensure that the relationship between the parish/school and a third party/program/activity/event is/are clear.

Commentary/Procedural Points:

- The statement is to read as follows:

  The *Name of Third Party/Program/Activity/Event* **is not sponsored by or affiliated with** *Parish Name, School Name*, **or the Archdiocese of Baltimore**. *Parish Name, School Name*, **or the Archdiocese of Baltimore does not direct, supervise or control the activities of the** *Name of Third Party/Program/Activity/event*.

References:

June 24, 2015

ADM 43.0

Camps/Events/Activities are to be evaluated by their relationship to the parish/school to determine applicable requirements as stated below.

Purpose:

- To determine if/when the applicable requirements for a third party (vendor, lessee, outside organization, etc.) using your parish/school, it is necessary to evaluate the relationship between the parish/school and the program/activity/event

Commentary/Procedural Points:

- If the camp is (1) being run by teachers that are on your faculty and (2) the school is being paid directly for the all fees for the camp, then the teacher, camp and school are covered under the liability coverage already provided to your location under the Archdiocesan insurance program and nothing further is needed. Keep in mind under this structure the school administrator is ultimately responsible for the oversight of the camp or program and the teacher(s) is merely the agent of the school in delivering this program.

- If the camp is (1) being run by others than teachers and members of your faculty or a teacher on your faculty is hosting the camp, having payments issued directly to them by the parents of the children and the only relationship between the school and the teacher is that the school is allowing the teacher to use the school facilities, then such camps and program need to be handled as being operated by a third party vendor. If the camp or program is structured as noted in this section, the following is required:

    1. There must be a lease agreement between the school and the operator of the camp or program;
    2. The program needs to provide evidence of their own liability insurance;
    3. The program needs to provide evidence of their own sexual misconduct coverage;

4. The program needs to verify that all employees, agents and contractors working for that camp have had current criminal background checks done;
5. All advertisements, parent forms, permission slips and any other communication issued by the camp or program must include a statement that the program is not sponsored by or associated with the school. The statement is to read as follows:

The (Name of Organization/Camp) is not sponsored by or affiliated with (School Name), (Parish Name), or the Archdiocese of Baltimore. (School Name), (Parish Name), or the Archdiocese of Baltimore does not direct, supervise, or control the activities of the Name of (Organization/Camp).

- **Prior** to allowing the use of the facility, your school needs to have in its possession the following:

1. The executed lease agreement;
2. A certificate of insurance showing $1,000,000 in general liability per occurrence with $2,000,000 in the aggregate and the school and Archbishop must be named additional insured entities;
3. A certificate of insurance showing $300,000 in sexual misconduct coverage must be provided and the school and Archbishop must be named additional insured entities;
4. A letter verifying all employees, agents and contractors working on behalf of the camp or program have undergone a criminal background check;
5. A copy of all communications showing the disclaimer language that the camp is not sponsored by or associated with your school, parish or the Archdiocese.

References:

HR 1.0

Principals of the Catholic Schools in the Archdiocese of Baltimore are responsible for the hiring and supervision of the school's personnel. They are accountable for strict adherence to the screening and hiring practices of the Archdiocese of Baltimore as outlined in the Department of Catholic Schools Policy Manual. The Department of Human Resources for Parishes & Schools (HRPS) should be consulted regarding any aspect of these practices. The principal is also accountable for the consistent application of policies of the Archdiocese regarding discipline and termination, and is required to consult with the Division of Human Resources for Parishes & Schools prior to initiating any type of involuntary termination such as reduction in staff or firing an employee.

Purpose:

- To ensure that the best qualified individuals are successfully recruited and hired
- To ensure a safe environment for students, employees, and volunteers
- To ensure compliance with Archdiocesan requirements and Federal, State, and local law with respect to recruiting and hiring practices

Commentary/Procedural Points *(please note that the following steps* ***are required*** *by Archdiocesan policy and may not be omitted from the hiring process):*

I. Recruitment

a. Principal or designee completes Employment Requisition and forwards it to HR Recruiter
b. HR Recruiter advertises the opening
c. HR Recruiter screens resumes and forwards applications/resumes of qualified candidates to the principal or designees

II. Interview Process

Principal:

a. Ensures that applicant completes the Archdiocese of Baltimore Employment Application (N.B.: *It is not permissible for a candidate to write "See Resume" in any section of the Application.* ***Each section of the application must be completed in full detail****.)*
b. Reviews application carefully, making note of information to clarify in the interview, such as gaps in employment
c. Conducts interview, taking appropriate notes to assist with subsequent evaluation of applicant's suitability for position (notes should refer to applicant's qualifications and should not include personal characteristics or opinions unrelated to ability to perform the job)
d. *Notes should not be written on applications or resumes

III. References

The Principal completes the reference checking process for the top applicant/s. An offer of employment can be contingent upon results of references.

Principal:

a. Obtains contact information for three <u>professional</u> references.
   Examples of professional references include: prior and/or current supervisors at places of employment, supervisors in volunteer activities, supervising professors or mentors for recent graduates, and individuals in similar positions of authority who can attest to the applicant's work ethic, work-related knowledge and expertise.
   Generally, co-workers, family members and personal friends are not considered appropriate professional references. Human Resources for Parishes & Schools can provide assistance in identifying appropriate professional references, and must be consulted prior to any offer of employment being extended if three professional references cannot be obtained.
b. Is required to obtain a reference from the applicant's current or previous supervisor/s for each location if an applicant is currently employed or has previously worked at an Archdiocese of Baltimore location.

c. Must contact Human Resources if a seminarian, deacon, priest or former ordained minister is applying for a position as a lay employee. Human Resources will assist the principal in the approval process.

d. Must contact Human Resources to confirm eligibility for employment for any applicant currently or previously employed in the Archdiocese of Baltimore

IV. Making the Hiring Decision

Principal:

a. Evaluates references, credentials, interview notes, and makes the hiring decision
b. Reviews School Budget and the *salary recommended by the Department of Catholic Schools* to determine appropriate salary
c. Contacts applicant; extends offer (contingent upon satisfactory results in fingerprint-supported criminal background check, references and VIRTUS background check) Prepares and sends offer letter. For teaching positions, executes appropriate *Employment Agreement*
d. Arranges for completion of fingerprints and remaining required documents to be completed on or shortly before start date

V. Background Check

Principal or designee:

a. Requests applicant to complete the Employment Screening Resources (ESR) Background Check Form, then ensures the online background check is completed
b. Ensures that applicant completes the fingerprinting process
    i. Gives applicant Live Scan Pre-Registration Application to complete (please see attached form)
    ii. Provides applicant with locations to obtain fingerprints
    iii. Ensures that fingerprints have been taken at an authorized site
    iv. Reviews criminal history reports obtained from the State of Maryland and the Federal Bureau of Investigation

c. Consults Human Resources if Maryland or FBI criminal history reports indicate the candidate has been charged or convicted of any crime.
d. If fingerprints are rejected (due to poor quality prints), applicant must be re-fingerprinted

e. If fingerprints are rejected a second time, CJIS will automatically provide a criminal history report/s that is not supported by fingerprint analysis but is supported by other identifying factors, such as date of birth

VI. Completing the Hiring Process

Principal:
Ensures that the new employee complies with the Archdiocesan Safe Environment requirements:

a. Reading the documents entitled: "Code of Conduct for Church Personnel in the Archdiocese of Baltimore" and "A Statement of Policy for the Protection of Children and Youth" (online during VIRTUS training below)
b. Answering questions during the VIRTUS Protecting God's Children Online Maltreatment Awareness Session 3.2_Baltimore that verifies understanding of the "Code of Conduct" and "Statement of Policy for the Protection of Children and Youth"(these documents are located on the Archdiocese of Baltimore Child and Youth Protection webpage);
c. Completing the on-line training VIRTUS Protecting God's Children Online Maltreatment Awareness Session 3.2_Baltimore (http://www.virtusonline.org)
d. Completing the background check form from Employment Screening Resources (ESR)
e. Printing and returning the Training Certificate generated at completion of the online training.

VII. Compiling the Personnel File

The Principal or his/her designee creates a personnel file for each new employee, including the documents listed on the New Employee Personnel File Checklist (see attached form)
The employee completes the following documents:

a. Health insurance forms or a waiver (for benefit eligible employees only-forms are located on the Benefits Page of the Archdiocese of Baltimore website)
b. Employment Eligibility Verification I-9 form (required to be completed within 3 days of hire by Federal law (Homeland Security)

c. Federal and State Tax Withholding forms
d. Personnel Action Form (complete this form for new hire entry into UltiPro)
e. Non-Criminal Justice Applicant's Privacy Rights Notice (this notice is given to the employee to alert him/her regarding privacy rights related to securing background check information)
   *The Maryland New Hire Registry Form is no longer necessary. UltiPro submits weekly new hire reports to the Maryland New Hire Registry.

HRPSMay2014

References:

- Procedures for Implementation and Compliance
  A Statement of Policy for the Protection of Children & Youth

June 26, 2014

Archdiocese of Baltimore
Fingerprinting Procedures

In compliance with the *Code of Conduct for Church Personnel of the Archdiocese of Baltimore*, every Archdiocese of Baltimore parish and school must fingerprint prospective employees during the hiring process. To provide a safe work environment and avoid negligent hiring practices, the following procedures must be followed:

Prospective employees must be fingerprinted for criminal background checks to be completed by the State of Maryland and the Federal Bureau of Investigation (FBI).
The hiring process is not complete until fingerprinting for criminal background checks has been done.
Employment cannot start until the fingerprinting has been completed by the prospective employee.
Results from the criminal background checks do not have to be obtained prior to start of employment.

Criminal Justice Information System (CJIS)

The Criminal Justice Information System (CJIS) processes all fingerprints and sends the criminal background results to each location that has requested the criminal background check information. CJIS is located in Pikesville, Maryland and has a Call Center to handle inquiries:
Baltimore City local number: 410-764-4501; Toll free number: 1-888-795-0011
The website address for information about fingerprinting services and related forms is:
http://www.dpscs.state.md.us/publicservs/bgchecks.shtml
Each location must have an authorization number, issued by CJIS, in order to submit fingerprints and receive background check information on prospective employees.
To receive a CJIS authorization number, each location must complete and submit a *General Registration Form* (see General Registration Form- Attachment #1)
In Section I of this form the Pastor, Pastoral Life Director, Temporary Administrator or Principal of each location should be recorded as the *Contact Person* and should be the only person receiving criminal background check information.
In Section II of this form each location should check the box next to the words: *Child Care*.
In Section III of this form each Pastor, Pastoral Life Director, Temporary Administrator or Principal signs beneath the certification statement to ensure that he/she understands Maryland laws pertaining to criminal background check information dissemination.
The form can be mailed or faxed to CJIS; the address and fax number are located at the bottom of the form.

Fingerprinting Sites

There are several sites providing fingerprinting services located throughout Maryland. A list of fingerprinting sites with contact information is located on: https://www.dpscs.state.md.us/publicservs/fingerprint.shtml

CJIS recommends that prospective employees use the LiveScan inkless fingerprinting process which doesn't require fingerprint cards. Please contact individual fingerprinting service providers to make fingerprinting appointments for prospective employees.

Since fingerprint cards are not required for LiveScan fingerprints, CJIS asks that a Pre-Registration form be completed and submitted at the time fingerprints are being taken (see LiveScan Pre-Registration Form- Attachment #3).

Prospective employees will need to pay for fingerprinting at the time of service. Each fingerprinting site collects both a CJIS and a FBI fee.

Private providers of fingerprinting services may charge a processing fee also and those fees vary among providers. CJIS recommends that providers be contacted directly for current fees and acceptable payment methods (check, debit card, etc.)

All Archdiocesan parishes and schools must pay the costs of fingerprinting. If a prospective employee incurs any fingerprinting fees, he/she must be reimbursed by the employer.

LiveScan Pre-Registration Application Form

The *Applicant Information* section at the top of the form is self-explanatory. This section asks for the applicant's personal information, such as citizenship (e.g. USA, Canada, etc.) hair color, eye color, etc.

The *Agency Information* section in the middle of the form asks for information identifying the employer requesting the fingerprinting and the reason for the fingerprinting. The *Agency Authorization* # is the number that CJIS has assigned to a parish or school; applicants should be given that number on the form. The *ORI* # section is not necessary to complete; applicants should leave that section blank. In the *Reason Fingerprinted* section applicants should state "employment" as the reason. In the *Position Applied For* section applicants should state "child care" regardless of the position applied for within a parish or school. In the *Request Type* section, applicants should always choose *Child Care*.

A sample completed form is attached for your convenience (see Sample LiveScan Pre-Registration – Attachment #4).

Internal Applicants

When a current or former Archdiocesan employee applies for another parish or school position, fingerprinting is required for the new location.
The only time an employee/applicant is not required to be fingerprinted is when he/she has been fingerprinted, for employment purposes, within the last year. If fingerprinting has been done for the State of Maryland and the FBI within a year, the employee/ applicant can complete a 365 Day Form to have the criminal background check information sent to the new employer(see 365 Day Form- Attachment #5).

Receipt of Criminal Background Information

Criminal background information should be directed to the Pastor, Pastoral Life Director, Temporary Administrator or Principal to review. This information is highly confidential and should not be disseminated to other staff members.
Criminal background information can be e-mailed to a parish or school. To set up a certified email account to receive criminal background information, parishes and schools should call the CJIS Call Center at 410-764-4501. The information sent from CJIS via email is retained on its server for only 30 days.
CJIS recommends that parishes and schools keep a log to record each time criminal background information is shared. This log would include the date of the release of information, the name of the person receiving the information, and the purpose for the information being shared (e.g. sent applicant's criminal background information to Connie Vagrin in Human Resources on December 10, 2017 due to charges listed on documents).
CJIS recommends that the State of Maryland and FBI criminal background information be filed in a separate, secure area (not within the personnel files). These documents can be kept in a binder or file/s and kept in alphabetic order for easy accessibility.
If any charges or convictions are noted on either of the criminal background information documents, the Principal, Pastoral Life Director, Temporary Administrator or Pastor must contact Human Resources:
Connie Vagrin Employee Relations Manager 410.547.3410
connie.vagrin@archbalt.org
Regina McCurdy Employee Relations Manager 410.547.5541
rmccurdy@archbalt.org
Human Resources will contact the applicant and investigate the criminal background information.

Human Resources will document the investigation and make a recommendation regarding hiring the applicant.

Rejected Fingerprints

On occasion a parish or school will receive notification from a fingerprinting site that fingerprints are illegible and cannot be processed. When this occurs, CJIS requires that the applicant be re-fingerprinted to attempt to get a clear set of prints. CJIS requires two rejected sets of fingerprints before criminal background information will be released to an employer. If the fingerprints are illegible and cannot be processed after a second attempt, CJIS will submit a criminal history report that is not supported by fingerprints but by other identifying factors, such as date of birth.

Retention of Criminal Background Information

CJIS does not require the criminal background information be retained for any specified period.
CJIS suggests that each parish and school develop a retention policy and document that policy for future reference.

Human Resources requires that criminal background information be kept for the duration of employment.

When an employee leaves a parish or school, CJIS should be informed that the employee is no longer employed. The method and frequency of this reporting is up to the parish or school. CJIS does not have any requirements related to when this reporting should occur. To notify CJIS regarding terminated employees, contact the Call

Center on 410-764-4501 or submit written notice (including the CJIS authorization number) to: CJIS –Central Repository P.O. Box 32708 Pikesville, MD 21282-2708.
If a parish or school doesn't notify CJIS that an employee has departed, any updates to his/her record will be sent to the employer of record.

CJIS recommends that criminal background information be shredded when disposed of and should only be destroyed by an employee who has also been fingerprinted. The Pastor, Pastoral Life Director, Temporary Administrator or Principal will determine who is allowed access to criminal background information records.

STATE OF MARYLAND
DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES
CRIMINAL JUSTICE INFORMATION SYSTEMS-CENTRAL REPOSITORY
REGISTRATION FOR AUTHORIZATION FOR RECORD CHECKS

Date: _____

❑ This is a NEW registration.
❑ This is a CHANGE to a current registration.

List Authorization Number if known: _____

I. COMPANY OR AGENCY NAME: _____
(Must be listed as employer on application & fingerprint card submitted for check)

CONTACT PERSON: _____
(Person who will be handling the criminal history record information from CJIS)

CONTACT PERSON'S TITLE: _____

CONTACT PERSON'S TELEPHONE NUMBER: _____

MAILING ADDRESS: _____

CITY, STATE AND ZIP CODE: _____

E-mail address_____

Fax Number: _____

****

II. REASON FOR REQUEST:

___ ADULT DEPENDENT CARE (For Maryland Adult Dependent Program Only)

___ ATTORNEY/CLIENT

___ CHILD CARE (Licensed Agencies working with Children in Maryland Only)

___ CRIMINAL JUSTICE (For Criminal Justice Agencies ONLY)

___ GOVERNMENT EMPLOYMENT - Federal ___ State ___ Local ___

____ GOVERNMENT LICENSING/CERTIFICATION

Business License Number :_____(REQUIRED)

IF AUTHORIZED BY STATUE, ENTER STATUTORY CITATION: _____

IV. I CERTIFY THAT UNDER THE SPIRIT AND INTENT OF THE LAWS OF MARYLAND, I UNDERSTAND THAT DATA RETURNED TO ME CAN ONLY BE USED AS REQUESTED AND THAT I AM NOT AUTHORIZED FOR FURTHER DISSEMINATION.

_____
SIGNATURE

_____
TITLE

****

MAIL OR FAX COMPLETED FORM TO:

CJIS AUTHORIZATION ADMINISTRATOR
POST OFFICE BOX 32708
PIKESVILLE, MARYLAND 21282-2708
FAX# 410-653-6320

Form/ITCD-96

STATE OF MARYLAND
DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES
CENTRAL REPOSITORY
P.O. BOX 32708
PIKESVILLE, MD. 21282-2708

365 DAY REQUEST FOR CHILD CARE CRIMINAL HISTORY RECORD CHECK

NAME_____
(Last) (First) (MI)

ADDRESS_____
(Number) (Street) (P.O. Box)

_____
(City) (State) (Zip Code)

SOCIAL SECURITY NUMBER_____-_____-_____DATE OF BIRTH____/_____/_____
(This information is required under Article 27, § 742-755, Maryland Annotated Code and under COMAR 12.15.01 in order verify and preserve security of the record)

THE REFERENCE NUMBER FROM YOUR MOST RECENT CHILD CARE APPLICATION FOR A FINGERPRINT SUPPORTED CRIMINAL HISTORY RECORD CHECK (the check must have occurred within the past 365 days).

_____**(12 DIGIT NUMBER)**

I hereby give my consent for requested Child Care Criminal History Information to be forwarded to the employer listed below.

SIGNATURE OF EMPLOYEE _____ DATE _____

****

TO BE COMPLETED BY NEW EMPLOYER: Please list complete mailing address.

_____
(EMPLOYER NAME)

_____
(ADDRESS)

_____
(CITY) **(STATE)** **(ZIP CODE)**

AUTHORIZATION NUMBER: _____

AUTHORIZED SIGNATURE: _____

DATE: _____

****

MAIL TO: CJIS CENTRAL REPOSITORY, P.O. BOX 32708, PIKESVILLE, MD. 21282-2708
Customer Assistant Desk: (410) 764-4501 Fax#: 410-653-5690 Alt. Fax#: 410-653-6320

****

FOR CJIS CENTRAL REPOSITORY USE ONLY

This request can not be processed because:
_____this is not a valid reference number
_____this is not a valid authorization number
_____this reference number has not been received at the Central Repository
_____this authorization number is not approved for this request.
_____the application associated with this reference number was received more than 365 days before receipt of this request.
_____requested information is not completed

STATE OF MARYLAND
DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES
CRIMINAL JUSTICE INFORMATION SYSTEMS – CENTRAL REPOSITORY

LIVESCAN PRE-REGISTRATION APPLICATION

APPLICANT INFORMATION *(PLEASE TYPE OR PRINT CLEARLY)*

Name:			
Date of birth:	SSN:	Gender: ☐ Male ☐ Female *(Please check)*	
Height: ft. inches	Weight: lbs.	Eye Color:	Hair Color:
Race: ☐ Black ☐ White ☐ Asian/Pacific Islander ☐ Native American ☐ Other *(Please check)*			
Place of Birth:		Citizenship:	
Current address:			
City:		State:	ZIP Code: -
Daytime Phone:	Evening Phone:	Driver's License #:	

AGENCY INFORMATION

Agency Authorization #:	
ORI # (if required):	Reason fingerprinted?
Position Applied for:	

Request Type: *(Choose one ONLY)*

- ☐ Adult Dependent Care
- ☐ Attorney/Client
- ☐ Child care
- ☐ Criminal Justice
- ☐ Gold Seal/ Adoption
- ☐ Gold Seal/Letter/VISA
- ☐ Government Employment
- ☐ Government Licensing or Certification
- ☐ Immigration/VISA
- ☐ Individual Challenge
- ☐ Individual Review
- ☐ MSP Licensing
- ☐ Private Party Petition
- ☐ Public Housing

Mail Response to:
(Mailing option only available for Visa Gold Seal and/or Individual Review)

Name: _____

Address: _____

City, State, Zip code: _____

STATE OF MARYLAND
DEPARTMENT OF PUBLIC SAFETY AND CORRECTIONAL SERVICES
CRIMINAL JUSTICE INFORMATION SYSTEMS – CENTRAL REPOSITORY

LIVESCAN PRE-REGISTRATION APPLICATION

APPLICANT INFORMATION *(PLEASE TYPE OR PRINT CLEARLY)*

Name: Sally Sunshine

Date of birth: 2-26-59 | SSN: 999-88-7777 | Gender: ☐ Male ☒ Female *(Please check)*

Height: 5 ft. 3 inches | Weight: 140 lbs. | Eye Color: Brown | Hair Color: Brown

Race: ☐ Black ☒ White ☐ Asian/Pacific Islander ☐ Native American ☐ Other *(Please check)*

Place of Birth: Baltimore, MD | Citizenship: U.S.A.

Current address: 1234 South West St.

City: Baltimore | State: MD | ZIP Code: 21200

Daytime Phone: 410-263-2222 | Evening Phone: 410-547-5555 | Driver's License #: S-650-600-299-150

AGENCY INFORMATION

Agency Authorization #: 00009876910I

ORI # (if required): N/A | Reason fingerprinted? Employment

Position Applied for: Child Care

Request Type: *(Choose one ONLY)*

- ☐ Adult Dependent Care
- ☐ Attorney/Client
- ☒ Child care
- ☐ Criminal Justice
- ☐ Gold Seal/ Adoption
- ☐ Gold Seal/Letter/VISA
- ☐ Government Employment
- ☐ Government Licensing or Certification
- ☐ Immigration/VISA
- ☐ Individual Challenge
- ☐ Individual Review
- ☐ MSP Licensing
- ☐ Private Party Petition
- ☐ Public Housing

Mail Response to:
(Mailing option only available for Visa Gold Seal and/or Individual Review)

Name: _____

Address: _____

City, State, Zip code: _____

Private Provider Commercial Fingerprinting Services								
Provider	City	County	Phone	Provider's Site/Fee	Remote Location/Fee	Weekday Hours/Appt?	Weekend Appt?	Contact/Web Site
Absolute Investigative Service	Towson	Baltimore	410-828-6460	$54.50	Yes (more than 10)/add'l $5.00/pp	M-F: 9:30-4:30 (Walk-Ins)	2nd Sat. of Month; 9-1 (Walk-Ins)	"Jason" - www.absolute.isi.com
Allied Barton Security Services	Nottingham	Baltimore	410-931-5061	$57.25	No, however may reconsider in the future.	M,Tu.,Th. 11-3/Yes	Not open.	"Janet Craig" - www.alliedbarton.com
Apex Investigative Services	Glen Burnie	Anne Arundel	410-590-3700	$66.00	Yes (more than 20)/add'l $5.00/pp	9:30-4:30/Yes	Will do mobile on the weekends/however their offices are closed.	"Christine" - www.apex-fingerprinting.com
Broadway Services, Inc.	E. Monument St., Baltimore	Baltimore	410-563-6949	$54.50	(N/C for large groups/would like nearby parking; needs to carry machine on wheels/near a restroom. May charge mileage fee…not sure yet.	M-F: 9:30-3:30/appts.&walk-ins	Not open.	"Mark Boyd" - will be very busy in May/June if he has Johns Hopkins (as he had them last year). - www.broadwayservices.com
Cogent Fingerprinting Services (c/o Xecutive Security Investigations Group)	E. Baltimore St., Baltimore	Baltimore	410-800-8844	$37.25	$37.25 (10 or more)	M-W-F: 1-9 p.m.; Tu.-Th.: 9-5/Yes	Very flexible/call first	"Brian Bogan," owner - www.XSIgroup.com
Elite People Protective Services	Balt. National Pike, Catonsville	Baltimore	410-788-0111	$57.25	Yes (more than 10)/add'l. 2.75 - Suggested opening an acct. where can bill us monthly. Use our letterhead-send by fax or email and auth. #)	Walk-Ins	Appt.(1st Sat.; open @ 1 p.m.	Chief Jackson
FYI Fingerprints	Ellicott City	Howard	410-418-4657	$54.50	$54.50 - minimum of 10 or more	M.9-2; Tu./Th. 9-7; W. & Fr. 9-4 (Walk-Ins)	Every Sat. 9-Noon (Walk-Ins)	"Charles" - www.FYIfingerprints.com
Morpho Trust USA (L-1) (c/o BITHGROUP Technologies)	W. Monument St., Baltimore	Baltimore	877-467-9215	$54.50	Yes, but could not give a minimum number. Appts. are taken by signing up on-line. Indicated price would not change…would remain @ $54.50	Tu. & Th. 9-2:45/Yes	Not open	"Shelby" www.morphotrust.com
Morpho Trust USA (L-1) (c/o Securitas Security Services	Hagerstown	Washington	877-467-9215	$54.50	Yes, but could not give a minimum number. Appts. are taken by signing up on-line. Indicated price would not change…would remain @ $54.50	M-F 9-3:45/Yes	Not open	"Shelby" www.morphotrust.com
Morpho Trust USA (L-1) (c/o Securitas Security Services	Security Blvd., Baltimore	Baltimore	877-467-9215	$54.50	Yes, but could not give a minimum number. Appts. are taken by signing up on-line. Indicated price would not change…would remain @ $54.50	M-F 9-3:30/Yes	Not open	"Shelby" www.morphotrust.com
Maryland Livescan, Inc.	Glen Burnie	Anne Arundel	410-761-6700	$63.00	$75.00-$85.00 (minimum of 20; require on-line registration @ Marylandfingerprinting.com. We would also pay on-line.	M-F; 8-4/Yes	Not open.	"Detective Bill Vain" - on line express registration: marylandfingerprinting.com

Provider	City	County	Phone	Provider's Site/Fee	Remote Location/Fee	Weekday Hours/Appt?	Weekend Appt?	Contact/Web Site
Mid-Atlantic Regional Investigations, LLC	Annapolis	Anne Arundel	888-320-7775	$57.25	Minimum of 10; if needs to travel more than 35 miles, may charge a small fee…quoted $59.00.	M-W-F: 9:15-4:30; Tu.-Th.: 9:15-6/No appt. nec.	1st & 3rd Sat.: 10-1/No appt. nec.	"James Scott"- www.marinvestigations.com
Scotty's Investigations, Inc.	Cumberland	Allegany	301-777-0232	$55.00	Does not provide.	M-F: 8:30-2/Yes	Appt. Only. (9-12) Will only do if have more than 1 fingerprint that day	"Micky" (Require Auth. #, billing #, Drivers' license).
Three Brothers	Baltimore	Baltimore	410-566-9112	$54.50	Yes, however, need minimum of 10 people to fingerprint…under 30 minute drive, charge $25.00 travel fee. Would need an appt.	M-Sat. 10-6; Th.-Fr. 10-7(no appt. nec.)	Sat. 10-6 (no appt. nec.)	"Mark" - www.threebrothers.com
United Security & Communications, Inc.	Wayson's Center (Lothian)	Anne Arundel	301-952-8724	$56.50	Yes, but need a minimum of 20/no extra fee.	M-F 9-4:30/no appt. nec.	No, but if we had 10 or more, they would make arrangements	"Debra"
Worldwide Investigations, LLC	N. Charles St., Baltimore	Baltimore	410-244-1756	$50.00	Yes, has a mobile unit. Will not charge any additional; will charge $50.00.	M-F (flexible)	Sat./Sun. (flexible)	Mr. Fitzgerald --download application form on www.worldwideinvestigationsllc.com
Worldwide Management, LLC	Reisterstown Road, Baltimore	Baltimore	410-318-8242	$54.50	Yes, but need a minimum of 10 or more/24 hr. notice. - if less than 5 people, $5.00 add'l. charge. If we choose their service, they can waive the $5.00 fee.	M-F 8-5/walk-ins	Not open	Ms. Dingle - www.worldwidemgmt.net or www.mdfingerprintingservices.com
State-Sponsored Fingerprinting Services (by appointment only)								
CJIS	Reisterstown Road, Baltimore	Baltimore	410-764-4501	$57.25	N/A	M-T-W-F 8:30-5:00; Th-8:30-6:30/No	1st & 3rd Sat.-8:30-4:30/No	Mrs. Brown
MVA	Bel Air	Harford	800-950-1682	$57.25	N/A	M-F: 8:30-3/Yes	Not open.	Mrs. Brown
MVA	Frederick	Frederick	800-950-1682	$57.25	N/A	Tu.-F: 8:30-3/Yes	Not open.	Mrs. Brown
MVA	Glen Burnie	Anne Arundel	800-950-1682	$57.25	N/A	M-F: 8:30-3/Yes	Not open.	Mrs. Brown

HR 1.1

All personnel in Catholic Schools must give visible witness to the Gospel message and uphold the teachings of the Catholic Church.

Purpose:

- To ensure that the message of Christ is demonstrated both in the employee's professional and personal life.

Commentary/Procedural Points:

- Only those people who can support the documents referenced below and the philosophy and goals of the school should be hired or rehired.

References:

- AOB Lay Teacher Employment Agreement
- NCEA Code of Ethics for the Catholic School Teacher
- Code of Conduct for Church Personnel of the Archdiocese of Baltimore
- AOB Child and Youth Protection Policy Booklet: A Statement of Policy for the Protection of Children and Youth
- AOB Child and Youth Protection Procedures Manual: Procedures for Implementation and Compliance: A Statement of Policy for the Protection of Children & Youth
- VIRTUS Protecting God's Children Online Maltreatment Awareness Session 3.2_Baltimore

HR 2.0

Teachers are hired and terminated according to procedures coordinated by the Department of Human Resources.

Purpose:

- To comply with Archdiocesan hiring procedures
- To comply with federal, state and local laws
- To assure equitable and just employment practices
- To assure qualified and competent teachers

Commentary/Procedural Points:

- The Department of Human Resources:
  - refers qualified applicants responding to Careerbuilder postings
  - updates principals on current federal, state and local employment laws
  - provides teacher employment agreements and responds to questions regarding their interpretation
  - serves as a resource for employee-related concerns
- Principal must request applicant credentials from the Department of Human Resources
- Principal consults with the Department of Human Resources, Pastor, PLD, and/or School Board President before considering reduction in staff (downsizing).
- All paid school personnel must undergo the CJIS fingerprint check at the employer's expense prior to or on the first day of employment

- All required documents relating to AOB hiring and child protection policies and procedures are maintained in the local school file.

References:

- Hiring procedures as outlined in the AOB Child and Youth Protection Procedures Manual: Procedures for Implementation and Compliance: A Statement of Policy for the Protection of Children & Youth.

- New Hire Checklist

- I-9 form http://www.uscis.gov/files/form/i-9.pdf

- Lay Teacher Employment Agreement

- ***Sample Offer Letter***

June 2009

HR 2.1

Schools under the auspices of the Archdiocese of Baltimore do not discriminate against any employee or applicant for employment on the basis of race, color, sex, national origin, age, physical or mental handicap, or disability, genetic information, or any other legally protected classification.

Purpose:

- To promote the social justice objectives of the Catholic Church.
- To guarantee individual civil liberties in accordance with federal law.

Commentary/Procedural Points:

- Principals are encouraged to contact the Department of Human Resources, for advice on individual issues.
- If an employee makes a complaint related to discrimination, harassment or a hostile work environment, by law, Human Resources must investigate the complaint

References:

- U.S. Equal Employment Opportunity Commission Website: https://www.eeoc.gov/employers/index.cfm
- Archdiocese of Baltimore Harassment Policy

HR 2.2

Principals must check three professional references on all applicants for each position in the school. For any applicant who has worked or is currently working at another AOB location, the principal must contact the applicant's prior supervisor or another appropriate party at all AOB locations where the applicant has worked or is working, and the Department of Human Resources, prior to extending an offer of employment.

Purpose:

- To comply with current Archdiocesan policy

Commentary/Procedural Points:

- Sample forms for checking references are provided in the Procedures for Implementation and Compliance: A Statement of Policy for the Protection of Children & Youth, on the Archdiocesan web site.
- Human Resources has a reference form designed specifically for Teacher applicants that can be obtained by contacting the Recruiter
- Completed references are to be retained with an applicant's application in a secure, limited access file.
- Records are to be kept of efforts to obtain references even if these efforts do not result in direct contact and response.

References:

- A Statement of Policy for the Protection of Children & Youth
- VIRTUS Protecting God's Children Online Maltreatment Awareness Session 3.2_Baltimore
- Code of Conduct for Church Personnel of the Archdiocese of Baltimore

HR 2.3

Persons who are HIV positive or have Acquired Immune Deficiency Syndrome (AIDS) generally are eligible for employment in Catholic schools in the Archdiocese of Baltimore, unless they pose a direct threat to the health and safety of the school community as determined on an individual basis.

Purpose:

- To assure non-discriminatory treatment of persons with HIV or AIDS.
- To insure the safety of students and school personnel.

Commentary/Procedural Points:

- Persons who lack control of body secretions may be determined to be ineligible for school employment.
- Persons with oozing lesions, which cannot be covered, may be determined to be ineligible for employment or may be restricted from the school until such lesions are healed or covered.
- The principal, in consultation with the appropriate Associate Superintendent, will determine if a school employee poses a direct threat to the health and safety of the school community.
- The Department of Human Resources is consulted prior to any action being taken regarding an employee who poses a direct threat to the health and safety of the school community.

References:

- Legal Briefs: "Legal Corner: Responding to Individuals with Disabilities"

January 12, 2005

Responding to Individuals with Disabilities

by Kathryn Kelley Hoskins

Is a Catholic school required to admit a child who uses a wheelchair, or a child with significant learning disabilities? Is a parish or school required to hire a job applicant who is blind or deaf or HIV positive? Must a school or parish alter its buildings to make them handicap-accessible?

Unfortunately, these and other questions regarding accommodation of disabled individuals are almost impossible to answer in the abstract because the legal analysis is fact-specific and depends on a variety of factors. However, some general legal principles should be kept in mind when presented with a request for accommodation.

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination by employers with 15 or more employees. (While Church employers generally are covered by the ADA, the ADA exempts church buildings from its prohibition against discrimination in places of public accommodation.) Long before the ADA was passed, recipients of Federal financial assistance, including many Catholic schools, were prohibited from discriminating against handicapped students or employees under the Rehabilitation Act of 1973. Furthermore, Maryland state law and many local jurisdictions have long prohibited discrimination against the disabled in employment, public accommodations, and housing. While these laws may or may not apply to a parish or school in a particular situation, a school or parish should never assume that it does not need to comply with handicap discrimination laws simply because it is a religious organization.

None of the handicap/disability discrimination laws, in themselves, require that an individual be hired, a student be admitted, or a building be modified. Rather, the laws require "reasonable accommodation." The determination of what is "reasonable" is based on a dialogue with the disabled individual in each case. What does he or she need? How much would it cost? Are there other sources of funds to pay for it? How could it be made available? How much disruption would it cause? What are other alternatives? An accommodation is not "reasonable" if it imposes an "undue hardship;" however, some expenditure of funds, disruption or inconvenience may be required. The parish or school cannot reasonably take the position that any accommodation that requires change is an "undue" hardship.

The most important aspect of compliance with the disability discrimination laws is the process used to determine whether a reasonable accommodation can be made. If the parish or school is open to listening to the disabled person, considers alternatives, engages in respectful dialogue, and makes good faith efforts to solve problems to the extent feasible, both parties will likely accept the outcome and the parish or school will have fulfilled its legal obligations. More importantly, being respectful, inclusive and open to disabled individuals furthers the organizational missions of Catholic schools and parishes.

HR 2.4

In view of the requirements of the Pregnancy Discrimination Act and the Church's pro-life teachings, it is the policy of the Archdiocese of Baltimore that no adverse employment action will be taken against an employee on the basis of pregnancy if the employee is not considered a "minister" under the law. In the case of unmarried employees who are deemed to be "ministers," adjustments in the terms of employment may be necessary. Supervisors who learn that an employee is pregnant outside of marriage shall immediately consult with the Executive Director of Human Resources or the Chancellor to ensure due consideration of the moral issues involved, in accordance with the "Code of Conduct for Church Personnel for the Archdiocese of Baltimore".

Scope:

This Policy applies to employees serving in parishes, schools, Central Services, institutions, programs, and ministries subject to the control, under civil law, of the Archdiocese of Baltimore (with the exception of Catholic Charities). This Policy is not meant to cover the full range of behavioral and moral issues that arise with Church personnel, male and female, but is limited to pregnancy.

Background:

The Pregnancy Discrimination Act of 1978 clarified that sex discrimination includes discrimination on the basis of pregnancy. Courts have recognized, however, that churches must be free to make employment decisions regarding their "ministers" without interference by civil authorities. This exception to the Pregnancy Discrimination Act and other laws has been called the "ministerial exception." Determining exactly who is a "minister" under this legal exception requires an analysis of the specific position and duties of the employee. While the ministerial exception extends beyond ordained ministers, it does not encompass all Church personnel. The limited definition of "minister" for purposes of the legal exception in no way diminishes the important contributions that all Church personnel make to the ministry and mission of the Church.

No adverse employment action will be taken against employees who become pregnant outside of marriage if the employee is not considered a "minister" under

the law. In the case of "ministers," however, it may be necessary to adjust the terms and conditions of employment so as to minimize confusion regarding Church teachings.

Commentary/Procedural Points:

- In accordance with the *Code of Conduct for Church Personnel*, supervisors who learn that an employee is pregnant outside of marriage shall immediately contact the Executive Director of Human Resources or the Chancellor.

- In order to ensure due consideration of the moral issues involved, and to promote fair and consistent treatment of Church personnel throughout the Archdiocese, the Executive Director of Human Resources or the Chancellor shall facilitate consultation among the parish/school leadership and appropriate individuals in Central Services regarding the situation.

- Decisions regarding whether a particular employee is a “minister” under the law, and decisions regarding the treatment of "ministers" who are pregnant outside of marriage, must be made in consultation with the Chancellor and Archdiocesan legal counsel.

- In the cases of "ministers," efforts will be made to reach an agreement with the employee as to any modifications of the terms of employment. If an agreement cannot be reached, the employee may be subject to termination.

- In all cases, decisions will take into account applicable Church teachings and the interests of the pregnant employee, her unborn child, and the local community.

References:

- VIRTUS Protecting God’s Children Online Maltreatment Awareness Session 3.2_Baltimore

HR 2.5

Close family members and relatives such as children, spouses, siblings, parents and grandparents will not be hired where they are supervised by another family member. Further, such relatives will not be placed in positions where they work with or have access to sensitive information regarding a close family member.

Purpose:

- To help prevent problems of supervision, confidentiality and morale.

Commentary/Procedural Points:

- Employing several members of one family can cause a perception of unfair hiring practices and discrimination

October 15, 2013

HR 3.0

All teachers of religion in a Catholic school in the Archdiocese of Baltimore are practicing Catholics. All Catholics teaching in a Catholic school in the Archdiocese of Baltimore are engaged in a formal process of on-going formation.

Purpose:

- To share faith in the Catholic tradition.
- To ensure that all religion teachers are Catholic.
- To provide teachers with the opportunity for personal growth and a deeper understanding of their students and continued appreciation of the process and message of catechesis.
- To ensure that all Catholics in the school can explain the Catholic faith authentically and consistently.

Commentary/Procedural Points:

- This applies to all Catholics teaching in the Catholic schools in the Archdiocese of Baltimore.
- All teachers are to be Equip recognized within three years of hire with documentation of completion in their personnel file.

References:

- EQUIP FOR MINISTRY: Formation Plan for Lay Ministers in the Archdiocese of Baltimore , 2011.

August 11, 2011

HR 3.1

Any non-Catholic teacher must complete either Basics of Faith for elementary schools or Essentials of Faith for high schools.

Purpose:

- To form and inform non-Catholic teachers in the mission and faith identity of the Catholic school.

Commentary/Procedural Points:

- To ensure all teachers' knowledge of the Catholic faith.
- To acknowledge the role that the entire faculty plays in witnessing to the faith identity of the Catholic school.
- The principal contacts the Division of Catechetical and Pastoral Formation to express need for Basics/Essentials of Faith
- All teachers are required to take the appropriate Basics of Faith or Essentials of Faith course within 1 year of hire with documentation placed in the personnel file indicating completion.

References:

- EQUIP FOR MINISTRY: Formation Plan for Lay Ministers in the Archdiocese of Baltimore , 2011.

August 11, 2011

HR 4.0

All school personnel (office staff, principal, assistant principal, benefit eligible and non-benefit eligible teachers, etc.) have complete personnel files maintained and stored in the school in a secure environment.

Purpose:

- To provide accurate record keeping for all school personnel

Commentary/Procedural Points:

- The School Employee Personnel File Checklist is to be completed and maintained in the front of each personnel file by the principal or his/her designee.

References:

- Code of Conduct for Church Personnel of the Archdiocese of Baltimore
- AOB Child and Youth Protection Policy Booklet: A Statement of Policy for the protection of Children and Youth
- AOB Child and Youth Protection Procedures Manual: Procedures for Implementation and Compliance: A Statement of Policy for the Protection of Children & Youth
- VIRTUS Protecting God's Children Online Maltreatment Awareness Session 3.2_Baltimore
- School Employee Personnel File Checklist

ARCHDIOCESE OF BALTIMORE

School Employee Personnel File Checklist

Employee Name:	
Position:	
Date of Hire:	
Interviewed by:	

Employment Documentation

- ☐ Employee Personnel File Checklist
- ☐ AOB Application for Employment
- ☐ Professional References (3)*
- ☐ Maryland Certification Level: Expiration:
- ☐ Resume
- ☐ Transcripts
- ☐ Notes From Interview
- ☐ Job Description
- ☐ W4 Federal Tax Withholding Form
- ☐ MW 507 State Tax Withholding Form
- ☐ Offer letter, Contract, MOU
- ☐ Personnel Action Form (PAF)
- ☐ Termination PAF
- ☐ Separation Summaries
- ☐ Resignation Letter
- ☐ I-9 Employment Eligibility Verification Form
  Must be completed within the first three (3) days of employment. These forms should be filed separately from the personnel file, e.g. in a binder.
- ☐ Receipt of Handbook Form (annually or whenever handbook is revised)

Screening & Child and Youth Protection Requirements

CJIS Fingerprint	Fingerprinted Date	State Results Date	Federal Results Date

Negative results must be reviewed with the Department of Human Resources
410.547.5432 **Date:**
Consulted with :

Documentation of completion of Archdiocese Child and Youth Protection Policy and Procedural Requirements as defined in the Statement of Policy for the Protection of Children & Youth.

Printed Virtus Summary View Page.

All of the above verified by:

Name:
Position:
Signature:
Date:

Professional Certifications

Courses
Maryland State Department of Education Teaching Certification
EQUIP
Other

Evaluations

Classroom Observations
Professional Growth and Summative Evaluation
Annual Evaluations
Performance Improvement Plans
Goal Setting Form

Correspondence/Documentation

Disciplinary action documentation
Special Recognition/Awards
Documentation of exceptional situations

Contracts / Offer Letters /Compensation**

Wage / Salary Information
Offer Letter (non-contractual employees)
Contracts
Renewal Addenda

Attendance***

Daily attendance

Additional Important Information:

*A minimum of three (3) professional references must be checked, before an offer is made, for each applicant being considered for employment. If an Applicant has previously been employed at an Archdiocesan location, the hiring location must contact the prior location(s) and the Archdiocese's Department of Human Resources for references. **(If an applicant has worked at multiple locations then <u>all locations</u> must be contacted for references.)**

(First and Last Name)	**(Organization/Company)**	**(Relationship)**
(First and Last Name)	**(Organization/Company)**	**(Relationship)**
(First and Last Name)	**(Organization/Company)**	**(Relationship)**

****Wage Garnishments** must be maintained with confidential payroll records and copies are not placed in the employee's personnel file.

***** **Health** related information such as doctor certificates re: medical leave or return to work release, Family Medical Leave, short and long term disability documentation, and health and life insurance applications should be maintained in a separate file for each employee.

Personnel files are to be kept for 10 years after the employee has resigned or has been terminated.

HR 5.0

Lay staff members employed 25 hours/week for 10 months or 20 hours/week for 12 months, in one or more locations, are eligible to participate in the Archdiocesan Health Insurance Program, lay employees retirement plan, life insurance benefit plan and disability insurance plans.

Purpose:

- To provide staff members with support during illness, retirement or death.

Commentary/Procedural Points:

- The teachers in this category sign the Lay Teachers Employment Agreement provided by the Department of Human Resources.
- Sick leave benefits are prorated for part-time employees.
- The principals involved coordinate benefits for those staff members employed in more than one location.

References:

- Lay Teachers Employment Agreement
- AOB Human Resources Compensation Guidelines

January, 2005

HR 6.0

A full-time teacher is considered a continuing teacher after completion of three consecutive years of satisfactory performance in a particular school of the Archdiocese.

Purpose:

- To ensure fairness in employment.

Commentary/Procedural Points:

- Causes for termination of a teacher are outlined in the Lay Teachers Employment Agreement. This list is not all-inclusive.
- Teachers contracted to work 25 or more hours per week in a 10-month school year are eligible for continuing teacher status.
- A continuing teacher is entitled to a right of review upon termination, as stated in the employment agreement.
- Part-time teachers are not eligible for continuing teacher status.
- The principal informs the probationary teacher in writing if continuing status is not granted. If the principal decides to extend the probationary period or to discharge a probationary teacher, the Principal must contact the Department of Human Resources prior to communicating the decision to the employee.
- If a full time continuing teacher moves into a part-time position, he/she does not retain 'continuing teacher' status.

References:

- Lay Teacher Employment Agreement
- 100.3 Termination Consultation Policy

August 11, 2011

HR 7.0

Principals may not hire teachers or assistant principals who are under contract with another Catholic school unless the other school releases the employee from the contract.

Purpose:

- To comply with ethical and moral hiring practices.
- To provide administrators with full disclosure of applicant information.

Commentary/Procedural Points:

- The agreement to terminate the contract must be in writing and signed by the principal of the current school and the employee.

References:

- Lay Teacher Employment Agreement
- Lay Assistant Principal Employment Agreement

August 11, 2011

HR 8.0

The teachers from a school that is closing or being restructured will be considered for positions in other schools or in any newly-formed school. The Department of Human Resources must be contacted as soon as it is determined that a school will be closing or restructuring and must be involved with all aspects of staff follow-up.

Purpose:

- To ensure fairness in employment for all teachers.

Commentary/Procedural Points:

- Professional staff formally applies for positions in the composite school, if interested.
- Qualified teachers with positive performance evaluations from the schools involved will be given preference in the hiring process.
- Criteria stated in Archdiocesan policies for hiring of teachers are followed.
- After a one-year transition period, continuing teacher status is reinstated unless the principal establishes cause not to do so.
- The principal consults with Human Resources to determine benefit eligibility for affected staff.

References:

Human Resources Staffing Policies: Consolidated Schools 2010

HR 9.0

Long-term substitute teacher needs will be filled, wherever practicable, by teachers with at least a Bachelor's degree, teacher certification and prior related experience.

Purpose:

- To ensure the continuity of the quality of instruction.

Commentary/Procedural Points:

- Employment is based on the hiring procedures outlined in The Child and Youth Protection section of the archdiocesan website: https://www.archbalt.org/child-and-youth-protection/employee-procedures/

- All substitute teachers who are employed by the school undergo a criminal background check at the expense of the employer.

- A short-term substitute is a person who substitutes less than fifteen (15) consecutive school days for one teacher. Salary is based on the local school substitute rate. This rate should be at least the minimum wage rate ($10.10 per hour as of July 1, 2018)

- A long-term substitute is a person who substitutes for fifteen (15) or more consecutive school days for one teacher. A long-term substitsute's salary is based on the annual salary scale.

- Wages paid to a substitute teacher are subject to the withholding of Federal and State income taxes per regulations of the Internal Revenue Service and the Comptroller of the Treasury of the State of Maryland.

- A substitute teacher, working 25 hours per week, whose assignment lasts six months or more, will be eligible for all benefits.

References:

- VIRTUS Protecting God's Children Online Maltreatment Awareness Session 3.2_Baltimore

HR 10.0

Principals must be practicing Catholics, fully able to model Christian values and adhere to the teachings of the Catholic Church and participate in the sacramental life of the Church.

Purpose:

- To ensure the Catholic identity of the school.

Commentary/Procedural Points:

- The Principal is the faith leader for the school community and thus must communicate and act in a manner that is in concert with Church teaching

References:

- Code of Conduct for Church Personnel of the Archdiocese of Baltimore
- Principal Employment Agreement

October 22, 2015

HR 10.1

Principals, assistant principals and teachers are required to be MSDE certified.

Purpose:

- To ensure that Archdiocesan teachers and administrators maintain Maryland State certification
- To ensure Archdiocesan teachers and administrator are well qualified for their profession

Commentary/Procedural Points:

- Principals and Assistant Principals maintain a copy of their current certification with the Department of Human Resources
- Teachers maintain a copy of their current certification with the principal
- Annual updates are to be provided as requested to the Department of Catholic Schools.

References:

- Archdiocesan Guidelines for Recertification, 2011
- http://www.certification.msde.state.md

June 24, 2015

Archdiocese of Baltimore Department of Catholic Schools
Archdiocesan High Schools, Middle Schools and Elementary Schools

CERTIFICATION REQUIREMENTS

Principals
All principals are to be MSDE certified with an Administrator II certification.

Assistant Principals
All assistant principals are to be MSDE certified with an Administrator I.

Teachers
All teachers (Pre K 4 – 12) are to be Maryland State certified as a teacher.

In addition, all Religion teachers are to be Catholic and EQUIP (catechist) recognized.

Teachers who are certified but teaching in another area are to focus their professional development on the area in which they are working.

While certification is preferred, PreK-3 teachers are required to have a minimum of 90 hour child care certification.

Part-time special area teachers (i.e. Art, P.E., Music, Computer, Library) are encouraged to seek a bachelor's degree and MSDE certification. Professional development is to be annual and ongoing in their specialty area or in education.

Please note: Part-time special teachers who work in one or more locations 25 hours per week or more are considered full time and are required to be certified.

The following exceptions to teacher certification apply:

- Individuals with a doctorate degree who are teaching in their area of expertise.
- Religion teachers who have a minimum of a Master's degree in Theology/ Religious Studies are exempt from the MSDE certification, if teaching Religion. All Religion teachers are to be Catholic and EQUIP (catechist) recognized.
- Senior exemptions are granted through MSDE only with the approval of the Superintendent.

June 24, 2015

HR 11.0

A before and after school child care program has a certified director who is responsible for the day to day administration of the program. Principals comply with local regulations when hiring support personnel in before and after school care centers in Archdiocesan elementary schools.

Purpose:

- To ensure quality childcare programs.

Commentary/Procedural Points:

- The director and all staff meets the qualifications as established by the local Office of Child Care and must be VIRTUS Protecting God's Children Online Maltreatment Awareness Session 3.2_ Baltimore trained according to the Archdiocese of Baltimore Child and Youth Protection guidelines and have a criminal background check completed.

- The Director of Child Care reports to the principal and regular communication is expected.

References:

- http://www.acf.hhs.gov/programs/occ/

- http://www.marylandpublicschools.org/MSDE/divisions/child_care/child_care.htm

August 11, 2011

HR 12.0

All AoB elementary and high school principals or their designee is responsible for formally observing and evaluating each teacher and providing appropriate guidance to the teacher regarding the observations and evaluations utilizing the Danielson Framework.

A principal who fails to perform or delegate performance of teacher evaluations and observations in accordance with this policy are accountable to the Department of Catholic Schools and the Department of Human Resources.

A principal's failure to complete his or her responsibilities shall not provide a teacher with any additional rights, contractual or otherwise, against the Roman Catholic Archdiocese of Baltimore or any of its divisions or agents.

Purpose:

- To ensure standards for effective teaching are understood, accepted and demonstrated
- To encourage professional learning while ensuring the quality of teaching
- To provide a system of accountability for principals and teachers
- To ensure consistency in the evaluation process
- To provide support in implementing standards

Commentary/Procedural Points:

- The principal and teacher discuss the Danielson Framework process at the beginning of the school year. Modules 1-4 are provided as a resource to

ensure consistent procedures and common language is used through all AOB schools (see attached Modules 1-4).

- All principals must use the Danielson Framework and forms, provided by the Department of Catholic Schools. As part of the audit process, the Department of Human Resources will check teachers' personnel files for completed Summative Evaluation Instrument.

- Teachers new to the school are in the Initial Stage. (see attached AoB Implementation Stages and Timeline)

- Teachers with two or more years of experience in the current school are in the Renewal Stage.

- See Teacher Evaluation Policy (attached) for process information on the use of each form.

References:

- The Framework for Teaching Evaluation Instrument 2013 edition
- Enhancing Professional Practice – A Framework for Teaching by Charlotte Danielson

- Modules 1-4 with PPT Links
- AOB Implementation and Timeline
- Danielson Smart Card
- Teacher Evaluation Policy

Forms:

- Professional Improvement Plan
- AOB Teacher Goal Form
- Informal Observation Form
- Teacher Pre-Observation Form
- AOB Formal Observation Form
- Teacher Post-Observation Reflection Form
- AOB Teacher Self-Assessment Form
- AOB Teacher Summative Instrument

DANIELSON FRAMEWORK

AOB Implementation Stages and Timeline

2019-2020

Timeline	Initial Stage ✶	Renewal Stage ✶
WHO	Teachers new to the school	Teachers with 2 or more years of experience in the current school
PURPOSE	• Ensure the standards for effective teaching are understood, accepted and demonstrated • Provide support in implementing standards • Provide accountability for decision to continue employment	• Ensure the standards for effective teaching are understood, accepted and demonstrated • Provide support in implementing standards • Provide accountability for decision to continue employment
FORMS	Informal Observation Form Teacher Pre-Observation Form Formal Observation Form Teacher Post-Observation Reflection Form AOB Teacher Self-Assessment Form AOB Teacher Summative Evaluation Instrument	AOB Teacher Goal Form Informal Observation Form Teacher Pre-Observation Form Formal Observation Form Teacher Post-Observation Reflection Form AOB Teacher Self-Assessment Form AOB Teacher Summative Evaluation Instrument
September to December	• Principal meets with teacher to review Danielson Framework • Principal does a minimum of one documented walkthrough/informal observations • Principal does a minimum of one documented formal observation	• Principal meets with teacher to review teacher developed goals (September) • Principal does a minimum of one documented walkthrough/informal observations • Principal does a minimum of one documented formal observation (this can be done in the second if necessary)
January to May	• Principal and teacher mid-year check-in meeting (January) • Principal does a minimum of one documented walkthrough/informal observations • Principal does a minimum of one documented formal observation	• Principal and teacher mid-year check-in meeting (January) • Principal does a minimum of one documented walkthrough/informal observations • Principal does a minimum of one documented formal observation if not completed in the first half of the year
June	• Teacher completes self-evaluation • Principal will prepare final evaluation • Principal and teacher will meet to review final-evaluation	• Teacher completes self-evaluation • Principal will prepare final evaluation • Principal and teacher will meet to review goals and final-evaluation

✶ Re-evaluate the stages at end of year and adjust as appropriate

PROFESSIONAL IMPROVEMENT PLAN *(in addition to the teachers' assigned stage)*

WHO: Teachers in need of support based on evidence *(e.g. unsatisfactory in a component)*

- Mandatory with any domain rating of unsatisfactory
- Mandatory with two consecutive years of a rating of basic in any domain

PURPOSE:

- Provide a process for a teacher to obtain additional support and feedback
- Provide opportunity to improve before considering disciplinary action up to and including termination

FORMS:

Professional Improvement Plan
AOB Teacher Goal Form
Informal Observation Form
Teacher Pre-Observation Form
Formal Observation Form
Teacher Post-Observation Reflection Form
AOB Teacher Self-Assessment Form
AOB Teacher Summative Evaluation Instrument

PROCESS:

- Principal prepares the Professional Improvement Plan (PIP) for teacher to ensure data collection and feedback
- The frequency of evidence collected will be determined by the principal based on the domain in need of improvement and documented in the PIP including the number of formal and informal observations
- Principal meets with teacher to review PIP and schedule progress meetings
- When appropriate/indicated but no later than the end of the PIP period the principal and teacher meet to review the collected evidence and final assessment

5/2/2019

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

+Content and the structure of the discipline +Prerequisite relationships
+Content pedagogy +Integrates the Catholic faith through focusing on Christian living, moral formation, liturgy and sacraments

1b Demonstrating Knowledge of Students

+Child and adolescent development +Learning process +Special needs
+Students' skills, knowledge, and language proficiency
+ Students' interest, cultural heritage, and religious affiliations

1c Setting Instructional Outcomes

+Value, sequence, and alignment +Clarity +Balance
+Suitability for diverse learners

1d Demonstrating Knowledge of Resources

+For classroom use +Resources for students +Catholic Resources
+ To extend content knowledge and pedagogy

1e Designing Coherent Instruction

+Learning activities +Instructional materials and resources
+Instructional groups + Lesson and unit structure +Reflective Service Learning

1f Designing Student Assessments

+Congruence with instructional outcomes +Design of formative assessments
+Mission and Catholic Identity standards and benchmarks +Criteria/standards

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

+Teacher interaction with students, including both words and actions
+Student interaction with students, including both words and actions
+Modeling Missionary Discipleship including welcoming and belonging

2b Establishing a Culture for Learning

+Importance of content and learning
+Student pride in work
+Expectations for learning and achievement

2c Managing Classroom Procedures

+Instructional groups + Transitions +Performance of classroom routines
+ Materials and supplies + Routine prayer, reflecting, sharing and engaging
+ Supervision of volunteers and paraprofessional

2d Managing Student Behavior

+Expectations +Monitoring student behavior
+ Response to student misbehavior
+ Incorporates the person of Jesus, the Gospels, and Catholic values into discipline

2e Organizing Physical Space

+Safety and accessibility +Provides sacred space
+ Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching

+Accuracy +Use in future teaching +Mission support

4b Maintaining Accurate Records

+Student completion of assignments
+Student progress in learning +Non-instructional records

4c Communicating with Families

+Information about the instructional program +Sharing Catholic resource
+ Disciple making +Information about individual students
+Engagement of families in the instructional program

4d Participating in a Professional Community

+Relationships with colleagues +Service to the school
+Plans and participates in worship +Participation in school and district projects
+Involvement in culture of professional inquiry

4e Growing and Developing Professionally

+Enhancement of content knowledge and pedagogical skill +Service to the profession
+ Maintains certification +Receptivity to feedback from colleagues
+Engages in faith formation and accompaniment

4f Showing Professionalism

+Integrity/ethical conduct +Service to students + Decision-making + Advocacy
+Adheres to policy + Compliance with school and district regulation
+Models Gospel values through Christian encounters

DOMAIN 3: Instruction

3a Communicating With Students

+Expectations for learning
+Directions for activities +Explanations of content
+Use of oral and written language
+ Education in conscience formation

3b Using Questioning and Discussion Techniques

+Quality of questions/prompts + Discussion techniques
+Student participation

3c Engaging Students in Learning

+Activities and assignments +Grouping of students
+Sharing faith encounters
+Instructional materials and resources +Structure and pacing
+Disciple making/sending forth

3d Using Assessment in Instruction

+Assessment criteria +Monitoring of student learning
+ Feedback to students
+Student self-assessment and monitoring of progress
+ACRE/instructional follow-up

3e Demonstrating Flexibility and Responsiveness

+Lesson adjustment +Response to students
+Persistence +Engages students in social justice

Archdiocese of Baltimore
Teacher Evaluation Policy

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

AOB Teacher Goal Form

- Purpose: Teacher proposes annual professional goals, plan of action, and final assessment of progress towards the goals.
- Each teacher will list at least two goals and specific action plans that will support personal professional growth each year.
- If a teacher develops goals in the same Domain, the goals must address different components.
- Goal forms will be due to the principal by September 15 of each year.
- The principal will review, provide input, and approve these goals.
- As part of the summative evaluation process, the teacher completes the self-assessment of goals and submits to the principal by May 1.
- Copies of the completed form are given to the teacher, attached to the Summative Evaluation Instrument, and filed in the teacher's personnel file at the school.

AOB Teacher Self-Assessment Form

- Purpose: To provide the opportunity for teachers to provide input into their own evaluation.
- Self-Assessment Form will be given to the teacher at the beginning of each year and included in the faculty handbook.
- The teacher will complete the self-assessment and submit to the principal by May 1 to be used in preparation of the summative professional growth instrument.
- A copy will be retained by the teacher and the original will be attached to the Summative Evaluation Instrument, and filed in the teacher's personnel file at the school.

AOB Teacher Summative Evaluation Instrument

- Purpose: Summative form enables the principal to assess performance and plan for continuing professional growth with the teacher.
- This form is completed by the principal for the end-of-year teacher evaluation conference and shared with the teacher by the last day of school annually.
- This form is shared with the teacher at the beginning of the school year and included in the faculty handbook.
- Regarding ratings:
    - The overall rating per domain is determined based on the evidence and the principal's professional judgment.
    - Any Unsatisfactory rating in a **component** will limit the domain level rating to Basic or lower.
    - Any Basic rating in a **component** will limit the domain level rating to Proficient or lower.
    - Any Unsatisfactory rating in a **component** may result in a Professional Improvement Plan.
    - Any two (2) consecutive years of a domain rating of Basic requires a Professional Improvement Plan.
- Principal must include comments on the form for each domain. In addition, comments must address any Unsatisfactory, Basic, or Distinguished rating. Teacher may comment about evaluation by attaching a response.

- The form is signed by both parties after a teacher/principal conference.
- Attach *Teacher Goal Form* and *Teacher's Self-assessment* to the *Summative Evaluation Instrument.*
- Copies of the completed forms are given to the teacher and placed in the teacher's personnel file at the school.

Professional Improvement Plan (PIP)

- Purpose: To outline expectations that are not met and give the teacher time to correct performance.
- Support in completing the PIP is available through HR and your Associate Superintendent.
- The plan is completed by the principal and shared with the teacher in a conference to explain expectations.
- Teacher performance is monitored regularly by the principal and documented on the form.
- Progress meetings are held in accordance with the outlined plan in the Professional Improvement Plan.
- A signed copy is given to the teacher as well as placed in the teacher's personnel file at the school.
- Notify Human Resources and your Associate Superintendent when a teacher is placed on a Professional Improvement Plan.

Informal Observation Form

- Purpose: To provide feedback on instruction and improve professional practice.
- The observation typically lasts for 20 – 30 minutes.
- During the observation, evidence is collected in all Domain as applicable.
- Written feedback is provided to the teacher on this form.

Teacher Pre-observation Form

- Purpose: To gather evidence of a teacher's skill in planning a lesson and understand the context of the lesson.
- Teacher completes this form prior to the formal observation and shares with observer.
- In the Initial Stage, the completed form is brought to the pre-observation conference.
- In the Renewal Stage, the completed form is submitted to the observer 24 hours prior to the formal observation or at the pre-observation conference (optional).
- This form is attached to the *Formal Observation Form*.

Teacher Post-observation Reflection Form

- Purpose: To self-reflect on the observed lesson and understand the reasons for the outcome of the lesson.
- Teacher will complete and submit this form to the observer 24 hours prior to the post-observation conference.
- Student work may be included.
- Observer should attach this form to the *Formal Observation Form* and place in the teacher's personnel file.
- This form is evidence for Domain 4: Professional Responsibilities (4a. Reflecting on Teaching)

Formal Observation Form

- Purpose: To ensure the expectations for effective teaching are understood and demonstrated and to promote professional learning.
- The observation typically lasts for a full normal class period (45-90 minutes).
- Evidence may be collected and comments may be included from any Domain.
- A post-observation conference is held between the teacher and the observer and the *Teacher Post-Observation Reflection Form* is submitted to the observer/evaluator 24 hours prior to the post-observation conference.
- The *Formal Observation Form* is completed and discussed with the teacher within one week.

5.2.2019

Archdiocese of Baltimore Teacher Professional Improvement Plan

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

Teacher's Name:
School:
Department/Subject:
Level/Grade:

Date:
Years Teaching:
Years at School:
Certification:
Certification Expiration Date:
Evaluation Stage:

State performance expectations in each Domain/Component and if applicable, Element in which the teacher is in need of assistance.

1. Domains, components, and/or elements in which the teacher is in need of assistance.

Domain 1: Planning and Preparation
Component/Element(s): Performance Expectation:
Domain 2: Classroom Environment
Component/Element(s): Performance Expectation:
Domain 3: Instruction and Assessment
Component/Element(s): Performance Expectation:
Domain 4: Professional Responsibilities
Component/Element(s): Performance Expectation:

2. Action Plan

Expectations	Actions	Expected Timeline	Evidence of Completion

Signature of Administrator: _____ Date: _____

The administrator and I have discussed this intervention plan.

Signature of Teacher: _____ Date: _____

3. Progress Meetings to provide feedback

Date: _____ Initials: _____ _____

Date: _____ Initials: _____ _____

Date: _____ Initials: _____ _____

This plan is to be completed by (Date): _____

☐ This plan has been successfully completed.

☐ This plan has not been successfully completed for the following reasons:

Further action to be taken:

Teacher's Signature: _____ **Date:** _____

Administrator's Signature: _____ **Date:** _____

Archdiocese of Baltimore
Teacher Goal Form

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

Teacher's Name: **Date:** **School Year:**
Department/Subject: **Level/Grade:**

List a minimum of two goals that reflect growth consistent with recommendations of your previous evaluation and/or specific action plans that will support your personal professional growth plan. Utilize SMART goals and list specific actions plans. As the year progresses, document your progress and complete the self-assessment part of this form by May 1.

Domains:
Domain 1: Planning and Preparation
Domain 2: The Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities

SMART Goals:
These may be immediate, short-term and long-term in nature, but should be **"SMART":**

Specific – to ensure clear understanding by both the supervisor and employee;
Measurable – defining how progress and results will be determined;
Attainable – the employee should be able to accomplish within his/her authority and available resources;
Relevant – goals and objectives should be pertinent to the employee and position;
Time bound – expectations regarding time frames for progress and final completion should be established.

DOMAIN: **COMPONENT:**
GOAL 1:
Action Plan (methods/Strategies):
Supervisor's Initials for Approval: _____ Date:_____
Evidence and Self-Assessment of Progress towards Goal:

DOMAIN: **COMPONENT:**
GOAL 2:
Action Plan (methods/Strategies):
Supervisor's Initials for Approval: _____ Date:_____
Evidence and Self-Assessment of Progress towards Goal:

DOMAIN: **COMPONENT:**
GOAL 3:
Action Plan (methods/Strategies):
Supervisor's Initials for Approval: _____ Date:_____
Evidence and Self-Assessment of Progress towards Goal:

DOMAIN: **COMPONENT:**
GOAL 4:

Action Plan (methods/Strategies):
Supervisor's Initials for Approval: _____ Date:_____
Evidence and Self-Assessment of Progress towards Goal:

Teacher's Signature:_____ Date: _____
Supervisor's Signature: _____ Date: _____

1.7.19

Archdiocese of Baltimore
Informal Observation Form

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

Teacher: **Date:**
School: **Observer:**
Level/Grade: **Subject:**
Time: **Length of Observation:**

Domain 2: The Classroom Environment
(Document evidence or attach a separate form)

	Unsatis-factory	Basic	Proficient	Distinguished	Not Observed
2a. Creating an Environment of Respect and Rapport	☐	☐	☐	☐	☐
2b. Establishing a Culture for Learning	☐	☐	☐	☐	☐
2c. Managing Classroom Procedures	☐	☐	☐	☐	☐
2d. Managing Student Behavior	☐	☐	☐	☐	☐
2e. Organizing Physical Space	☐	☐	☐	☐	☐

Domain 3: Instruction
(Document evidence)

	Unsatis-factory	Basic	Proficient	Distinguished	Not Observed
3a. Communicating with Students	☐	☐	☐	☐	☐
3b. Using Questioning and Discussion Techniques	☐	☐	☐	☐	☐
3c. Engaging Students in Learning	☐	☐	☐	☐	☐
3d. Using Assessment in Instruction	☐	☐	☐	☐	☐
3e. Demonstrating Flexibility and Responsiveness	☐	☐	☐	☐	☐

Comments (which may refer to any domain):

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

The teacher's signature does not indicate agreement with the contents of this appraisal. Teacher may submit written comments to the administrator.

Archdiocese of Baltimore
Teacher Pre-Observation Form

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

Teacher:
School:
Level/Grade:

Subject:
Date:

Complete this form prior to your formal observation. For teachers in the Initial Stage, the completed form is brought to the Pre-Observation Conference. For teachers in the Renewal Stage, the completed form will be submitted to the evaluator/observer 24 hours prior to the Formal Observation.

Please explain the following instructional elements as they relate to the lesson to be observed. If you wish, you may attach supporting documents (worksheets, graphic organizers, rubrics, etc.).

What materials are being used to present the curriculum? (instructional resources including classroom, community, and supplemental student resources)

What do you expect the students to know upon completion of the lesson? (expected objectives)

What will the students do to demonstrate comprehension of the curriculum? (Explain the learning activities within the lesson.)

Teacher's Signature: _____

Date: _____

Archdiocese of Baltimore
Formal Observation Form

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

Teacher: **Date:**
School: **Observer:**
Level/Grade: **Subject:**
Time: **Length of Observation:**

Domain 1 : Planning and Preparation (Document evidence)					
	Unsatis-factory	Basic	Proficient	Distinguished	Not Observed
1a. Demonstrating Knowledge of Content and Pedagogy Content and the structure of the discipline Prerequisite relationship Content pedagogy Integrates Catholic faith through focusing on Christian living, moral formation, liturgy and sacraments	☐	☐	☐	☐	☐
1b. Demonstrating Knowledge of Students Child and adolescent development Learning process Special needs Students' skills, knowledge, and language proficiency Students' interest, cultural heritage and religious affiliation	☐	☐	☐	☐	☐
1c. Setting Instructional Outcomes Values, sequences and alignment Clarity Balance Suitability for diverse learners	☐	☐	☐	☐	☐
1d. Demonstrating Knowledge of Resources For classroom use Resources for students Catholic resources To extend content knowledge and pedagogy	☐	☐	☐	☐	☐
1e. Designing Coherent Instruction Learning activities Instructional materials and resources Instructional groups Lesson and structure Reflective service learning	☐	☐	☐	☐	☐
1f. Designing Student Assessments	☐	☐	☐	☐	☐

Congruence with instructional outcomes Design of formative assessments Mission and Catholic Identity standards and benchmarks Criteria/standards					

OBSERVATION

Domain 2: The Classroom Environment
(Document evidence)

	Unsatis-factory	Basic	Proficient	Distinguished	Not Observed
2a. Creating an Environment of Respect and Rapport Teacher interaction with students including both words and actions Student interaction with other students including both words and actions Modeling Missionary Discipleship including welcoming and belonging	☐	☐	☐	☐	☐
2b. Establishing a Culture for Learning Importance of the content and learning Student pride in work Expectations for learning and achievement	☐	☐	☐	☐	☐
2c. Managing Classroom Procedures Instructional groups Transitions Performance of classroom routines Materials and supplies Routine prayer, reflecting, sharing and engaging Supervision of volunteers and paraprofessionals	☐	☐	☐	☐	☐
2d. Managing Student Behavior Expectations Monitoring student behavior Response to student misbehavior Incorporates the person of Jesus, the Gospels and Catholic values into discipline	☐	☐	☐	☐	☐
2e. Organizing Physical Space Safety and accessibility Provides sacred space Arrangement of furniture and use of physical resources	☐	☐	☐	☐	☐

Domain 3: Instruction
(Document evidence)

	Unsatis-factory	Basic	Proficient	Distinguished	Not Observed
3a. Communicating with Students	☐	☐	☐	☐	☐

Expectations for learning Directions for activities Explanations of content Use of oral and written content Education in conscience formation					
3b. Using Questioning and Discussion Techniques Quality of questions/prompts Discussion techniques Student participation	☐	☐	☐	☐	☐
3c. Engaging Students in Learning Activities and assignments Grouping of students Sharing faith encounters Instructional materials and resources Structure and pacing Disciple making/sending forth	☐	☐	☐	☐	☐
3d. Using Assessment in Instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress ACRE/instrucional follow-up	☐	☐	☐	☐	☐
3e. Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence Engages students in social justice	☐	☐	☐	☐	☐

POST-OBSERVATION CONFERENCE

What were the areas of strengths of the lesson?

What were the areas of growth of the lesson?

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

The teacher's signature indicates receipt of this observation and conference but may not indicate agreement with the contents of this appraisal. The teacher may attach post conference comments within 2 weeks.

Archdiocese of Baltimore
Teacher Post-Observation Reflection Form

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

Teacher:
School:
Level/Grade:

Date of Observation:
Subject:

Prior to you post-observation conference, (teacher) please reflect on your lesson by answering the discussion questions below. This completed form is submitted to the observer 24 hours prior to the post-observation conference.

As I reflect on the lesson, were the students productively engaged in the work? How do I know?

Did the students learn what I expected them to learn? Were the instructional goals met? How do I know? Student work may be included.

Did I alter my goals or my work plan as I taught this lesson? Why? How?

If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? Why?

Teacher's Signature: _____

Date: _____

Archdiocese of Baltimore
Teacher Self-Assessment Form

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

Teacher's Name: **Date:**
Department/Subject: **Level/Grade:**

Carefully reflect on your performance in all four domains. Complete this Self-Assessment by using the table showing levels of performance. Comment in each domain with further explanation and indicate strengths and/or possible areas for growth. Prepare to discuss your performance during the post conference with your administrator.
Key: U = Unsatisfactory B = Basic P = Proficient D = Distinguished

Domain 1: Planning and Preparation	**Unsatis-factory**	**Basic**	**Proficient**	**Distinguished**
1a. Demonstrating knowledge of content and pedagogy	☐	☐	☐	☐
1b. Demonstrating knowledge of students	☐	☐	☐	☐
1c. Setting instructional outcomes	☐	☐	☐	☐
1d. Demonstrating knowledge of resources	☐	☐	☐	☐
1e. Designing coherent instruction	☐	☐	☐	☐
1f. Designing student assessments	☐	☐	☐	☐
DOMAIN 1 Comments:				
Domain 2: The Classroom Environment	☐	☐	☐	☐
2a. Creating an environment of respect and rapport	☐	☐	☐	☐
2b. Establishing a culture for learning	☐	☐	☐	☐
2c. Managing classroom procedures	☐	☐	☐	☐
2d. Managing student behavior	☐	☐	☐	☐
2e. Organizing physical space	☐	☐	☐	☐
DOMAIN 2 Comments:				
Domain 3: Instruction	☐	☐	☐	☐
3a. Communicating with students	☐	☐	☐	☐

3b. Using questioning and discussion techniques	☐	☐	☐	☐
3c. Engaging students in learning	☐	☐	☐	☐
3d. Using assessment in instruction	☐	☐	☐	☐
3e. Demonstrating flexibility and responsiveness	☐	☐	☐	☐
DOMAIN 3 Comments:				
Domain 4: Professional Responsibilities	☐	☐	☐	☐
4a. Reflecting on teaching	☐	☐	☐	☐
4b. Maintaining accurate records	☐	☐	☐	☐
4c. Communicating with families	☐	☐	☐	☐
4d. Participating in a professional community	☐	☐	☐	☐
4e. Growing and developing professionally	☐	☐	☐	☐
4f. Showing professionalism	☐	☐	☐	☐
DOMAIN 4 Comments:				

List all professional development, workshops, conferences, events, credits earned, and contributions to the school community/local community/parish/Archdiocese and submit electronically to administrator.

Date	Activity	Benefits Derived or Contributions Made	Notes

Teacher's Signature: _____ **Date:**_____

Rev. 1.7.19

Archdiocese of Baltimore
Teacher Summative Evaluation Instrument

(Teachers) must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is with all of their limitations and potential.
Pope Francis

Teacher's Name:
School:
Department/Subject:
Level/Grade:
Evaluation Stage:

Date:
Years Teaching:
Years at School:
Certification:
Certification Expiration Date:

The domain rating is reached based on the Principal's assessment of the teacher's performance in each of the domains as well as evidence of performance throughout the academic year and the teacher's self- assessment. Comments are required for domain ratings of U, B or D. Please check the appropriate box below.
Key: U = Unsatisfactory **B** = Basic **P** = Proficient **D** = Distinguished

Domain 1: Planning and Preparation	**Unsatis-factory**	**Basic**	**Proficient**	**Distinguished**
1a. Demonstrating knowledge of content and pedagogy	☐	☐	☐	☐
1b. Demonstrating knowledge of students	☐	☐	☐	☐
1c. Setting instructional outcomes	☐	☐	☐	☐
1d. Demonstrating knowledge of resources	☐	☐	☐	☐
1e. Designing coherent instruction	☐	☐	☐	☐
1f. Designing student assessments	☐	☐	☐	☐
DOMAIN 1 RATING	☐	☐	☐	☐
Commendations:				
Recommendations:				
Domain 2: The Classroom Environment	☐	☐	☐	☐
2a. Creating an environment of respect and rapport	☐	☐	☐	☐
2b. Establishing a culture for learning	☐	☐	☐	☐
2c. Managing classroom procedures	☐	☐	☐	☐
2d. Managing student behavior	☐	☐	☐	☐
2e. Organizing physical space	☐	☐	☐	☐

DOMAIN 2 RATING	☐	☐	☐	☐
Commendations:				
Recommendations:				
Domain 3: Instruction	☐	☐	☐	☐
3a. Communicating with students	☐	☐	☐	☐
3b. Using questioning and discussion techniques	☐	☐	☐	☐
3c. Engaging students in learning	☐	☐	☐	☐
3d. Using assessment in instruction	☐	☐	☐	☐
3e. Demonstrating flexibility and responsiveness	☐	☐	☐	☐
DOMAIN 3 RATING	☐	☐	☐	☐
Commendations:				
Recommendations:				
Domain 4: Professional Responsibilities	☐	☐	☐	☐
4a. Reflecting on teaching	☐	☐	☐	☐
4b. Maintaining accurate records	☐	☐	☐	☐
4c. Communicating with families	☐	☐	☐	☐
4d. Participating in a professional community	☐	☐	☐	☐
4e. Growing and developing professionally	☐	☐	☐	☐
4f. Showing professionalism	☐	☐	☐	☐
DOMAIN 4 RATING	☐	☐	☐	☐
Commendations:				
Recommendations:				

☐ **Professional Improvement Plan attached.**

Teacher's Goal Form: (To be completed on Goal Form by teacher and submitted electronically to administrator.)

☐ **Goal Form attached with self-assessment of progress towards goals.**

Teacher's Self-Assessment: (To be completed on Self-Assessment Form by teacher and submitted electronically to administrator.)

☐ **Self-assessment form attached.**

Administrator's Assessment of Goals

Goal 1:	☐ Accomplished	☐ Not Accomplished	☐ In Progress
Goal 2:	☐ Accomplished	☐ Not Accomplished	☐ In Progress
Goal 3:	☐ Accomplished	☐ Not Accomplished	☐ In Progress
Goal 4:	☐ Accomplished	☐ Not Accomplished	☐ In Progress

Teacher Comments:

Teacher's Signature: _____ Date:_____

Administrator's Signature: _____ Date: _____

The teacher's signature does not indicate agreement with the contents of this appraisal. Teacher may attach a response to this Summative Performance Appraisal.

HR 12.1

The Principal formally evaluates the Assistant Principal annually and submits an annual evaluation to the Superintendent.

Purpose:

- To provide a system of accountability for the principal and assistant principal.
- To facilitate the professional development of the assistant principal.
- To clarify mutual expectations of the principal and assistant principal.
- To insure justice for the assistant principal with regard to personnel issues.

Commentary/Procedural Points:

- A cooperative evaluation form is provided by the Department of Catholic Schools.
- If an assistant principal also teaches, a teacher evaluation form is also completed.
- The principal and assistant principal review the evaluation process at the beginning of the year.
- After signing the evaluation, one copy is given to the assistant principal, one copy is placed in the personnel file, and one copy is sent to the Superintendent of Catholic Schools.

References:

- Assistant Principal Evaluation form

ARCHDIOCESE OF BALTIMORE
PROFESSIONAL GROWTH INSTRUMENT FOR ASSISTANT PRINCIPALS

The purpose of this instrument is to gather information and provide feedback for the assistant principal's professional growth. It is designed to be general rather than specific since assistant principals have a variety of different jobs. The principal will evaluate the assistant principal. It is recommended that the principal and assistant principal work on this assessment jointly. This process is intended to assess performance and promote ongoing professional growth of the Assistant Principal.

NAME: _____

DATE OF EVALUATION _____

SCHOOL _____

YEARS AS ASSISTANT PRINCIPAL _____

Current Status: **Full Time administrator** _____
Part Time Administrator/Teacher _____

Please use the following rating scale:

EXCEEDS STANDARDS …… ES
MEETS STANDARDS ……..MS
NEEDS IMPROVEMENT ……. NI
UNSATISFACTORY …… U
NOT APPLICABLE ……NA

A written comment should be included if an assistant principal is rated ES, NI, or U. Attach a list of your duties/job description that will be evaluated.

ASSISTANT PRINCIPAL AS CATHOLIC FAITH LEADER

The assistant principal has a leadership responsibility for the spiritual life and growth of staff and students. The assistant principal gives witness to the Catholic faith by personal example and demonstrates a loyalty and understanding of the Church and its teaching.

1. Promotes the Catholic atmosphere of the school community _____

2. Provides opportunities for prayer and liturgical experiences for members of the school community _____

3. Works toward or maintains catechist certification for himself/herself _____

4. Assures that Religion is an integral part of the school curriculum _____

5. Provides staff opportunities for spiritual formation _____

6. _____ _____

7. _____ _____

Comments: _____

_____

_____

_____

ASSISTANT PRINCIPAL AS INTERPERSONAL RELATOR

The assistant principal as interpersonal relator fosters positive relationships among administrators, teachers, parents, other staff members, and students. Through effective and empathetic communication a positive and productive climate in the school is created.

1. Demonstrates respect for others _____

2. Works collaboratively with others _____

3. Communicates in a prompt, professional manner with administrators _____
faculty _____
parents _____
students _____
other staff _____

4. Establishes positive working relationships with others _____

5. Facilitates conflict resolution _____

6. _____ _____

7. _____ _____

Comments: _____

_____

_____

_____

ASSISTANT PRINCIPAL AS ADMINISTRATOR/MANAGER

The assistant principal, as an integral part of the administrative team, shares in managing and organizing the day to day operation of the school.

1. Submits reports in a timely manner _____

2. Completes duties in a timely manner _____

3. Complies with Archdiocesan and school policies and procedures _____

4. Provides and implements a sound code of discipline for the school _____

5. Maintains accurate records for the students and faculty _____

6. Initiates services, programs, or workshops to meet the needs of the school _____

7. _____ _____

8. _____ _____

Comments: _____

_____

_____

_____

ASSISTANT PRINCIPAL AS INSTRUCTIONAL LEADER

The assistant principal as instructional leader works with the principal to provide leadership in the development of the educational program in light of the school's philosophy and goals. This creates an atmosphere that allows for the continuing growth of the faculty, staff, and students.

1. Supervises teacher development _____

2. Insures that curriculum guidelines are met _____

3. Provides staff development opportunities _____

4. Facilitates mentorships for new teachers _____

5. Engages in long range curriculum planning _____

6. Identifies and addresses specific needs within the school _____

7. Participates in parent conferences _____

8. Takes an active role in the accreditation process _____

9. _____ _____

10._____ _____

Comments: _____

_____

ASSISTANT PRINCIPAL
GOALS AND OBJECTIVES FOR THE SCHOOL YEAR

An important component of professional growth is to develop educational goals and objectives to guide and direct your efforts for the school year. Write your goal(s) with strategies and time line for each.

GOAL:	STRATEGY:	TIME:

COMMENTS:

_____

_____

_____

_____

_____

SIGNATURE OF EVALUATOR_____ **DATE** _____

SIGNATURE OF ASSISTANT PRINCIPAL _____ **DATE** _____

The assistant principal's signature does not necessarily constitute agreement, but recognition of review. In cases of disagreement assistant principals may attach a letter to be included in their file
This document should be placed in the assistant principal's personnel file.
A copy of this document should be sent to:
The Superintendent of Catholic Schools,
320 Cathedral Street, Baltimore, MD 21201, at the end of the school year. (June 30th)

HR 13.0

The Archdiocese of Baltimore is committed to promoting a collegial and professional work environment in which all individuals are treated with respect and dignity consistent with Catholic social teaching. Accordingly, it is the policy of the Archdiocese to maintain a working environment free from discrimination and harassment on the basis of race, color, sex, national origin, religion, age, disability or handicap, genetic information or other legally protected classification.

Purpose:

- This Policy applies to all Archdiocesan employees serving in parishes, schools, Central Services, institutions, programs and ministries operating under the jurisdiction of the Archdiocese of Baltimore (with the exception of Catholic Charities which has a separate policy). The Archdiocese neither condones nor tolerates harassment, whether at the office, work assignments outside the office, employer-sponsored social functions, or in any work-related setting. Harassment of staff, whether engaged in by co-workers, supervisors, or non-employees, is prohibited. Violation of this Policy by an employee is grounds for disciplinary action up to and including termination, depending on the nature and severity of the offense and the employee's disciplinary record. Ordained ministers are also expected to observe the standards set forth in this Policy

Commentary/Procedural Points:

Prohibited Conduct

A. For purposes of this Policy, "harassment" means verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, sex, national origin, religion, age, disability or handicap, genetic information or other legally protected classification that:

(i) Has the purpose or effect of creating an intimidating, hostile or offensive work environment;

(ii) Has the purpose or effect of unreasonably interfering with an individual's work performance; or

(iii) Otherwise adversely affects an individual's employment opportunities.

B. Harassing conduct includes, but is not limited to, epithets, slurs, negative stereotyping, or threatening, intimidating or hostile acts that relate to race, color, sex, national origin, religion, age, handicap or disability, genetic information, or any other legally protected classification. "Sexual" harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is made a term or condition of employment, is used as the basis for employment decisions, or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Procedure

A. Any employee who believes that he or she is being subjected to harassment should immediately report the harassment to any one or more of the following individuals: the employee's supervisor, the Executive Director of the Department of Human Resources , the Chancellor of the Archdiocese, or the Superintendent of Catholic Schools, t, , or Employee Relations Manager. Supervisors who receive reports of alleged harassment are expected to contact the Executive Director of Human Resources for assistance in conducting the investigation.

B. Employees are encouraged to report harassment early, before it becomes severe or pervasive, so that preventive action can be taken. All complaints will be investigated promptly, thoroughly and impartially, and will remain confidential to the extent possible.

C. Any retaliation, reprisals, or intimidation, whether by the alleged harasser or from another source, directed toward the complaining party or anyone else as a result of the filing or investigation of a harassment complaint is considered a serious violation of this Policy and should be reported immediately. Retaliation, reprisals, or intimidation will result in disciplinary action up to and including employment termination.

D. Once the investigation is complete, the employer will take immediate and appropriate corrective action when it determines that this Policy has been violated. The complaining party and the complained-of party will be advised of the investigation's findings and conclusions. A report of the findings will be forwarded to the Executive Director of the Department of Human Resources .

Dissemination

A copy of this Policy will be given to every current employee and to all ordained ministers at the time of its adoption and will be posted at every Archdiocesan location. In addition, a copy of the Policy will be given to all new employees at the time of hire and to all ordained ministers who are newly assigned in the Archdiocese of Baltimore.

References:

- ***Archdiocese of Baltimore Harassment Policy: Appendix A Code of Conduct for Church Personnel of the Archdiocese of Baltimore***

August 11, 2011

Archdiocese of Baltimore
Department of Human Resources
Employment Requisition

Position:		**Location:**
Weekly Schedule:		**Weekly Hours:**
Must Candidate Be a Practicing Catholic?:	**Start Date:**	**Salary Range:**
New Position: **Yes** **No**		**Replacement for:**

Please provide the following information for the hiring process **contact person.**

Name:		**Position:**
Phone:	**Fax:**	**Email:**

Please enter the job description information below or attach a job description which should include:

Position Summary: A brief description of the position:

_____
_____
_____

Job Responsibilities: List specific job responsibilities (use as many bullets as needed):

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Qualifications: List education, skills and abilities (use as many bullets as needed):

_____
_____
_____

Authorization:

Pastor/PLD/Principal approval: _____ Date: _____

Click here to submit, or Fax to: 410.234.2953

Archdiocese of Baltimore
Catholic Schools

Application For Employment

It is the policy of the Archdiocese to provide equal opportunities to all qualified persons without regard to race, age, color, sex, national origin, veteran or military status, genetic information, or disability.

Please complete all sides of this form.

Contact Information

Title *(if applicable)*: ❒ Br. ❒ Deacon ❒ Dr. ❒ Mr. ❒ Ms. ❒ Rev. ❒ Sr.

Last Name First Name Middle Name Suffix

Street Address

City State Zip

E-mail Address

Please circle your preferred method of contact.

(_____) _____ ❒ Home ❒ Work ❒ Mobile ❒ Other_____
Primary Phone

(_____) _____ ❒ Home ❒ Work ❒ Mobile ❒ Other_____
Alternate Phone

If applicable, please list other name(s) under which your credits/credentials/experience may be filed:

_____

If you are applying for a position as a Principal, Assistant Principal, or a Teacher who will teach religion, please answer the following:

Are you a practicing Catholic, fully able to participate in the sacramental life of the church? ❒ Yes ❒ No

If you answer "Yes", please provide your Parish and Pastor's name:_____

Position Sought

❒ Full Time ❒ Part Time

List the position(s) and location(s) for which you are applying.

_____

_____

_____

When are you available to begin employment?_____

Please indicate your salary requirements:_____

Education

SCHOOL ATTENDED	NAME OF SCHOOL	DID YOU GRADUATE?	CIRCLE LAST YEAR COMPLETED	CREDITS/ DEGREE	MAJOR/ MINOR
High School			9 10 11 12		
Undergraduate School			1 2 3 4		
Graduate School					
Graduate School area(s) of concentration:					

Professional Experience

(List experience in chronological order, beginning with the most recent. Maryland law requires that you list contact information for: 1) your current employer; 2) for ALL former school employers (including student teaching assignments); and, 3) ALL former employers where you were employed in a position involving direct contact with minors. "Direct contact" means the possibility of care, supervision, guidance or control or routine interaction with a minor. Attach additional pages if necessary.)

1

Job Title — Dates of Employment From: To:

Name of Employer — Address of Employer

Name of Supervisor — Title of Supervisor — Supervisor's Phone Number and Email Address

Reason for Leaving

Description of Duties — Current or Ending Salary

2

Job Title — Dates of Employment From: To:

Name of Employer — Address of Employer

Name of Supervisor — Title of Supervisor — Supervisor's Phone Number and Email Address

Reason for Leaving

Description of Duties — Ending Salary

3

Job Title — Dates of Employment From: To:

Name of Employer — Address of Employer

Name of Supervisor — Title of Supervisor — Supervisor's Phone Number and Email Address

Reason for Leaving

Description of Duties — Ending Salary

May we contact your current employer at this time? ❒ Yes ❒ No

Are you legally authorized to work in the U.S.? ❒ Yes ❒ No

Are you at least 18 years of age? ❒ Yes ❒ No *(if not you may be required to provide proof of authorization to work.)*

Additional Required Information

As a condition of consideration for employment, a criminal background check is required. Employment is contingent upon results of individual criminal background and reference checks, checks with Child Protective Services, and checks with the Maryland State Department of Education.

1. Have you ever had your employment or service as a volunteer terminated by any parish, school, or other employer? ❒ Yes ❒ No If yes, please explain_____
2. Have you ever been a Priest, Deacon or a member of a Religious Institute? ❒ Yes ❒ No
   If yes, name of Diocese or Religious Order:_____
3. Have you ever been employed by the Archdiocese of Baltimore? ❒ Yes ❒ No
   Position: _____Location: _____
4. Have you ever served as a volunteer in the Archdiocese of Baltimore? ❒ Yes ❒ No
   Position: _____Location: _____

Professional Certifications/Licenses

Please list professional certifications, designations or licenses you hold that are relevant to the job for which you are applying. (Example: teacher certification, school administrator certification, CPA license, catechist certification, etc.) Include level of certificate and period of validity (if relevant):

_____

Affidavits and Releases *(Please read and sign the following:)*

(A) Have you ever been charged with, accused of, or convicted of child abuse? ❒ Yes ❒ No
If yes, please explain on a separate paper.

I understand that the Archbishop of Baltimore takes all allegations of abuse seriously. I further understand that the Archbishop of Baltimore cooperates fully with authorities to investigate all cases of alleged abuse. Abuse of minors or vulnerable adults is grounds for immediate dismissal and possible criminal charges.

(B) Maryland law requires all applicants to answer the following three questions. [NOTE: *An applicant who provides false information or willfully fails to disclose material information required under this section shall be subject to professional discipline, including termination or denial of employment, and may be subject to professional discipline in accordance with the regulations of the Maryland State Department of Education (MSDE.)]*

1. Have you ever been the subject of a child sexual abuse or sexual misconduct investigation by any employer, arbitrator, county board, state licensing agency, law enforcement agency, or child protective services agency? (Sexual misconduct includes any act by an adult toward a minor designed to promote a romantic or sexual relationship with a minor, such as soliciting dates, making sexually suggestive comments, or grooming behaviors.) Yes ___ No _____

   NOTE: You are not required to answer Yes to Question 1 IF THE INVESTIGATION RESULTED IN A FINDING BY:
   a). the employer that allegations that you engaged in sexual misconduct lacked sufficient evidence according to the policies of the county board or non-public school;
   b). an arbitrator or a county board to reject any disciplinary action in response to allegations that you engaged in sexual misconduct;
   c). a State licensing agency that allegations that you engaged in sexual misconduct lacked sufficient evidence according to State law, OR the policies of the county board or non-public school;
   d). a law enforcement agency that allegations that you engaged in child sexual abuse were unfounded; OR
   e). a child protective services agency that allegations that you engaged in child sexual abuse were ruled out.

2. Have you ever been disciplined, discharged, non-renewed, or asked to resign from employment, or ever resigned from or otherwise separated from any employment while allegations of child sexual abuse or sexual misconduct were pending or were under investigation, or due to an adjudication or findings of child sexual abuse or sexual misconduct?
   Yes _____ No _____

3. Have you ever had a license, professional license, or certificate suspended, surrendered, or revoked while allegations of child sexual abuse or sexual misconduct were pending or under investigation, or due to an adjudication or findings of child sexual abuse or sexual misconduct?

Yes _____ No _____

(C) Have you ever been convicted of a crime? ❒ Yes ❒ No

If yes, please explain on a separate paper.

A conviction record is not necessarily a bar to employment. Each application will be considered individually, taking into account the nature and seriousness of the offense, when it occurred, and disposition. Do <u>not</u> answer Yes to Question C if the conviction has been expunged or pardoned.

(D) I certify that the information provided on this application is true and complete to the best of my knowledge and agree that falsified information or significant omissions may disqualify me from further consideration for employment and may be considered justification for termination if discovered at a later date.

(E) I hereby grant permission to the Archdiocese of Baltimore and related entities to investigate my qualifications, and to conduct reference checks, criminal background checks, abuse registry checks, Child Protective Services checks, checks required by Maryland law, and driving record checks (if applicable) for the purposes of my employment, and to release this application and related information to the appropriate search committees and prospective employers within the Archdiocese of Baltimore. I hereby release the Archdiocese, related entities, and their agents from liability in connection with investigating and evaluating my application and sharing the information as described above.

I hereby waive any right that I may have to inspect any information provided about me by the persons or entities previously mentioned, except where such rights are ensured by the Fair Credit Reporting Act or other applicable laws. I have also read and understood the above stated information within this release and am signing below of my own free will.

I authorize persons, schools, current and previous employers, and organizations named in this application to provide the Archdiocese of Baltimore with any relevant information that may be required for my employment in Archdiocesan schools. Maryland law also authorizes other schools and county boards to request employment information about me. I release all parties providing information from any and all liability or claims for damages whatsoever that may result from this information's release, disclosure, maintenance, or use.

UNDER MARYLAND LAW, AN EMPLOYER MAY NOT REQUIRE OR DEMAND, AS A CONDITION OF EMPLOYMENT, PROSPECTIVE EMPLOYMENT, OR CONTINUED EMPLOYMENT, THAT AN INDIVIDUAL SUBMIT TO OR TAKE A LIE DETECTOR OR SIMILAR TEST. AN EMPLOYER WHO VIOLATES THIS LAW IS GUILTY OF A MISDEMEANOR AND IS SUBJECT TO A FINE NOT EXCEEDING $100.

_____

Applicant Signature Date

My signature indicates that I have read and understand the above.

_____/_____/_____

Applicant Signature Date

_____/_____/_____

Application Reviewed by Date

June 24, 2020

NAME
ADDRESS
CITY, STATE, ZIP

Dear,

This letter is to confirm our offer of employment contingent upon the results of your references and background check.

Position: This offer is for the position of Administrative Assistant for St. Mary's School in Anywhere, Maryland, effective July 1, 2014. The hours of this benefit-eligible 12-month position are 8:30 a.m. to 4:30 p.m. Monday through Friday. Your employment is "at will", which means that you may voluntarily terminate your employment at any time, and the School may also terminate your employment, with or without cause or prior notice, at any time. Your first 90 days with St. Mary's School will be considered a probationary period.

Compensation: Your base wage is $10.00 per hour. (Or, for exempt positions, state: your gross bi-weekly salary will be $1,500.00, which equates to an annualized amount of $39,000).

Benefits:

- Include specific detail on any vacation leave provided, e.g.: Two weeks paid vacation: ten (10) days each calendar year. Annual leave accrual will begin with first pay period.
- Other benefits: Participation in other benefits for regular employees according to the policy of the Archdiocese of Baltimore. Information on these benefits will be provided to you soon after your start date.

This letter supersedes and replaces any past conversations or agreements between you and the School.

Please confirm your acceptance of these terms and conditions by signing and returning a copy of this letter on or before your first day of work. On behalf of the faculty, staff, students, and parents we welcome you to our School community!

Sincerely,

PRINCIPAL'S NAME
SCHOOL NAME

Accepted:

By:_____ Date:_____

Maryland New Hire Registry Reporting Form

Send completed forms to:
Maryland State Directory of New Hires
PO Box 1316
Baltimore, MD 21203-1316
Fax: (410) 281-6004 or toll-free fax 1 (888) 657-3534

To ensure the highest level of accuracy, please print neatly in capital letters and avoid contact with the edges of the boxes. The following will serve as an example:

A	B	C

1	2	3

EMPLOYER INFORMATION

Federal Employer Id Number (FEIN):

Please use the same FEIN that appears on quarterly wage reports.

State Unemployment Insurance Number (MD Only SUIN):

If SUIN not issued yet, please write "APPLIEDFOR" in the above box. If Exempt, write "EXEMPT".

Employer Name:

Employer Address *(Please indicate the address where the Income Withholding Orders should be sent):*

Employer City:

Employer State:

Zip Code (5 digit):

Employer Phone (optional):

Employer Fax (optional):

Contact Name (optional):

Email (optional):

EMPLOYEE INFORMATION

Employee Social Security Number (SSN):

Date of Hire (mm/dd/yyyy):

Employee First Name:

Middle Initial (optional):

Employee Last Name:

Employee Address:

Employee City:

Employee State:

Zip Code (5 digit):

Date of Birth mm/dd/yyyy (optional):

Employee Salary (Dollars and Cents):

Hourly

Monthly

Yearly

Are health care benefits available to employee? (Y/N):

Employee Gender (M)ale/(F)emale:

Reports must be submitted within 20 days of the date of hire or rehire

Rev (09/02)

Questions? Call us at (410) 281-6000 or toll-free 1 (888) MDHIRES (634-4737). Report online at www.mdnewhire.com

J. A minimum of three (3) professional references must be checked, before an offer is made, for each applicant being considered for employment.

IF AN APPLICANT HAS PREVIOUSLY BEEN EMPLOYED AT AN ARCHDIOCESAN LOCATION, THE HIRING LOCATION MUST CONTACT THE PRIOR LOCATION(S) AND THE ARCHDIOCESE'S DIVISION OF HUMAN RESOURCES FOR PARISHES AND SCHOOLS FOR REFERENCES. ***(If applicant has worked at multiple covered entities, then all covered entities must be contacted for references.)***

Reference 1

First Name*:	Last Name*:	Organization*:
Position*:	Relationship*: ☐ Direct Supervisor ☐ HR Department ☐ Professor ☐ Mentor ☐ Other	

Reference 2

First Name*:	Last Name*:	Organization *:
Position*:	Relationship*: ☐ Direct Supervisor ☐ HR Department ☐ Professor ☐ Mentor ☐ Other	

Reference 3

First Name*:	Last Name*:	Organization *:
Position*:	Relationship*: ☐ Direct Supervisor ☐ HR Department ☐ Professor ☐ Mentor ☐ Other	

Reference 4

First Name:	Last Name:	Organization :
Position*:	Relationship*: ☐ Direct Supervisor ☐ HR Department ☐ Professor ☐ Mentor ☐ Other	

K. Comments/Other

Comments:

By submitting this request, I CERTIFY that I have personally reviewed the applicant's file; I CERTIFY that the statements made in this PAF are correct; I CERTIFY that the applicant has completed the requirements for this personnel action (e.g. completed application, references, criminal background check, STAND training, etc.); and I CERTIFY that the applicant's file contains all required documentation relating to these items. **I understand that if any statement in this PAF is not accurate, if all applicable requirements have not been met, or if all documentation has not been completed, I may be subject to discipline up to and including termination.**

Name: _____ ***Title:*** _____ ***Signature:*** _____

Email: _____ ***Phone No:*** _____ ***Date:*** _____

****This Section To Be Completed By Dept of Human Resources****

If Multi-Location Please List All Process Levels	Status Code:	Seniority Date:	ADJ Hire Date:
HR Reviewed By:	Date:	Ins Processed By:	

Archdiocese of Baltimore Personnel Action Change Form

(*) Indicates Required Field

Effective Date*:	Employee No:

A. Type of Action

□ Termination □ Personal Information Change □ Job Change □ Status Change

B. Identification

SSN (xxx-xx-xxxx):	Date of Birth:	Prefix:	Gender: □ Male □ Female

First Name:	Middle Initial:	Last Name:

Preferred Name:	Suffix:

C. Addresses

Address Line 1:	Address Line 2:

City:	State:	Zip:	County:

D. Contact

Home Email Address:	Home Phone:	Alternate Cell Phone:	Work Phone:

E. Additional Data

Employee Type: □ Lay □ Religious	Benefit Eligible*: □ Yes □ No	Religious Community:	Work Email Address:

F. Job Information

Location Code:	Location Name:	Job Code:	Functional Job Title:

G. Compensation

Hourly/Salaried: □ Hourly □ Salaried	Hourly Rate:	Temporary Employee: □ Yes □ No

Weekly Hours*:	Annual Salary*:	10/12 Month Position*: □ 10 □ 12

H. Termination Information

Type of Termination*: □ Voluntary □ Involuntary □ Death □ LOA	Termination Reason*:	Recommend for Rehire*: □ Yes □ No	Unused Accrued Sick Leave Hours:

I. Comments/ Other

Comments:

By submitting this request, I CERTIFY that the statements made in this PAF are correct; and I CERTIFY that the applicant's file contains all required documentation relating to this action. I understand that if any statement in this PAF is not accurate, I may be subject to discipline up to and including termination.

Name: _____ ***Title:*** _____ ***Signature:*** _____

Email: _____ ***Phone No:*** _____ ***Date:*** _____

****This Section To Be Completed By Dept of Human Resources****

If Multi-Location Please List All Process Levels:	Status Code:	Seniority Date:	ADJ Hire Date:

HR Reviewed By:	Date:	Ins Processed By:

HR 14.0

Consistency in compensation and paid time off assists Archdiocesan school leaders to treat their employees with greater fairness and equity, to ensure compliance with all Federal, State and local laws and regulations, and to enable the flexibility that school leaders need to maximize the staffing of their schools.

Purpose:

A goal of the Department of Catholic Schools is to establish a more consistent approach to compensation and leave administration throughout the schools of the Archdiocese

Commentary/Procedural Points:

I - LEGAL/REGULATORY

The primary law governing employee compensation is the federal Fair Labor Standards Act (FLSA). The FLSA was enacted in 1938, and among other matters, establishes the federal minimum wage and overtime pay requirements. Maryland law augments the FLSA and frequently establishes a minimum wage rate that differs from the federal rate. (See the Appendix for the latest Maryland minimum wage schedule.)

There are two categories of employees identified in the FLSA:

a) Employees who are covered by the Provisions of the FLSA are referred to in the law as ***Nonexempt*** employees… these employees generally are paid on an hourly rate basis, and must be paid one and one-half times their regular rate of pay for hours worked in excess of 40 hours in a workweek; and,

b) Employees who are not covered by the overtime provisions of the FLSA are referred to in the law as ***Exempt*** employees… these employees are generally paid on a "salary basis" (as this term is defined in the regulations) and not by the hour.

Exempt* employees are not entitled to overtime pay**. Also, because ***Exempt employees are paid on a salaried basis, their pay cannot be "docked" in amounts less than a full day's pay. Because the leave systems available for use in schools allow employees to utilize leave in less than daily increments, docking of an exempt employee's pay is rare. Additionally, the following are categories of staff who are not covered (Exempt) in any way by the FLSA:

- **Clergy and religious** who are working in a *ministerial capacity* are not considered "employees" and are not subject to the overtime rules of the FLSA.

- All **Teachers**, (including substitute teachers, tutors, and teachers who are not yet certified,) are covered by the Professional exemption regardless of pay level. **This exemption does not apply to teaching assistants/aides.**
- **Coaches** who work in schools and spend much of their time teaching student athletes the rules and fundamentals of their respective sports are also considered as "teachers" and are exempt regardless of pay level.
- Employees whose primary duty is performing **administrative functions directly related to academic instruction** in a school can meet the minimum salary requirement for exemption if they are paid a salary at least equal to the entrance salary for teachers at their school.

A - Exempt or Nonexempt?

A two-step process is used to determine whether an employee is covered by or exempt from the overtime provisions of the FLSA.

Step One – Salary Test

The Salary Test determines if the position is eligible for consideration for exemption.

- If a position salary does not meet or exceed the current Federal minimum salary requirement of $35,568 per year or $684 per week, the position is determined ***Nonexempt*** and **no further review** is undertaken.
- If the position salary meets or exceeds the minimum salary requirement, further review under Step Two must be undertaken.

Step Two – Duties Test

If the Salary Test indicates the annual/weekly salary meets or exceeds the minimum requirement, the work of the employee is then reviewed to determine if the position qualifies for exemption from the FLSA. The most common exemptions applicable to schools are the *Administrative* exemption, the *Professional* exemption, the *Executive* exemption, and the *Computer Employee* exemption. If one or more of the exemption categories applies to a position with a salary meeting or exceeding the minimum salary requirement, then the position is considered ***Exempt***, i.e., it is not covered by the FLSA overtime rules.

Regardless of salary level, employees who do not meet the Duties Test are ***Nonexempt***. The assistance of the AOB Human Resources staff should be sought when applying the Duties Test for exemption.

B - FLSA CLASSIFICATION OF TYPICAL SCHOOL POSITIONS

The following school positions with *primary duties* making the position ***Nonexempt***, (regardless of salary level) are:

Accounting Clerk/Accounts Payable or Receivable Clerk
Administrative Assistant/Secretary
Before Care/Daycare/After Care Worker
Bookkeeper
Cafeteria Worker
Custodian/Janitor/Housekeeper/Maintenance Worker

Health Room Assistant (includes L.P.N. and Nursing Aides)
Instructional/Teaching Assistant or Aide
Lunch Room Coordinator/Monitor
Office Manager
Receptionist
Security Guard
Screening Coordinator
Tuition Coordinator

These positions are paid on an hourly basis, only for work performed or for paid time off.

School positions with *primary duties* making the position ***Exempt*** from the FLSA regardless of salary are: **Teacher, Substitute Teacher, Tutor, and Coach** (regardless of pay level)

Principal
Assistant Principal

Provided the salary test is met/exceeded, school positions with *primary duties* making the position ***Exempt*** from coverage of the FLSA are:

Academic/Guidance/School/College Counselor
Business Manager
Admissions Director
Nurses (B.S. degree in Nursing or R.N. only)
Technology Coordinator/Specialist
Campus Minister
Athletic Director and Assistant Athletic Director
Athletic Trainer

C - Employees with Multiple Jobs

Situations where an employee works more than one job in the same entity in the Archdiocese are particularly challenging. Determining the primary duties is an important part of dealing with employees with multiple jobs.

1. Employees with multiple jobs within the same AOB entity:

   - A teacher in a parish school also provides after school care for the parish school after care program. As previously indicated, **teachers are exempt** regardless of salary level. Conversely, **before/after care workers are typically nonexempt**. Since the employee performs exempt and nonexempt work, the primary duty must be identified. In most cases, teaching is the primary duty and the employee would be exempt from FLSA overtime regulations. (See Calculating overtime pay rates at c. below.)

   - An employee works as a parish secretary for 25 hours per workweek and as an after care worker in the parish school for 20 hours per week. Both positions are nonexempt. In this example, the employee would be working 45 total hours in a workweek for the same employer, with 5 of the hours worked

being overtime work that is compensable at the time and one-half pay rate. (See Calculating overtime pay rates at c. below.)

2. Nonexempt Employees with multiple jobs where hourly rates for each job differ

Nonexempt employees who work multiple jobs with each job having a different rate of pay must receive overtime pay calculated on the basis of a *weighted average of the two rates*. To calculate the regular hourly rate upon which overtime pay must be based, the earnings from all hourly rates within the week in which the overtime is worked are added together. That total is then divided by the total number of hours worked at all jobs. The result is the "weighted average" regular hourly rate of pay, upon which overtime pay is based.

Example 1: a nonexempt maintenance employee regularly works 20 hours per week for the parish and 20 hours per week for the parish school; for overtime purposes, the school and parish are considered joint employers. The employee works for $18.00 per hour in the parish job, and $15.00 per hour in the job with the school. The employee works 45 hours in a workweek due to a flood in the parish center, 5 hours of which are to be paid at the overtime (time and one half) hourly rate. The following calculation must be accomplished:

Step 1) Calculate the Total # of hours:

Entity	**Hourly**	**#Hours**	**Workweek Pay**
Parish	$18.00	X 25	= $450.00
School	$15.00	X 20	= $300.00
	TOTAL	**45**	**$750.00**

Step 2) Determine the average regular hourly rate:

$750.00 ÷ 45 total hours worked = $16.67 regular hourly rate

Step 3) Calculate the additional amount per hour (one half) for overtime pay:

Average hourly rate of $16.67 X .5 = $8.34 per hour

Step 4) Calculate Overtime Pay:

5 hours X $8.34 per hour = $41.70

Step 5) Determine total workweek pay:

$750.00 base pay + $41.70 overtime pay = $791.70

Example 2: a nonexempt instructional aide works 37 hours per week for the school and 10 hours per week as a nonexempt aide in the school's after-care program; the school and after-care program are considered the same employer. The employee is paid $15.00 per hour for the instructional aide job in the school and $12.00 per hour in the job with the after-care program. The following calculation must be accomplished:

Step 1) Calculate the Total # of hours:

Entity	**Hourly**	**#Hours**	**Workweek Pay**
School	$15.00	X 37	= $555.00
After-care	$12.00	X 10	= $120.00
	TOTAL	**47**	**$675.00**

Step 2) Determine the average regular hourly rate:

$675.00 ÷ 47 total hours worked = $14.36 regular hourly rate

Step 3) Calculate the additional amount per hour (one half) for overtime pay:

Average hourly rate of $14.36 X .5 = $7.18 per hour

Step 4) Calculate Overtime Pay:

7 hours X $7.18 per hour = $50.26

Step 5) Determine total workweek pay:

$675.00 base pay + $50.26 overtime pay = $725.26

II – WORK SCHEDULES AND PAY CYCLES

Employee Work Schedules are Critical to Pay

All school employees should have a fixed work schedule that defines the *usual* days and hours in which the employee is expected to work. This is an integral part of the school planning and budgeting process and can be a significant factor in the determination of the employee's compensation, paid time off and, in many cases, the employee's eligibility for benefits. The school calendar outlines the planned classroom days as well as the days in which some or all of the school's staff will not be required to work during the academic year; **the calendar should identify the days for which employees will be paid and the days that will not be paid** (e.g., paid holidays, teacher professional development days, Winter and Easter breaks, scheduled half-days, summer schedule work days and hours for 12-month staff, etc.) For nonexempt staff, the established employee work schedule and the designation of paid and not paid days are especially important. NOTE: Full-time work is normally considered to be 40 hours per work week.

- Nonexempt staff are not salaried and, therefore, must be paid for the hours they actually work at an hourly rate. This includes any overtime hours worked in excess of 40 hours of work in a work week which, by law, must be paid at a rate of one and one-half times the hourly rate.

  Example: John is a 12-month *Nonexempt* school maintenance worker who is scheduled to work an 8-hour day Monday through Friday. Thursday is a paid holiday and he is not required to work. A boiler problem occurs Friday and John must work for 8 hours on Saturday to fix the problem. John did not actually work on Thursday, so he is entitled 48 hours of pay at the regular rate (had Thursday not been a paid holiday, John would have worked 8 hours Thursday and would be entitled to 40 hours of pay at the regular rate and 8 hours at time and a half).

- To accommodate summer scheduling for 12-month staff, schools can exercise the option to pay a nonexempt employee at the regular hourly pay rate for hours the employee does not work (subject to the 40-hour per work week overtime requirement.)

  Example: Susan is a *Nonexempt* School Secretary who is a 12-month employee and works 40 hours per week during the school year. During the summer months, the school office is open only 20 hours per week and she is precluded from working a full 40-hour work week. The school is only obligated to pay Susan for the 20 hours she works each summer week, but she is available to work 40 hours. Although the school is not required to do so (by stating the summer schedule on the School Calendar at the beginning of the School Year,)

the school elects to pay Susan for a full 40 hours for those summer weeks the office is open for the limited hours. Susan works for only 20 hours but is paid for 40 hours. However, when Susan wants to use a week of vacation leave during the summer, she will be charged for 40 hours of vacation leave for that week because she is being paid for 40 hours.

Treatment of 10-Month and 12-Month Employees
Generally, Federal law and regulations require that employees have the right to be paid for work that they perform within a reasonable amount of time. Rules established by the Internal Revenue Code place restrictions on employers which ordinarily disallow 10-month employees from being paid over 12 months.

a. 10-month employees who can be paid over 12 months
The IRS has made a nationwide exception to its restrictions on paying employees in advance for Teachers based on their **blanket exemption** from the FLSA, which allows for Teachers the option to be paid on a 12-month basis. The IRS rules require that teachers who elect to be paid on a 12-month basis must do so in writing before the beginning of the school year. This election may be utilized in subsequent years unless the teacher changes the election at the beginning of a subsequent school year. Once a teacher exercises this option, it cannot be changed during the course of the school year. To avoid costly payroll errors that can occur with multiple pay situations, it is encouraged that schools providing pay to their teachers on a 12-month basis do so for all teachers on their staff.

b. 10-month employees who must be paid on a 10-month basis.
Because they are covered by the FLSA and are paid on an hourly and not on a salaried basis, ***Nonexempt*** employees who work only during the school year **can only be paid on a 10-month basis. This includes all teaching aides/assistants.**

Standardizing Pay Cycles
Schools generally use either a biweekly pay cycle, or pay their employees twice monthly. Because most regulations and legal requirements are based on a 7-day work week, the Department of Catholic Schools requires all Archdiocesan schools to adopt the biweekly
(14-day) pay cycle. Once the biweekly pay cycle is adopted, the Archdiocesan payroll system will best and most efficiently complete payroll activity on a single standard pay day every two weeks for all AOB schools. Human Resources will provide support to schools making the transition from twice monthly to biweekly pay and to a unified pay day for all schools.

III - PAID TIME OFF (PTO)

School employees who meet Archdiocesan eligibility requirements to be offered employee benefits are provided paid time off. The Leave Year for schools is July 1 to

June 30. PTO is comprised of varieties of paid absence, which may include some or all of the following:

- Paid vacation leave (12-month employees only)
- Paid sick leave (Maryland requires a modest amount of paid sick leave is to be offered to most employees)
- Paid personal time off
- Paid holidays

Paid Vacation Leave (Benefit-eligible Employees)
The Principal makes the final decision on the accrual and use of vacation leave by 12-month employees who are benefit-eligible in the school within Archdiocesan Compensation Guidelines. A leave year may be either coincident with the school year or with a calendar year. The dispensing and tracking of vacation leave should be done on an accrual basis rather than by crediting employees with an annual "lump sum" of vacation leave at the beginning of the leave year. The use of planned vacation leave must be requested by the employee and approved in advance by the Principal or other designated approver.
NOTE: Principals should identify the particular dates/times where it is inadvisable for staff to use leave due to work commitments (e.g., teacher-parent conferences, Catholic Education Week, etc.)

1. **Vacation Leave Accrual** (based on full-time employee work schedules)

Employee accrual of vacation leave is on the basis of years of service to the Archdiocese. The following outlines the framework for leave accrual.

Employee Years of Service	**# of Weeks Vacation**	**Biweekly Vacation Accrual**
1st to 3rd year	3 weeks of vacation	.0576 per hour worked; maximum of 4.6154 hours per pay period
More than 3 years	4 weeks of vacation	.0769 per hour worked; maximum of 6.1538 hours per pay period

Vacation Leave Carryover. Regarding the carryover of vacation leave from one year to the next, Schools have two options from which to choose:
OPTION 1 – Eligible employees may carry over no more than 80 hours of vacation leave into the next Fiscal Year,
OPTION 2 – Eligible employees may carry over no more than 40 hours of vacation leave into the next Fiscal Year,

NOTE: Vacation leave amounts will be prorated for those 12-month benefit-eligible employees working a less than full-time schedule.

2. **Vacation Leave Usage**

Upon approval of leave requests, vacation leave may be used in increments of full, and less than full workdays to allow employees to take the minimal amount of time off from workdays for personal matters. Vacation leave may not be used to cover those days identified in the school calendar where employees will not be paid (e.g., Christmas and Easter breaks.)

3. **Paying Out Vacation Leave**

Under Maryland law, unused vacation leave must be paid out to the employee when their employment is terminated. This means that the carrying over of unused vacation leave constitutes a financial obligation on the school's balance sheet, and it is advisable to limit the amount of this obligation. Employees accruing vacation leave may be allowed to carry over unused vacation leave into the next leave year. The Archdiocese has placed limits on the unused vacation leave time that may be carried over at the end of the leave year and available for use in the next leave year to a maximum of 80 hours. Any amount of unused vacation leave from the previous leave year that exceeds 80 hours at the end of the leave year is no longer available to the employee.

NOTE: Schools that previously allowed an annual carryover of more than 80 hours of unused vacation leave should establish a plan to transition from the existing vacation leave carry over policy. One of two options are available:

1) At the end of the leave year, schools may pay out to the employee the value of the vacation leave hours remaining that exceed 80 hours; or,
2) Schools may establish a two-year transitional period in which employees are able to use their vacation leave to draw the balance of unused vacation to 80 hours by the end of the second leave year.

Paid Holidays

The Principal makes the final decision on the school policy regarding the paid holiday schedule. All Archdiocesan schools will provide paid holidays for benefit-eligible staff, to include, at a minimum:

- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Independence Day
- Christmas Day
- Christmas Eve
- Martin Luther King, Jr. Birthday
- Presidents Day
- Good Friday
- Easter Monday
- Memorial Day
- New Years Day

When a paid holiday falls on a Saturday, the observed paid holiday will be the Friday before the actual holiday; when a paid holiday falls on a Sunday, the observed paid holiday will be the Monday after the actual holiday. Employees who are not eligible for benefits do not receive paid holidays.

NOTE: Employees in Short-Term or Long-Term Disability status are not eligible to be paid for holidays. Employees who are not eligible for benefits are not eligible for paid holidays.

Paid Sick Leave

1. Maryland Sick and Safe Leave

The Maryland Healthy Working Families Act requires organizations that employ 15 or more employees to provide **paid** *sick and safe leave* to the employees who are regularly scheduled to work at least 12 hours per week (regardless of their eligibility for benefits.) The minimum sick/safe leave benefit is accrued at the rate of 1 hour for every 30 hours worked, for a maximum of 64 hours per year. Employees accrue .0333 hours of Sick and Safe Leave for every hour worked With few exceptions, all school employees, including non-benefit eligible employees, are covered by this law. Excluded from the coverage of the law's requirements are:

- Independent Contractors;
- Employees regularly scheduled to work less than 12 hours per week; and,
- Employees younger than 18 years old at the beginning of the year.

2. Archdiocesan Paid Sick Leave Policy

Paid sick leave is provided on an accrual basis to all Benefit-eligible employees, and to all school employees who work at least 80 hours per month. The accrual of sick leave is prorated for employees who are regularly scheduled to work less than full-time. (This benefit meets the requirements for *Maryland Sick and Safe Leave*.) Sick leave will be accrued according to the following:

- Employees scheduled to work 40 hours per week will earn 8 hours of sick leave per month worked.
- Employees scheduled 35 hours per week will earn 7 hours of sick leave per month worked.
- Employees scheduled 20 hours per week will earn 4 hours of sick leave per month worked.

Employees paid sick leave will accrue at a rate of .0462 hours for every hour worked (equivalent of 1 day per month). Sick leave may accumulate up to a maximum of 320 hours of sick leave; amounts of sick leave exceeding 320 hours will be forfeited. 10-month employees do not accrue sick leave during the 2 summer months. Sick leave does not accrue during absences of greater than two (2) or more weeks.

Unused sick (and sick or safe) leave is not compensable upon employment termination, however, employees are eligible to transfer unused accrued sick leave between locations participating in the Archdiocesan benefit plans. Employees who have terminated employment and have been rehired within 37 weeks must have their sick leave balances restored to the level accrued at the time of their employment

termination. Schools should enact procedures under the Family Medical Leave Act (FMLA) for absences of eligible employees due to personal or family member illness or injury greater than 5 days. (Consult with Human Resources in the handling of all FMLA matters and the possibility of coverage under the Americans with Disabilities Act.)

Upon approval of a sick leave request, sick leave may be used in increments of full, and less than full workdays to allow employees to take the minimal amount of time off from workdays that they need for their own medical condition or for the care of a sick family member. Sick leave benefits for medical leave due to pregnancy are the same as sick leave benefits for other medical disabilities. It is appropriate to use sick leave for such matters as medical appointments and care of a family member, as appropriate.

Bereavement Leave
Benefit-eligible school employees are entitled to be paid leave in the event of a death in the immediate family. Typically, bereavement leave does not exceed 3 work days per bereavement instance. In situations where funeral and interment are being held out-of-state, the employee may be granted up to 5 days of paid bereavement leave at the principal's discretion. "Immediate family" consists of spouse, parents, siblings, children and relatives residing with the employee.

One day of paid bereavement leave may be provided in the event of death of other relatives, with up to 3 days provided for out-of-state situations approved by the principal.

Personal Leave
Benefit-eligible school employees have 2 days of paid leave each school year for the conduct of personal business. If any personal leave remains unused by the end of the school year (or when terminating employment,), it will be forfeited and not cashed out.

Pay for Emergency Closures
From time to time, emergencies will occur that may close a school for a partial or complete school day. Some examples of emergencies causing school closures include, but are not limited to: snow and other weather-based closures; and, building/facility emergency repairs (floods, power, water, etc.) In such cases, exempt and nonexempt employees **who were otherwise scheduled to work and who are prevented from working by the emergency closure**, are to be paid for the hours/days they would have otherwise worked.

Jury Duty/Court Leave
The schools of the Archdiocese encourage and support employees in fulfilling their civic responsibilities. Schools will provide paid time off to employees for performing jury duty or for serving as a witness under subpoena. Ordinarily, paid time off for these purposes will be provided for up to a maximum of five work days. Such paid time off exceeding five work days will be considered on a case-by-case basis by the Principal. While jurors are typically provided a stipend for the purpose of defraying their expenses for meals, travel, and parking, these amounts will not be deducted from the employee's paid Jury Duty Leave.

References:

Fair Labor Standards Act
Maryland Healthy Working Families Act
Maryland Wage Payment & Collection Law
Maryland Minimum Wage and Overtime Law
Family & Medical Leave Act
Americans with Disabilities Act

FINAL JULY 1, 2020

APPENDIX

Maryland Minimum Wage (as of June 2019)

The State of Maryland has implemented a gradual increase in the minimum wage hourly rate, based on the number of employees of an organization to lessen the economic burden on small businesses and organizations. The current Maryland minimum wage rate is $10.10 per hour.

The following is the current Maryland minimum wage rate schedule which is being phased in beginning January 1, 2020.

	Hourly Rate	
Effective Date	Employers with 15 or more Employees	Employers with 14 or fewer Employees
1/1/2020	$11.00	$11.00
1/1/2021	$11.75	$11.60
1/1/2022	$12.50	$12.20
1/1/2023	$13.25	$12.80
1/1/2024	$14.00	$13.40
1/1/2025	$15.00	$14.00
1/1/2026	$15.00	$14.60
7/1/2026	$15.00	$15.00

FIN 1.0

The school has a clearly written policies regarding registration, tuition and other fees paid to the school. This statement includes the school's policy on non-payment, delinquency, and refunding of fees.

Purpose:

- To provide guidance to parents regarding financial obligations to the school

Commentary/Procedural Points:

- This information is contained in the Parent/Student Handbook.
- This information is communicated to members of the school community on an annual basis and is also stated in a tuition agreement at the time of registration.
- This school policy must include a statement that: Progress Reports and school records may be withheld because of financial obligations. Health Records may not be withheld.
- Principals may use a collection agency to collect unpaid tuition when all else fails. However, if the agency uses the practice of placing a lien against the home, the school is not to use the agency.

References:

- Prototype Parent/Student Handbook

February 8, 2008

FIN 2.0

Schools are to have a clearly written policy for tuition management and tuition assistance through FACTS.

Purpose:

- To assist parents in funding Catholic education and to maintain consistency within the school community

Commentary/Procedural Points:

- This information including who should apply, when to apply, and any conditions that affect application should be contained in the Parent/Student Handbook.

References:

- Local Parent/Student Handbook

October 15, 2013

FIN 3.0

The Department of Catholic Schools will assess each Catholic school annual fees for each student.

Purpose:

- To lend financial support for the services provided by the Department of Catholic Schools

Commentary/Procedural Points:

- The projected income from the student service fee is part of the operating budget of the Department of Catholic Schools.
- The Department of Catholic Schools provides a yearly accounting of the student service fee to the school principals.

References:

January 12, 2005

FIN 4.0

Principals are required to follow the Archdiocesan Chart of Accounts and to submit appropriate financial, staff and enrollment data.

Purpose:

- To follow the operating budget performance of the schools during the year
- To enable the Department of Catholic Schools and the Division of Fiscal Services to assess the financial stability or viability of the schools

Commentary/Procedural Points:

- The school uses the Archdiocesan Electronic Chart of Accounts in devising the school's budget.
- The Department of Catholic Schools cooperates with the Division of Fiscal Services in monitoring the budget.
- Principals cooperate with Archdiocesan audit procedures.
- By the specified due date, the school submits the Financial Operating Statement for the past school year and the proposed budget for the current school year.
- By the specified date, the school submits the Archdiocesan Fall Survey.

References:

- AOB Chart of Accounts, July 2011

February 8, 2008

FIN 5.0

Tuition payments may not be characterized as charitable contributions for income tax purposes. Therefore, schools do not issue documentation to substantiate a tuition payment as a charitable contribution.

Purpose:

- To comply with State and Federal Law

Commentary/Procedural Points:

- Tuition paid for the education of children is an expense of the taxpayer, not a charitable contribution to the school. A tuition payment to a parochial school generally is not considered a charitable contribution because the taxpayer making the tuition payment receives something of economic value, i.e., educational benefits, in return.

- If tuition is paid by someone other than a parent, (e.g., a grandparent, other relative, or friend) on behalf of a particular student or students, no charitable contribution can be claimed.

- A contribution to a scholarship fund or to a tax-exempt school for the purpose of awarding scholarships will not qualify as a charitable contribution if the donor selects, or can select, one or more particular recipient(s) of the scholarship.

- Expenses for before- and after-school care and some pre-school programs may be eligible as a “child care” deduction for “qualifying” persons.

References:

- www.irs.gov, Publication 503

January 12, 2005

FIN 6.0

Principals adhere to the procedures established for parishes by the Division of Fiscal Services regarding handling of funds, processing of payroll, payment of vendors, monitoring bank accounts, maintaining accounting records and segregation of duties.

Purpose:

- To ensure responsible handling of finances and retention of fiscal records
- To monitor the fiscal viability of the school
- To comply with Archdiocesan audit procedures

Commentary/Procedural Points:

References:

- AOB Cash Control Procedures

August 11, 2011

FIN 7.0

A family with outstanding financial obligations to the current school is not to be accepted at another Catholic school within the Archdiocese of Baltimore.

Purpose:

- To ensure fulfillment of financial obligations to current school
- To ensure financial security at the accepting school

Commentary/Procedural Points:

- The accepting school must require proof that all financial obligations have been met at the current school.

References:

- Legal Briefs: "Withholding School Records for Nonpayment of Tuition" (Visions, Winter, 1999, CSW)

February 8, 2008

Withholding School Records for Nonpayment of Tuition

by Kathryn Kelley Hoskins

May a Catholic school refuse to forward records to another school in which a student plans to enroll if there is an outstanding tuition balance? The answer generally is yes, subject to the following important qualifications:

1. Parents always have the right to review their children's education records, even if there is an outstanding tuition balance.

2. Records may not be withheld if the debtor has filed for bankruptcy. Once a person is protected by the bankruptcy laws, no further attempts may be made to collect the debt, which means that records must be forwarded to a transfer school upon request.

3. Health records should always be forwarded to a transfer school.

4. The school should have a clear written policy, communicated to parents, in which the school reserves the right to withhold records for nonpayment of tuition. Withholding records is a "last resort" to be invoked only after many attempts to contact the parents and work out a payment plan or tuition assistance have been unsuccessful.

5. Withholding records is not an effective solution to the problem of unpaid tuition. The school should take steps to ensure that unpaid tuition balances do not accumulate. The school's policy should provide for suspension, expulsion, and refusal to re-register in cases of nonpayment. The school's failure to consistently enforce reasonable policies regarding tuition non-payment results in a hidden "subsidy" by the parents who do pay.

6. An Archdiocesan school may not register a student who has an outstanding tuition balance at another Archdiocesan school. The new school should verify the tuition status at the prior school before offering admission to the student.

FIN 7.1

If a student transfers without having fulfilled all financial obligations, the school is only required to release health records and grade level to the new school.

Purpose:

- To ensure fulfillment of financial obligations to the current school
- To protect the health of the former student and the new school community

Commentary/Procedural Points:

- Copies of academic records will be released once all financial obligations are met.

References:

- Legal Briefs: "Withholding School Records for Nonpayment of Tuition" (Visions, Winter, 1999, CSW *and September 2000*)

February 8, 2008

FISCAL PROCEDURES

Cash Control Procedures
Chart of Accounts
Recommended Accounting Procedures

ARCHDIOCESE OF BALTIMORE
CASH CONTROL PROCEDURES

(For cash collections and counting, bank accounts and deposits, parish/school office internal controls)

Introduction

Parishes have experienced several very sizeable and unhappy losses of collection proceeds over the years. Often the loss or theft is made possible by a lack of proper attention to the Archdiocesan procedures for handling, transporting, counting, and accounting for monies. It is the responsibility of the Board of Corporators, Pastors, PLDs, Parish Administrators, and Principals to ensure that prudent procedures for handling cash are being followed every weekend and during the week where necessary. Adherence to reasonable procedures discourages loss, helps to spot losses early, and can be of great assistance in determining the exact amount of any loss which does occur. The Archdiocesan insurance carrier can attest to this statement.

The following are detailed guidelines dealing with accounting procedures, regulations regarding titling of parish bank accounts and location of financial records, and procedures for handling, transporting, counting, and storing cash receipts. Corporators, Pastors, PLDs, Parish Administrators, and Principals are responsible for knowing these regulations and procedures and ensuring that they are followed. The procedures set a standard for reasonable conduct and failure to meet this standard may be considered negligence. We cannot assume that the people handling the money and the books are doing a proper job—the Board, Pastors, PLDs, Parish Administrators, and Principals must be active and aggressive in ensuring that those procedures are being followed. Losses in a parish can have a devastating impact on future giving and morale, as well as impacting insurance premiums and deductibles to the parish or school. Parish finance council members should diligently review cash handling procedures and parish financial reports with the pastor.

Internal Controls

Internal controls are the procedures put in place which help prevent or detect errors and irregularities. Although ideal internal controls in parishes or schools may be difficult to implement due to a lack of personnel, certain incompatible functions should be divided to ensure proper stewardship of resources. A recurring theme in the Archdiocesan guidelines is that *the same person should never count or otherwise have access to the collection on a regular basis.*

PARISH COLLECTIONS

Collecting and Storing Funds

After the collection is taken, the head usher should bring the collection up in a basket and place it on the altar. To safeguard the basket, it should be positioned away from doors or entrances. After the liturgy, two ushers should take the basket to the sacristy and wait for the celebrant. Two people should take the funds to the rectory where a priest, religious, PLD or corporator should place the funds in a locked safe. The funds can be locked in a safe in the sacristy if that is where the safe is located. Safe combinations should be used properly at all times (not bypassed) and knowledge of safe combinations should be limited to clergy, religious, PLDs, and/or corporators. Safe combinations should be changed every four to five years or with a change in pastor or individual with safe access. If the parish safe has a key, access to each key must be safeguarded in the same fashion as if it had a combination. Funds (except for petty cash) should not be stored in a locked desk or file cabinet. In addition, funds should never leave the parish premise to be counted.

Safekeeping of Deposits

Safekeeping of monies is also a critical concern. Cash or valuables should never be left in a drawer or closet until a deposit is made. Safes should be used to hold funds from the time of collection until the count, and again until transportation for deposit. Money should always be deposited as soon as possible. No one should ever be left alone with Church funds. Opportunity for disaster arises when parishes have informal procedures, shortcuts, lack of ongoing contact and supervision of workers, and a false sense of security stemming from a history of few *discovered* losses.

Money Counting

The counting of funds should be done as soon as possible, preferably right after the last Mass:

Counting should be done in teams of at least three unrelated persons, preferably more than three.
Counting teams should rotate each week.
Counting should be done by at least three teams.
In no situation should the same people be allowed to count funds week after week.
The parish bookkeeper should not be involved in the counting process nor have access to the collection funds.
Each parish should have written counting procedures.

Each member of the counting team should have an assigned task such as:

1. Removing money from envelopes, noting proper amounts on the envelope face, or entering amounts contained therein on the envelope face if the envelope is blank;
2. Counting notes and coin separately for each type of collection;
3. Recounting;
4. Examining the propriety of the checks received, stamping them –for deposit only and recording the amounts received by check;
5. Recording the cash count/recap sheet; and
6. Preparing the deposit slips.

Separate totals must be obtained for loose and envelope monies for each type of collection. For example, regular envelope, regular loose, special parish envelope, special parish loose, Diocesan envelope, Diocesan loose, etc. One member of the team should record the cash counts in ink on a cash count/recap sheet. The recorder should not be the same person week after week. Both the counter(s) and the recorder should sign and date the count/recap sheet. The signed count/recap sheet should be turned over to the pastor who should review the document, initial, and file the form (Section 2-21 – Count/Recap Sheet).

Bank Deposits

The counter(s) should prepare the deposit slips. All collected funds should be deposited intact. All funds to be deposited, deposit slips, and adding machine tapes of checks should be placed in a special lock-up bag. Two individuals (excluding the bookkeeper) should transport the funds to the bank immediately after the count and place the funds in a night depository. For parishes using an armored carrier, the counted funds in locked bags should be returned to the safe, again by two persons, to provide for safekeeping overnight and then turned over to the armored carrier on Monday.

Administrative Procedures – Collections

Validated deposit slips, when returned by the bank, should be turned over to the bookkeeper with a copy of the signed cash count/recap sheet. The bookkeeper should compare the deposit slip to the cash count/recap sheet noting agreement, staple them together, and then record the amounts per the count/recap sheet in the general ledger. Once the amounts on the envelopes are entered into the Parish's census data system, a report should be printed and tied to the count sheet and general ledger. Any differences should be investigated and documented.

Record Keeping

Another recurring theme is the importance of accurate record keeping. There must be accurate counting, noting proper amounts on envelopes, recording the count/recap sheet in ink, preparing deposit slips, totaling figures, running adding machine tapes, and so on. Volunteers must be encouraged to check and recheck their work. Stress to volunteers the importance of accuracy and thoroughness. Parishes should send a statement of donations to each active parishioner.

Additional Comments on Collection Control Procedures

The key element of these collection procedures is that from the time of collection to the time of deposit, cash receipts should either be in a locked safe or in the possession of at least two persons. One individual should never be left alone with the church funds. Additional controls to further safeguard collections include: locking a safe compartment inside the safe if there is one; where there is a large safe, by storing a small locked cabinet within the safe to hold the funds; or through the use of a drop safe. These additional controls become especially important when the safe is used to hold other items in addition to the collected funds.

Conclusion

The control procedures detailed in this section must be followed to adequately protect all those who handle or transport the funds and should not be construed to be an implication as to the honesty or integrity of the transporters or counters.

PARISH/SCHOOL GENERAL ITEMS

Discount Vouchers and Coupons

Vouchers and coupons purchased by the parish or school for use in fund raising efforts must be treated as if they are *cash*. The same care and diligence for managing cash must be applied to discount vouchers and coupons. Discount vouchers and coupons are *not* like raffle tickets and should never be distributed as if they are.

Vouchers and coupons must be kept locked in the parish or school safe. Cash or checks received must be promptly deposited, and vouchers and coupons given to the purchaser only after payment has been received.

For a more detailed discussion of the required controls, see Section 2-25 – Control Procedures for Parishes & Schools.

Office Internal Controls

Someone other than the check signer(s) should reconcile the bank statement to the cash balance on the books. The individual preparing the bank reconciliation should not prepare deposit slips or write checks. In addition, the person writing checks should not prepare deposit slips. Also, bookkeepers should not count money or have access to collection funds.

Schools, in addition to the above, should issue pre-numbered receipts for cash received and retain a carbon copy. Tuition revenue should be compared with enrollment data prepared by an individual other than those who maintain tuition records or receive tuition payments. Any discrepancies found should be resolved.

The pastor, PLD, a corporator, or the finance committee chair should regularly (at least quarterly) receive the unopened bank statements and review them and review bank reconciliations and financial records for propriety. The reviewer should initial and date the documents reviewed.

Titling Bank Accounts

Every checking account, savings account, certificate of deposit and investment accounts containing funds belonging to the parish or school should be registered only in the name of the parish or school corporation. No such accounts, certificates, or investments should ever be in the name of an individual, whether clergy, religious, or laity.

Authorized Check Signers and Withdrawers

The Archbishop, the parish pastor or PLD, the associate pastor and/or corporators should be named as an authorized signer on every parish checking and savings account. For schools, the appropriate signers could include the pastor, the associate pastor, the principal, the assistant principal, and an active school board president. In extraordinary situations, a pastor may delegate another person to sign checks, but this person must not be the bookkeeper or any other person who handles cash funds or prepares financial records. Those who sign checks and withdraw funds must do so with the consent of the corporators. Facsimile signature stamps are not recommended because the person whose signature is on the stamp must physically control it; otherwise, whoever holds the stamp has check signing ability. Requiring dual signatures on checks over a predetermined amount should be adopted.

Related Organizations' Accounts

Since parish and school organizations are parish life entities which benefit from the tax-exempt status of the parish, the supervision of the activities of these organizations falls within the responsibility of the pastor.

The accounting and recordkeeping for all major parish entities such as the religious education program, fund raising groups, the choir, and youth groups should be handled through the parish books. Other smaller, more indirectly related groups such as Sodality, Holy Name Society, and Scout groups can be accounted for separately although all entities should be subject to the full range of internal controls described above.

The pastor's name should head the list of persons authorized to sign checks and withdraw funds from all entities' bank accounts. Because the pastor's name is on the checking and savings accounts for these smaller, indirectly related organizations does not mean that the pastor necessarily controls the use of these funds. The pastor should obtain a financial report at least annually, showing the results of the group's activities for the year. A brief narrative explaining the year's activities and promoting the organization's strengths and values could accompany this report.

For a more detailed discussion of controls for parish and school organizations see Section 2-25.

Location of Financial Records

All financial records, including checkbooks, savings passbooks, bank statements, journals, ledgers, etc. should always be kept on the church or school premises.

IMPACT ON PARISH/SCHOOL INSURANCE COVERAGE

In the past, a number of Archdiocesan locations have suffered losses of funds due to some form of fraud, theft, loss, or embezzlement. Because of this situation, in the past the Archdiocese experienced difficulty in renewing the fidelity bond coverage.

As a result of these losses, the increased Archdiocesan fidelity coverage deductible, and to encourage the adoption of better control procedures, the parish and school fidelity deductibles were changed several years ago. If a parish or school suffers a loss and did not follow the required controls, they will be assessed a higher deductible or possible denial of claim.

ARCHDIOCESE OF BALTIMORE
UNIFORM SYSTEM OF ACCOUNTING

SCHOOL CHART OF ACCOUNTS
ASSETS, LIABILITIES, & EQUITY ACCOUNTS

1000 ASSETS

1100 Cash and Marketable Securities
- 1110 Operating Checking
- 1120 Payroll Checking
- 1130 Related Organizations' Checking/Savings Accounts
- 1145 Capital Campaign Checking
- 1150 Savings/Money Market Bank Accounts
- 1160 Certificates of Deposit
- 1170 Cash on Deposit with the Interparish Loan Fund
- 1190 Petty Cash

1200 Receivables
- 1210 Tuition and Fee Receivable
- 1220 Loans Receivable
- 1260 Accounts Receivable
- 1290 Reserve for Uncollectable Accounts

1300 Prepaid Assets & Deposits
- 1310 Prepaid Assets
- 1315 Deposits

1400 Long - Term Investments
- 1401 Long-Term Investment- Capital
- 1402 Long-Term Investment- Other

1500 Endowment Investments
- 1501 Catholic Community Foundation Endowment
- 1502 Endowments – Other

1600 Property, Plant, and Equipment (Fixed Assets)
- 1610 Land
- 1615 Building and Land Improvements
- 1620 Buildings
- 1640 Computers & Computer Equipment
- 1650 Furniture & Equipment
- 1660 Fine Arts
- 1670 Vehicles
- 1720 Accumulated Depreciation – Buildings (35 yrs)

1730 Accumulated Depreciation – Building & Land Improvements (15 yrs)
1740 Accumulated Depreciation – Computers & Computer Equipment (3 yrs)
1750 Accumulated Depreciation – Furniture & Equipment (8 yrs)
1770 Accumulated Depreciation – Vehicles (5 yrs)

1900 Other Assets
1910 Other Assets

2000 LIABILITIES

2100 Accounts Payable
2110 Accounts Payable

2200 Exchange/Agency Accounts
2210 Exchange/Agency
2230 Related Organizations' Checkin g/S avings Accounts Liability
2290 Inter-company Due To/Due From

2300 Unearned Income
2310 Unearned Tuition
2320 Unearned Fees
2330 Other Advanced Payments
2340 Unearned Grant Income

2400 Accrued Liabilities
2410 Accrued Liabilities

2500 Payroll Liabilities
2505 Payroll Suspense
2510 Payroll Withholdings - Social Security and Medicare
2520 Payroll Withholdings - Federal Income Tax
2530 Payroll Withholdings - State Income Tax
2550 Payroll Withholdings - 403B Plan
2560 Payroll Withholdings - Garnishments
2590 Accrued Salaries
2593 Accrued Employee FICA and Medicare Taxes
2595 Accrued Vacation Payable

2800 Notes & Loans Payable
2810 Notes Payable – IPLF Loan from Archdiocese
2820 Notes Payable to Bank
2830 Other Debt Payable to Archdiocese
2840 Notes Payable – Other

3000 Net Assets

- 3110 Unrestricted Net Assets
- 3120 Unrestricted Net Assets - Designated
- 3210 Temporarily Restricted Net Assets
- 3310 Permanently Restricted Net Assets

ARCHDIOCESE OF BALTIMORE
UNIFORM SYSTEM OF ACCOUNTING

SCHOOL CHART OF ACCOUNTS
INCOME AND EXPENSE ACCOUNTS

INCOME

4000 Tuition and Financial Aid Income

4010 Tuition
4020 Past Year's Tuition
4222 Partners in Excellence
4223 Children's Scholarship Fund
4231 *AAA Tuition Assistance*
4233 *Archdiocesan Tuition Assistance School Fund*
4234 Foundation Tuition Assistance
4236 Parish Tuition Assistance
4237 Other Tuition Assistance

4100 Fee Income

4110 Book Use Fees
4120 Registration Fees
4130 Other Fees
4140 Student Service Fees - Archdiocesan

4200 Development and Grant Income

4210 Annual Appeal/Annual Gifts
4221 Grant Income
4230 Parish Subsidy
4240 *Archdiocesan School Fund Grant/Subsidy*
4250 Unrestricted Gift, Donation, and Bequest Income
4260 Fundraiser Income, Net

4400 Investment Income (New Group of Accts)

4410 Interest and Dividend Income – Operating Accounts
4420 Interest and Dividend Income – Non-Operating Accounts
4430 Interest and Dividend Income – School Endowment
4440 Interest and Dividend Income – Restricted Endowment
4490 Realized Gain/(Loss) on Investments
4495 Unrealized Gain/(Loss) on Investments

Other Income Sources

4271 Contributed Services of Religious Employee
4272 In-Kind Contributions
4300 Library Income
4500 Rental Property Income
4600 Miscellaneous Income

4900 Student Services Income

4910 Sale of Books
4920 Sale of Stationary and Supplies
4930 Cafeteria Income
4935 Government Milk/Lunch Program Income
4940 Student Transportation Income
4950 Athletic Program Income
4970 Before/ After School Care Income
4980 Other Student Services Income
4999 Field Trip Fee Income

Other Non-Operating Income

4235 Archdiocesan Capital Campaign
4251 Specific Gifts/Grants/Bequests for Non-Operating Use
4280 School Capital Campaign Income
4700 Receipts/Gain/(Loss) from Sale of Fixed Assets

EXPENSES

5000 Instruction

5010 Gross Salary – Instruction
- 5010.01 – Lay Instruction – Teachers
- 5010.02 – Religious Instruction
- 5010.03 – Lay Instruction – Specialties
- 5010.04 – Lay Instruction – Aides
- 5010.05 – Lay Instruction - Substitutes

5015 Contracted Labor for Instruction
5040 Textbooks/Workbooks Expense
5050 Instructional Materials and Supplies
5060 Library Books and Supplies
5065 Technological Instructional Material
5070 Other Instructional Expenses

5100 Student Services

5100 Gross Salaries – Student Services
- 5100.01 – Gross Salaries – Student Care
- 5100.02 – Gross Salaries – Cafeteria
- 5100.03 – Gross Salaries – Other Student Services

5110 Books for Resale
5120 Supplies for Resale
5130 Cafeteria Expenses
5135 Government Milk/Lunch Program Expenses
5140 Student Transportation Expenses
5150 Athletic Program Expenses
5160 Student Service Fees (Archdiocesan)
5170 Student Care Supplies
5180 Other Student Service Expenses
5199 Field Trip Expenses

5200 Administration

- 5220 Gross Salaries - Administrative Staff
  - 5220.01 – Lay Administration
  - 5220.02 – Religious Administration
- 5230 Telephone Expenses
- 5235 Non-Capitalized Equipment- Office
- 5240 General Administrative Expenses
- 5241 Bad Debt Expense
- 5242 External Printing Expenses
- 5243 Audit and Accounting Fees
- 5244 Development/Marketing Expenses
- 5245 Office Supplies
- 5246 Postage and Mailing
- 5247 Technology Expenses
- 5248 Bank and Service Fees
- 5249 Office Machine Expenses
- 5250 Auto and Travel Expenses
- 5260 Workshops and Meeting Expenses
- 5265 Hospitality Expenses

5270 Employee Benefits

- 5271 Social Security & Medicare Tax Expenses
- 5272 Medical Insurance Expense
- 5273 Lay Pension Fund Expense
- 5274 Other Employee Benefits
- 5275 Employee Benefits – Religious

5300 Facility Expenses

- 5310 Gross Salaries - Maintenance
- 5320 Utilities Expense
  - 5320.01 – Electricity
  - 5320.02 – Gas
  - 5320.03 – Oil
  - 5320.04 – Water
  - 5320.05 - Other
- 5330 Ordinary Repairs and Maintenance
- 5335 Non-Capitalized Equipment- Facilities
- 5340 Custodial Supplies
- 5350 Contracted Facility Services
- 5360 Property and Casualty Insurance Expense

ARCHDIOCESE OF BALTIMORE
UNIFORM SYSTEM OF ACCOUNTING

SCHOOL CHART OF ACCOUNTS
CLASSIFICATION OF ACCOUNTS

1000 ASSETS

1100 Cash and Marketable Securities

1110 Operating Checking - Balance of checking account that is used for school operations. All school income (including income generated from benefit events) is to be deposited into this account, and all school expenses are to be paid from this account.

1120 Payroll Checking - Optional checking account used solely to process payroll. This account should maintain a zero balance. It should be funded only when needed to process payroll and should zero out after each payroll period.

1130 Related Organizations' Checking/Savings Accounts - Balance of checking and/or savings accounts associated with various school life organizations that use the school's Federal tax identification number to obtain bank accounts. Such accounts should be evaluated at least annually. At all times, the balance of this account should be offset entirely by the corresponding liability balance in account 2230.

1145 Capital Campaign Checking - Balance of checking account that is to be used solely for income and expenses related to a pre-approved capital campaign.

1150 Savings/Money Market Bank Accounts - Balance of school-owned accounts that draw interest at a bank.

1160 Certificates of Deposit – School-owned certificates from a bank stating that the school has a specified sum on deposit for a given period of time at a fixed rate of interest.

1170 Cash on Deposit with the Interparish Loan Fund - Balance of interest bearing demand deposit held within the Interparish Loan Fund with the Archdiocese.

1190 Petty Cash - Small cash fund maintained in the school office used for incidental purposes.

1200 Receivables

1210 Tuition and Fee Receivable – Balance due for student tuition and fees. This account is only used for accrual accounting purposes.

1220 Loans Receivable - A written promise from an entity to repay the school a certain sum of money on a specified future date.

1260 Accounts Receivable - Monies due to a school by individuals, employees, or entities not related to tuition and fees. Subsequent payments received are credited to this account. This account is only used for accrual accounting purposes.

1290 Reserve for Uncollectable Accounts – Balance of tuition receivable which is estimated to be uncollectable. The entry to record this reserve should debit account 5241, Bad Debt Expense. This account is only used for accrual accounting purposes.

1300 Pre-Paid Assets & Deposits

1310 Prepaid Assets - Expenditures that have been made for goods or services to be received at a future date. This account is only used for accrual accounting purposes.

1315 Deposits - A partial or initial payment for a conditional, refundable payment generally associated with contractual terms.

1400 Long-Term Investments

1401 Long-Term Investment – Capital - An asset expected to be held for more than one year for a future financial return or benefit that will be used for capital projects. The balance should equal the fair market value of the investment.

1402 Long-Term Investment – Other - An asset expected to be held for more than one year for a future financial return or benefit that does not have a specified future use. The balance should equal the fair market value of the investment.

1500 Endowment Investments (Permanently Restricted by an Actual Legal Endowment Agreement)

1501 Catholic *Community* Foundation Endowment - Assets held within the Catholic Community Foundation in which the school has a beneficial interest in the asset value. Balances should be adjusted at least annually to equal the fair market value of the associated assets. Increases or decreases to the asset value should be charged to a/c 4495 "Unrealized Gain/ (Loss)."

1502 Endowments – Other - Permanent endowments (other than Catholic Community Foundation) in which restrictions are placed over the use of principal and the use of earnings may be limited to a specific purpose. Balances should be adjusted at least annually to equal the fair market value of the associated assets. Increases or decreases to the asset value should be charged to a/c 4495 "Unrealized Gain/ (Loss) on Investments."

1600 Property, Plant, and Equipment (Fixed Assets – Use for Accrual Accounting Only)

1610 Land - Cost of school-owned land.

1615 Building and Land Improvements - Costs = $2,500 associated with improvements made to buildings such as additions, major renovations, boilers, air conditioning systems, etc. and land improvements such as statues, bell towers, parking lots, etc.

1620 Buildings - Cost of school physical structures including all expenditures related directly to their acquisition or construction.

1640 Computers and Computer Equipment - Cost of computers and related computer equipment = $2,500.

1650 Furniture & Equipment - Cost of furniture and equipment = $2,500.

1660 Fine Arts - Cost of fine arts = $2,500.

1670 Vehicles - Cost of school vehicles = $2,500.

1720 Accumulated Depreciation – Buildings - The depreciation that has taken place on buildings up to the present time. These assets should be depreciated using the straight line method over 35 years.

1730 Accumulated Depreciation – Building & Land Improvements - The depreciation that has taken place on building and land improvements up to the present time. These assets should be depreciated using the straight line method over 15 years.

1740 Accumulated Depreciation – Computers and Computer Equipment - The depreciation that has taken place on computers and related computer equipment up to the present time. These assets should be depreciated using the straight line method over 3 years.

1750 Accumulated Depreciation – Furniture & Equipment - The depreciation that has taken place on furniture and equipment up to the present time. These assets should be depreciated using the straight line method over 8 years.

1770 Accumulated Depreciation – Vehicles - The depreciation that has taken place on school vehicles up to the present time. These assets should be depreciated using the straight line method over 5 years.

1900 Other Assets

1910 Other Assets - Cost of any other assets not categorized above.

2000 LIABILITIES

2100 Accounts Payable

2110 Accounts Payable – Amount owed to vendors for goods and/or services already received, but for which full payment has not been remitted.

2200 Exchange/Agency Accounts

2210 Exchange/Agency – Receipts and expenditures that are unrelated to school activities and operation, but are handled through the school checking account.

2230 Rel at ed Or gani zat i ons' Chec ki ng/ Savi ngs Accounts Liability – Funds maintained and controlled by related organizations. See account number 1130 for the corresponding asset account.

2290 Inter-company Due To/Due From – Amounts owed to or due from a related, but separate entity of the school, i.e., a parish. The school and the related entity's Due To/Due From accounts should net to zero.

2300 Unearned Income

2310 Unearned Tuition - Tuition received from students for a future school year (i.e. next fiscal year). For example, if tuition collection for the next school year begins in April of the current school year, all of these funds collected from April – June should be recorded in this account. Tuition collected in advance should be recognized in account 4010 "Tuition" beginning in July of the next fiscal year, which can be done by journal entry.

2320 Unearned Fees – Fees received from students for a future school year (i.e. next fiscal year). For example, if registration fees for the next school year are accepted starting in March of the current school year, all funds collected from March – June should be recorded in this account. Fee amounts should be recognized in accounts 4110-4140 beginning in July of the next fiscal year, which can be done by journal entry.

2330 Other Advanced Payments – Other income (not related to tuition and fees paid by students' families) received for a future school year (i.e. next fiscal year). For example, if financial aid income related to the next school year is received in June, this income should be recorded in this account. These amounts should be recognized in the appropriate income accounts beginning in July of the next fiscal year, which can be done by journal entry.

2340 Unearned Grant Income – Grant income received from a foundation or corporation that is designated for a purpose in a future fiscal year. The purpose of the grant should be defined in a letter from the granting agency. For example, if a school receives a grant for a capital project which will occur in the next fiscal year, the income received could be recorded in this account. The grant income should be recognized in account 4221 "Grant Income" in the next fiscal year, which can be done by journal entry.

2400 Accrued Liabilities

2410 Accrued Liabilities – Expenses incurred for which invoices have not been received, but the amount is either known or reasonably estimated by the school. This account is for accrual accounting purposes only.

2500 Payroll Liabilities

2505 Payroll Suspense – Account is used for temporary differences between a payroll register per third party preparer and actual payroll transactions. For example, this account should be used if a person's wage was under reported to the third party preparer and the school wrote a manual check to make the person whole.

2510 Payroll Withholdings – Social Security and Medicare – Amounts withheld from the employees' pay for Social Security and Medicare taxes.

2520 Payroll Withholdings – Federal Income Tax – Amounts withheld from the employees' pay for Federal income taxes.

2530 Payroll Withholdings – State Income Tax – Amounts withheld from the employees' pay for State income taxes.

2550 Payroll Withholdings – 403B Plan – Amounts withheld from the employees' pay for deposits into the 403B retirement plan.

2560 Payroll Withholdings – Garnishments – Amounts withheld from the employees' pay for garnishments.

2590 Accrued Salaries – Salary expenses incurred, but not paid. For schools with teachers paid on a twelve month basis, their summer salary expenses related to the current fiscal year should be accrued throughout the year using this account.

2593 Accrued Employee FICA and Medicare Taxes (old 2700)- FICA and Medicare tax expenses incurred, but not paid. (This account is used to accrue taxes related to the accrued salary expenses of schools with employees paid on a twelve month basis.)

2595 Accrued Vacation Payable – Reflects the value of vacation earned by eligible school employees, but not taken. This account should only be used by schools that desire to record vacation under the accrual method of accounting.

2800 Notes and Loans Payable

2810 Notes Payable – IPLF Loan from Archdiocese – Represents principal balance owed to the Archdiocese. The school should ensure the balance in this account agrees to Archdiocesan records.

2820 Notes Payable to Bank – Represents principal balance owed to a financial institution. The school should ensure the balance in this account agrees to the financial institution's records.

2830 Other Debt Payable to Archdiocese – Represents debt to the Archdiocese other than Interparish Loan Fund debt. Examples may include emergency loans made to cover insurance or payroll costs during times of negative cash flow – generally leading up to a reorganization or restructuring of the school activities.

2840 Notes Payable – Other – Represents amounts borrowed from any other source. The school should ensure the balance in this account agrees to the debtor's records.

3000 Net Assets

3110 Unrestricted Net Assets – Net assets that are not subject to restrictions.

3120 Unrestricted Net Assets – Designated – Unrestricted net assets that are designated by the school for specific purposes. Decisions made by school management to set aside funds should be represented in this account. Unrestricted Net Assets - Designated are not the same as restricted net assets.

3210 Temporarily Restricted Net Assets – Net assets subject to donor-imposed restrictions that may or will be met either by actions of the school or the passage of time.

3310 Permanently Restricted Net Assets – Net assets subject to donor-imposed stipulations that they be maintained by the school. Generally, the donors of these assets permit the school to use all or part of the income earned on related investments for general or specific purposes. Catholic Family Foundation assets should be included in this account.

INCOME & EXPENSE ACCOUNTS

INCOME

4000 Tuition and Financial Aid Income

4010 Tuition – Income received from student's family related to the current school year.

4020 Past Year 's T uit ion – Past year's tuition income received in the current year from student's family. This account is used for cash basis accounting.

4222 Partners in Excellence – Scholarship income through the Archdiocese from corporations and foundations.

4223 Chi l dr en' s Schol ar shi p Fund - Scholarship aid funding through Children's Scholarship Fund-Baltimore.

4231 AAA Tuition Assistance - Grant funding from the Archbishop's Annual Appeal for tuition assistance.

4233 Archdiocesan Tuition Assistance School Fund - Tuition assistance funds received from the Archdiocese for the education of students.

4234 Foundation Tuition Assistance– Tuition assistance funds from John Carroll Foundation, Catholic Family Foundation, or other Archdiocesan Foundations.

4236 Parish Tuition Assistance – Tuition assistance funds received from parishes.

4237 Other Tuition Assistance – Tuition assistance received which cannot be classified under any other tuition related account.

4100 Fee Income

4110 Book Use Fees – Fee income received for the use of school textbooks and workbooks.

4120 Registration Fees – Fee income received for student registration.

4130 Other Fees – Fee income received for any other general purpose such as technology fees. Fees charged for student specific activities should be recorded in income accounts under the section, "Student Services Income".

4140 Student Service Fees (Archdiocesan) – Fee income received for covering the student service fees charged by the Archdiocese Division of Schools.

4200 Development and Grant Income

4210 Annual Appeal/Annual Gifts – Funds received from an annual appeal or annual gifts from alumni, parishioners, parents, etc. Please note funds received for non-operating use should use account 4251.

4221 Grant Income – Grants received from foundations and corporate supporters for any operating purpose. Please note funds received for non-operating use should use account 4251 and grants for a purpose in a future fiscal year should use account 2340.

4230 Parish Subsidy - Funds received from a parish to support the school's general operations.

4240 Archdiocesan School Fund Grant/ Subsidy- Funds received from the Archdiocesan School Fund assessment to support the school's general operations.

4250 Unrestricted Gift, Donation, and Bequest Income – Unrestricted gifts, donations, and bequests received other than through an annual appeal.

4260 Fundraiser Income, Net – Net proceeds received from school fundraising activities and events. *Including all Scrip rebates, Box Tops for Education, grocery store participation programs and all retail programs the benefit the school.*

4400 Investment Income

4410 Interest and Dividend Income – Operating Accounts - Interest and dividends earned on savings, CDs, money markets, the IPLF, and any other investments housing operating funds. *Operating Funds are monies raised through normal operations; they exclude capital campaign funds, endowments, and monies related to restricted gifts.*

4420 Interest and Dividend Income – Non-Operating Accounts - Interest and dividends earned on capital campaign funds and monies related to restricted gifts.

4430 Interest and Dividend Income – School Endowment – Interest and dividends earned on school endowments that have been legally established.

4440 Interest and Dividend Income – Restricted Endowment - Interest and dividends earned on school endowments that have been legally established for purposes other than operations, i.e., capital improvements.

4490 Realized Gain/(Loss) on Investments – Gains/(Losses) from the sale of investments.

4495 Unrealized Gain/(Loss) on Investments – Unrealized Gains/(Losses) from the changes in the market value of investments.

Other Income Sources

4271 Contributed Services of Religious Employee – Income recorded for variance in religious compensation from lay rate. The amount recorded should be fully offset in expense accounts 5010.02 or 5220.02.

4272 In-Kind Contributions – Reflects the donated value between the market cost of products, services, materials and labor (not religious labor) and what was paid. If this account is used, the full market value of the products and services should be recorded in the expense area, offset by this account reflecting the net cash paid.

4300 Library Income – Funds received for use of the library and outside funds for enriching the library such as book fairs.

4500 Rental Property Income - Income (gross) received through rental of school-owned properties and facilities, including payments received for utilities.

4600 Miscellaneous Income – Income which can not be classified under any other existing accounts.

4900 Student Services Income

4910 Sale of Books – Income related to books sold directly to students.

4920 Sale of Stationary and Supplies – Income related to sale of stationary and supplies to students.

4930 Cafeteria Income – Income from cafeteria or other lunch events such as pizza days. Government lunch programs should be recorded in account 4935.

4935 Government Milk/Lunch Program Income – Income and/or rebates received related to a government milk or lunch program.

4940 Student Transportation Income – Income related to busing students from residence to school only. Faculty and school auto expenses should be recorded in account 5250.

4950 Athletic Program Income – Income related to school athletic programs including student fees for athletics and concessions.

4970 Before/After School Care Income – Income related to before and after school care services.

4980 Other Student Services Income – Income for other student services not covered by the other accounts. Examples include picture and uniform commissions.

4999 Field Trip Fee Income – Fees collected from students for field trips. The corresponding expense account for field trips is 5199.

Other Non-Operating Income

4235 Archdiocesan Capital Campaign – Funding from an Archdiocesan campaign or Archdiocesan grant for new construction, major renovations, or to establish an endowment.

4251 Specific Gifts/Grants/Bequests for Non-Operating Use – Gifts or grants from external sources that have been restricted by the donor and can be supported by a letter, for a specific purpose other than operations.

4280 School Capital Campaign Income – Proceeds from an **approved** campaign for major renovations or other capital projects.

4700 Receipts/Gain/(Loss) from the Sale of Fixed Assets – Funds received from the sale of fixed assets that were originally expensed when purchased. If the assets were originally capitalized and depreciated over time, this account would be used to record the cash received in addition to the net book value- gain or below the net book value (loss).

EXPENSES

5000 Instruction

Note: The accounts below should be used to record salaries (on payroll) for the respective category. Payments to contractors should not be included in this section.

5010 Gross Salaries – Instruction:

5010.01 Lay Instruction – Teachers – Gross salaries for all full-time classroom teachers, not including specialty teachers or aides.
5010.02 Religious Instruction - Salaries for members of the Religious community on the teaching staff.
5010.03 Lay Instruction – Specialties – Gross salaries for all full-time and part-time specialty teachers including music, art, physical education, computers, foreign language and librarian.
5010.04 Lay Instruction – Aides – Gross salaries for all full-time and part-time teacher aides in the classroom.
5010.05 Lay Instruction – Substitutes – Gross salaries for substitutes who are on school's payroll. **Any substitutes acting as contractors should use account 5015.**

5015 Contracted Labor for Instruction - Expenditures for substitutes or others who are not on the payroll, acting as independent contractors, *who will receive a 1099 at year end.*

5040 Textbooks/Workbooks Expense – Expenditures for textbooks and workbooks purchased by the school for the classroom. The costs of textbooks to be resold to students are recorded in account 5110.

5050 Instructional Materials and Supplies – Expenditures for all supplies and materials used in the classroom.

5060 Library Books and Supplies – Expenditures for library books as well as periodicals, newspapers, and supplies for the library.

5065 Technological Instructional Materials – Expenditures for textbooks, workbooks, and other audio/visual type materials utilizing technologically advanced mediums such as CDs, internet classes, or other types of programs or software designed for the instruction of students. *Do not include computers and related equipment purchases – expense to account 5235 if under $2,500 and 5530.01 if over $2,500.*

5070 Other Instructional Expenses - Expenditures for teachers such as teaching magazines and grade books as well as for other instructional costs not classifiable under any other instructional expense account. Program fees for the Operation Teach program should be recorded in this account.

5100 Student Services

5100 Gross Salaries – Student Services

5100.01 Gross Salaries – Student Care – Gross salaries related to before and after school care program.

5100.02 Gross Salaries – Cafeteria - Gross salaries related to cafeteria.

5100.03 Gross Salaries – Other Student Services - Gross salaries of other non-classroom related employees (on payroll) such as school counselor, bus driver, and nurse.

5110 Books for Resale – Cost of books purchased to be sold to students.

5120 Supplies for Resale – Cost of stationary and supplies purchased to be sold to students.

5130 Cafeteria Expenses – Expenditures for food and beverages to be resold as well as other cafeteria supplies. Salaries of cafeteria workers should be recorded in account 5100.02 and expenses related to a government lunch program should use account 5135.

5135 Government Milk/Lunch Program Expenses – Expenses related to a government milk or lunch program.

5140 Student Transportation Expenses – Expenditures related to busing of students from residence to school only. Salaries of bus drivers should be recorded in account 5100.03.

5150 Athletic Program Expenses – Expenditures related to athletic programs.

5160 Student Service Fees (Archdiocesan) – Expenditure charged annually by the Archdiocese Division of Schools includes enabling and marketing fees etc.

5170 Student Care Supplies – Expenditures for snacks and supplies for the before and after school care program. Salaries of employees should be recorded in account 5100.01.

5180 Other Student Service Expenses – Expenditures for other student services not classifiable under any other account such as contracted counseling services and health room expenses.

5199 Field Trip Expenses – Expenditures related to school field trips. The corresponding income account is 4999.

5200 Administration

5220 Gross Salaries – Administrative Staff

5220.01 Lay Administration – Gross salaries of lay principal, assistant principal, president, school secretary, bookkeeper, development staff and other administrative staff.

5220.02 Religious Administration – Salaries for members of the Religious community on the administrative staff.

5230 Telephone Expenses - Expenditures for the telephone, telephone answering service, cell phones, and pagers.

5235 Non-Capitalized Equipment - Office - Cost of machinery or equipment, furniture, or fixtures under $2,500.

5240 General Administrative Expenses – Administrative expenditures not specifically included in other 5200 accounts such as administrative dues or membership fees and fingerprinting costs. *Please note there are new accounts for office supplies (5245), postage (5246), bank and service fees (5248), and hospitality expenses (5265).*

5241 Bad Debt Expense - Expense of current year tuition receivable which is deemed uncollectable. The entry to record this expense should credit account 1290, Reserve for Uncollectable Accounts. This account is only used for accrual accounting purposes.

5242 External Printing Expenses – Expenditures for outside printing or photocopying.

5243 Audit and Accounting Fees – Expenditures for auditing and accounting work performed by non-employees.

5244 Development/Marketing Expenses – Expenditures for development and school marketing such as advertising costs. Salaries for development staff should be recorded in account 5220.01.

5245 Office Supplies - Expenditures for office material and supplies, such as stationery, copier paper, printer ink, staplers, etc. used in administration.

5246 Postage and Mailing - Expenditures for postage and school mailings.

5247 Technology Expenses - Expenditures for monthly internet service, software, cables, technological consulting fees, and any other minor computer-related updates. *Do not include computers and related equipment purchases – expense to account 5235 if under $2,500 and 5530.01 if over $2,500.*

5248 Bank and Service Fees - Expenditures charged by the bank for returned items, analysis fees, EFT fees, and any other bank-related fees and expenditures related to outsourced payroll service and armored car service. *Also includes Catholic Community Foundation management fee.*

5249 Office Machine Expenses - Expenditures for leases, rental fees, maintenance agreements *overage fees, and repairs* for copiers or other office machines.

5250 Auto and Travel Expenses – Expenditures for operating and maintaining the school automobile including auto insurance, as well as expenses related to staff travel costs, not related to a workshop or meeting.

5260 Workshops and Meeting Expenses – All expenditures related to staff workshops and meetings including registration fees, food, and travel costs to attend if directly paid or reimbursed by the school.

5265 Hospitality Expenses – Expenditures for hospitality related items such as appreciation lunches/dinners/socials, flowers, or gifts.

5270 Employee Benefits

5271 Social Security & Medicare Tax Expenses - Employer's share of the Social Security and Medicare tax paid to the Internal Revenue Service.

5272 Medical Insurance Expense - Employer's share of medical insurance for employees. This account should be reduced by the employees' share withheld from their paychecks.

5273 Lay Pension Fund Expense - Pension fund expense for lay employees.

5274 Other Employee Benefits - Costs of all other employees' benefits including Unemployment, Life and Disability Insurance, Worker's Compensation costs, etc.

5275 Employee Benefits - Religious - Benefits paid to an order on behalf of a religious person that provides services to the school.

5300 Facility Expenses

5310 Gross Salaries – Maintenance – Gross salaries of full-time and part-time custodians and general maintenance workers who maintain the buildings and grounds. Payments to independent contractors (non-employees) are not entered in this account, but rather in account 5330 or 5350.

5320 Utilities Expense - (and Subaccounts) Expenditures for electric, gas, oil, water, and other utilities. This account includes all school meters or the prorated portion of church meters. *Telephone expense is entered in account 5230.*

5330 Ordinary Repairs and Maintenance - All expenditures under $5,000 used to repair and maintain the school buildings, furnishings, or grounds, such as expenditures for carpentry work, electrical repairs, plumbing, painting, replacements, or minor roof repairs. *Contracted services should be recorded in account 5350.*

5335 Non-Capitalized Equipment – Facilities – Cost of machinery or equipment, furniture, or fixtures under $2,500.

5340 Custodial Supplies - Expenditures for materials and supplies such as broom, mops, soap, floor wax, light bulbs, paper towels, paper cups, toilet paper, and other items used in the school.

5350 Contracted Facility Services - Expenditures for facility services that are outsourced and provided by an independent contractor or company such as cleaning, trash, exterminating, lawn, and security services for the school buildings and property.

5360 Property & Casualty Insurance Expense - For property insurance premiums, as billed by the Archdiocese, for school property.

5500 Other Non-Operating Expenses

5510 Interest on Debt - Interest payments on debt including interest on mortgages, debentures, Archdiocesan loans, notes payable, etc. Loans are not to be taken with a bank or other lender- loans are to be taken with the Archdiocese.

5520 Extraordinary Repairs - Major replacements are those that occur infrequently, but are nevertheless caused by normal wear and tear and cost $5,000 or more, e.g., roof replacement, parking lot, extensive electrical repairs, etc. *Expenditures under $5,000 should be entered in account 5330 Ordinary Repairs and Maintenance.*

5530 Capital Expenditures – (and Subaccounts) - Expenditures of $2,500 or more for the purchase or construction of fixed assets such as land, buildings, office machines/copiers, equipment, furniture and fixtures. Technology purchases over $2,500 should be recorded in the sub account 5530.01 and other capital purchases in 5530.02. *Expenditures under $2,500 should be entered in account 5235 Non-Capitalized Equipment.*

5535 Campaign Expense - Expenditures related to campaigning due to outside consultation fees, printing, mailings, meeting costs, etc.

5800 Housing for Religious Employee

5800 Housing for Religious Employee – School paid expenditures for the housing of Religious employee's working at the school.

5900 Depreciation (Used for Accrual Accounting Only)

5940 Depreciation - Building– Depreciation expense for current year related to buildings.

5950 Depreciation - Building/Land Improvements – Depreciation expense for current year related to buildings and land improvements.

5960 Depreciation - Computers - Depreciation expense for current year related to computers.

5970 Depreciation - Furniture & Equipment - Depreciation expense for current year related to furniture and equipment.

5980 Depreciation - Vehicles - Depreciation expense for current year related to vehicles.

ARCHDIOCESE OF BALTIMORE

RECOMMENDED ACCOUNTING PROCEDURES
UNIFORM SYSTEM OF ACCOUNTING

1. Disbursements

All expenditures should be made by check and each check should be recorded in the general ledger, indicating the date of payment, to whom payment was made, the expenditures purpose and the check number. Checks should always be issued and posted in sequential order. If checks are not simultaneously posted to the general ledger through the check creation process then disbursement entries should be made at least weekly.

Use the approved account names and numbers in the Chart of Accounts for the proper classification of check disbursements. A more detailed breakdown can be made at your discretion by increasing the 4th digit in the account number, e.g., Utilities #5010 can be expanded by using #5011, #5012, etc. Do not change or add to the first three digits of the account number nor add an entirely new account.

2. Receipts

All receipts should be entered in a Receipts (Deposits) Journal as received, indicating the date received and the source. The receipts journal for offertory is often the count sheet; however, for funds received throughout the week not included in the offertory process, a daily receipts listing must be maintained. All receipts in the form of a check should be immediately stamped "For Deposit Only." See Item #27 for a discussion of schools' receipts journals.

No matter what type of journal you use, the name of the person from whom the funds were received should be indicated. Obviously this is not a requirement where the contributor is not known (loose collection) or where the contributor is listed in another supporting record (envelope collection). The journal should also contain identifying information such as the name of the Diocesan Collection or the name of the fund-raising event.

All receipts or deposit journals should be forwarded to the bookkeeper for entry into the accounting system, at least weekly. Parishes and schools should use only the account names listed in the Chart of Accounts or otherwise approved by the Archdiocese for the proper classification of income.

All monies should be kept intact and promptly deposited. The validated deposit slip, once returned, should be attached to the journal and the amount deposited verified.

3. Collection Count/Recap Sheets

Collection Count/Recap Sheets, which are used to record the cash counts and to classify the type of income are required supporting documents for the entries in the general ledger and as such should not be destroyed (Section 2-1 – Record Retention Guidelines). These forms should include the applicable account numbers, be completed in ink, dated, and signed by the

counters, headed with the church name and turned over to the pastor immediately after the count. The pastor should review & initial the form and give it to the bookkeeper (Section 2-21 – Collection Count/Recap Sheet)

4. Internal Control

Certain additional procedures should be adopted to improve controls and segregate incompatible duties, such as not allowing bookkeepers to count or otherwise have access to collection money, not giving check-signing duties to individuals who handle bookkeeping functions, having different people reconcile the bank records and make out the deposit slip and write checks, having someone other than the bookkeeper open mail and list receipts, never having checks signed in blank, keeping and accounting for all voided checks & assigning those with safe access & check signing authority read-only access to the general ledger

5. No Netting

Income should never be netted against expenses, and expenses should never be netted against income. Such netting understates both income and expenses and violates a basic accounting principle.

An apparent exception to this statement is the recording of an insurance company reimbursement check as a reduction of a fire repair expense. This receipt is not income and the repair of the fire damage, up to the amount of the reimbursement, is not a church expense.

All collections, specific or non-specific donations, votive light receipts, bulletin income, flower donations, Catholic Review receipts, etc. are church income and should not be netted against expenses in the accounts.

6. Special Purpose Collections

Monies received from Special Parish Collections such as drives to defray the cost of repainting the church or rectory, cost of floral decorations for Christmas, Easter or other festive occasions, cost of repairing the church or rectory roof, school collections, fuel collections must be recorded in #4050 – Special Parish Collections. Special collections to reduce a mortgage balance must receive written exemption from the Archbishop in order to be tax-exempt.

7. Special Approved Campaign Funds

Proceeds from a special campaign for new construction or major renovations must be recorded in #4150 – Special Approved Campaign Funds. The campaign must be limited to a definite period of time and dollar goal, and must have prior written approval of the Archbishop.

8. Capital Campaign - Parish Share & Grants

The parish share from Capital Campaigns and any Grants must be recorded in #4151 – Archdiocesan Capital Campaigns – Parish Share & Grants Received. Parishes who are self-administering the Capital Campaign should show their net parish share in this account.

9. Lenten Appeal Rebates & Grants

The rebate to the parish of 25% of the Lenten Appeal funds raised as well as Lenten Appeal Grants must be recorded in #4160 – Lenten Appeal Rebates & Grants.

10. Donations and Gifts

Donations, gifts, and bequests received (for Special Parish Collections see #6 above) should be posted to either of two accounts depending on the intention of the donor. General donations, gifts, and bequests lacking a specific purpose or use of the funds should be posted to account 4220. Donations, gifts, and bequests received that specifically state the donor's intended use of the funds should be posted to 4720 – Specific Bequests under a Will.

Gifts in Kind (in lieu of cash)

If parish organizations or individuals purchase items for the parish or otherwise pay parish expense, the transaction should not go unrecorded. The Donation Income and Other Expense accounts should be increased depending on the church expense paid. The books should reflect every church expense paid by it or for it, and every donation as income whether received in actual dollars or in-kind, such as fixed assets, supplies, or repairs.

The preferred handling of the foregoing would be for the organization or person to donate the funds and let the Church record the income and then make the expenditure.

(See Section 2-6 - Classification of Accounts for further specifics on other accounts.)

11. Exchange Account

The Exchange Account (#1290) is used to record both receipts and expenditures connected with only actual exchanges, where funds are collected and disbursed such as for a bus trip. This account should never be used to net income and expenses, as noted in #5 above. In fact, it should contain no church income or church expense, e.g., specific donations and related expenditures do not belong in the exchange account. There should be very little activity in this account, since there are few actual exchanges.

This account, as all accounts, should be in the General Ledger and should be clearly marked or otherwise analyzed to show the offsetting receipts and expenditures. The account must net zero at year-end.

12. Petty Cash – Imprest System

A parish or school may employ the use of a small cash fund to pay small charges such as postage, delivery costs, and other small items which are not readily paid by check. When the fund is established, a check is drawn payable to the person responsible for the fund, the petty cashier, in the amount decided to provide an adequate fund. The check is cashed and the notes (bills) and coins are placed in a secure container along with a supply of petty cash voucher slips. According to the imprest system, the cash fund will be maintained at the set amount. As the money is used, invoices/receipts are attached to a petty cash voucher slip which is completed in ink, signed by the person receiving the money, and is filled out by indicating the amount withdrawn, the date, the reason for the expenditure, and an account number. At the end of the month, or sooner if the fund is low, the voucher slips are grouped together according to account number, the amount for each account number is totaled and the

expenditures are approved. A check made payable to the custodian of the fund, equal to the total of all voucher slips, is drawn. The check is cashed into bills and coins and the petty cash container is replenished.

Note that the exact amounts expended are entered in the proper expense accounts. Do not round the dollar charges. The replenishment check is generally for an uneven amount and not a flat sum.

Note also that only one person should be responsible for a petty cash fund and therefore have sole access to it.

13. Invoices and Documentation

Invoices or other supporting documents should be obtained for every expenditure other than salaries to employees, payroll tax payments, clergy fees, Cathedraticum Tax payments, Diocesan Collections remitted, and school subsidies. They will be supported in other ways. Paid checks alone are not adequate support for expenditures. In addition, credit card statements are not sufficient evidence to support the expenditure, receipts must be attached. Petty cash expenditures should be supported by invoices and/or vouchers. Independent contractors must submit bills for the work done. Such invoices must show dates, description of work, and amount due. Reimbursements to someone for a church expense paid by that person should be made only upon receipt of the invoices which he/she paid.

If only one invoice is received, keep the original and include a photocopy with the check when forwarding payment. Do not pay any amount based only on a vendor statement or receiving report. Payment should be made only from an invoice.

All invoices should be reviewed and approved by the pastor, pld or applicable department head prior to payment. This approval should be indicated in writing.

Invoices and other supporting documents are part of the required records and must not be destroyed, but retained as support for the cash disbursements (Section 2-1 – Retention Guidelines).

The invoices should be cancelled by entering the check number and date paid. They should then be placed in an alphabetical file by vendor for the fiscal year July 1 through June 30. Keep separate files for each fiscal year.

14. No Checks to "Cash" or Blank Checks

All checks should be made payable to persons or to businesses, and not to "Cash" or left blank. Checks made payable to "Cash" or left blank are negotiable by anyone. As noted in the Petty Cash comments, even petty cash reimbursements should be made payable to the petty cashier by name.

15. Capital Expenditures (#5930 Church; #5500 School)

Capital expenditures are expenditures of $2,500 or more for the purchase or construction of fixed assets such as land, building, building improvements, machinery, equipment, furniture, and fixtures. Expenditures for the same type purchases under $2,500 should be entered in #5020 – Ordinary Repairs, or one of the supply accounts such as #5190 – Other Church Supplies.

Account #5920 – Extraordinary Repairs is to be used for repairs that are in fact major replacements. Extraordinary Repairs are defined as those that occur infrequently, but are nevertheless caused by normal wear and tear, and cost $5,000 or more (e.g., roof replacements, parking lot repair, extensive electrical repairs, etc.)

16. Property, Plant, and Equipment (Fixed Assets)

Fixed Assets such as furniture, fixtures, machinery, equipment, building, and building improvements and extensions are recorded in #5930 – Capital Expenditures in the Church, and #5500 – Capital Expenditures and New Non-Instructional Equipment in the School, or #5080 – New Instructional Equipment in the School.

Necessary Supporting Records

You should maintain supporting fixed asset records for each capital expenditure category, such as Furniture & Fixtures, Machinery & Equipment, Building, Land, and Building Improvements. These supporting records should contain the date, vendor name, asset description and cost of each fixed asset item purchased.

17. Payroll Records

Complete payroll records should be maintained confidentially at the parish. Items to be included are to be included in individual personnel files are specifically addressed in *Employee File Documents* in Section 2-26.

A. Earnings record sheets on each employee – This record should be used when the parish/school is processing payroll, without the assistance of a payroll service and it shows the gross and net pay and withholding for each payroll period and is the source for the W-2s, withholding tax statements.

B. Payroll Journal – A summary payroll record prepared for each payroll period and containing appropriate columns for gross salaries, withheld taxes and insurance, and net pay and check number. All the payroll periods for the month are summarized into monthly totals on a separate page. Totals are obtained for each column and then the monthly amounts are posted directly to the General Ledger Accounts as shown in the current Chart of Accounts.

C. Withholding Tax Returns – Maryland State and Federal quarterly withholding tax returns and year-end Employee Earnings Statements (W-2s) must be filed accurately and on-time.

Timely deposits of withheld taxes must be made. For example if the amount of withheld FICA, Medicare, and Federal Income Tax plus the matching employer FICA and Medicare exceeds $333 for the month, the entire amount must deposited with a federal depository bank by the 15th of the following month. For larger payrolls where the federal liability exceeds $1,000 for a quarter, see the instructions on Federal Form 941.

If a payroll service is used they should be provided the parish/school with copies of the filed reports mentioned above. These copies should be maintained with the parish payroll records.

D. W-4s – Current signed payroll tax withholding authorizations (W-4s) which show the number of claimed exemptions for employees who claim to be exempt from taxes, should be obtained yearly. Current W-4s for other employees should also be maintained, however they are not required to be obtained annually.

E. Rate Authorizations – At each wage rate change, individual wage rate authorizations or a list of employees with the new rates of pay should be prepared, dated and signed by the pastor, pld or principal and kept on file. Also, signed wage rate authorizations should be prepared for each new employee. These authorizations should also contain the number of sick and vacation days an employee is eligible for.

F. Time Sheets – If employees are paid on an hourly basis, time sheets indicating the dates and hours worked, and signed by the employee and approved by the pastor or supervisor should be on hand to support the wages. Salary employees should also complete and sign timesheets for each pay period indicating any holiday, sick or vacation time taken.

Salaries should always be paid by check. If an exception is made and an employee is paid in cash, the employee should sign a form which states the payroll period, date paid, and the amount received. Such forms should be kept on file.

G. Calendar Year Earnings Report – Parishes and schools are responsible for submitting annually a report of gross salary, excluding overtime and bonuses, for all employees, to the Archdiocese of Baltimore.

H. HIPAA – Employers are responsible for maintaining the privacy of Protected Health Information (PHI). PHI is medical records and other confidential health information that identify (or could reasonably be used to identify) an individual and relate to a past, present for future physical or mental condition of the individual or the payment of health care for that individual. Employers must

therefore maintain in a separate file the insurance enrollment/waiver form, medical information, a disability claim, a workers compensation claim, family medical leave requests, T. Rowe Price Enrollment, Garnishments and Unemployment information.

18. Employee vs. Non-Employee

According to the opinion of the Archdiocesan legal counsel, all normal parish personnel fit the definition of an employee. Their duties and hours are set by the pastor and can be regulated and changed by him. He has the power to discharge the worker, to set vacation periods and to offer benefits and pay raises.

All persons determined to be employees must be included in the payroll records, have taxes withheld from their pay according to the tax tables, and receive Withholding Tax Statements (W-2s) at calendar year-end.

If an independent contractor does work for you, he/she must issue a proper invoice for the work done. Be certain that he/she fits the definition of an independent contractor and not an employee before excluding the person from the payroll. IRS regulations state that you must reports all amounts of $600 or more in a calendar year paid to independent contractors. Use IRS Form 1099 for this purpose.

19. Bank Reconciliations

Written bank reconciliations must be prepared and maintained monthly and in a timely fashion. The bank balance of cash at month-end must be reconciled to both the checkbook balance and the general ledger cash balance at the same date. (In Item #22 below, the General Ledger is explained.) Reconciling items should be investigated, documented and properly disposed of. The back of the bank statement is a convenient place to reconcile cash. This form has places for the bank balance, the book balance and for outstanding checks. A copy of the completed reconciliation, along with the outstanding check listing and the deposit in transit listing should be maintained and should be dated and initialed by the person completing it. The completed bank reconciliation should then be forwarded to the pastor or his designee for review.

All bank statements, bank reconciliations, deposit slips and checks must be kept on hand for at least seven years. Voided checks must also be kept to verify the complete sequence of checks.

20. One Checking Account Limit

Each church and school should have only one checking account into which every cash receipt is deposited and from which every cash disbursement is made. A separate payroll checking account used exclusively for payroll is an exception. This type of account operates through transfers from the regular checking account.

One checking account is adequate to record all church income and expense. Additional accounts only complicate a simple system. Additional sets of books, additional bank reconciliations and the consolidation of the activity of the accounts are all complications of

additional checking accounts. Savings accounts can always be used to receive transfers of funds from the regular checking account when you wish to separate certain funds.

21. General Ledger

The General Ledger is an integral part of the uniform system of accounting and all parishes and schools should be maintaining a computerized general ledger. This system must contain a complete and accurate accounting all activity and holdings of the parish. This system will contain a detailed listing of transactions for every account classification used by the organization. It is a summary record and provides a continuing and monthly cumulative record of the financial activity in each account. Multiple ledgers/companies should not be maintained, whether for different programs or different bank accounts. All transactions of a parish or school must run through one ledger.

All activity must be posted to the general ledger and assets and liabilities must be maintained in the general ledger. At year-end the results of operations should be closed to equity.

22. Savings Accounts and CDs

Savings account and CD balances should be set up in the General Ledger and adequate documentation to support the current balances should be maintained.

Cash Receipt deposits should never be made directly into savings accounts, and disbursements for expenses should never be made directly from savings accounts. Activity in these accounts should be entered as transfers to or from the regular checking account.

The interest on savings accounts should be recorded monthly. Remember when posting interest to the General Ledger at month-end, this amount increases the savings balance.

23. Notes Receivable/Payable

As noted in Item #21 above, all assets and liabilities should be recorded in the General Ledger. Therefore, Notes Receivable, Notes Payable, Debenture Payable, Mortgage Payable, etc. should be set up in the General Ledger as their own individual accounts. Each asset or liability should have appropriate supporting documentation to support its current balance.

The setting up of previously unrecorded Notes Receivable will at the same time increase Equity by the same amount. The setting up of previously unrecorded Notes or Mortgage Payables will decrease Equity or perhaps turn the Equity into a debit or deficit in the General Ledger. See the Equity Comments #26 below.

24. Debt Payments

When the Mortgage Payable or Notes Payable (liability) is set up in the General Ledger as Notes in Item #21 above, payments on the mortgage or loan must be applied to reduce this payable.

Parishes that do not have the payable set up in the General Ledger should enter all debt payments in #5940 – Debt Payment.

25. Equity

Equity represents the ownership in the Assets. It is equal to the Assets (Cash-Checking, Cash-Savings, Petty Cash, Notes Receivable, etc.) less the Liabilities (Withheld Payroll Taxes, Notes Payable, Mortgage Payable, etc.) As stated in Item #21, the results from operations should be closed to equity at each year-end, thus resulting in the Equity account increasing when the income (4000 accounts) exceeds the expenses (5000 accounts) for the year or Equity decreasing when the expenses exceed the income.

Equity normally shows a credit balance but a debit balance or deficit may well appear on your books. This situation could occur because the Fixed Asset values on Land, Buildings, Machinery and Equipment, and Furniture and Fixtures are not yet established and set up in the books.

26. Trial Balance

A Trial Balance is a listing of the number, name, and balance on each account found in the General Ledger and must be maintained on a monthly and annual basis. The accounts with debit balances should be listed in one column and the accounts with credit balances in an adjacent column. For proof of the mechanical accuracy of the account balances and of proper entries in the General Ledger, the total of the accounts with debit balances must equal the total of the accounts with credit balances. All computerized accounting packages have the ability to print a trial balance.

School and Religious Education Programs

All of the above comments except numbers 3, 6, 7, 8, and 9 also pertain to Schools and Religious Ed. In certain comments, only the account numbers would be different since the Chart of Accounts for these organizations is different.

The following comments are only for Schools and Religious Ed Programs:

27. Daily Cash Listing

All school cash receipts of tuition and fees should be scheduled on a Daily Cash Listing in the order of receipt. The listing should contain the date, grade, name of payor and amount of each receipt. Each page of the listing should be totaled. In addition, a total should be obtained each time a deposit is to be made. The total of each deposit and of each tuition or fee summary total entered in the Cash Receipts Journal should agree with the total of the day or group of days in the Daily Cash Listing. If a school uses FACTS or SMART, this same type of listing should be obtained.

28. Receipt Slips

Each time tuition or fee money is received, by cash or check, a pre-numbered, duplicate receipt slip should be prepared. The original should be given to the student or parent and the copy retained for the records. The receipt slips should show whether tuition or fees were collected. In lieu of Item #27 above (Daily Cash Listing), a calculator tape of the receipt slip copies for each deposit can be run and retained. With the use of pre-numbered receipts a reconciliation of the numbers used for each deposit can also be maintained. If the Daily Cash

Listing is used in addition to transporting types of receipt envelopes, you can limit the above receipt slips to "cash" only.

29. Tuitions Receivable

At each month-end, a listing (trial balance) of unpaid/overdue tuition should be developed. This listing should contain the school year dates, name of student, grade, and amount owed. The amounts due should be reviewed as to collectibility. If an amount is considered "uncollectible," this fact should be stated next to the amount and initialed by the pastor or his designee. Otherwise, a listing of uncollectibles should be prepared and signed by the person authorized to write off receivables as "uncollectible." Only the open items on the original list would be considered collectible. The original typed or handwritten listing should be retained for reference and/or audits so that the balance of receivables at June 30 can be determined.

Schools should however, actively pursue outstanding receivables and the appropriate records should be withheld until collection is made.

30. Reduced Tuitions

Reduced or forgiven tuitions should always be supported by a credit memo. This form should contain the school year, the student's name, the student's grade, the amount of tuition reduction, and the signature of the pastor or principal. Such a form can be used for the tuitions receivable at June 30 that were determined to be uncollectible (Item #31 above).

Tuition payments should be expected from every student on the class lists other than those for whom credit memos have been issued or those who are exempt due to a family tuition plan.

These credit memos and the class lists should be retained as supporting records and should be available for reference in future audits.

31. Additional School/Religious Ed Records

Adequate records should be maintained to enable someone other than the person who handles tuition records or deposits, to calculate the tuition and fees that should have been collected and deposited. This calculation should be compared to the actual money collected and recorded in tuition income and fees income for the school year. Such records would be:

A. A class listing as of the beginning of the year with the oldest student in the family so marked and the rate to be paid (only if multiple child or family rate of tuition exists)
B. The number of students (families) enrolled at the beginning of the year and the rates charged
C. The names of the students withdrawn during the year and the balance of the tuition unpaid by each
D. The names of students added during the year and the reduced rate charged to each
E. The listing of unpaid tuitions at June 30 referred to in General Comment #29 above.
F. The students on reduced tuitions, Item #30 above

G. Tuition Computation Form – A Schedule showing computation of the tuition for the school year to be collected per Item B above, reduced by deleted students (Item C), increased by additional students (Item D), and reduced by unpaid tuitions and reduced and forgiven tuitions (Items E and F).

Explanations for the variance between the actual recorded and deposited, and the amount calculated should be made when the difference is substantial.

In order for the above computation to be comparable, you must distinguish in the books between current and past years' tuitions collected and deposited.

Tuition Card File

If a card file is used for tuitions and one card is used for each student for all his years at the school, all tuition cards removed from the active roles should be filed by year of removal. If this procedure is followed, the tuition cards of the entire enrollment for any one year can be re-established.

SB 1.0

Each school in the Archdiocese of Baltimore must have a School Board.

Purpose:

- To provide support and expertise to the school in the areas of mission identity, finance and institutional advancement

Commentary/Procedural Points:

- The Board must comply with the directives stated in the Archdiocesan School Board Manual, 2013.

References:

- AOB School Board Manual - "Embracing the Vision" Manual for Catholic School Boards

- NCEA Code of Ethics for School Boards

- AOB Strategic Plan: Blue Ribbon Committee on Catholic Schools; A Strategic Plan For Catholic Schools in the Archdiocese of Baltimore, June 2010. http://www.archbalt.org/schools/publications/index.cfm

September 17, 2013

INST 1.0

As the spiritual leader of the school, the principal ensures that official teachings of the Roman Catholic Church are taught in the school.

Purpose:

- To ensure the faith-formation of the students
- To maintain the Catholic identity of the school

Commentary/Procedural Points:

- Catholic tradition and values permeate the curriculum.

References:

- National Catholic Standards http://www.catholicschoolstandards.org/files/catholic_school_standards_03-12.pdf

August 28, 2013

INST 1.1

In implementing the comprehensive religion curriculum, a qualified faith formation coordinator, as defined by the Division of Catechetical and Pastoral Formation, is appointed by the principal.

Purpose:

- To ensure the coordination of the faith formation curriculum by a person committed to prayer, to growth in faith and to building the experience of a faith community.

Commentary/Procedural Points:

The Faith Formation Coordinator:

- has or is actively in the process of achieving the appropriate level of recognition in accord with the guidelines from the Division of Catechetical and Pastoral Formation.

- in cooperation with the administration, coordinates the overall faith formation program within the school in accord with the Archdiocesan religious education guidelines.

- facilitates the process for the on-going evaluation and revision of the religion curriculum and involves the religion teachers, representative parents and appropriate school personnel in the process of evaluation and selection of catechetical textbooks, media resources and other materials.

- enhances parent involvement in the faith formation program of the school with respect to the daily religion curriculum and for family life catechesis.

- collaborates with the principal, pastor/s, canonical representatives and Pastoral Life Directors in fostering an understanding of the school as an evangelizing agent and the parish as the primary community into which people are initiated.

- assists the faculty in working toward and achieving the appropriate level of catechist recognition in accord with the Archdiocesan regulations, EQUIP FOR MINISTRY.

- serves as resource person and consultant for the principal in researching emerging faith formation issues and questions and makes recommendations.

- circulates to the faculty members, curriculum notices, in-service announcements, professional updates, information on workshops and conventions, etc.

- assists the religion teachers, especially beginning teachers and those whose background needs strengthening in faith formation, in implementing goals of the faith formation program, in effectively utilizing resources and in planning liturgical celebrations.

- schedules periodic meetings with the religion teachers to discuss ideas, enhance coordination and communication, determine the goals and objectives of the faith formation program, and implement and evaluate these objectives

- In those parishes served by a Parish Catechetical Leader, the PCL might serve as a resource to the principal and to the faith formation curriculum coordinator in the areas of faith formation curriculum development and religion teacher formation and in-service development

References:

- EQUIP FOR MINISTRY: Formation Plan for Lay Ministers in the Archdiocese of Baltimore , 2011.

- *Catechesis for Family Life* – Implementation Policies: Kindergarten through Grade 8, Archdiocese of Baltimore, Division of Catechetical and Pastoral Formation and Office of Child and Youth Protection, 2011. http://www.archbalt.org/family-life/marriage-family/family-enrichment/loader.cfm?csModule=security/getfile&PageID=48620

- Sign of God's Love: Sacrament Regulations and Guidelines, 2004, Archdiocese of Baltimore

- Bringing Good News , PreK-8 Religion Curriculum, 2011

INST 1.2

The faith formation program is under the jurisdiction of the Archbishop. The curriculum integrates the six tasks of catechesis and is developed in accord with the Archdiocesan religious education curriculum guidelines published by the Division of Catechetical and Pastoral Formation.

Purpose:

- To implement a comprehensive curriculum in accord with the National Catechetical Directory, #215 and #232 which will attend to:
  - Catholic doctrine
  - Having a unified curriculum
  - Planning for worship experiences at the level of the student
  - Fostering sense of community, interaction with others
  - Programming for service opportunities
  - Prioritizing scheduling to safeguard the time for Catechetical instruction

Commentary/Procedural Points:

- The six tasks of Catechesis are: proclaiming the Christian message and promoting knowledge of the faith, preparing people for prayer and worship, instructing for moral formation, motivating people for Christian living and service, building a sense of community, and fostering missionary initiatives.

- The faith formation curriculum is comprehensive. It provides a systematic presentation of the message of the Catholic faith in accord with the levels of psychological and faith development of the students and with their cultural and ethnic background and family configurations of the student.

- The faith formation curriculum also enables the students to participate in prayer and worship experiences, understand and experience community and understand and be involved in opportunities for service.

- The remote and continuing catechesis for the sacrament is an essential element of the school religion curriculum (*Cf.* Signs of God's Love). The

family and parish community also share responsibility for these phases of sacramental catechesis. The immediate catechesis for and the celebration of sacraments are the responsibility of the parish in cooperation with the family.

References:

- Bringing Good News , PreK-8 Religion Curriculum, 2011.
- Signs of God's Love: Sacrament Regulations and Guidelines, 2004, Archdiocese of Baltimore

August 11, 2011

INST 1.3

Parents receive information about the faith formation program in the school and the school's expectations of the child with regard to religion both as an academic discipline and as lived faith.

Purpose:

- To provide the parent, at the time of registration, information about the Catholic beliefs and practices so that they may more fully appreciate the content and spirit of their children's education

Commentary/Procedural Points:

- Administration makes provisions necessary to familiarize the parents with the program of faith formation.
- Care is taken to ensure that the school's commitment to a truly Catholic profession of faith and values is evident through witness, worship and curriculum
- Great care is taken to ensure that parents and children are invited to participate fully in the life of the parish.

References:

- Local Parent/Student Handbook

INST 1.4

Principals must implement a program of catechesis for family life in accord with Archdiocesan regulations and guidelines.

Purpose:

- To provide Catholic teaching on morality.
- To present skills and virtues for Catholic family living.
- To place human sexuality within the context of Catholic moral living.
- To help families address the complex issues of contemporary life.
- To offer child safety education for children and their parents/guardians.

Commentary/Procedural Points:

- Catechetical instruction in chaste living treats doctrinal truths in so far as they apply to the integration of the human mind, heart, will and body how to live a virtuous life in relationship to God, self, and other people.
- This catechesis is to be offered as a core component of the faith formation curriculum of religious instruction in grades Kindergarten through Grade 8.
- It is required that each school's faith formation program include classroom/on-site time for Catechesis for Family Life utilizing the approved textbook materials.
- Parents/guardians are to be assisted by the school in their essential role of primary educators of their children in moral living through Catechesis for Family Life.
- In the classroom setting, proper human reference to human anatomy and physiology is to be made only to the degree necessary to teach morality and virtue.

- Parents/guardians must have the opportunity to examine any and all materials used in this program including the student textbooks and parent resources.

References:

- *Catechesis for Family Life* – Implementation Policies: Kindergarten through Grade 8, Archdiocese of Baltimore, Division of Catechetical and Pastoral Formation and Office of Child and Youth Protection, 2011. http://www.archbalt.org/family-life/marriage-family/family-enrichment/loader.cfm?csModule=security/getfile&PageID=48620

- USCCB website: www.usccb.org

August 8,2013

ARCHDIOCESE OF BALTIMORE
OFFICE OF CHILD AND YOUTH PROTECTION

Parent/Guardian Declination

For Catechesis for Family Life

Child's Name: _____ Child's Grade: _____

Parish/School: _____

Parents/Guardians have the right to opt out of Catechesis for Family Life, in whole or in part, by expressing this request to the parish catechetical leader or school principal and signing the following declaration.

_____ As a parent/guardian, I have decided to not have my child participate in Catechesis for Family Life.

_____ The parish/school has offered to provide safe environment training materials for me to utilize with my child.

_____ I have received the safe environment training materials from the parish/school.

_____ My child may participate, however I would like the following accommodations for my child when he/she participates in Catechesis for Family Life:

_____

_____

Parent/Guardian Name (printed): _____ Date: _____

Parent/Guardian Signature: _____

FOR OFFICE USE ONLY

Principal/Parish Catechetical Leader's Signature: _____

Information Forwarded to Teacher/Catechist: ☐ Yes ☐ No

Materials Given to Parent/Guardian: ☐ Yes ☐ No

Notes: _____

_____

7-28-2011

INST 1.5

The Division of Catechetical and Pastoral Formation provides an approved list of religion textbooks.

Purpose:

- To support the Archdiocesan Curriculum Standards

Commentary/Procedural Points:

- Educational materials are updated annually.

References:

- Benzinger Family Life
- USCCB Website: www.usccb.org

February 1, 2019

INST 1.6

Liturgical celebrations, including celebration of the Eucharist, must be an integral part of the school's curriculum and community life.

Purpose:

- To enable students to develop their prayer life
- To provide suitable opportunities and programs to help students gain greater understanding and appreciation of liturgies in the life of the church community

Commentary/Procedural Points:

- In providing effective catechesis for prayer and worship, attention is given to:
    - prayer in the classroom
    - periodic celebrations of Reconciliation
    - regular celebrations of the Eucharist planned appropriately for the age and faith development of the group
    - opportunities for spiritual development of both faculty and students
- Reception of the Eucharist is reserved for members of the Catholic faith.

References:

August 11, 2011

INST 1.7

When a student is enrolled in the school, the parent is informed that the child will attend religion classes and participate in the religious activities of the school.

Purpose:

- To ensure the Catholic identity of the school
- To provide each student with a grounding in Christian teachings and values

Commentary/Procedural Points:

- Students who are not of the Catholic faith are expected to participate in and/or attend both religion class and religious activities.

References:

- Parent/Student Handbook

January 12, 2005

INST 2.0

The instructional program adheres to the Archdiocesan Curriculum Standards and regulations of the Maryland State Department of Education for Non-Public Schools.

Purpose:

- To ensure that the curricula express the philosophy of Catholic education and the specific goals of the school

Commentary/Procedural Points:

- Areas of instruction are specified in the Archdiocesan Curriculum Standards.
- Technology is integrated throughout the curriculum to support instruction and facilitate learning.
- The principal :
  - develops a plan to implement and evaluate curricula in concert with the Archdiocese of Baltimore Curriculum Maps and Standardized Testing data.
  - collaborates with the Associate Superintendent and Chief Academic Officer.
  - may adjust curricula to meet the needs of gifted, remedial, or special needs students.
- Through an interactive and individualized process, reasonable accommodations (i.e., modifications that do not pose an undue hardship) are made for students with disabilities.

References:

- COMAR Web Site - http://www.dsd.state.md.us/comar/
- ISTE Standards
- http://www.marylandpublicschools.org
- http://archbalt.rubiconatlas.org

INST 2.1

Principals of Archdiocesan schools prepare a school calendar that includes 175 instructional days, as required by the Department of Catholic Schools as well as additional professional and inclement weather days.

Purpose:

- To provide requisite time for instructional growth of the students
- To ensure time for a well developed program of professional growth opportunities in a school

Commentary/Procedural Points:

- All schools will begin the year with an Archdiocesan Convocation Mass.
- The common start date and end dates are indicated on the return calendar.
- Trimesters have been established for elementary schools with corresponding end and store dates for PowerSchool.
- A minimum of eight [8] professional days (including work days and PD) must be included in the annual school calendar; one of which is a faculty retreat. These days may be scheduled prior to, during, or at the end of the school year.
- Principals should keep a written record of each year's professional development plan on file that includes a minimum of 20 hours of professional development and 20 hours of faith formation.
- The calendar includes a minimum of three inclement weather days. If these days are not used, the days remain on the calendar.

- Calendars must include 170 instructional days as required by the State of Maryland.

- Calendars must include an additional 5 instructional days (for a total of 175) as required by the Department of Catholic Schools given that our mission is unique. Using the 5 additional instructional days for additional inclement weather days or for other purposes requires consultation with the Associate Superintendent and approval by the Superintendent.

- A maximum of twelve (12) four-hour instructional days may be included in the school calendar. In June, half days may only be used in the last week.

- Each marking period, additional "flex" dates are built in for each principal to close their school to best meet the needs of their school community i.e. retreat, professional development, special days within the community, etc. All flex days are to be used before May 31.

- Calendars must be submitted to the Department of Catholic Schools by March 15.

- 8th Grade graduation is to be held in June.

- The calendar includes faculty day(s) in June for professional development or planning.

- All schools are required to remain open a minimum of four days per week and a minimum of 20 hours per week during the summer.

References:

- AOB Calendar Template

- COMAR 13A.09.09.10

Archdiocesan Elementary Schools Calendar 2019-2020

School Name: _____ Address: _____

Allows 4 Flex Days

August 2019

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26 F	27	28	29 C	30	31

September 2019

Su	Mo	Tu	We	Th	Fr	Sa
1	2 X	3 S	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22 T1	23
24	25	26	27	28 X	29 X	30

December 2019

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 X	24 X	25 X	26 X	27 X	28
29	30 X	31 X				

January 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1 X	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 X	21	22	23	24	25
26	27	28	29	30	31	

February 2020

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 X	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6 T2	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 T	24 T	25 T	26 T	27 T	28
29	30 T	31 T				

April 2020

Su	Mo	Tu	We	Th	Fr	Sa
			1 T	2 T	3 T	4
5	6 X	7 X	8 X	9 X	10 X	11
12	13 X	14 P/X	15 P/X	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 X	26	27	28	29	30
31						

June 2020

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11 L	12 F	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

PowerSchool Store Dates:

T1 – 12/4 **T2** – 3/11 **T3** – 5/28; 6/9; 6/11

Calendar Symbols:

X – *School closed – Holiday*
C – *Convocation* **R** – *Faculty Retreat*
S – *Classes begin* **L** – *Last day for students*
F – *First/Last day for faculty*
P – *Professional Day (4 hours or more)*
T – *Standardized Testing*
4 – *4 hour day* **T1** – *End of Trimester 1*
G – *Graduation* **T2** – *End of Trimester 2*

Total number of instructional days: ____ *(178 minimum; includes 3 snow days)* Number of Half Days *(not to exceed 12)*: ____

Total number of professional days *(including AoB days and retreat)*: ____ School Day Begins: ____ a.m. School Day Ends: ____ p.m.

Summer Hours: ☐Mon. ☐Tues. ☐Wed. ☐Thurs. ☐Fri. ____ a.m. - ____ p.m. *(minimum 20 hours per week)*

Principal's Signature: _____

Pastor/Board Chairperson's Signature: _____

Associate Superintendent's Signature: _____

Return to Department of Catholic Schools prior to March 15, 2019

INST 2.2

All archdiocesan elementary schools shall develop a daily schedule by grade level that is consistent with the minimum requirements of instructional minutes.

Purpose:

- To support the Archdiocesan Curriculum Standards

Commentary/Procedural Points:

Instructional Minutes for Grades K-5

Subject	Minutes per day	Minutes per week
ELA	120	600
Math	60	300
Religion	30	150
Science	30	150
Social Studies	30	150
Specials*	30	150

Instructional Minutes for Grades 6-8

Subject	Minutes per day	Minutes per week
ELA	75	375
Math	60	300
Religion	45	225
Science	45	225
Social Studies	45	225
Specials*	45	225

Schools are required to be in session for a minimum of 6.5 hours per day.

Liturgy that occurs within the school day may be counted toward religion instructional minutes.

Minutes can be met on a daily or weekly basis.

Homeroom in non-instructional time unless a teacher is conducting instruction.

Specials* - Physical Education, 2 Fine Arts (Music, Dance, Theatre, Art), Library/Media/Technology

World Language requirement - “Each local school system shall provide a comprehensive, sequential world languages instructional program beginning not later than the middle learning years”

Grades 3-5 may opt to adopt the middle school minute structure with approval from their Associate Superintendent.

June 27, 2019

INST 2.3

Schools will have a Pre-K program and must use the Archdiocesan Curriculum Standards as well as continuously improve their program by annually submitting to MD EXCELS to maintain at least a Level 4 rating.

Purpose:

- To provide a source of reference for the initiation or evaluation of Pre-K program

Commentary/Procedural Points:

- Pre-K curriculum is provided in the Archdiocesan Curriculum Standards.

References:

- Rubicon Atlas http://archbalt.rubiconatlas.org
- MD Excels website: www.marylandexcels.org

February 1, 2019

INST 2.4

The Archdiocesan Curriculum Standards are to be taught for each content area and used to evaluate the implementation of the curriculum and to plan for the on-going instructional program of the school.

Purpose:

- To articulate what students should know and be able to do
- To facilitate curricular integration which strengthens student learning
- To foster professional interaction and collaboration among the faculty

Commentary/Procedural Points:

- The principal will insure that all faculty members are trained in accessing curriculum standards online and that appropriate systems are in place to foster its successful implementation.
- Each school is required to purchase Rubicon Atlas through the Archdiocese of Baltimore.

References:

- Rubicon Atlas website http://archbalt.rubiconatlas.org

February 1, 2019

INST 3.0

Each school develops local assessment procedures for admission and placement using the abbreviated version of the Archdiocesan Summative Assessment Tool in reading and math.

Purpose:

- To insure that the student receives the proper level of instruction

Commentary/Procedural Points:

- Brigance is used for screening for Early Childhood placement.
- Abbreviated IOWA Assessment should be used for new admission placement.

References:

June 27, 2019

INST 3.1

Each school must participate in the Archdiocesan standardized testing program.

Purpose:

- To evaluate and enhance curriculum and instruction.
- To determine student progress
- To enable teachers to identify the academic strengths and weaknesses of the students

Commentary/Procedural Points:

- Schools administer the achievement test designated by the Department of Catholic Schools in prescribed grades. (i.e. achievement, HSPT, Brigance, etc.)
- The cognitive abilities test is administered in prescribed grades.
- Schools use the test results in order to analyze student progress, develop curriculum, and determine effective teaching strategies.
- Schools communicate the results of standardized testing to parents in a timely manner.
- The results of the test are included in each child's permanent record.

References:

- Standardized Testing Program prescribed by the AOB Department of Catholic Schools.

June 20, 2018

INST 3.2

Individual and school-wide standardized test performance must be shared with parents on an annual basis. School-wide test performance is to be shared with the public annually and maintained on the school website.

Purpose:

- To inform parents of their child's test results
- To inform parents of the progress of the academic program, as reflected by school-wide test scores

Commentary/Procedural Points:

- The principal uses the test scores to adapt the instruction to address the strengths and weaknesses of the academic program, in accordance with the Archdiocesan Curriculum Standards.
- Annually, standardized test results provided by the Archdiocese are to be posted and maintained on the school website.

References:

- Standardized testing program prescribed by the AOB Department of Catholic Schools.

INST 3.3

Each school must administer the ACRE Assessment to students in prescribed grades and share the results on the school's website.

Purpose:

- To enable teachers and parents to assess the students' knowledge of faith and their relationships with God, Church, family, and friends

Commentary/Procedural Points:

- Schools summarize the results and share them with School Boards, Pastors, and Pastoral Representatives.
- Results are posted on the school's website.
- Student performance should be analyzed and used to inform instruction and programmatic decisions.

References:

- NCEA ACRE Assessment and results
- NCEA ACRE Interpretation Manual: Appendix A, B, C

June 20, 2018

INST 4.0

Student progress must be reported to parents/guardians mid-way through each marking period and at the end of each marking period.

Purpose:

- to enable parents and students to be aware of the child's progress

Commentary/Procedural Points:

- In grades Prek4 - 8, parents/guardians are granted access to their child's grades through PowerSchool and may routinely view their child's progress electronically. *However, teachers are required to notify parents in writing mid-way through each trimester.*

- At the end of each marking period, computer-generated progress reports are issued for students in grades Prek4 - 8.

- A copy of the final progress report is placed in the student's permanent cumulative record folder.

References:

PowerSchool Policies and Statements, September 30, 2017.

Interim progress report generated in PowerSchool.

PowerSchool Policies and Statements

PowerSchool Administrator

- There is one Local PowerSchool Administrator per school.
- The Local PowerSchool Administrator is responsible for implementing established PowerSchool policies developed by the Department of Catholic Schools and directed by the Principal.
- The Local PowerSchool Administrator is responsible for distribution of information, training, and troubleshooting at the school level.
- The method of contacting the PowerSchool team for assistance is the Help Desk: helpdesk@archbalt.org and is used only by the Local Administrator and/or the Principal.
- Local Administrators are expected to attend all PowerSchool meetings.

Data Entry

- PowerSchool is the source of data for many other applications and reports within the Archdiocese. *It is imperative that the data in each school is accurate and up-to-date*.
- School email addresses are to be used for all school personnel.
- All active students must be entered in PowerSchool, enrolled in AM attendance, and, if applicable, enrolled in classes.
- The following are required fields for all students in PowerSchool: street, city, state, zip, home phone, date of birth, homeroom, gender, ethnicity, religion, county of residence, guardian email.
- Schools will use the appropriate codes and comments when enrolling or transferring students from PowerSchool.

Attendance

- Teachers take AM attendance only. The school office staff will be responsible for any attendance changes.

Progress Reports

- All progress reports are created through PowerSchool for students in PreK4 thru Grade 12.
- The Archdiocesan Grading Scale is used on the progress report.
- Principals will decide on the method of calculating grades in PowerSchool using either the percentage or total point methods.
- Teachers have the option of linking standards directly to their assignments or manually using the drop down menus through the PowerSchool gradebook standards tab.
- For grades 1-12, a comment must be added for each subject with a maximum of two comments per subject.
- Comments placed on either the interim or progress report must be from the current Archdiocesan Teacher Comment Code list.
- In Prek and K, comments may be typed on the progress report.

- Grades 1-2 have the option of using the grade book but must use PowerSchool grade book for comments and standard grades.

Parent Access

Parent access opens the first day of school.

The administration ensures that access codes are issued to new parents annually.

Parent access is closed for one week each trimester during progress report preparation.

Assessment Code Definitions

Grades K-2: Progress Codes

The following three codes will be used to indicate student progress to meeting standards. A fourth code NA: not assessed at this time; is used if that standard has not been assessed during the current trimester.

Independent: 93-100

- The student understands concepts/skills and works with little or no reinforcement or assistance.
- Students show the ability to apply the knowledge or perform the skill accurately without instructional support.
- Student is able to do more challenging work.
- *Mastery: Concept is consistently evident.*

Progressing: 75-92

- The student's understandings of concept/skills are developing and are in need of occasional reinforcement and assistance.
- Student is retaining material and shows the ability to apply the knowledge or skill with little instructional support.
- *Developing: Student needs more time and instruction to master concept.*

Emerging: 74 and below

- The student's understanding of the concept/skills are still at the beginning level and/or need consistent reinforcement and assistance.
- Student is being introduced to the skill and is beginning to use the skill in context with extensive instructional support. Student needs re-teaching/reinforcement.
- *Emerging: Student needs reinforcement or time to develop the new skill.*

N/A – Not Assessed at this time

- The skill has not been introduced.

Archdiocesan Progress Report Marking Codes

Achievement Comments

Descriptions to indicate student progress towards meeting Archdiocesan Curriculum Standards Used on the Grades 3-4 and 5-8 Progress Reports.

Independent / Proficient

- Always applies skills or processes with ease and confidence in completing grade level and above academic performance tasks
- Always demonstrates a thorough understanding of AOB grade level appropriate curriculum strands and objectives taught this trimester
- Always uses knowledge to skillfully communicate complicated ideas and concepts within the content area

Very Good Progress

- Consistently applies skills or processes with ease and confidence in completing grade level appropriate academic performance tasks
- Consistently demonstrates an above average understanding of AOB grade level appropriate curriculum strands and objectives taught this trimester
- Consistently demonstrates the ability to use knowledge to effectively communicate difficult ideas and concepts within the content area

Progressing

- Demonstrates above average uses of skills or processes in completing required grade level and appropriate academic performance tasks
- Demonstrates above average understanding of AOB grade level appropriate curriculum strands and objectives taught this trimester
- Demonstrates above average understanding of important information
- Demonstrates average ability to use required knowledge to communicate important information

Satisfactory

- Demonstrates average application of skills or processes required to complete grade level academic performance tasks
- Demonstrates average understanding of AOB grade level appropriate curriculum strands and objectives taught this trimester
- Demonstrates average knowledge of important information
- Demonstrates average ability to use required knowledge to communicate ideas

Needs Improvement

- Makes errors consistently when applying skills or processes required to complete grade level academic performance tasks
- Demonstrates an incomplete understanding of AOB grade level appropriate curriculum strands and objectives taught this trimester
- Demonstrates an incomplete knowledge of important information
- Unable to use acquired knowledge to correctly communicate important ideas
- Performance is markedly below grade level

Unsatisfactory / Not Progressing

- Unable to perform understanding of skills or processes required to complete grade level academic performance tasks
- Does not demonstrate understanding of AOB grade level appropriate curriculum strands and objectives taught during this trimester
- Does not demonstrate knowledge of important information
- Unable to use acquired knowledge to correctly communicate ideas

Effort/Conduct Codes

Outstanding

Effort

- Always completes and turns in accurate class work and homework

Conduct

- Always follows all school and classroom rules.

Good

Effort

- Consistently completes and turns in above average class work and homework

Conduct

- Consistently follows all school and classroom rules.

Satisfactory

Effort

- Class work and homework meet criteria

Conduct

- Follows school and classroom rules with minor infractions

Needs Improvement

Effort

- Class work and homework fail to consistently meet criteria

Conduct

- Does not consistently follow school and classroom rules

Unsatisfactory

Effort

- Class work and homework fails to meet criteria

Conduct

- Does not follow school and classroom rules

ELA - Weighted Rubric

Reading / Literature		Oral Language 10%	Comprehension 40%
English	Grammar 10%	Application 10%	Writing 20%
Vocabulary/Spelling	Concepts 5%	Application 5%	

Honor Roll for students in Grades 6-8

Students in grades 6-8 who demonstrate high academic achievement and who positively impact the learning environment are placed on Honor Roll based on the following criteria:

Principal's Honor Roll – All A's and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time

Second Honors – all A's and B's (more A's than B's) and Satisfactory or better in all special classes, standards, effort, and conduct including unstructured time

Note: Principal's have the option of creating a third honor roll for student with all B's or more B's than A's.

PowerSource – online training for PowerSchool users (Highly Recommended)

Teacher Account Setup:

1. Log into https://support.powerschool.com/signup/US2001MD002.
2. An email will be generated from the system so account can be activated. Click on the link in the email to activate account. Create account password as directed.
3. **PowerSource account webpage**
4. Click on the Training tab and then click on the large Distance Learning icon.
5. Enter the filter function along the left column to find sections:
    1. Keywords: PowerTeacher
    2. Products: default setting
    3. Roles: Teacher
    4. Categories: All categories
    5. Click Update Results
6. Specific courses will be assigned at the beginning of each school year by Administration
7. Each course must be passed with 80%

Office Staff Account Setup:

1. Log into https://support.powerschool.com/signup/US2001MD002.
2. An email will be generated from the system so account can be activated. Click on the link in the email to activate account. Create account password as directed.
3. **PowerSource account webpage**
4. Click on the Training tab and then click on the large Distance Learning icon.
5. Enter the filter function along the left column to find sections:
    1. Keywords: PowerSchool basics
    2. Products: default setting
    3. Roles: Office Staff
    4. Categories: All categories
    5. Click Update Results
6. Specific courses will be assigned at the beginning of each school year by Administration
7. Each course must be passed with 80%

Local Admin Account Setup:

1. Log into https://support.powerschool.com/signup/US2001MD002.
2. An email will be generated from the system so account can be activated. Click on the link in the email to activate account. Create account password as directed.
3. **PowerSource account webpage**
4. Click on the Training tab and then click on the large Distance Learning icon.
5. Enter the filter function along the left column to find sections:
    1. Keywords: PowerSchool basics
    2. Products: default setting
    3. Roles: Administration
    4. Categories: All categories
    5. Click Update Results
6. Specific courses will be assigned at the beginning of each school year by District Administrator
7. Each course must be passed with 80%

Principal Account Setup:

1. Local Ad Log into https://support.powerschool.com/signup/US2001MD002.
2. An email will be generated from the system so account can be activated. Click on the link in the email to activate account. Create account password as directed.
3. **PowerSource account webpage**.
4. Click on the Training tab and then click on the large Distance Learning icon.
5. Enter the filter function along the left column to find sections:
    1. Keywords: PowerSchool basics
    2. Products: default setting
    3. Roles: Administration
    4. Categories: All categories
    5. Click Update Results
6. Specific courses will be assigned at the beginning of each school year by District Administrator
7. Each course must be passed with 80%

INST 4.1

When a learning disability is suspected in a student, principals must communicate with the parents about available educational services and diagnostic resources.

Purpose:

- To serve as a resource for parents

Commentary/Procedural Points:

- Since identification of learning problems is so essential to the educational process, parents should be advised as soon as a problem is suspected.
- Open and on-going communication is essential between school and parents.
- Documentation of communications with parents should be maintained in the confidential file.
- It is the parents' responsibility to initiate and follow through with the available educational services and diagnostic resources.

References:

August 11, 2011

INST 5.0

If a student fails to successfully complete the required educational program, after appropriate interventions have been provided, the principal reserves the right to retain the student at the current grade level or recommend alternative placement.

Purpose

- To provide students with maximum opportunity for success

Commentary/Procedural Points:

- The teacher addresses the student's problem at the earliest possible date and provides the student all possible assistance to remedy this situation.
- The teacher communicates with the parents on a regular basis regarding the child's progress.
- The teacher informs the principal by the mid-point of the second trimester of the possibility of the student's retention or failure of course/grade level..
- By mid-February the teacher, principal, parents, (and student) review the student's work performance to date and discuss his/her educational needs for the remainder of the year and the possibility of failure and/or retention. This meeting is followed by a written communication to the parents reviewing the content of the meeting, including the educational plan.
- No later than the end of the second trimester, the school informs the parents in writing of the possibility of failure/retention during the next academic year.
- The teacher continues to provide appropriate interventions and maintains regular communication with the parent.
- By the mid-point of the final marking period the school informs the parent in writing of its decision regarding the student.

References:

SS 1.0

Students in Catholic Schools must comply with Maryland State law concerning compulsory attendance. The law requires regular attendance during the entire school year. Students are held accountable for time(s) they are absent from school. A principal may excuse a student for a necessary absence.

Regular school attendance is expected in order for students to achieve their academic potential. Each student's attendance is carefully recorded and permanently retained. Therefore, absence for reasons such as a vacation is strongly discouraged. Excessive absence has a serious impact on the student's academic performance.

Purpose:

- To ensure the continuous development and progress of the child's education.

Commentary/Procedural Points:

- Unlawful absences are considered truant. The school informs parents that if truancy persists, the public authorities will be notified.
- More than 20 days absence per year is considered excessive. The school establishes local regulations regarding the consequences for excessive absenteeism and outlines these policies in the Parent/Student Handbook. These cases are brought to the attention of the appropriate Associate Superintendent.
- A student can only be marked "Present" if he is physically in school.
- When a student has a chronic or intermittent health problem, parents should contact the Local Educational Agency (LEA) for Home and Hospital Services.
- For home hospital services, the parent must enroll the student in the local public school.

References:

- COMAR Web Site - http://www.dsd.state.md.us/comar/

April 21, 2016

SS 1.1

A school must maintain written documentation for all absences.

Purpose:

- To ensure proper maintenance of the student's permanent record.

Commentary/Procedural Points:

- The decision for a student to be absent from the school is the responsibility of the parent.
- Parents are pre-advised of the consequences of unscheduled absences.
- The school's policy regarding assignments and make-up work is communicated to parents on an annual basis.
- The school's policy regarding the impact of absences(s) on receiving awards or other honors is communicated on an annual basis.
- School requires and maintains written absentee notes from parents or guardians for the duration of the school year.

References:

- Local Parent/Student Handbook

SS 1.2

When a student transfers to another school or school system *or* withdraws from a school for the purpose of home-schooling, written documentation of both the withdrawal and enrollment in an approved program is required.

Purpose:

- to comply with student compulsory attendance law

Commentary/Procedural Points:

- This information is to be placed in the permanent record folder and noted on the front.
- Careful consideration should be made when custody issues exist. If any suspicions arise, the authorities should be notified.
- Once the decision has been made to withdraw a child for the purpose of home-schooling, the parent/guardian must submit their intention to the school in writing.
- It is the responsibility of the parent/guardian to contact their local Board of Education to inform them of their decision.
- A Home-School Consent From, obtained from the Board of Education, is to be completed within fifteen days and returned to the school.
- The school has no further responsibility once the parent has been advised in writing to contact the local Board of Education.
- If a student is withdrawn from school and the parents do not provide information on how the student will be schooled, the principal must document the attempts made to determine the placement of the student. In addition, the principal must contact the LEA where the family resides.

SS 2.0

Discipline must be administered in a manner consistent with Catholic Christian principles. Catholic schools' personnel may never use corporal punishment.

Purpose:

- To guide students in a manner which is consistent with the belief that all people are made in the image and likeness of God
- To teach good behavior through positive reinforcement

Commentary/Procedural Points:

- A staff member may not use verbally abusive language or display emotionally abusive behavior toward a child.
- The school's discipline philosophy and procedures are printed in the school's handbooks.

References:

- VIRTUS Child and Youth Protection

June 26, 2018

SS 2.1

A student has a right to fairness.

Purpose:

- To insure that decisions that impact the individual, are not arbitrary or capricious, and recognize the uniqueness of each being as loved by God.
- A fair decision is the result of a fair process. A fair process includes, at a minimum, the following steps:

Commentary/Procedural Points:

- The parent is informed in writing at the earliest reasonable date that the teacher and principal/assistant principal are dissatisfied with specific behaviors.
    - This dissatisfaction is put in written form only after the teacher has met with the parent to discuss the child's behavior.
    - The written statement is signed by the teacher, the student, the parent, and the principal/assistant principal.
    - The written statement is dated and stipulates a date by which improvement must occur.
    - The written statement contains concrete behavior changes, which the student must make.
- The student is given all assistance necessary to rectify his/her behavior from the teacher.
    - The parent is advised by the teacher of any additional tutorial work the child might require beyond normal school hours.
- Periodic follow-ups are made between the student and the teacher.

        - The teacher documents these follow-up meetings in writing to the parent on a regular basis.

        - The teacher keeps the principal informed about the student's progress on a regular basis.

- If the student's behavior remains unchanged, the parents are again informed, at the earliest reasonable date, by the principal that the student's behavior is threatening his/her place in the school.

    - A document is prepared, signed by all pertinent parties; clearly stipulating what the student must do in order to change behaviors.

    - A specific date is indicated for the principal/assistant principal, parents, student and teacher to meet again and assess the student's behavior.

- The student continues to receive necessary assistance from the teacher.

- The student is informed that he/she will/will not be dismissed.

- This information is given to the parent no later than the end of May

NOTE: This process does not prevail in "extreme situations" which call for immediate dismissal. An example of such "extreme situations" would be: (a) bringing a weapon to school (b) aggressive sexual behavior (c) life-threatening behavior (d) possession, distribution of drugs and/or alcohol. Because it is not possible to list all conceivable "extreme situations," the principal confers with the appropriate associate superintendent before dismissing the student.

SS 2.2

In cases of serious or repeated violation(s) of school rules and regulations or policies, students may be suspended or expelled in accordance with fair procedures outlined in the School's handbook.

Purpose:

- To maintain an acceptable learning environment
- To create local discipline codes that are fair and consistent throughout the Archdiocese

Commentary/Procedural Points:

- The School designs and communicates a fair procedure to be used in cases of possible suspension or expulsion.
- In the case of an infraction that may warrant suspension or expulsion based on the severity of the incident and/or the student's disciplinary history, the School documents the incident, the communication with all appropriate parties, and the disciplinary action to be taken.
- The School may recommend or require (as a condition of continued enrollment) psychological evaluation in appropriate cases, based on the student's behavior.
- Suspension shall not exceed three consecutive school days on the elementary level. In-school suspension should be considered as a first option.
- The principal communicates with the appropriate Associate Superintendent, in advance, about possible expulsion.
- In cases of expulsion, the School's handbook gives the student a right of review in accordance with the procedure established by the Department of Catholic Schools.

- In presenting expulsion to parents, the option to withdraw is to be extended in consultation with the Department of Catholic Schools

- Secondary schools will determine the length of suspension in consultation with the direction of the Department of Catholic Schools.

References:

- Local Parent/Student Handbook

June 26, 2018

SS 3.0

In cases of student pregnancy, the principal consults with the Canonical Representative and Superintendent and then meets with the student and parent/guardian to discuss the plan of action.

Purpose:

- To support the pro-life values of the Catholic Church
- To provide for the continuing education of the student

Commentary/Procedural Points:

- The plan of action considers: what is best for the student; what is best for the school; (any) recommendations from the student's doctor(s); how progress in studies is to be maintained.
- Expulsion is never considered advisable in this situation; transfer to another school may be considered appropriate.
- It is strongly recommended that the student receive formal counseling.
- If the father of the unborn child is identified as a student in a Catholic school, he also receives counseling.

June 26, 2018

SS 4.0

Field trips and group instruction at locations other than the school require written parental permission, adequate supervision, and appropriate precautions.

Purpose:

- To ensure each student's safety
- To be aware of any student's special health needs

Commentary/Procedural Points:

- A field trip is related to the student's course of study if it is to be counted as a school day. It is not recreational in nature.
- Children ride in a school vehicle that carries proper insurance. Parents drive their own children only.
- A Release and Waiver form is signed by the parent for each field trip. The form contains:
    - student's name
    - site and location to be visited
    - departure and arrival time
    - accompanying teachers
    - any special considerations
    - parent signature line
    - phone number of parent on day of trip
    - release of liability to include the Archbishop of Baltimore and his designees.
- All chaperones must be in compliance with procedures described in the AOB Procedures for Implementation and Compliance: A Statement of Policy for the Protection of Children and Youth.

- School personnel do not drive students in their own vehicles.

- When chartering a bus, the school must obtain the Certificate of Insurance showing adequate limits of liability coverage.

- Buses used for field trips out of state must be properly licensed under Section 390 of the Federal Motor Carrier Safety Regulations.

- If a school is using an owned bus to transport students across state lines, the school must ensure that a number of the sections of the FMCSR are met. Most importantly the driver must have the applicable license, have met the controlled substance and alcohol use testing and other qualifications. Moreover the vehicle must be equipped with all of the parts and accessories as required under section 393 of the FMCSR regulations.

- The school must comply with procedures for the distribution of medication during the field trip.

- In arranging field trip experiences, the school must provide reasonable accommodations to include students with physical limitations and/or medical conditions.

References:

- AOB Release and Waiver Form for field trips

- VIRTUS Child and Youth Protection

June 26, 2018

ARCHDIOCESE OF BALTIMORE
DIVISION OF CATHOLIC SCHOOLS
320 Cathedral Street
Baltimore, Maryland 21201

Field Trip Permission Form

To: Parent(s)/Legal Guardians **Date:**

School Name: **Principal:**

We have arranged for your child to participate in a planned field trip experience to:

The following provisions have been made and approved by the school:

Date: Cost:

Departure time: Return time:

Type of transportation:

Supervisory personnel:

Dress requirements:

Meal arrangements:

Emergency phone number to contact supervisory personnel during the trip:

Reasonable care will be taken by the supervising personnel to insure the safety of your child. It is absolutely essential, however, that you, as parent or legal guardian, give written permission for your child to participate in this activity. Therefore, please sign the slip below and have your child return it to his/her teacher no later than
If your child does not return the signed slip, he/she will not be able to take advantage of this opportunity.

(Please detach and return this portion to your child's teacher.)

Release and Waiver

In consideration of my child participating in this field trip experience, I hereby release _____ School, Archbishop William E. Lori, Roman Catholic Archbishop of Baltimore, a corporation sole, and their agents, employees and principals, of and from any and all liability, claims, demands, actions, and causes of actions whatsoever, arising out of or related to any loss, damage, or injury that may be sustained by my child or children.

I hereby grant permission for my child_____

to participate in the trip to_____.

I acknowledge receipt of the information describing the details of the field trip experience.

Signature of Parent/Legal Guardian_____**Date**_____

Parent/Legal Guardian phone number on day of trip:_____

(If applicable)
Medication(s) to be administered during the field trip: _____Dosage:_____
Time dosage is to be administered:_____ I hereby authorize supervisory personnel to administer the indicated medication.

Signature of Parent/Legal Guardian_____Date_____

Revised 7/10/2018

SS 5.0

Principals make decisions regarding the services to an HIV-positive student that are based upon the behavior, neurological development of the child, and the expected interaction with others.

Purpose:

- To ensure non-discriminatory treatment of students with HIV or AIDS
- To ensure the safety of students and school personnel

Commentary/Procedural Points:

- In consultation with a team consisting of the child's physician, parent/guardian, public health personnel and affected school personnel, the principal will determine if an HIV-positive student places other students at risk.
- The student's HIV status is kept confidential in the same way as other educational record information.
- Disclosure may be made to other school personnel who have been determined to have a legitimate educational interest in the child.
- Disclosure may be made if there is an emergency regarding the health or safety of the HIV student or other individuals.

References:

- Legal Briefs--Legal Corner: "Responding to Individuals with Disabilities"

January 12, 2005

Responding to Individuals with Disabilities

by Kathryn Kelley Hoskins

Is a Catholic school required to admit a child who uses a wheelchair, or a child with significant learning disabilities? Is a parish or school required to hire a job applicant who is blind or deaf or HIV positive? Must a school or parish alter its buildings to make them handicap-accessible?

Unfortunately, these and other questions regarding accommodation of disabled individuals are almost impossible to answer in the abstract because the legal analysis is fact-specific and depends on a variety of factors. However, some general legal principles should be kept in mind when presented with a request for accommodation.

The Americans with Disabilities Act of 1990 (ADA) prohibits discrimination by employers with 15 or more employees. (While Church employers generally are covered by the ADA, the ADA exempts church buildings from its prohibition against discrimination in places of public accommodation.) Long before the ADA was passed, recipients of Federal financial assistance, including many Catholic schools, were prohibited from discriminating against handicapped students or employees under the Rehabilitation Act of 1973. Furthermore, Maryland state law and many local jurisdictions have long prohibited discrimination against the disabled in employment, public accommodations, and housing. While these laws may or may not apply to a parish or school in a particular situation, a school or parish should never assume that it does not need to comply with handicap discrimination laws simply because it is a religious organization.

None of the handicap/disability discrimination laws, in themselves, require that an individual be hired, a student be admitted, or a building be modified. Rather, the laws require "reasonable accommodation." The determination of what is "reasonable" is based on a dialogue with the disabled individual in each case. What does he or she need? How much would it cost? Are there other sources of funds to pay for it? How could it be made available? How much disruption would it cause? What are other alternatives? An accommodation is not "reasonable" if it imposes an "undue hardship;" however, some expenditure of funds, disruption or inconvenience may be required. The parish or school cannot reasonably take the position that any accommodation that requires change is an "undue" hardship.

The most important aspect of compliance with the disability discrimination laws is the process used to determine whether a reasonable accommodation can be made. If the parish or school is open to listening to the disabled person, considers alternatives, engages in respectful dialogue, and makes good faith efforts to solve problems to the extent feasible, both parties will likely accept the outcome and the parish or school will have fulfilled its legal obligations. More importantly, being respectful, inclusive and open to disabled individuals furthers the organizational missions of Catholic schools and parishes.

Bullying, harassment, or intimidation (as defined below) of any student is prohibited in all Archdiocese of Baltimore Schools. Retaliation or reprisal against anyone who reports such behaviors or participates in an investigation of a report is also prohibited. Such behaviors are contrary to school life in a Christ-centered community, which respects the dignity and uniqueness of all of God's children.

Purpose:

- To foster a school environment where all students are educated in a safe and caring atmosphere, all Archdiocesan schools will follow established procedures for bullying prevention, intervention, and response.

- Discrimination and harassment of students on the basis of race, color, sex, national origin, religion, disability or handicap are also addressed under the Archdiocesan Student Harassment Policy in the Code of Conduct. Suspected abuse or neglect of students is addressed under the Policy for the Protection of Children and Youth.

Commentary/Procedural Points: *(As used in this policy)*

1. **Definitions**

"Bullying, harassment, or intimidation" means intentional conduct, including written, verbal, or physical conduct or an intentional electronic communication, that:

a. Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance or with a student's physical or psychological well-being and:

   i. Is motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or

   ii. Is sexual in nature; or

   iii. Is threatening or seriously intimidating; and

b. Occurs on school property, at a school activity or event, or on a school bus, or substantially disrupts the orderly operation of the school.

Electronic technology means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, pager, etc.

Retaliation means an act of reprisal or revenge, i.e., getting back at a person for an act he/she committed (such as reporting misconduct).

2. Prevention

Education on the prevention of and responses to bullying, harassment, and intimidation will be delivered to all students in kindergarten through grade twelve through orientation, religion classes, guidance lessons, or other age appropriate means.

School faculty will ensure that students are involved in activities that address bullying, cyber-bullying, harassment, or intimidation and in creating a culture of peer support and mutual respect.

School faculty will promote student involvement in the anti-bullying efforts, peer support, mutual respect, and a culture which encourages students to report incidents of bullying to adults.

School principals will ensure that professional development is provided to school faculty and staff on how to respond appropriately to students who bully or are bullied, and how to empower bystanders.

School principals will provide parents with education on the negative impact of bullying for students, the family and the school community as well as proactive strategies to prevent bullying, harassment, and intimidation.

School principals will educate School Board members on the negative impact of bullying for students, the family and the school community and the school's bullying preventions, intervention and response policy and education protocols.

3. Intervention

School principals and/or their designee are responsible for providing appropriate assistance to students who have been affected by behavior prohibited in this policy. Remedial measures should be designed to correct the bullying behavior, prevent another occurrence, and protect the victim.

A student who violates this policy may be required to participate in appropriate counseling/intervention determined by the school principal that is designed to increase the student's understanding of the offense and its impact on others.

School principals will collaborate with the Department of Catholic Schools to address students who repeatedly commit acts of bullying, harassment or intimidation.

4. Procedures for Reporting

i. All staff members will respond quickly and appropriately to intervene in any reported incident of bullying, harassment or intimidation (whether the report is made verbally or in writing) and shall immediately inform the school principal of the report.

ii. If a student (including a witness or bystander) wishes to discuss an incident of bullying, harassment, or intimidation with a staff member, the staff member will make an effort to provide the student with a practical, safe, private, and age appropriate way of doing so.

iii. All reports will be documented using the Bullying Prevention, Intervention and Response Reporting Form. A student may request assistance from a staff member, parent or close adult relative to complete the Form at school. If the student and the student's family do not complete the Form, a staff member should complete the Form based on the information provided by the reporter(s).

iv. The student, the student's parent or close adult relative, or a staff member should complete and submit the Bullying Prevention, Intervention and Response Reporting Form to the school principal in person, by mail, or electronically.

v. Reporting forms should be available in all schools in the main (front) office, counselor's office, and other locations determined by the school principal.

vi. The principal or designee will notify the parent/guardian of the alleged victim of a report of bullying, harassment or intimidation within three (3) business days after the incident is reported. The principal or designee will notify the parent/guardian of the alleged perpetrator of a report of bullying, harassment or intimidation within five (5) business days after the incident is reported.

vii. Principals will submit the written Bullying Reporting Form and Investigation Form for all bullying investigations that result in in-school or out-of-school suspension or possible expulsion to the Associate Superintendent and cc: the Superintendent and Director of Student Support Services.

5. Procedures for Investigating

i. All reports of bullying, harassment or intimidation must be investigated promptly and appropriately by the school principal or designee.

ii. Pending the outcome of the investigation, the school principal will

implement interim measures as needed to protect the victim or others from additional bullying, harassment, or intimidation, and from retaliation.

iii. All parties involved should be informed that any information gathered during the investigation will be confidential, i.e., disclosed only on a "need to know" basis.

iv. If the investigation determines that there was a violation of this policy, the school principal will apply consequences and/or remedial actions consistent with school disciplinary policies.

v. The school principal will create a written summary of the investigation, the outcome, and any corrective or remedial actions taken. Investigative records, including written statements and physical evidence, will be maintained in a separate confidential file.

vi. Without regard to the outcome of the investigation, the school principal will monitor the resolution of the alleged bullying, harassment, or intimidation incident. Separate conferences with the victim and alleged offender will occur within two weeks after the conclusion of the investigation. Both should be reminded of the prohibition against retaliation under this policy. In addition, another follow-up conference will be held with the victim four weeks after the initial follow-up conference.

6. Consequences

Consequences and remedial actions should be consistently and fairly applied for students found to have engaged in bullying, harassment, or intimidation; retaliation; or intentionally making false accusations. The following list of consequences and remedial actions is provided as a guide and by no means limits the school from implementing other consequences and remedial actions. The seriousness of the behavior and prior conduct of the involved students are considered when determining appropriate consequences.

Student Consequences:

- Parent notification
- Time out (primary students)
- Loss of a privilege
- Verbal reprimand
- Completion of letter of acknowledgement of action, with apology to the victim (after review by the principal and not in a case of sexual harassment or intimidation)
- Demerit
- Detention
- Reparation to victim in the form of payment for, or repair of damage to,

possessions
- Reassignment of seats in class, cafeteria, or bus
- In-school suspension
- Out-of-school suspension
- Extended suspension
- Expulsion

Remedial Actions:
- Parent/Student Conference
- Counseling with school counselor or school psychologist
- Education about the effects of bullying, harassment, or intimidation
- Behavioral agreement
- Positive behavioral supports/plan that is appropriate to the developmental level of the student and the student's behavioral history
- Referral to an external agency
- Participation in counseling (delivered by a school or community mental health provider)
- Cooperation with a behavioral management program developed in consultation with a mental health professional

Types of support services available to the student offender, victim, witnesses, and any bystanders:
- Counseling/Conflict resolution
- Problem solving skills training (proactive, constructive, relationship-building)
- Social skills/competency training
- Anger management training
- Educational programming
- Parental involvement
- Peer support groups
- Schedule modifications
- Targeted use of monitors (e.g. hallways, cafeteria, buses)
- Public or private community-based mental health services
- Faith-based services
- Health Department Programs
- Department of Juvenile Services
- Department of Social Services
- Law enforcement agencies*

*A school principal may make a report to an appropriate law enforcement agency if, after an investigation is completed, the principal has reason to believe that a student has engaged in conduct that constitutes an offense under Maryland criminal law,

including assault in the first or second degree or misuse of electronic communication or interactive computer service.

Rev. Nov. 1, 2018

INCL 1.0

Each school establishes and implements a School Inclusion Plan.

Purpose:

- To include and educate students for whom services/programming can be designed, funded, and provided.
- To provide guidelines and tools for educators to use to help identify, aid, and monitor students with learning differences.

Commentary/Procedural Points:

- School Inclusion Plans will include the following elements:
    - Self-study to examine how the pastoral call for inclusion is being answered in the workings and mission of the school:
        - How is the importance of inclusion communicated in the admissions process?
        - How is the importance of inclusion communicated to the school community?
        - What is the current state of practices, policies, programs, services and supports being used for inclusion in the school? Include strengths, weaknesses, and challenges.
        - What funding sources are currently being used to support inclusion?
        - What trainings, workshops, coaching opportunities, etc. have been offered to faculty/staff to educate on best practices for inclusion?
    - SMART goals may address:
        - Professional development
        - Best practices implementation for inclusion in the classroom.
        - Programming and supports for students with special needs
        - Incorporating the importance of inclusion as a value in the school community

- School Inclusion Plans will be written as part of a collaborative process involving input from all stakeholders including faculty, staff, board members, and families. Plan components may become part of the school's yearly Continuing Improvement Plan.
- The School Inclusion Plan will be reviewed according to the following timeline:
    - The initial plan will be written by May 1, 2020.
    - The Inclusion Plan will be reviewed and updated annually.
    - The Inclusion Plan will become part of the cycle for the School's Strategic Plan Update Process.

References:

- "A Call to Inclusion" AOB Resource Handbook
- "Ensuring a Place at the Table: Serving Students with Disabilities in Catholic Schools" NCEA publication

June 27, 2019

INCL 2.0

Each school establishes and maintains an active Student Advocacy Team (SAT).

Purpose:

- To serve as a resource for educators with concerns about student academic progress
- To help identify and support the success of students with special needs while following the mission of the school.
- To document the collaborative efforts and actions made by the school to support student needs.

Commentary and Procedural Points:

- The SAT is interdisciplinary and is comprised of a teacher from each academic division, a special area teacher, a special educator/resource teacher (if the school has one), the school counselor (if the school has one), and/or the school nurse.
- The SAT should convene a minimum of once a month to identify and address concerns on student progress.
- The SAT can be used to aid in addressing academic, social, emotional, and behavioral concerns.
- The SAT uses the specified AOB forms, as identified in the AOB Resource Handbook, to document efforts made in addressing student needs.
- Records are kept of each meeting and maintained in a confidential file.

References:

- "A Call to Inclusion" AOB Resource Handbook

INCL 3.0

Each school will implement Student Accommodation Plans (SAPs) for any students who have an identified need and the necessary supporting documentation/records.

Purpose:

- To formalize and document the accommodations and services being given to students with identified special needs.
- To record that said accommodations and services are being given with the expressed consent of all stakeholders.

Commentary and Procedural Points:

- SAPs will be created and maintained using the form and procedures outlined in the "A Call to Inclusion" AOB Resource Handbook."
- SAPs will be reviewed and reissued annually for each student.
- The most recent SAP is kept in the student's cumulative file. Supporting documentation/records are maintained in the student's confidential file.

References:

- "A Call to Inclusion" AOB Resource Handbook

June 27, 2019

INCL 4.0

In the exceptional circumstance that a student requires a modified curriculum, the curriculum may be modified only for students who have the necessary documentation.

Purpose:

- To allow students in need of a modified curriculum to have access to a Catholic education.

Commentary and Procedural Points:

- Modifications are defined as a practice or procedure that lowers, or reduces learning expectations
- Necessary Documentation for academic modifications consists of:
    - a psychoeducational evaluation completed within three years of the time of review, that clearly demonstrates and specifically states the need for modified assignments, assessments, and/or curriculum, and
    - A Student Accommodation Plan that clearly outlines the ways in which modifications will be made.
- If a student is receiving academic modifications, a standard comment should be recorded on the student's progress report for each class in which the curriculum is being modified to indicate that a modified curriculum is being used.
- Principals should inform their Associate Superintendent if a student is receiving a modified curriculum.

References:

- "A Call to Inclusion" AOB Resource Handbook

June 27, 2019

INCL 5.0

A student may be exempt from the World Language requirement under the following circumstances:

- **If it is explicitly stated in the recommendation section in the student's evaluation(s).**
- **If the student has a language based learning disability, such as Specific Learning Disorder with Impairment in Reading, and appropriate accommodations and/or modifications cannot be made in the world language class to make the material accessible to the student.**

Purpose:

- To allow students with special needs who would benefit from exemption from the World Language requirement to have access to Catholic education.

Commentary and Procedural Points:

- If a student has world language exemption as a selected accommodation on his/her SAP, the school should notify their Associate Superintendent.
- The school needs to plan for what the student will be doing while his/her class is taking world language. This will vary depending on the school's resources. Students may remain in the world language class and audit it, giving them exposure to a world language, but not penalizing them for having difficulty learning it. Schools may also create alternative programming for these students if they have the resources needed for implementation.
- World language exemption is indicated on the student's progress reports through the use of a standard comment in the World Language section of the report.

References:

- "A Call to Inclusion" AOB Resource Handbook

June 27, 2019

INCL 6.0

Students who qualify as recently arrived English learners may be exempted from one administration of the standardized testing in their first year of testing.

Purpose:

- To offer flexibility to schools who have students who are recently arrived English learners.

Commentary/Procedural Points:

- Qualifications to be a recently arrived English learner are as follows:
    - The student has been assessed through Title III services and met criteria as an English learner (EL)
    - The student has an active Student Accommodation Plan that documents the EL accommodations being given on a day-to-day basis for instruction and/or assessment.
    - The student has been enrolled in a United States school for fewer than 12 months, counting back from the first day that the test is to be administered.
- Principals must notify their Associate Superintendents of this in advance of the test administration.

References:

- Every Student Succeeds Act of 2015
- “A Call to Inclusion” AOB Resource Handbook

June 27, 2019

INCL 7.0

The Archdiocese of Baltimore Department of Schools supports the use of one-to-one instructional assistants (one-to-one) for appropriate students, subject to the conditions of this policy.

Purpose:

- To allow students who need the support of an one-to-one instructional assistant to access a Catholic Education.

Commentary and Procedural Points:

- An appropriate student is one who has an up-to-date psychoeducational evaluation the results of which demonstrate the need for one-to-one assistance in the school setting.
- The school:
    - bears no financial obligation towards the one-to-one or the student's family.
    - is not liable for any injury or misfortune that should happen to the one-to-one while on school property or at a school function.
- The one-to-one must be Virtus certified and complete any other necessary paperwork and trainings before he/she is allowed to begin services at the school. Other necessary paperwork and trainings are defined at the discretion of the principal and the AOB.
- The one-to-one is expected to uphold the school's values and code of conduct.
- The one-to-one is expected to be with the child every school day, through every activity. Should this schedule be disrupted in any way, there needs to exist a contingency plan for the student and the school.
- Communication about the student's progress and needs should go through the student's parent/guardian, as it would with any other student. Communication with the student's one-to-one is not to be used in lieu of this.
- The one-to-one is not allowed to use restraints or safety holds with the child, nor any form of discipline that is not approved by the AOB.

- The one-to-one may be asked to leave the school at any time and/or discontinue service at the discretion of the principal. The parent/guardian must be notified if this occurs and alternative plans must be made for the student.
- The parent/guardian may request the removal of the one-to-one at any time and/or choose to discontinue service.
    - The parent/guardian must notify the school administration in advance of this decision.
    - If the family does not provide another one-to-one and the school believes that the student can only be successful with one-to-one support, the school reserves the right to request that the student seek a different school placement where his/her needs can be met. This is done at the discretion of the principal.
- If a student has a one-to-one instructional assistant assigned to them, a standard comment should be recorded on the student's progress report for each class in which the one-to-one is present with the student.

References:

- "A Call to Inclusion" AOB Resource Handbook

June 27, 2019

INCL 8.0

The Archdiocese of Baltimore Department of Schools supports the appropriate use of service animals by students, subject to the conditions of this policy.

Purpose:

- To allow students who need the use of service animals to access a Catholic Education.

Definition

- Service animals are defined as dogs that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. The work or task a dog has been trained to provide must be directly related to the person's disability.
- Dogs whose sole function is to provide comfort or emotional support do not qualify as service animals.

Commentary and Procedural Points:

Admissions and Inquiries about Service Animals

- Schools are limited in the inquiries that they are allowed to ask when it is not obvious what service a service dog provides
- Staff may ask two questions:
    - Is the dog a service animal required because of a disability?
    - What work or task has the dog been trained to perform?
- Staff may not ask about the person's disability, require medical documentation, require a special identification card or training documentation for the dog, or ask that the dog demonstrate its ability to perform the work or task.

- Also, schools may not charge a service dog fee to families whose students require the use of a service dog.

Allergies and Concerns

- Allergies and fear of dogs are not valid reasons for denying access or refusing service to people using service animals.
- Should a conflict involving allergies or fear of dogs arise between students, both students should be accommodated by assigning them, if possible, to different locations within the room or different rooms in the facility
- If a compromised solution cannot be reached, the principal should consult their Associate Superintendent and/or the Director of Student Support Services for guidance.

Preparing for the Service Animal

- The student/family must inform the school of this in advance of bringing the dog on school property.
- A plan must be formulated regarding the care of the dog addressing the following:
    - Where and when the dog will get to eat.
    - Where and when the dog will get to drink.
    - Where and when the dog will relieve itself
    - What staff member(s) will provide supervision for the student when he/she takes the dog out to relieve itself.
- The plan should be written in as part of the Student Accommodation Plan (SAP).
- It should be made clear to the family that the school is not financially responsible for providing the dog's care or food.

Expectations of the Service Animal

- When a student has a service animal, it is expected that the dog be kept under control at all times.
- Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents using these devices. In that case, the individual must maintain control of the animal through voice, signal, or other effective controls.
- A service animal may be asked to leave under the following circumstances:
    - The dog is out of control and the handler does not take effective action to control it, or
    - The dog is not housebroken (DOJ, 2011).

- If a service animal has to be asked to leave, the school should notify their Associate Superintendent and/or the Director of Student Support Services for guidance on next steps.

References:

- “A Call to Inclusion” AOB Resource Handbook
- Americans with Disabilities Act

June 27, 2019

HE 1.0

The school maintains a health file for each student for the duration of enrollment.

Purpose:

- To comply with applicable laws and regulations

Commentary/Procedural Points:

- The following information is maintained in the health file, if applicable:
  - copy of physician's physical report, if required
  - immunization record
  - vision and hearing results
  - dental report
  - authorization for medications and individual health plans
  - injury reports
  - documentation of communicable diseases
  - health inventory form

- Health records are to be stored in a locked location separate from the cumulative folders.

- Records may only be accessed by authorized personnel.

- Principals should encourage parents to share information with the school about any new or existing medical conditions, medications, or treatments which may affect the child's well-being.

- When a pre-kindergarten operates in a separate building, the health records for these students must be maintained in the building where the program is conducted.

References:

- Applicable laws and regulations

HE 2.0

All students in Catholic schools must be immunized in accordance with Maryland State Law.

Purpose:

- To ensure the safety and well being of all members of the school community

Commentary/Procedural Points:

- Immunization records must be maintained at the school for each student.
- Schools inform parents that the child may have up to a maximum of twenty (20) calendar days from the time the child starts school to obtain the immunization record, get needed doses of vaccine, or get started on the vaccination series. If there is no verification of immunization record presented within twenty (20) calendar days of entry, the student is to be excluded until the record is obtained.
- In case of religious objection or medical contraindication for one or more immunizations, form DHMH 896 must be submitted and kept on file.
- Exempted students are to be excluded from school if there is an outbreak of the disease(s) for which they are not immunized.

References:

- Maryland Department of Health and Mental Hygiene Immunization requirements

January 12, 2005

Vaccine Requirements For Children
Enrolled in Preschool Programs and in Schools — Per DHMH COMAR 10.06.04.03
Maryland School Year 2015- 2016 (Valid 9/1/15 - 8/31/16)

Required cumulative number of doses for each vaccine for PRESCHOOL aged children enrolled in educational programs							
Vaccine / Current Age of Child	DTaP/DTP/DT[1]	Polio[2]	Hib[3]	Measles,[2,4] Mumps, Rubella	Varicella[2,4,5] (Chickenpox)	Hepatitis B	PCV[3] (Prevnar™)
Less than 2 months	0	0	0	0	0	1	0
2 - 3 months	1	1	1	0	0	1	1
4 - 5 months	2	2	2	0	0	2	2
6 - 11 months	3	3	2	0	0	3	2
12 - 14 months	3	3	At least 1 dose given after 12 months of age	1	1	3	2
15 - 23 months	4	3	At least 1 dose given after 12 months of age	1	1	3	2
24—59 months	4	3	At least 1 dose given after 12 months of age	1	1	3	1
60 - 71 months	4	3	0	2	1	3	0

Required cumulative number of doses for each vaccine for children enrolled in KINDERGARTEN - 12th grade								
Grade Level Grade	(Ungraded)	DTaP/DTP/Tdap/DT/Td[1,6]	Tdap[6]	Polio[2]	Measles,[2,4] Mumps, Rubella	Varicella[2,4,5] (Chickenpox)	Hepatitis B	Meningococcal
Kindergarten & Grade 1	(5 yrs)	4	0	3	2	2	3	0
Grades 2 - 6	(6 - 11 yrs)	4 or 3	0	3	2	1 or 2	3	0
Grade 7 & 8	(11-12 yrs)	3	1	3	2	1 or 2	3	1
Grades 9-12	(12-18+ yrs)	3	0	3	2	1 or 2	3	0

*** See footnotes on back for 2015-16 school immunization requirements.**

Vaccine Requirements For Children
Enrolled in Preschool Programs and in Schools
Maryland School Year 2015 - 2016 (Valid 9/1/15 - 8/31/16)

FOOTNOTES

REMINDER for the 2015-16 school year :

- **2 doses of Varicella vaccine for entry into Kindergarten AND 1st Grade**
- **1 dose of Tdap vaccine for entry into 7th AND 8th grades**
- **1 dose of Meningococcal vaccine for entry into 7th AND 8th grades**

Instructions: On the chart locate the student's age or grade and read from left to right on the chart to determine the number of required vaccinations by age or grade. Dosing interval should not be considered when determining if the requirement is met, except for MMR and Varicella vaccines (See footnote #4).

1. If DT vaccine is given in place of DTP or DTaP, a physician documented medical contraindication is required.

2. Proof of immunity by positive blood test is acceptable in lieu of vaccine history for hepatitis B, polio and measles, mumps, rubella and varicella, **but revaccination may be more expedient.**

3. Hib and PCV(Prevnar™) are not required for children older than 59 months (5 years) of age.

4. All doses of measles, mumps, rubella and varicella vaccines should be given on or after the first birthday. However, upon record review for students in preschool through 12th grade, a preschool or school may count as valid vaccine doses administered less than or equal to four (4) days before the first birthday.

5. One dose of varicella (chickenpox) is required for a student younger than 13 years of age. Two doses of varicella vaccine are required for students entering Kindergarten or 1st grade and for previously unvaccinated students 13 years of age or older. Medical diagnosis of varicella disease is acceptable in lieu of vaccination. Medical diagnosis is documented history of disease provided by a health care provider. Documentation must include month and year.

6. Four (4) doses of DTP/DTaP are required for children less than 7 years old. Three (3) doses of tetanus and diphtheria containing vaccine (any combination of the following — DTP, DTaP, Tdap, DT or Td) are required for children 7 years of age and older. One dose of Tdap vaccine received prior to entering 7th grade is acceptable and should be counted as a dose that fulfills the 7th and 8th grade Tdap requirement.

HE 3.0

Principals notify their local health department in cases of student absences due to a reportable communicable disease.

Purpose:

- To prevent the spread of communicable disease in the school

Commentary/Procedural Points:

- Before the student returns to school, a release card from the local health department or a letter from a licensed healthcare practitioner must be provided, indicating that the health department regulation has been met.
- Notes from parents/guardians are not accepted as assurance that the health department regulation has been met.
- The local health department has listings of the types of diseases and procedures for possible *school* closings and the communications to notify the school families and general public.

References:

- *Communicable Disease Summary - Guide for Schools and Child Care Settings;* provided to schools by Maryland State Department of Health

January 12, 2005

HE 4.0

Students enrolled in Catholic elementary schools of the Archdiocese of Baltimore have hearing and vision screening as required by state law.

Purpose:

- To detect physical limitations which may impact upon a student's learning

Commentary/Procedural Points:

- Local health agencies must provide hearing and vision screening for students at private schools that have received a certificate of approval from the State Board of Education.
- As indications arise, schools encourage additional screening for individual students.

References:

February 08, 2008

HE 5.0

A student is not permitted to possess, administer, or distribute medication, whether prescription or non-prescription.

Purpose:

- To insure that medications are administered in a supervised and safe environment

Commentary/Procedural Points:

- If medication is given during school hours, written administration procedures from the student's doctor/licensed health care practitioner are given to designated school personnel.
- Unauthorized personnel do not dispense medication.
- Written medication authorization from the students doctor/licensed health care practitioner is to be submitted annually, or as needed, and is kept on file as long as the student is enrolled in the school.
- During a school-sponsored field trip, designated school personnel transport and dispense medications.
- All medications must be kept under lock and key and inventory properly monitored.
- If medication is missing, parents must be notified, and a police report must be filed.
- Under special circumstances, individual students may be authorized by their physician/licensed health care provider to carry and self-administer prescribed medications (e.g. inhalers, epicenes).

References:

- Form: Parent's Request and Authorization to Administer Medication to a Pupil in School

MARYLAND STATE
SCHOOL MEDICATION ADMINISTRATION AUTHORIZATION FORM

This order is valid only for school year (current) _____ including the summer session.

School: _____

This form must be completed fully in order for schools to administer the required medication. A new medication administration form must be completed at the beginning of each school year, for each medication, and each time there is a change in dosage or time of administration of a medication.

* Prescription medication must be in a container labeled by the pharmacist or prescriber.
* Non-prescription medication must be in the original container with the label intact.
* An adult must bring the medication to the school.
* The school nurse (RN) will call the prescriber, as allowed by HIPAA, if a question arises about the child and/or the child's medication.

Prescriber's Authorization

Name of Student: _____ Date of Birth: _____ Grade: _____

Condition for which medication is being administered: _____

Medication Name: _____ Dose: _____ Route: _____

Time/frequency of administration: _____ If PRN, frequency: _____

If PRN, for what symptoms: _____

Relevant side effects: ☐ None expected ☐ Specify: _____

Medication shall be administered from: _____ to _____
Month / Day / Year Month / Day / Year

Prescriber's Name/Title: _____
(Type or print)

Telephone: _____ FAX: _____

Address: _____

_____

Prescriber's Signature: _____ Date: _____
(Original signature or signature stamp ONLY)

(Use for Prescriber's Address Stamp)

A verbal order was taken by the school RN (Name): _____ for the above medication on (Date): _____

PARENT/GUARDIAN AUTHORIZATION

I/We request designated school personnel to administer the medication as prescribed by the above prescriber. I/We certify that I/we have legal authority to consent to medical treatment for the student named above, including the administration of medication at school. I/We understand that at the end of the school year, an adult must pick up the medication, otherwise it will be discarded. I/We authorize the school nurse to communicate with the health care provider as allowed by HIPAA.

Parent/Guardian Signature: _____ Date: _____

Home Phone #: _____ Cell Phone #: _____ Work Phone #: _____

SELF CARRY/SELF ADMINISTRATION OF EMERGENCY MEDICATION AUTHORIZATION/APPROVAL

Self carry/self administration of **emergency** medication may be authorized by the prescriber and must be approved by the school nurse according to the State medication policy.

Prescriber's authorization for self carry/self administration of emergency medication: _____
Signature Date

School RN approval for self carry/self administration of emergency medication: _____
Signature Date

Order reviewed by the school RN: _____
Signature Date

2004

HE 6.0

The principal must develop an adequate plan to ensure the health and safety of students, staff, and visitors.

Purpose:

- To ensure a safe environment

Commentary/Procedural Points:

- The plan must be communicated to the staff and parents.
- Principals are responsible for determining an appropriate response to any individual who appears to have an injury or an illness.
- Completion of an accident report is mandatory for all injuries.
- The school maintains a daily log documenting illnesses, injuries and administration of medication.
- Parents are notified of instances of injury or illness, as necessary.
- In case of a serious injury, the principal communicates with the Department of Catholic Schools and the Archdiocesan Office of Risk Management.
- This plan is communicated to parents upon request

References:

- AOB forms:
  -Head Injury Report to Parent
  -Minor Injury Report to Parent
  -Report to Parent of Health Room Visit

http://www.marylandpublicschools.org/MSDE/divisions/studentschoolsvcs/student_services_alt/school_health_services/

HE 7.0

The Office of Risk Management is to be notified of any student injury which occurs during school activities, regardless of whether the injury occurs on or off premises, if the injury requires medical attention outside the health suite.

Purpose: To communicate and document student injuries.

Commentary/Procedural Points:

- Reporting modes:

  - ***PowerSchool***

    For those schools using PowerSchool to document visits to the health suite, if the visit is coded as an **injury visit** in the "reason for visit" field, the report is automatically downloaded into a daily report reviewed by the Office of Risk Management. If the injury requires outside medical attention, the nurse (or individual to whom the responsibility of reporting has been delegated) should designate "ORM" in the "reason for office visit field" in the health suite module in PowerSchool. By designating "ORM" the Office of Risk Management receives and reviews the student injury report. A confirmation of receipt is sent to the nurse within 48 hours, along with any further instructions.

  - ***Fax/Email***

    For those schools not using PowerSchool to document student injury visits to the health suite, a "Report of Injury Form" should be completed and submitted to the Office of Risk Management, either by email or fax, within 24 hours, if the injury requires outside medical attention. This report can be found on the Office of Risk Management webpage at www.archbalt.org/risk on the left hand side of the page under **Schools**. A confirmation of receipt is sent to the contact within 48 hours, along with any further instructions.

- As with all student documentation, please limit all comments to facts only. Please do not provide commentary. Also, be thorough in your documentation. Lastly, maintain a copy of all reports in accordance with your school's record retention policy.

References:

- AOB forms: www.archbalt.org/risk

July 2019

ARCHDIOCESE OF BALTIMORE
DEPARTMENT OF MANAGEMENT SERVICES

office of risk management

REPORT OF STUDENT INJURY

NAME OF CHILD: _____ GRADE: _____ GENDER____
NAME OF PARENT GUARDIAN: _____
ADDRESS _____
CITY: _____
STATE: ___
ZIP: _____
TELEPHONE _____

DAY/DATE OF ACCIDENT _____

CIRCUMSTANCES _____
_____
_____
_____

FOLLOW-UP CARE: _____
_____
_____
_____

NAME OF SCHOOL_____
SUBMITTED BY: _____
DATE: _____
E-MAIL ADDRESS: _____
PHONE NUMBER: _____

Submit to: Cathy O'Brien, Risk Management Associate
Fax: 410-332-8233
E-mail cathy.obrien@archbalt.org

1. Please refer to Student Injury Reporting and Submission Guidelines for information on completion of this form.

Protocol for Suspected Head Injuries:

Background: Students who are suspected of having sustained a head injury in the school setting must be carefully evaluated by trained personnel in order to correctly identify those individuals who need immediate medical evaluation and, to prevent the possibility of further trauma or injury. The potential for head injury can occur anytime a student's head comes into contact with a hard object, or when the student receives a blow or jolt to the head. Head injury may also occur from a blow to the body which causes the head and brain to move rapidly back and forth or side to side.

The Archdiocese of Baltimore has developed a policy and recommendations for school nurses, faculty and staff to follow in the event a student is suspected of having sustained a head injury. These recommendations include; documents to aide in assessment and communication and, head injury awareness education for students, parents/guardians, faculty and staff. Resources are provided to train school faculty and staff on head injury awareness and return to school protocols for students diagnosed with concussion.

To maintain confidentiality and ensure privacy, this protocol, the ***Suspected Head Injury Assessment Form*** and the ***Concussion Signs and Symptoms Checklist are*** intended for use by appropriately trained school professionals; defined by the Archdiocese as school nurses, athletic trainers, coaches, athletic directors, and school administrators.

Note, this protocol is adapted from documents created by the U.S. Department of Health and Human Services Centers for Disease Control and Prevention.

Procedural Expectations:

1. Students suspected of having sustained a head injury will be evaluated by the School Nurse or trained school personnel.

2. If a School Nurse or trained staff member is available he/she will be alerted of the suspected injury by a supervising adult.

3. If student is unresponsive, convulsing or seizing, vomiting repetitively, slurring speech, experiencing weakness, numbness or decreased coordination or, if one pupil is larger than the other, school staff will immediately activate EMS by calling 911. Refer to ***Danger Signs*** on the ***Suspected Head Injury Assessment Form***

4. If student is able to safely ambulate to the Health Room, they will do so directly, escorted by a responsible adult or classmate. Students suspected of having sustained a head injury will not be left alone.

5. School Nurse or trained staff member will assess the nature of the injury including the cause and force of the hit, bump, jolt or blow to the head.

6. School Nurse or trained staff member will assess victim's memory of the incident, paying close attention to memory lapses of events leading up to or immediately following the injury.

7. If a witness is available he/she will assist in determining the accuracy of the victim's account.

8. School Nurse or trained staff member will administer first aid as needed.

9. School Nurse or trained staff member will interview the victim and complete the ***Suspected Head Injury Assessment Form*** and ***Concussion Signs and Symptoms Checklist.***

10. School Nurse or trained staff member will contact parent/guardian to report incident, assessment and status of injured student.

11. In the absence of symptoms, the School Nurse may determine the student is able to return to class.

12. If the student returns to class, School Nurse will make a plan with the student for alerting the nurse in the event symptoms develop during the school day.

13. School Nurse will plan follow-up same day visit(s) to the Health Room for reassessment.

14. School Nurse will notify appropriate teacher(s) and Administrator(s) of incident.

15. Teachers, administrators and staff will alert the School Nurse to any signs or symptoms of concussion observed or reported by student.

16. School Nurse completes ***Suspected Head Injury Assessment Form*** and the ***Concussion Signs and Symptoms Checklist*** to include documentation of communication with parents/guardians, teachers/administrators and additional assessments made following the first 30 minutes, vital signs if indicated and interventions, i.e. first aid.

17. The School Nurse signs the ***Suspected Head Injury Assessment Form*** and the ***Concussion Signs and Symptoms Checklist***, makes and maintains a copy in the student's health record, and sends the original home along with ***Know Your Concussion ABCs Fact Sheet for Parents.***

18. Parents/guardians sign the completed ***Concussion Signs and Symptoms Checklist*** and return it to the Health Room

19. The School Nurse maintains the signed ***Concussion Signs and Symptoms Checklist*** in the student's health record.

20. If student is referred for medical evaluation, the School Nurse will complete ***Report of Accident on School Grounds Form*** and send to Risk Management.

21. School Nurse completes additional documentation as required.

22. School Nurse receives follow-up health care evaluation(s) and return to school care plan, communicates and supports students and faculty in providing academic accommodations and activity restrictions if indicated.

Procedure for assessing, documenting and reporting students who have possibly sustained a head injury during the school day, on the school grounds:

1. Refer to the ***Suspected Head Injury Assessment Form*.** Begin by assessing the student using the ***Head Injury Danger Signs Checklist***. If the student has one or more of the indicated symptoms, the student should be seen by emergency medical health care providers immediately. If the student requires immediate care, contact the parent/guardian and/or emergency services to arrange for emergency health care delivery. The student must be continuously monitored until discharged for emergency care. Provide first aid as needed. Complete the ***Suspected Head Injury Assessment Form*** and provide a copy to the parent/guardian (a second copy may be provided to the emergency health care professional by the parent/guardian or, by school personnel.)
2. Complete the Archdiocese of Baltimore ***Report of Student Injury*** form for any student who is injured on school grounds who is referred for medical evaluation/treatment. This form may be obtained from the Office of Risk Management.
3. If the student does not have one or more of the symptoms on the ***Head Injury Danger Signs Checklist***, administer the ***Concussion Signs and Symptoms Checklist*** and provide first aid as needed. The ***Concussion Signs and Symptoms Checklist*** requires the student be assessed at least three times in thirty minutes. Do not return the student to class prior to completing the checklist at "0", "15" and "30" minutes.
4. If the student shows one or more signs of a concussion based on the completed checklist, contact the parent to arrange for the student to be further evaluated by a health care professional. Continue to monitor the child using the checklist until the parent/guardian arrives to take the child for medical evaluation.
5. Complete the Archdiocese of Baltimore ***Report of Student Injury*** form for any student who is injured on school grounds and is referred for medical evaluation/treatment. This form may be obtained from the Office of Risk Management.
6. If after administering the ***Concussion Signs and Symptoms Checklist*** as requisite over 30 minutes, the student does not show symptoms indicating the need for referral to their health care provider, the student may return to class. Complete the ***Suspected Head Injury Assessment Form.*** Contact the parent/guardian to report the event, assessment, interventions and student disposition.
7. Share a copy of the completed ***Suspected Head Injury Assessment Form*** with the parent/guardian of any child for whom the form has been completed. Parents/guardians should be notified that it is appropriate to share a copy of the form with the child's health care provider(s), and a second copy of the form may be provided for this purpose.
8. Provide a copy of the CDC form "***Heads Up to Schools: Know Your Concussion ABCs , A Fact Sheet for Parents"*** for the parent/guardian.
9. Provide a copy of the CDC form "***Acute Concussion Evaluation Care Plan – School Version"*** for the parent/guardian of any student referred for medical evaluation of a suspected head injury for the health care provider's consideration in planning for the student's return to school.

Procedure for assessing, documenting and reporting students who indicate they have or, may have sustained a head injury outside of school or, on a previous school day:

1. Refer to the ***Suspected Head Injury Assessment Form.*** Begin by assessing the student using the ***Head Injury Danger Signs Checklist***. If the student has one or more of the indicated symptoms, the student should be seen by emergency medical health care providers immediately. If the student requires immediate care, contact the parent/guardian and/or emergency services to arrange for emergency health care delivery. The student must be continuously monitored until discharged for emergency care. Provided first aid as needed. Complete the ***Suspected Head Injury Assessment Form*** and provide a copy to the parent/guardian. A copy of the completed ***Suspected Head Injury Assessment Form*** may be provided to the emergency health care professional by the parent/guardian or by school personnel.
2. Complete the Archdiocese of Baltimore ***Report of Student Injury*** form for any student who is injured on school grounds who is referred for medical evaluation/treatment. This form may be obtained from the Office of Risk Management.
3. If the student's symptoms indicate the student does not require immediate attention from his/her physician or emergency services per the ***Head Injury Danger Signs Checklist,*** administer the ***Concussion Signs and Symptoms Checklist*** and ask about his/her sleep patterns***.*** Drowsiness, sleeping more or less than usual, or difficulty falling asleep may be signs of concussion. If the student does not demonstrate signs or symptoms of concussion per the ***Concussion Signs and Symptoms Checklist*** and denies a change in sleep patterns, the child may be returned to class. If the student indicates he/she is experiencing an alteration in normal sleep patterns, assess the student for symptoms listed on the ***Concussion Signs and Symptoms Checklist.*** If the student does show one or more signs of a concussion based on the completed checklist, contact the parent to arrange for the student to be further evaluated by a health care professional. Continue to monitor the child using the checklist until the parent/guardian arrives to take the child for medical evaluation.
4. Complete the Archdiocese of Baltimore ***Report of Student Injury*** form for any student who may have been injured on school grounds and is referred for medical evaluation/treatment. Send the report to the Office of Risk management. This form may be obtained from the Office of Risk Management.
5. If after assessing the student for symptoms listed on the ***Concussion Signs and Symptoms Checklist*** the student does not show symptoms indicating the need for referral for medical evaluation, the student may return to class. Complete the ***Suspected Head Injury Assessment Form.*** Contact the parent/guardian to report the visit, assessment, interventions and student disposition.
6. Share a copy of the completed ***Suspected Head Injury Assessment Form*** with the parent/guardian of any child for whom the form has been completed. Parents/guardians should be notified that it is appropriate to share a copy of the form with the child's health care provider(s), and a second copy of the form may be provided for this purpose.

7. Provide a copy of the CDC form "***Heads Up to Schools: Know Your Concussion ABCs , A Fact Sheet for Parents"*** for the parent/guardian. (http://www.cdc.gov/headsup/pdfs/schools/tbi_factsheets_parents-508-a.pdf)

8. Provide a copy of the CDC form "***Acute Concussion Evaluation Care Plan – School Version"*** with the parent/guardian of any student referred for medical evaluation of a suspected head injury for the health care provider's consideration in planning for the student's return to school. (http://www.cdc.gov/concussion/headsup/pdf/ACE_care_plan_school_version_a.pdf)

Training and Educational Resources:

Youth concussion can have long term impacts on young students such as their health, memory, learning and even their survival. To improve prevention, recognition and response to suspected head injury and sports-related concussion, suspected head injury and concussion awareness education will be incorporated into annual faculty and staff training sessions. Below listed are links to educational and training materials developed by the CDC which may be useful to enhance the training experience.

For School Nurses:
http://www.cdc.gov/headsup/schools/nurses.html

For School Professionals:
http://www.cdc.gov/headsup/pdfs/schools/tbi_classroom_tips_for_teachers-a.pdf
http://www.cdc.gov/concussion/pdf/TBI_factsheet_TEACHERS-508-a.pdf
http://www.cdc.gov/headsup/resources/training.html
http://www.cdc.gov/headsup/pdfs/custom/headsupconcussion_fact_sheet_for_schools.pdf

For Coaches:
http://www.cdc.gov/headsup/highschoolsports/coach.html
http://www.cdc.gov/headsup/pdfs/youthsports/heads_up_concussion_in_sports_script-a.pdf

For Parents and Athletes:
http://www.cdc.gov/headsup/pdfs/youthsports/parent_athlete_info_sheet-a.pdf
http://www.cdc.gov/headsup/youthsports/parents.html

PowerPoint Presentations:
http://www.cdc.gov/concussion/pdf/ys_toolkit_ppt.pdf

Suspected Head Injury Assessment Form

<u>Directions</u>: This form is to be completed if a student is reported to have a potential head injury (whether sustained at school or whether the student reports a head injury was sustained outside of school) and no documentation is provided indicating he/she has been evaluated for potential immediate care needs (see the Protocol for Suspected Head Injuries).

Student Information:

Student's Name: _____ Student's Grade: _____

Date/Time Injury Occurred: _____

Description of injury (Include information about any loss of consciousness and duration, memory loss, seizures following injury, prior concussions if any):

_____
_____
_____
_____

Head Injury Danger Signs Checklist:

<u>Directions</u>: Observe and interview the student, and place a check next to all symptoms that apply. The student should be seen with immediacy by a health care professional and the parent contacted immediately if one or more of the following symptoms apply.

- One pupil (the black part in the middle of the eye) larger than the other
- Drowsiness or cannot be awakened
- A headache that gets worse and does not go away
- Weakness, numbness, or decreased coordination
- Repeated vomiting or nausea
- Slurred speech
- Convulsions or seizures
- Difficulty recognizing people or places
- Increasing confusion, restlessness, or agitation
- Unusual behavior
- Loss of consciousness (even a brief loss of consciousness should be taken seriously)

If none of the above listed *Danger Signs* are present, complete the *Concussion Signs and Symptoms Checklist*

Resolution of Injury and Disposition of Student (Check all that apply):

- ☐ Student departure for emergency medical care: Time_____
- ☐ Student returned to class: Time_____
- ☐ Student sent home: Time_____
- ☐ Student referred to health care professional with experience in evaluating for concussion.
- ☐ Parent/Guardian contacted: Time_____
- ☐ Notified appropriate school personnel:
    - Building administrator
    - Coach, Trainer, or Athletic Director

- Teacher(s)_____
- Other_____

□ Notes:
_____
_____
_____

***Parent/Guardian, it is advisable to continue to monitor the student referencing the symptoms listed on the *Concussion Signs and Symptoms Checklist* and seek medical attention if signs or symptoms present.**

Concussion Signs and Symptoms Checklist

Student Name_____ **Date/Time**_____

Directions: If at any time during assessment the student develops one or more of the symptoms listed on the ***Head Injury Danger Signs Checklist*** refer the child immediately for emergency medical care.

To complete the ***Concussion Signs and Symptoms Checklist*** interview the student and assess for the symptoms of concussion listed in the "Observed Symptoms" column. Place a check mark for each symptom observed in the column marked "0 Minutes" next to the symptom observed. If one or more of the boxes are checked after the initial observation, contact the parent/guardian as the student should be referred to a health care professional with experience in evaluating for concussion. Continue to monitor the student using the checklist until the parent/guardian arrives. If the student shows no observed symptoms after the initial completion of the checklist at 0 minutes, continue to administer the checklist at 15 minutes after the initial observation and again 30 minutes after the initial observation. If during any of these subsequent observations one or more symptoms of concussion is observed, contact the parent/guardian as the student should be referred to a health care professional with experience in evaluating for concussion. If after thirty minutes the student shows no symptoms of concussion, the student may be returned to class.

Observed Symptoms	0 minutes	15 Minutes	30 Minutes	___ Minutes
Appears dazed or stunned				
Is confused about events				
Repeats questions				
Answers questions slowly				
Can't recall events *prior* to injury				
Can't recall events *after* injury				
Loss of consciousness (even briefly)				
Shows behavior or personality changes				
Forgets class schedule or assignments				
Headache or "pressure" in head				
Nausea or vomiting				
Balance problems or dizziness				
Fatigue or feeling tired				
Blurry or double vision				
Sensitivity to light				
Sensitivity to noise				
Numbness or tingling				
Does not "feel right"				
Difficulty thinking clearly				
Difficulty concentrating				
Difficulty remembering				
Feeling more slowed down				
Feeling sluggish, hazy, foggy or groggy				
Irritable				
Sad				
More emotional than usual				
Nervous				

Signature of School Professional completing this form:

_____

Title: _____Date: _____

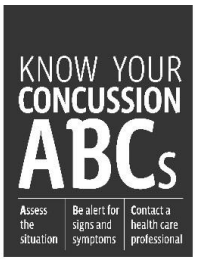
Parent Signature:

_____Date: _____

Concussion Signs and Symptoms

Checklist





Student's Name: _____ **Student's Grade:** _____ **Date/Time of Injury:** _____

Where and How Injury Occurred: *(Be sure to include cause and force of the hit or blow to the head.)* _____

_____

Description of Injury: *(Be sure to include information about any loss of consciousness and for how long, memory loss, or seizures following the injury, or previous concussions, if any. See the section on Danger Signs on the back of this form.)* _____

_____

_____

DIRECTIONS:

Use this checklist to monitor students who come to your office with a head injury. Students should be monitored for a minimum of 30 minutes. Check for signs or symptoms when the student first arrives at your office, fifteen minutes later, and at the end of 30 minutes.

Students who experience *one or more* of the signs or symptoms of concussion after a bump, blow, or jolt to the head should be referred to a health care professional with experience in evaluating for concussion. For those instances when a parent is coming to take the student to a health care professional, observe the student for any new or worsening symptoms right before the student leaves. Send a copy of this checklist with the student for the health care professional to review.

OBSERVED SIGNS	0 MINUTES	15 MINUTES	30 MINUTES	☐ MINUTES Just prior to leaving
Appears dazed or stunned				
Is confused about events				
Repeats questions				
Answers questions slowly				
Can't recall events *prior* to the hit, bump, or fall				
Can't recall events *after* the hit, bump, or fall				
Loses consciousness (even briefly)				
Shows behavior or personality changes				
Forgets class schedule or assignments				
PHYSICAL SYMPTOMS				
Headache or "pressure" in head				
Nausea or vomiting				
Balance problems or dizziness				
Fatigue or feeling tired				
Blurry or double vision				
Sensitivity to light				
Sensitivity to noise				
Numbness or tingling				
Does not "feel right"				
COGNITIVE SYMPTOMS				
Difficulty thinking clearly				
Difficulty concentrating				
Difficulty remembering				
Feeling more slowed down				
Feeling sluggish, hazy, foggy, or groggy				
EMOTIONAL SYMPTOMS				
Irritable				
Sad				
More emotional than usual				
Nervous				

→More

To download this checklist in Spanish, please visit: www.cdc.gov/Concussion.
Para obtener una copia electrónica de esta lista de síntomas en español, por favor visite: www.cdc.gov/Concussion.

May 2010

Danger Signs:

Be alert for symptoms that worsen over time. The student should be seen in an emergency department right away if s/he has:

- ❒ One pupil (the black part in the middle of the eye) larger than the other
- ❒ Drowsiness or cannot be awakened
- ❒ A headache that gets worse and does not go away
- ❒ Weakness, numbness, or decreased coordination
- ❒ Repeated vomiting or nausea
- ❒ Slurred speech
- ❒ Convulsions or seizures
- ❒ Difficulty recognizing people or places
- ❒ Increasing confusion, restlessness, or agitation
- ❒ Unusual behavior
- ❒ Loss of consciousness (even a brief loss of consciousness should be taken seriously)

Additional Information About This Checklist:

This checklist is also useful if a student appears to have sustained a head injury outside of school or on a previous school day. In such cases, be sure to ask the student about possible sleep symptoms. Drowsiness, sleeping more or less than usual, or difficulty falling asleep may indicate a concussion.

To maintain confidentiality and ensure privacy, this checklist is intended only for use by appropriate school professionals, health care professionals, and the student's parent(s) or guardian(s).

For a free tear-off pad with additional copies of this form, or for more information on concussion, visit: www.cdc.gov/Concussion.

Resolution of Injury:

__ Student returned to class
__ Student sent home
__ Student referred to health care professional with experience in evaluating for concussion

SIGNATURE OF SCHOOL PROFESSIONAL COMPLETING THIS FORM: _____

TITLE: _____

COMMENTS:

For more information on concussion and to order additional materials for school professionals FREE-OF-CHARGE, visit: www.cdc.gov/Concussion.

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

General Use Epinephrine Program
Policy and Procedures



Archdiocese of Baltimore
Department of Catholic Schools
Office of Risk Management

2019 - 2020 School Year

General Use Epinephrine Program

List of Contents

Introduction

Policy and Procedure

- Statements of Authorization
  - Statements of Program Authorization
  - Statements of Authorization to Obtain and Store Auto-Injectable Epinephrine
  - Medical Authorization and Direction
- Statements of Training
  - Training for All Staff Members
  - Training for Impacted Staff Members
- Statement of Response Protocol and Follow-up Care
  - School Specific Response Protocol
  - Follow-up Protocol
- Statement of Program Registration

Appendixes

- A- Maryland State Law 7-426.1
- B- Maryland State Law 7-426.3
- C- MSDE Epinephrine Policy Requirements- (SB 621) Frequently Asked Questions
- D- Standing Order Example
- E- Anaphylaxis Response Protocol
- F- Auto-injector Directions Example
- G- Report of Anaphylactic Reaction/Epinephrine Administration Form
- H- General Use Epinephrine Compliance Checklist

Introduction

This document was developed to assist schools wishing to implement a general use epinephrine program. The purpose of this document is to provide schools with a template for a general use epinephrine program that, when completed, is compliant with the standards set forth by Maryland State Law.

Please note that schools in the Archdiocese are not required to have a general use epinephrine program. If a school does elect to enact a general use epinephrine program, it must be registered with the Archdiocese of Baltimore Office of Risk Management as explained in this document.

Included is a template for a policy and procedure and related documents. The policy and procedure has blank areas that are for individual schools to input their unique information. It also contains a number of examples, such as a sample statement for a parent handbook. All of these fields need to be completed with the individual school's information. Schools may use the examples provided or their own version.

To properly establish the program, it must meet all criteria in the General Use Epinephrine Compliance Checklist (Appendix H). This should be used as a guide when working on an individual school's program and procedure. This checklist and required documents should be kept on hand in the health room, as well as submitted for approval by the Archdiocese of Baltimore Office of Risk Management. Programs need to be renewed annually or with any change in the physician/licensed prescriber or school nurse/other licensed health care practitioner.

For staff training resources, epinephrine auto-injector specific information, and information on programs that may help with the cost of auto-injectable epinephrine, please see the accompanying document "Epinephrine Resources."

ENTER SCHOOL NAME

General Use Epinephrine Policy and Procedure

Statements of Authorization

Statement of Program Authorization

Due to the rising incidence of anaphylaxis and the adoption of both Maryland State and National laws encouraging "stock" epinephrine, ENTER SCHOOL NAME., in accordance with its rules of governance, has authorized the implementation of this policy and procedure in accordance with Education Article 7-426.3 of Maryland State Law (Appendix B) as it relates to the availability and use of general use epinephrine. Through the adoption of this policy and procedure, ENTER SCHOOL NAME. has chosen to establish a policy authorizing school personnel to administer auto-injectable epinephrine, if available, to a student who is determined or perceived to be in anaphylaxis, regardless of whether the student has been identified as having an anaphylactic allergy or has a prescription for epinephrine.

ENTER SCHOOL NAME. has submitted a copy of this policy and procedure for the ENTER YEAR school year along with the completed "General Use Epinephrine Compliance Checklist" (Appendix H) to the Archdiocese of Baltimore Office of Risk Management.

ENTER SCHOOL NAME. has provided notification of the adoption of this policy to the school through the following means: ENTER DESCRIPTION

Furthermore, the following statement has been included in the parent handbook for the ENTER YEAR school year.

(**Sample Statement**) *As of [DATE], [SCHOOL NAME] has adopted a policy allowing the availability of stock epinephrine in the health suite for use in the event of an anaphylactic emergency. This epinephrine is for emergency use during normal school days and is not dependent on allergy history. It is not available outside of normal school hours or on field trips. Students with a known history of severe allergies are still expected to maintain emergency action plans, medical orders, and their own supply of emergency medication.*

Statement

ENTER SCHOOL STATEMENT HERE.

Statement of Authorization to Obtain and Store Auto-injectable Epinephrine

In order to establish this policy and procedure, ENTER SCHOOL NAME., in accordance with its rules of governance, has authorized the school nurse or other licensed health care practitioner to obtain and store auto–injectable epinephrine to be used in an emergency situation.

ENTER SCHOOL NAME. stocks both .15 mg and .30 mg doses of auto-injectable epinephrine in an unlocked supervised cabinet available during the regular school day. During off school hours or if the cabinet(s) containing the auto-injectable epinephrine pen(s) is not supervised, the cabinet must be locked. This epinephrine will not be sent on field trips or be available outside of regular school hours. Emergency stock epinephrine is available during the school day to all students, staff, and school visitors regardless of their history of anaphylaxis. It is expected that individuals who have a known history of severe allergies continue to obtain individual medical orders, maintain an individual supply of emergency medications, and follow the school's procedures for students at risk for an anaphylactic reaction.

It is further required that the school nurse or other licensed health care practitioner noted below be responsible for implementing this policy and maintaining the school's auto-injectable epinephrine.

ENTER NAME OF SCH NURSE/LICENSED PRACTITIONER.

Name of Authorized School Nurse or Other Licensed Health Care Practitioner

School Administrator(s) Name(s) and Signature(s)

Medical Authorization and Direction

ENTER NAME OF PHYSICIAN/LICENSED PRESCRIBER. has agreed to and understands the requirements of providing medical authorization (a prescription) for procuring auto-injectable epinephrine, as well as for providing on-going medical direction for the implementation of the school's general use epinephrine program in accordance with Education Article 7-426.3 of Maryland State Law (Appendix B).
By signing this document, ENTER NAME OF PHYSICIAN/LICENSED PRESCRIBER. has provided a standing order for auto-injectable epinephrine administration for anaphylaxis (See example-Appendix D), and acknowledges he or she has reviewed this document and found ENTER SCHOOL NAME to be in compliance with Education Article 7-426.3 of Maryland State Law. It is further understood by ENTER NAME OF PHYSICIAN/LICENSED PRESCRIBER. that this policy must be reviewed and signed again annually or sooner in the event of a change in the physician/licensed prescriber or school nurse/other licensed health care practitioner.

In an effort to afford protection to the physician/licensed prescriber, school nurse/other licensed health care practitioner, and other school personnel, this policy has been developed in accordance with article 7-426.3 of Maryland State Law. According to this article: Except for any willful or grossly negligent act, school personnel who respond in good faith to the anaphylactic reaction of a child in accordance with this section may not be held personally liable for any act or omission in the course of responding to a reaction.

Under the Baltimore Archdiocese insurance plan, prescribing physicians/ licensed prescribers who are acting as a volunteer for the school are covered under the Archdiocesan policy as long as the resources are available at a school for this policy to be fully implemented by the school nurse/other licensed health care practitioner, and the physician/ licensed prescriber does not provide hands-on care.

Statements of Training

Training for All Staff Members

ENTER SCHOOL NAME. provides annual training for all school personnel on how to recognize the signs and symptoms of anaphylaxis. This training is to be delivered by a licensed health care practitioner who is authorized to administer auto–injectable epinephrine and has been trained in an established protocol on how to recognize the signs and symptoms of anaphylaxis. The training offered at ENTER SCHOOL NAME. for the purpose of meeting this requirement must include the following:

- ❑ Overview of food allergies including:
  - The definition of a food allergy and anaphylaxis
  - A list of major allergens
- ❑ Review of the signs and symptoms of food allergies and anaphylaxis
- ❑ Explanation of medications for food allergies and anaphylaxis
- ❑ Discussion of the best practices for preventing exposure to food allergens:
  - Identification of manufacturer's ingredient label on all classroom food
  - Consultation with parent to provide allergen free snacks from home
- ❑ Instruction as to the communication process during medical emergencies, including who to contact for help in an emergency
- ❑ Reminder of student privacy and confidentiality
- ❑ Instruction on the severity of anaphylaxis and the need for immediate response

All school personnel should be given a copy of the Anaphylaxis Response Protocol (Appendix E) and be made aware of the personnel in the building trained to respond to anaphylaxis.

Training for Impacted Staff Members

In addition to the anaphylaxis training described in the prior section, ENTER SCHOOL NAME. trains all impacted staff annually in responding to anaphylaxis and the proper use of the auto-injectable epinephrine. This training has been conducted for the ENTER YEAR. school year and a record of this training is maintained in the health room.
Attached to this policy and procedure is a list of the personnel who have been trained in the administration of auto-injectable epinephrine, and a copy of the anaphylaxis response protocol. Training to meet this provision of the policy must include the following minimum requirements in addition to those in the section above:

- ❑ Train, practice and evaluate impacted staff administration of epinephrine auto-injector and location of the general use epinephrine auto-injector.

- ❑ Training shall include the use of the school's clearly labeled pre-measured 135cm. string or pre-cut measuring tape. This tool, located alongside the school's general use epinephrine injector, can be used to assist in the determination of dosage. Training shall also emphasize that if in doubt as to the size or weight of a child, the higher dose should be administered.
- ❑ Train, practice and evaluate impacted staff in activating the Anaphylaxis Response Protocol in case of a food allergy emergency
  - Immediately alerting 911 emergency medical services
  - Train, practice and evaluate communications with parents AFTER alerting 911
  - Training in school specific emergency logistical information
- ❑ Document training and evaluation of training

Statement of Response Protocol and Follow-up Care

School Specific Response Protocol

ENTER SCHOOL NAME. has developed a school specific response protocol for the emergency administration of auto–injectable epinephrine which includes the following minimum requirements:

- ❑ Injector specific training for impacted staff members.
- ❑ The distribution of clear step-by-step auto-injector specific instructions, and the posting of these instructions near the school's general use epinephrine injector. (See Example Appendix F.)
- ❑ The training of all staff members and impacted staff members as described in the previous section, including training in the school's Anaphylaxis Response Protocol and specific emergency logistical information. (See Appendix E.)
- ❑ Alongside the school's general use epinephrine injector, the school will also store a clearly labeled pre-measured 135cm. string or pre-cut measuring tape to assist in the determination of dosage, and latex-free gloves.

ENTER SCHOOL NAME. has ensured that all impacted staff has been trained in the above protocol and have demonstrated competency in carrying out the emergency responses.

Follow-up Protocol

If at any time epinephrine is given at school, the Report of an Anaphylactic Reaction/Epinephrine Administration Form (Appendix G) must to be completed and copies given to the school administration, school nurse/other licensed health care practitioner, physician/licensed provider, and Archdiocese Office of Risk Management. The Report of an Anaphylactic Reaction/Epinephrine Administration Form **is not** to be submitted to MSDE Health Services. In addition, the follow-up protocol provides that the school nurse or other licensed health care practitioner must follow up with the student and his or her family to obtain the

necessary forms and medications at school for a child with what is now defined as a known risk of severe allergic reaction.

Physician/Licensed Prescriber's Signature_____

By signing this document, the above Physician/Licensed Prescriber has provided standing orders and acknowledges that he or she has reviewed this document and all applicable documents and found them to be acceptable.

Statement of Program Registration

Program Registration

This program must be registered with the Archdiocese of Baltimore Office of Risk Management before it goes into effect. A copy of all paper work, including this policy and procedure, and all other documents should be maintained in the health room for reference.

ENTER SCHOOL NAME. has properly registered this program with the Office of Risk Management by submitting the completed plan and General Use Epinephrine Compliance Checklist (See Appendix H) for the ENTER YEAR. school year. Proper registration is evidenced by receipt of the signed General Use Epinephrine Compliance Checklist (Appendix H) and a certificate of insurance, listing the physician/licensed prescriber who is serving as a volunteer for the school as the certificate holder.

APPENDIX A

Maryland State Law
Article-Education

2017 Maryland Code
Education
Division II - Elementary and Secondary Education
Title 7 - Public Schools
Subtitle 4 - Health and Safety of Students
§ 7-426.1. Children with anaphylactic allergies.

Universal Citation: MD Educ Code § 7-426.1 (2017)

- (a) Definitions. --
  - (1) In this section the following words have the meanings indicated.
  - (2) "Anaphylactic allergy" means a food allergy that causes a severe, systematic reaction resulting in circulatory collapse or shock that may be fatal.
  - (3) "Employee" means an individual who is employed by a local board of education, including part-time employees, certified and noncertified substitute teachers employed by the local board of education for at least 7 days each school year, maintenance workers, and administrative staff.
  - (4) "Self-administer" means the application or consumption of medications in a manner prescribed by a health practitioner who is licensed, certified, or otherwise authorized under the Health Occupations Article to prescribe medications and medication delivery devices by the individual for whom the medication was prescribed without additional assistance or direction.

- (b) Reduction of risk. -- In consultation with a school health professional, the principal of a public school that has a child attending the school who has been identified to the school as having an anaphylactic allergy shall:
  - (1) Monitor the strategies developed in accordance with the Maryland State school health service guidelines to reduce the risk of exposure to anaphylactic causative agents in classrooms and common areas;
  - (2) Designate a peanut- and tree nut-free table in the cafeteria; and
  - (3) Establish procedures for self-administration of medication by the child if the child is determined to be capable of and responsible for self-administration by the principal, parent or guardian of the child, and physician of the child.

- (c) Revocation of authority of child to self-administer medication. -- A school may revoke the authority of a child to self-administer medication if the child endangers himself or herself or another child through misuse of the medication.

- (d) Immunity. -- Except for any willful or grossly negligent act, an employee who responds in good faith to the anaphylactic reaction of a child in accordance with this section is immune from civil liability for any act or omission in the course of responding to the reaction.

- (e) Waiver of liability by parent. -- If a child has authority to self-administer medication in accordance with subsection (b)(3) of this section, a local county board may require the parent or guardian of the child to sign a statement acknowledging that the school or its employee incurs no liability as a result of injury arising from self-administration by the child.

APPENDIX B

Maryland State Law
Article-Education

2018 Maryland Code
Education
Division II - Elementary and Secondary Education
Title 7 - Public Schools
Subtitle 4 - Health and Safety of Students
§ 7-426.3. Policy on use of epinephrine in nonpublic schools.

Universal Citation: MD Educ Code § 7-426.3 (2018)

- (a) Definitions. --
  - (1) In this section the following words have the meanings indicated.
  - (2) "Anaphylaxis" means a sudden, severe, and potentially life-threatening allergic reaction that occurs when an individual is exposed to an allergen.
  - (3) "Auto-injectable epinephrine" means a portable, disposable drug delivery device that contains a premeasured single dose of epinephrine that is used to treat anaphylaxis in an emergency situation.
  - (4) "School personnel" means individuals who are employed by a nonpublic school, including part-time employees, teachers and substitute teachers employed by the school for at least 7 days each school year, a school nurse, registered nurse case manager, delegating nurse, and administrative staff.

- (b) Establishment. -- Each nonpublic school in the State may establish a policy authorizing school personnel to administer auto-injectable epinephrine, if available, to a student who is determined to be or perceived to be in anaphylaxis, regardless of whether the student:
  - (1) Has been identified as having an anaphylactic allergy, as defined in § 7-426.1 of this subtitle; or
  - (2) Has a prescription for epinephrine as prescribed by an authorized licensed health care practitioner under the Health Occupations Article.

- (c) Contents. -- The policy established under subsection (b) of this section shall include:
  - (1) Training for school personnel on how to recognize the signs and symptoms of anaphylaxis by a licensed health care practitioner who is authorized to administer auto-injectable epinephrine and who has been trained in an established protocol on how to recognize the signs and symptoms of anaphylaxis;
  - (2) Procedures for the emergency administration of auto-injectable epinephrine;
  - (3) The proper follow-up emergency procedures;
  - (4) A provision authorizing a school nurse or other licensed health care practitioner to obtain and, school personnel to store, at a nonpublic school auto-injectable epinephrine to be used in an emergency situation;

- (5) A requirement that the nonpublic school develop and implement a method for notifying the parents or guardians of students of the school's policy under this section at the beginning of each school year; and
- (6) An ongoing process for oversight and monitoring by a licensed health care practitioner of the implementation of the policy established under subsection (b) of this section.

- (d) Immunity of personnel. -- Except for any willful or grossly negligent act, school personnel who respond in good faith to the anaphylactic reaction of a child in accordance with this section may not be held personally liable for any act or omission in the course of responding to the reaction.

Appendix C





Lillian M. Lowery, Ed.D.
State Superintendent of Schools

Joshua M. Sharfstein, M.D.
Secretary

Epinephrine Policy Requirements – (SB 621) Frequently Asked Questions

Senate Bill 621 (SB 621), codified under Maryland Code, Education Article section 7-426.2, requires local boards of education to create policies regarding the availability and use of auto-injectable epinephrine. The law went into effect on July 1, 2012. The following frequently asked questions (FAQ) address several key aspects of the new law.

1) What is anaphylaxis?

Anaphylaxis is a sudden, severe, rapidly progressive potentially life-threatening allergic reaction that affects multiple organ systems of the body at the same time. Anaphylaxis requires immediate medical attention as it can be fatal if not reversed within seconds or minutes of coming in contact with the allergen. Allergens such as insect stings or bites, foods (such as milk, egg, peanut, tree nuts, fish, shellfish, wheat, and soy[1]), latex, medications and other allergens are common causes of anaphylaxis, but it may also be idiopathic or exercise-induced. Anaphylaxis usually occurs immediately (seconds or minutes) but also may occur several hours after allergen exposure. Symptoms progress rapidly, making it a medical emergency.

2) What are the signs/symptoms of anaphylaxis?

Organ System	Sign(s)/Symptom(s)
Mouth/Throat	Itching, tingling, or swelling of lips, tongue, or mouth; blue/grey color of lips; hacking cough; tightening of throat; hoarseness; difficulty swallowing
Nose/Eyes/Ears	Runny, itchy nose; redness and/or swelling of eyes; throbbing in ears
Skin	Facial flushing; hives and/or generalized itchy rash; swelling of face or extremities; tingling; blue/grey discoloration
Gastroinstestinal (GI)	Nausea, abdominal cramps, vomiting, diarrhea
Lung	Shortness of breath; wheezing; short, frequent, shallow cough; difficulty breathing
Heart	Thready or unobtainable pulse; low blood pressure; rapid pulse, palpitations, fainting; dizziness; pale, blue, or gray color of lips or nail beds
Mental	Uneasiness; agitation; unconsciousness
Other	Any other symptom specific to an individual's response to a specific allergen

[1] According to the Food Allergy and Anaphylaxis Network (FAAN), these eight foods are estimated to account for 90% of all food allergic reactions. However, a person can be allergic to any food. For more information on food allergies visit the FAAN website at www.foodallergy.org and click on "About Food Allergy".

3) **What are the local policy requirements to comply with SB 621?**

SB 621 requires local boards of education to develop policies regarding the use of epinephrine auto-injectors. The policy must authorize the school nurse and other school personnel to administer auto–injectable epinephrine to a student who is determined to be or perceived to be in anaphylaxis, regardless of whether the student: (1) has been identified as having an anaphylactic allergy, as defined in Education Article § 7–426.1; or (2) has a prescription for epinephrine from an authorized licensed health care practitioner under the Health Occupations Article.

The policy shall include:

a. Training on recognizing the symptoms of anaphylaxis;
b. Procedures for emergency administration of auto-injectable epinephrine;
c. Proper follow-up emergency procedures; and
d. Authorization for the school nurse to obtain and store the auto-injectable epinephrine.

4) **What is the definition of "other school personnel" who may administer auto-injectable epinephrine?**

The law does not define "other school personnel". The local board's policy may identify other school personnel to include, but not be limited to: school administrators, teachers, school psychologists, school counselors, pupil personnel workers, school social workers, food services staff, coaches/advisors for school sponsored activities, and bus drivers. Regardless of the service delivery model, the registered nurse is always the leader of the school health nursing team and may determine which school personnel are to be given the responsibility for administering auto- injectable epinephrine.

For additional information on ways other school personnel may be identified and trained to assist in an anaphylactic emergency, please refer to the Maryland School Health Services guideline "*Management of Students at Risk for Anaphylactic Reaction*" available on the Maryland State Department of Education (MSDE) website. [2]

5) **Does the new policy replace previous policies regarding students with a known history of anaphylaxis?**

The policy required under SB 621 does not replace student specific orders or individual medications required to be provided by the parent/guardian. Parents of students with known life threatening allergies and/or anaphylaxis remain responsible for providing the school with written instructions from the student's health care provider for the management of known anaphylaxis; and all necessary medications for implementing the student specific order(s) on an annual basis.

For additional information, please refer to the Maryland School Health Services guideline "*Management of Students at Risk for Anaphylactic Reaction*" available at the MSDE website.

---

[2] All guidelines referenced in this FAQ may be accessed at www.mdschoolhealthservices.org**; on the right side of the page, click on "**SHS Guidelines, Table of Contents**"**

Does the law require schools to maintain auto-injectable epinephrine?

Yes. The law requires local boards to have a policy authorizing the school nurse to obtain and store auto-injectable epinephrine at public schools. In addition, the local board's policy must authorize other school personnel to administer auto-injectable epinephrine if available at a public school.

It is crucial for local programs to consider the needs of their student population, the Emergency Medical System (EMS) response time, and any other factors necessary to determine the amount of auto-injectable epinephrine to stock in the school building.

6) Does the law require schools to provide auto-injectable epinephrine at related school events on or off campus?

No. This is not a requirement. However, the law specifically requires auto-injectable epinephrine to be available in the "the public schools," which means each public school building. At the same time, the law does not limit the availability of auto-injectable epinephrine to the school building. Therefore, when the local board establishes its policy, appropriate policy may include authorizing the purchase of additional auto-injectable epinephrine to be available at related school events. In certain circumstances it may be good health policy to do so, and local boards should consult with their counsel and health department on this issue. The law does require schools to report to MSDE every incident "at the school or at a related school event that required the use of auto-injectable epinephrine." (e.g., field trips, sporting games, etc.).

Considerable guidance is provided regarding medication administration at school sponsored activities in the "*Administration of Medication in Schools*" guideline available at the MSDE website. In addition, the guideline for the "*Management of Students at Risk for Anaphylactic*
Reaction" includes a section titled "School Environment" that addresses how to assess the school environment for potential exposure to allergens on field trips, recess, and other school sponsored activities, and how to develop an implementation plan for emergencies.

7) Where should schools store auto-injectable epinephrine?

The auto-injectable epinephrine should be kept at room temperature (25°C, 77°F) until the marked expiration date, at which time it should be replaced. The effectiveness of the auto-injectable epinephrine may decrease after the expiration date. Therefore, care should be taken to routinely check the expiration date and promptly refill the prescription before the expiration date. The auto- injectable epinephrine should not be refrigerated or exposed to extreme heat or light.

Since use of the auto-injectable epinephrine must be administered within a short time after allergen exposure, consideration should be given to the layout of the school, health services staffing model, and the size of the student population in determining the placement of the stock epinephrine.

Additionally, in compliance with the School Health Services Standards (COMAR 13A.05.05.05--
.15), all medication must be stored in a locked cabinet. Access to medication locked in the designated space shall be under the authority of the designated school health professional, the principal, and/or designee.

8) **Who provides and evaluates the training of other unlicensed school personnel to administer auto-injectable epinephrine?**

Training on the management of anaphylaxis in the school setting is generally done by the school registered nurse. The school registered nurse may monitor and evaluate the training of other unlicensed school personnel to administer auto-injectable epinephrine. However, the local board may designate other qualified health care providers in the school setting, such as a physician and certified registered nurse practitioner (CRNP), to conduct the training.

The school registered nurse may need to conduct training for school personnel at various levels, such as: (1) general training for all school personnel; (2) training for school personnel in frequent contact with students at risk for anaphylactic reaction; and (3) specialized training for the management of anaphylaxis/response to anaphylaxis emergency in the school setting.

9) **Who can purchase auto-injectable epinephrine for administration in schools?**

The local board may designate any individual authorized to prescribe medication, such as a nurse practitioner or physician, to purchase auto-injectable epinephrine directly from a wholesale drug distributor or retail pharmacy. (*See* Md. Code, Health Occup. Art. §12-6C-09(b).) The designee may then distribute the medication for administration in schools in accordance with the local board's policy.

In addition, the inventory of auto-injectable epinephrine should be audited periodically for expiration dates to help ensure maximum efficacy of the medication.

10) **By what authority may an unlicensed individual administer auto-injectable epinephrine to students at school?**

The General Assembly, through SB 621, has authorized local boards to establish a policy to train and enable an unlicensed individual to administer auto-injectable epinephrine to a student at the school.

11) **What is the liability of unlicensed school personnel for administering auto-injectable epinephrine in a medical emergency?**

In Education Article §7-426.1, there is a specific immunity provision for an employee who responds in good faith to an anaphylactic reaction of a child. Liability protections are available to local school employees under Maryland law. Pursuant to Education Article § 4-106 and Courts and Judicial Proceedings Article § 5-518, local school system employees acting within the scope of their employment, without malice and gross negligence, are not personally liable for damages resulting from a tortious act or omission .

In addition, other legal protections and defenses (such as the "Good Samaritan Law", Courts and Judicial Proceedings Article § 5-603) may be available for qualified individuals.

12) Where can I find additional resources on this topic?

- Maryland State School Health Services Guidelines (www.mdschoolhealthservices.org; click on "SHS Guidelines, Table of Contents):

  "*Management of Students at Risk for Anaphylactic Reaction*" (2009)

  "*Emergency Management Guidelines for Individuals in Schools with an Unknown History of Anaphylaxis or Severe Allergic Reactions*" (2003)

  "*Administration of Medication in Schools*" (2006)

- National Association of School Nurses (NASN) Anaphylaxis Planning Algorithm.

- National Association of School Nurses (NASN) Anaphylaxis Provision of Care Algorithm http://www.nasn.org/ToolsResources/FoodAllergyandAnaphylaxis/AnaphylaxisProvisionofC are Algorithm.

- National Association of School Nurses (NASN), Food Allergy and Anaphylaxis: An NASN Tool Kit, http://www.nasn.org/ToolsResources/FoodAllergyandAnaphylaxis

- Food Allergy and Anaphylaxis Network (FAAN) http://www.foodallergy.org/page/address- transportation-issues

- EpiPen http://www.epipen.com/

13) Who can I contact for additional information?

- **Maryland State Department of Education (MSDE), School Health Issues Section**

  - Alicia Mezu, MSN/Ed, RN, Health Services Specialist,

(410) 767-0353, amezu@msde.state.md.us

- **Department of Health and Mental Hygiene (DHMH), Office of School Health**

  - Cheryl De Pinto, MD, MPH, Medical Director

(410) 767-5595, cheryl.depinto@maryland.gov

APPENDIX D

STANDING ORDER

AUTO -INJECTOR EPINEPHRINE ADMINISTRATION FOR ANAPHYLAXIS

In the event of an anaphylactic reaction in an individual in the school setting, epinephrine will be administered by the school nurse or trained unlicensed school personnel. This Standing Order is for the use of auto-injector epinephrine in such situations.

In the case of students with a history of anaphylaxis or other severe allergic reactions, epinephrine should be administered according to specific individualized prescriptive orders documented in their individualized health care plans. If no such orders exist or are not readily available, the Standing Orders given in this document should be used.

DEFINITION: Anaphylaxis **is a severe allergic reaction which can be life threatening and can occur within minutes after a triggering event or up to hours later.**

CAUSES: Extreme sensitivity to one or more:

- **Food**
- **Latex**
- **Exercise Induced**
- **Idiopathic (Unknown)**
- **Medication**
- **Insect stings**
- **Asthma**
- **Other**

PHYSICAL FINDINGS:

Common symptoms associated with anaphylaxis:

1. **Difficulty breathing, wheezing**
2. **Hives, generalized flushing, itching, or redness of the skin**
3. **Swelling of the throat , lips, tongue, throat ; tightness/change of voice**
4. **Difficulty swallowing**
5. **Tingling sensation, itching, or metallic taste in mouth**
6. **Feeling of apprehension, agitation**

STANDING ORDER:

1. **Based on symptoms, determine that an anaphylactic reaction appears to be occurring. Act quickly. *It is safer to give epinephrine than to delay treatment.*** Anaphylaxis is a life-threatening reaction.
2. If you are alone and are able to provide epinephrine, **call out or yell for help**

as you immediately go get the epinephrine. Do not take extra time seeking others until you have provided the epinephrine.

3. If you are alone and do not know how to provide epinephrine, call out or yell for help. If someone is available to help you, have them get the personnel trained to provide epinephrine and the epinephrine while you dial 911 and follow the dispatcher's instructions. Advise the 911 operator that anaphylaxis is suspected and epinephrine is available. Your goal is to get someone (EMS or trained personnel) to provide epinephrine and care as soon as possible.
4. Select appropriate epinephrine auto-injector to administer, based on weight or height. Indicate below the pre-measured syringe options on premises:

☐	0.15mg **Epinephrine auto-injector IM**	**if less than 66 pounds/shorter than 135cm**
☐	0.30mg **Epinephrine auto-injector IM**	**if 66 pounds or greater/taller than 135cm**

5. Frequency: If symptoms continue, a second dose should be administered 5 to 15 minutes after the first dose
6. Inject epinephrine via auto-injector: Pull off safety release cap. Swing and jab firmly into upper, outer thigh, (through clothing if necessary). Hold in place for 10 seconds to deliver medication and then remove. Massage the area for 10 more seconds. Note the time.
7. Call or have a bystander call 911 immediately or activate the Emergency Medical System (EMS). Advise the 911 operator that anaphylaxis is suspected and epinephrine has been given.
8. Keep the individual either lying down or seated. If they lose consciousness, check if they are breathing and have a pulse. If not, begin CPR (cardiopulmonary resuscitation), call out for help and continue CPR until the individual regains a pulse and is breathing or until EMS arrives and takes over.
9. Call School Nurse/Front Office school personnel and advise of situation.
10. Repeat the dose after 5 to 15 minutes if symptoms persist or return.
11. Stay with the individual until EMS arrives, continuing to follow the directions in No. 7 above.
12. Provide EMS with Epinephrine auto injector labeled with name, date, and time administered to transport to the ER with the student.

FOLLOW UP (to be done the same day as the event):

(1) Assure parents/guardians have been notified.
(2) Complete required documentation of incident.
(3) Order replacement epinephrine auto injector(s).

Physician/Licensed Prescriber Signature_____Date____
Print Name, please ENTER NAME.

- **Effective for School Year ENTER SCHOOL YEAR.**

***Must be renewed annually and with any change in prescriber.**

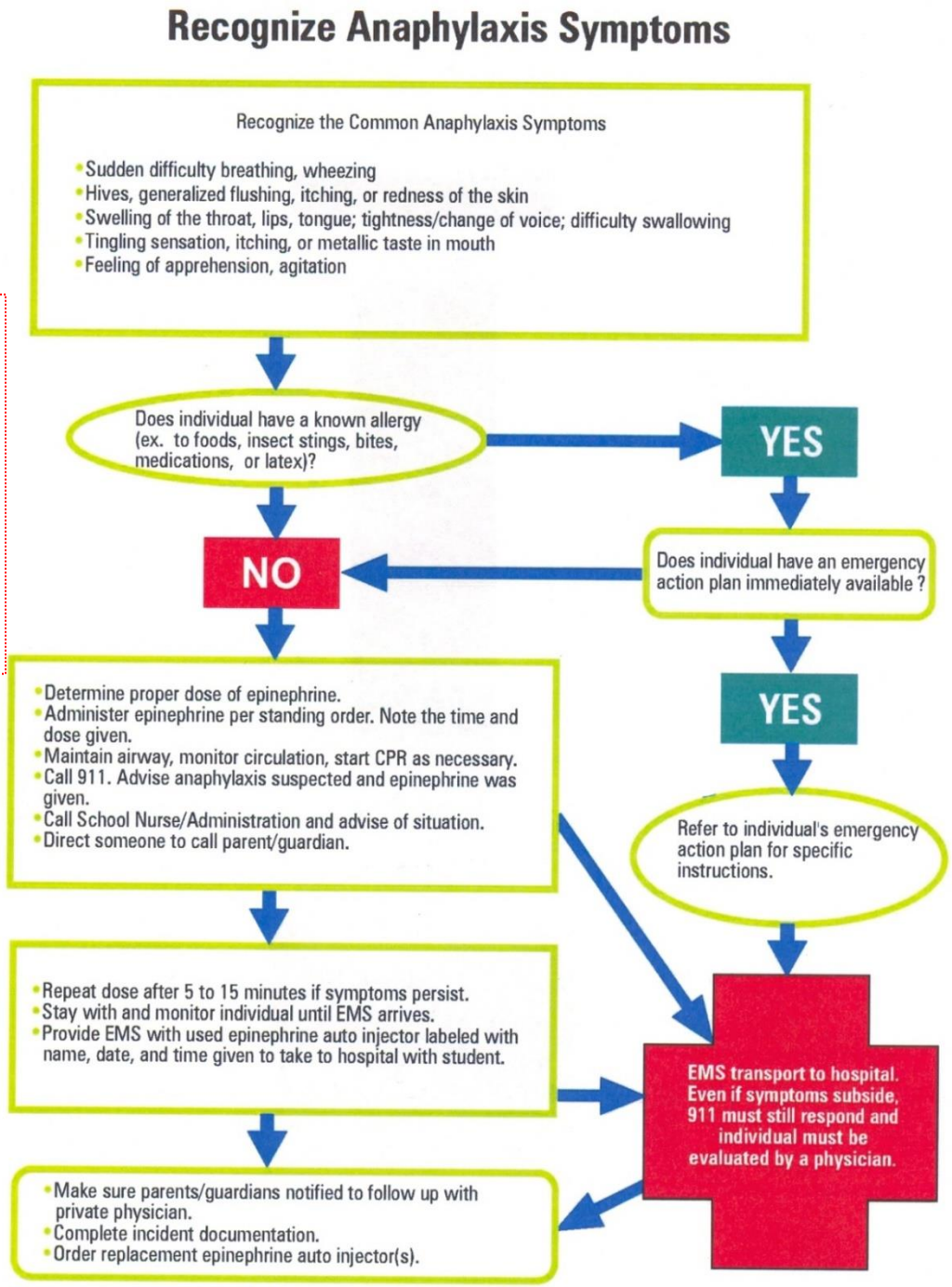
APPENDIX E

Anaphylaxis Response Protocol

Location of General Use Epi-Pen ENTER LOCATION.

Emergency number(s) ENTER PHONE NUMBER(S).

Dosage (use pre-measured string if possible):
*** 0.15mg (Junior Dose) IM** : Children <66lbs/ shorter than 135cm
*** 0.30mg IM (Regular Dose)** Individuals >66lbs /taller that 135cm (Approx. 2nd grade and up)



APPENDIX F

FARE FOOD ALLERGY AND ANAPHYLAXI EMEGENCY CARE PLAN

FARE FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

Name: _____ D.O.B.: _____

Allergy to: _____

Weight: _____ lbs. Asthma: ☐ **Yes (higher risk for a severe reaction)** ☐ **No**

PLACE PICTURE HERE

NOTE: Do not depend on antihistamines or inhalers (bronchodilators) to treat a severe reaction. USE EPINEPHRINE.

Extremely reactive to the following allergens: _____

THEREFORE:

☐ If checked, give epinephrine immediately if the allergen was LIKELY eaten, for ANY symptoms.

☐ If checked, give epinephrine immediately if the allergen was DEFINITELY eaten, even if no symptoms are apparent.

FOR **ANY** OF THE FOLLOWING:

SEVERE SYMPTOMS

LUNG — Shortness of breath, wheezing, repetitive cough

HEART — Pale or bluish skin, faintness, weak pulse, dizziness

THROAT — Tight or hoarse throat, trouble breathing or swallowing

MOUTH — Significant swelling of the tongue or lips

SKIN — Many hives over body, widespread redness

GUT — Repetitive vomiting, severe diarrhea

OTHER — Feeling something bad is about to happen, anxiety, confusion

OR A COMBINATION of symptoms from different body areas.

1. **INJECT EPINEPHRINE IMMEDIATELY.**
2. **Call 911.** Tell emergency dispatcher the person is having anaphylaxis and may need epinephrine when emergency responders arrive.

- Consider giving additional medications following epinephrine:
  - » Antihistamine
  - » Inhaler (bronchodilator) if wheezing
- Lay the person flat, raise legs and keep warm. If breathing is difficult or they are vomiting, let them sit up or lie on their side.
- If symptoms do not improve, or symptoms return, more doses of epinephrine can be given about 5 minutes or more after the last dose.
- Alert emergency contacts.
- Transport patient to ER, even if symptoms resolve. Patient should remain in ER for at least 4 hours because symptoms may return.

MILD SYMPTOMS

NOSE — Itchy or runny nose, sneezing

MOUTH — Itchy mouth

SKIN — A few hives, mild itch

GUT — Mild nausea or discomfort

FOR **MILD SYMPTOMS** FROM **MORE THAN ONE** SYSTEM AREA, GIVE EPINEPHRINE.

FOR **MILD SYMPTOMS** FROM **A SINGLE SYSTEM** AREA, FOLLOW THE DIRECTIONS BELOW:

1. Antihistamines may be given, if ordered by a healthcare provider.
2. Stay with the person; alert emergency contacts.
3. Watch closely for changes. If symptoms worsen, give epinephrine.

MEDICATIONS/DOSES

Epinephrine Brand or Generic: _____

Epinephrine Dose: ☐ 0.1 mg IM ☐ 0.15 mg IM ☐ 0.3 mg IM

Antihistamine Brand or Generic: _____

Antihistamine Dose: _____

Other (e.g., Inhaler-bronchodilator if wheezing): _____

_____

PATIENT OR PARENT/GUARDIAN AUTHORIZATION SIGNATURE DATE PHYSICIAN/HCP AUTHORIZATION SIGNATURE DATE

FORM PROVIDED COURTESY OF FOOD ALLERGY RESEARCH & EDUCATION (FARE) (FOODALLERGY.ORG) 5/2018

FOOD ALLERGY & ANAPHYLAXIS EMERGENCY CARE PLAN

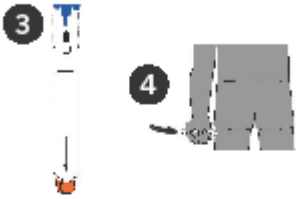
HOW TO USE AUVI-Q® (EPINEPRHINE INJECTION, USP), KALEO

1. Remove Auvi-Q from the outer case.
2. Pull off red safety guard.
3. Place black end of Auvi-Q against the middle of the outer thigh.
4. Press firmly until you hear a click and hiss sound, and hold in place for 2 seconds.
5. Call 911 and get emergency medical help right away.



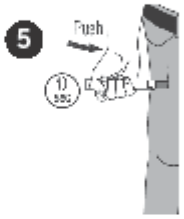
HOW TO USE EPIPEN® AND EPIPEN JR® (EPINEPHRINE) AUTO-INJECTOR AND EPINEPHRINE INJECTION (AUTHORIZED GENERIC OF EPIPEN®), USP AUTO-INJECTOR, MYLAN AUTO-INJECTOR, MYLAN

1. Remove the EpiPen® or EpiPen Jr® Auto-Injector from the clear carrier tube.
2. Grasp the auto-injector in your fist with the orange tip (needle end) pointing downward.
3. With your other hand, remove the blue safety release by pulling straight up.
4. Swing and push the auto-injector firmly into the middle of the outer thigh until it 'clicks'.
5. Hold firmly in place for 3 seconds (count slowly 1, 2, 3).
6. Remove and massage the injection area for 10 seconds.
7. Call 911 and get emergency medical help right away.



HOW TO USE IMPAX EPINEPHRINE INJECTION (AUTHORIZED GENERIC OF ADRENACLICK®), USP AUTO-INJECTOR, IMPAX LABORATORIES

1. Remove epinephrine auto-injector from its protective carrying case.
2. Pull off both blue end caps: you will now see a red tip.
3. Grasp the auto-injector in your fist with the red tip pointing downward.
4. Put the red tip against the middle of the outer thigh at a 90-degree angle, perpendicular to the thigh.
5. Press down hard and hold firmly against the thigh for approximately 10 seconds.
6. Remove and massage the area for 10 seconds.
7. Call 911 and get emergency medical help right away.



HOW TO USE TEVA'S GENERIC EPIPEN® (EPINEPHRINE INJECTION, USP) AUTO-INJECTOR, TEVA PHARMACEUTICAL INDUSTRIES

1. Quickly twist the yellow or green cap off of the auto-injector in the direction of the "twist arrow" to remove it.
2. Grasp the auto-injector in your fist with the orange tip (needle end) pointing downward.
3. With your other hand, pull off the blue safety release.
4. Place the orange tip against the middle of the outer thigh (upper leg) at a right angle (perpendicular) to the thigh.
5. Swing and push the auto-injector firmly into the middle of the outer thigh until it 'clicks'.
6. Hold firmly in place for 3 seconds (count slowly 1, 2, 3).
7. Remove and massage the injection area for 10 seconds.
8. Call 911 and get emergency medical help right away.



ADMINISTRATION AND SAFETY INFORMATION FOR ALL AUTO-INJECTORS:

1. Do not put your thumb, fingers or hand over the tip of the auto-injector or inject into any body part other than mid-outer thigh. In case of accidental injection, go immediately to the nearest emergency room.
2. If administering to a young child, hold their leg firmly in place before and during injection to prevent injuries.
3. Epinephrine can be injected through clothing if needed.
4. Call 911 immediately after injection.

OTHER DIRECTIONS/INFORMATION (may self-carry epinephrine, may self-administer epinephrine, etc.):

Treat the person before calling emergency contacts. The first signs of a reaction can be mild, but symptoms can worsen quickly.

EMERGENCY CONTACTS — CALL 911

RESCUE SQUAD: _____

DOCTOR: _____ PHONE: _____

PARENT/GUARDIAN: _____ PHONE: _____

OTHER EMERGENCY CONTACTS

NAME/RELATIONSHIP: _____ PHONE: _____

NAME/RELATIONSHIP: _____ PHONE: _____

NAME/RELATIONSHIP: _____ PHONE: _____

FORM PROVIDED COURTESY OF FOOD ALLERGY RESEARCH & EDUCATION (FARE) (FOODALLERGY.ORG) 1/2019

APPENDIX G

Maryland State Department of Education (MSDE) – School Health Services Form

Report of Anaphylactic Reaction/Epinephrine Administration

Demographics and Health History

1. School District: _____ Name of School: _____

2. Type of Person: ☐ Student ☐ Other _____ Age: _____ Gender: M ☐ F ☐ Ethnicity: Hispanic/Latino ☐ Yes ☐ No

3. Race/Ethnicity: ☐ American Indian/Alaskan Native ☐ African American ☐ Asian ☐ Native Hawaiian/other Pacific Islander ☐ White ☐ Other

4. History of allergy: ☐ Yes ☐ No ☐ Unknown If known, specify type of allergy: _____

If yes, was allergy action plan available? ☐ Yes ☐ No ☐ Unknown History of anaphylaxis: ☐ Yes ☐ No ☐ Unknown

Previous epinephrine use: ☐ Yes ☐ No ☐ Unknown Diagnosis/History of asthma: ☐ Yes ☐ No ☐ Unknown

School Plans and Medical Orders

5. Does student have an Individual Health Plan (IHP)/Emergency Plan (EP) in place? ☐ Yes ☐ No ☐ Unknown

6. Does the student have a student specific order for epinephrine? ☐ Yes ☐ No ☐ Unknown

Epinephrine Administration Incident Reporting

7. Date/Time of occurrence: _____ Vital signs: BP____/____ Temp _____ Pulse _____ Respiration _____

8. If known, specify trigger(s)/exposure that precipitated or may have precipitated this allergic episode:

☐ Food ☐ Insect Sting ☐ Exercise ☐ Medication ☐ Latex ☐ Other (specify) _____ ☐ Unknown

If food was a trigger, please specify which food _____

Please check: ☐ Ingested ☐ Touched ☐ Inhaled ☐ Other (specify) _____

9. Did reaction begin prior to school? ☐ Yes ☐ No ☐ Unknown

10. Location where symptoms developed:

☐ Classroom ☐ Cafeteria ☐ Health Office ☐ Playground ☐ Bus ☐ Other (specify) _____

11. How did exposure occur?

_____

_____

12. Symptoms: (Check all that apply)

Respiratory	GI	Skin	Cardiac/Vascular	Other
☐ Cough	☐ Abdominal discomfort	☐ Localized swelling	☐ Chest discomfort	☐ Profuse sweating
☐ Difficulty breathing	☐ Diarrhea	☐ Flushing	☐ Cyanosis	☐ Irritability
☐ Hoarse voice	☐ Difficulty swallowing	☐ General itching	☐ Dizziness	☐ Loss of consciousness
☐ Nasal congestion/runny nose	☐ Oral itching	☐ General rash	☐ Faint/Weak pulse	☐ Metallic taste
☐ Swollen (throat, tongue)	☐ Nausea	☐ Hives	☐ Headache	☐ Red eyes
☐ Shortness of Breath	☐ Vomiting	☐ Lip swelling	☐ Hypotension	☐ Sneezing
☐ Stridor		☐ Localized rash	☐ Tachycardia (rapid heart rate)	☐ Uterine cramping
☐ Tightness (chest, throat)		☐ Pale		
☐ Wheezing				

Revised and used with permission of the Massachusetts Department of Public Health, School Health Unit

Maryland State Department of Education (MSDE) – School Health Services Form

Report of Anaphylactic Reaction/Epinephrine Administration

13. Location where epinephrine administered: ☐ Health Office ☐ Other (specify) _____

14. Location of epinephrine storage: ☐ Health Office ☐ Other (specify) _____

15. Epinephrine administered by: ☐ RN ☐ LPN ☐ Self ☐ Other (specify) _____ Time: _____

Dose of epinephrine administered: ☐ 0.15 mg ☐ 0.30 mg

Source of Epinephrine: ☐ student provided ☐ stock epinephrine ☐ Other ☐ Unknown

16. **Parent/guardian notified of epinephrine administration:** ☐ **Yes** ☐ **No** **Time:** _____

By whom: _____

17. Was a second dose of auto injectable epinephrine required due to a biphasic reaction (i.e. reoccurring/worsening of anaphylactic symptoms)?
☐ Yes ☐ No ☐ Unknown

If yes, was the dose administered at the school prior to Emergency Medical Systems (EMS) arrival? ☐ Yes ☐ No ☐ Unknown

Approximate time between the first and second dose _____

Disposition

18. EMS notified at: (time) _____ By whom: _____
Transferred to hospital emergency department: ☐ Yes ☐ No If "No," provide reason: _____
If yes, transferred via ☐ Ambulance ☐ Parent/Guardian ☐ Other

19. Outcome: _____

School Follow-up (To be completed by School Nurse)

20. Were parents/guardians advised to follow up with student's primary care provider? ☐ Yes ☐ No

21. Were arrangements made to restock auto injectable epinephrine? ☐ Yes ☐ No

22. Notes: _____

_____

_____

23. Form completed by: _____ Date: _____
(Please print)

Signature: _____ Title: _____

Phone number: (_____) _____ - _____ Ext.: _____

School address: _____

Revised and used with permission of the Massachusetts Department of Public Health, School Health Unit

APPENDIX H

General Use Epinephrine Compliance Checklist

School Name ENTER SCHOOL NAME.
School Year **ENTER SCHOOL YEAR**.
Name of School Nurse/Licensed Health Care Practitioner ENTER SCH NURSE/PRACTIONER.

Criteria	Yes	No
Provide a completed copy of the school's General Use Epinephrine Policy and Procedure which must include:	☐	☐
a) A copy of the statement of policy authorization and adoption distributed to the school community and included in the parent handbook.	☐	☐
b) A copy of the signed statement of authorization to obtain and store auto-injectable epinephrine	☐	☐
c) The Physician/Licensed Prescriber's signature acknowledging that he or she has reviewed the document and all applicable documents and found them to be acceptable.	☐	☐
d) A copy of the list of impacted personnel who have completed training on the signs and symptoms of anaphylaxis, and auto-injectable epinephrine as described in the statement of training.	☐	☐
e) A copy of the school's anaphylaxis response protocol	☐	☐
Provide the name, address, phone number and e-mail address for the physician who has provided the medical authorization and medical direction.	☐	☐
Provide a copy of the signed physician/licensed prescriber's standing orders.	☐	☐
Provide a copy of the training material used to train all faculty and staff in the signs and symptoms of anaphylaxis	☐	☐
Provide a copy of the training material used to train impacted staff in anaphylaxis, proper use of auto-injectable epinephrine, and the school's anaphylaxis response protocol	☐	☐
Provide the name, address, telephone number, e-mail address and title of the licensed health care practitioner who will provide the training.	☐	☐

_____ _____
Administrator's Signature Date

_____ _____
School Nurse/Licensed health care practitioner Date

_____ _____
Office of Risk Management Date

_____ _____
General Liability Certificate Number Date

REFERENCES

Application for Employment – see HR Forms

AOB Strategic Plan: Blue Ribbon Committee on Catholic Schools Strategic Plan
http://www.archbalt.org/schools/publications/index.cfm

Calendar Template

Cash Control Procedures – see Fiscal Procedures

Chart of Accounts – see Fiscal Procedures

Contracts, HR – see HR Forms
Course of Study
https://www.archbalt.org/myarch/teachers/index.cfm

Employee Requisition – see HR Forms

EQUIP FOR MINISTRY: Formation Plan for Lay Ministers in the Archdiocese of Baltimore, 2011
http://www.archbalt.org/equip/

Hearing Review Process
https://www.archbalt.org/myarch/teachers/index.cfm

I-9 Employment Verification Instructions – see HR Forms

I-20 (Immigration Document)
http://www.archbalt.org/schools/general-information/immigration-information.cfm

Lay Teacher Employment Agreement – see HR Forms

Maryland New Hire Form – see HR Forms

New Hire Checklist – see HR Forms

Personnel Action Form (PAF) – See HR Forms

Personnel File checklist – see HR Forms

Recommended Accounting Procedures – see Fiscal

Sample Reference Form – see HR Forms

Sample Offer Letter – see HR Forms

School Board Manual
https://www.archbalt.org/myarch/teachers/index.cfm

STAND
Code of Conduct for Church Personnel of the Archdiocese
Of Baltimore
http://www.archbalt.org/about-us/child-youth-protection

Policy Booklet: A Statement of Policy for the Protection of Children and Youth
http://www.archbalt.org/about-us/child-youth-protection

Training Manual: Procedures for Implementation and Compliance:
A Statement of Policy for the Protection of Children and Youth Video

Standardized Testing Program prescribed by the Archdiocese of Baltimore,
Department of Catholic Schools
http://www.archbalt.org/schools/standardized-tests/index.cfm

Technology Plan
https://www.archbalt.org/myarch/teachers/index.cfm

Department of Catechetical and Pastoral Formation Resources

Bringing Good News, 2011, Religion Curriculum for Elementary Schools – distributed by email from Dr. Barbara McGraw Edmondson and Fr. Hurley on October 3, 2011.

Catechesis for Family Life, Program Policies, 2011
http://www.archbalt.org/family-life/marriage-family/family-enrichment/loader.cfm?csModule=security/getfile&PageID=48620

Catechetical Formation for Chaste Living, United States Conference of Catholic Bishops, 2007
http://old.usccb.org/education/chasteliving.pdf

EQUIP FOR MINISTRY: Formation Plan for Lay Ministers in the Archdiocese of Baltimore, 2011
http://www.archbalt.org/equip/

General Directory for Catechesis, United States Conference of Catholic Bishops, 1997:
http://www.vatican.va/roman_curia/congregations/cclergy/documents/rc_con_ccatheduc_doc_17041998_directory-for-catechesis_en.html

National Directory for Catechesis, United States Conference of Catholic Bishops, 2005
http://www.claretians.org/site/DocServer/El_Directorio_Nacional_para_la_Catequesis-EN.pdf?docID=661

Federal, State, and Local Resources

AHERA Regulations: http://www.epa.gov/asbestos/pubs/asbreg.html

American Disabilities Act (ADA): http://www.ada.gov/

COMAR web site: http://www.dsd.state.md.us/comar/

Family Education Rights and Privacy Act (FERPA):
http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html

Family Medical Leave Act (FMLA): http://mlis.state.md.us/2010rs/billfile/hb1272.htm

House Bill #630, 1994 (Child Abuse Reporting Requirements):
http://www.dhr.state.md.us/cps/report.php

International Students Applying for a Driver's License
http://www.mva.maryland.gov/Driver-services/Apply/international-applicants.htm#International_students

International Students general questions
http://www.ice.gov/index.htm

I-9 Policy and Form:
http://www.uscis.gov/files/form/i-9.pdf

Maryland Occupational Safety and Health Regulations:
http://www.dllr.state.md.us/labor/mosh/

State of Maryland New Hire Registry Form:
http://newhire-reporting.com/Downloads/mdform.pdf

National Catholic Educational Association (NCEA) Resources

Web site: www.ncea.org

Code of Ethics for the Catholic School Teacher

Code of Ethics for School Boards

Legal Briefs – see Legal Briefs

Other Resources

Web sites: www.edcp.org (Immunization)
www.mdcatholic.org (MD Catholic Conference)

INDEX

A

Absence, Excessive	SS 1.0
Absences, Documentation of	SS 1.1
Access to Child, Non-Custodial Parent	ADM 5.3
Access to Grades, through PowerSchool	INST 4.0
Accident Report Form	HE 6.0
Accommodations, Reasonable, Field Trips	SS 4.0
Accounts, Chart of, Archdiocesan	FIN 4.0
Accreditation	ADM 1.1
ACRE Assessment	INST 3.3
Admission and Placement, Local Assessment for	INST 3.0
After- and Before-School Program, Directors of	HR 11.0
Age, Kindergarten Entrance	ADM 3.0
Age, Pre-School Entrance	ADM 3.1
AHERA (Asbestos Hazardous Emergency Response Act)	ADM 17.0
AIDS/HIV, Employment of Infected Individuals	HR 2.3
Annual Fees, Archdiocesan	FIN 3.0
Archdiocesan Chart of Accounts	FIN 4.0
Archdiocesan Communications Office	ADM 12.5
Archdiocesan Fall Survey	FIN 4.0
Archdiocesan Health Plan	HR 5.0
Archdiocesan Reports, Electronic Submission of	ADM 10.0
Archdiocesan Standardized Testing	INST 3.1
Archdiocesan Technology Plan	ADM 29.0
Asbestos Hazardous Emergency Response Act (AHERA)	ADM 17.0
Asbestos Management Plan	ADM 17.0
Assessment, ACRE	INST 3.3
Assessment of Fees, by Division of Catholic Schools	FIN 3.0
Assessment Procedures for Admissions & Placement	INST 30.
Assistance, Tuition	FIN 2.0
Assistant Principal, Evaluation of	HR 12.1
Assistant Principal, Hiring of	ADM 24.0
Attendance, Compulsory, Law	SS 1.0

B

Before- and After-School Programs, Directors of	HR 11.0
Benefit Eligibility, Lay Teachers	HR 5.0
Benefit Eligibility, Substitute Teachers	HR 9.0
Blood borne Pathogens, Management Plan	ADM 16.0
Bomb Threat, Procedures	ADM 12.3
Budget, School	FIN 4.0
Bullying Policy	SS 6.0

C

Calendar Requirements, School	INST 7.0
Cash Control Procedures	FIN 6.0
Catechesis, and Principal	HR 1.0
Catechesis, Six Tasks of	INST 1.1
Catechetical Dimensions of School, and Principal	HR 1.0
Catholic Identity of School	INST 1.0
Celebrations, Liturgical	INST 1.5
Central Personnel Files	HR 4.0
Chaperones, Field Trips	SS 4.0
Charitable Contributions/Child Care Expenses/Tuition	FIN 5.0
Chart of Accounts, Archdiocesan	FIN 4.0
Chronic and Intermittent Health Problems	SS 1.0
Child and Youth Protection	ADM 26.0
Child Care Expenses/Charitable Contributions/Tuition	FIN 5.0
Classrooms, Early Childhood, Location of	ADM 20.0
Communicable Disease Reporting	HE 3.0
Communications Office, Archdiocesan	ADM 12.5
Compensation	HR 14.0
Compliance, Drug-free Workplace	ADM 15.0
Compliance, Environmental Policies	ADM 30.0
Compliance, State Textbook Loan Program	ADM 22.1
Compulsory Attendance Law	SS 1.0
Confidential File, Student	ADM 5.2
Confidential File, Viewing of	ADM 5.2
Configuration Changes, School	ADM 9.0
Construction, Renovation & Maintenance	ADM 40.1
Continuing Teacher Status	HR 6.0
Contract, Release of, Transferring Teacher	HR 7.0
Course of Study, and Educational Materials	INST 2.2
Crisis Management Plan, Designed for School	ADM 12.0
Crisis Management Plan, Implementation of	ADM 12.1
Crisis Response and Media Relations	ADM 12.5
Crisis Situations, and Staff	ADM 12.0
Cumulative Record Folder, Student	ADM 5.1
Curriculum Coordinator, Faith Formation	INST 1.1
Curriculum Mapping	INST 2.4
Custody Decrees	ADM 5.3
Custody, Legal Documents	ADM 5.1

D

Decrees, Custody	ADM 5.3
Diagnostic Services, Communication to Parents	INST 4.1
Directors, Before- and After-School Programs	HR 11.0
Disability, Insurance Plan, Eligibility	HR 5.0
Discipline	SS 2.0
Disclosure, of Financial Information to Non-Custodial Parent	ADM 5.4
Discrimination/Harassment	ADM 2.0
Disease, Communicable, Reporting of	HE 3.0
Distribution of Medication	HE 6.0
Documentation, of Absences	SS 1.1
Documentation, Immigration	ADM 4.0
Documentation, Registration	ADM 4.0

Documents, Legal, Custody	ADM 5.3
Dress Code, Students/Staff/Teachers	ADM 8.0
Drills, Emergency and Safety	ADM 12.2
Drivers of School-owned Vehicles, Licensing Requirements	ADM 14.1
Drug-free Workplace, Compliance	ADM 15.0

E

Early Childhood Classrooms, Location of	ADM 20.0
Educational and Diagnostic Resources, Familiarity with	INST 4.1
Education Program, Information to Parents	INST 1.3
Education Program, Faith Formation	INST 1.2
Educational Materials, and Course of Study	INST 2.1
Educational Readiness	ADM 3.0
Educational Records	ADM 5.0
Electronic Submission, Archdiocesan Reports	ADM 10.0
Eligibility, Benefits, Lay Teachers	HR 5.0
Eligibility, Disability Insurance Plan	HR 5.0
Emergency Information, Student	ADM 4.1
Emergency and Safety Drills, Requirements	ADM 12.2
Emergency School Closing Procedure	ADM 12.4
Employees, Hiring of	HR 2.0
Employees, Non-discrimination of	HR 2.1
Employees, Reference checks	HR 2.2
Employment of AIDS/HIV-Infected Individuals	HR 2.3
Employment, and Pregnancy	HR 2.4
Environmental Policies, Compliance with	ADM 30.0
Environment, Work, Harassment-free	HR 13.0
EPSF (Early Prevention of School Failure) Screening	INST 3.1
EQUIP FOR MINISTRY	HR 3.0
Ethical Use of Technology	ADM 29.0
Evaluation and Observation of Teachers	HR 12.0
Evaluation of Assistant Principal	HR 12.1
Exam, Medical, New Students	HE 7.1
Excessive Absence	SS 1.0
Exposure Control Plan, Sample	ADM 16.0
Exposure, Occupational	ADM 16.0
Expulsion, or Suspension	SS 2.2

F

Facility Use, Summer Camps	ADM 43.0
Facility Use, Third Party	ADM 42.0
Fairness, Student Right to	SS 2.1
Faith, Assessment of Knowledge	INST 3.3
Faith Formation	HR 3.0
Faith, Witness to	HR 1.1
Fall Survey, Archdiocesan	FIN 4.0
Familiarity with Educational and Diagnostic Resources	INST 4.1
Family Educational Rights and Privacy Act (FERPA)	ADM 5.0
Federal Requirements for Non-public Schools	ADM 1.0
Federally Funded Programs, Lead Agent	ADM 22.0
Fees, Assessed by Division of Catholic Schools	FIN 3.0
Fees, Registration and Tuition	FIN 1.0
Field Trip Chaperones	SS 4.0

Field Trip, and Reasonable Accommodations	SS 4.0
Field Trip, Release and Waiver Form	SS 4.0
Field Trip Requirements	SS 4.0
Field Trips, and Medications	HE 6.0
Files, Personnel	HR 4.0
Financial Obligation, and Student Health Record Release	FIN 7.1
Financial Obligation, and Student Transfer	FIN 7.0
Financial Operating Statement	FIN 4.0
Financial Records, Disclosure to Non-custodial Parents	ADM 5.4
Financial Report, Submission to Archdiocese	FIN 4.0
Fire & Crisis Drill Requirements	ADM 12.2
Fire Exit Notices	ADM 12.2
First Grade Classrooms, Location of	ADM 20.0
First Graders, Screening of New	INST 3.1
Funding, State Textbook, Compliance With	ADM 22.1

G

General Instructional Program, Development of	INST 2.0
Government Funding Sources	ADM 22.0

H

Handbook, Faculty	ADM 7.0
Handbook, Parent/Student	ADM 6.0
Harassment, Definition of	HR 13.0
Harassment/Discrimination	ADM 2.0
Harassment, Follow-up Procedures	HR 13.0
Harassment-free Work Environment	HR 13.0
Head Injury Assessment form/Concussion Checklist	HE 7.0
Health Department Release Cards	HE 3.0
Health File, Student	HE 1.0
Health Plan, Archdiocesan	HR 5.0
Health Problems, Chronic and Intermittent	SS 1.0
Health Record Release, and Financial Obligation	FIN 7.1
Hearing and Vision Screening	HE 5.0
Hiring, of Assistant Principal	ADM 24.0
Hiring, of Teachers	HR 2.0
Hiring, of Personnel for Restructured Schools	HR 8.0
HIV/AIDS, Employment of Infected Individuals	HR 2.3
HIV Positive Student	SS 5.0
Home School Association	ADM 11.0
Home-Schooling, Withdrawal Procedures for	SS 1.2
Human Sexuality Instruction	INST 1.4

I

Immigration Documentation	ADM 4.0
Immigration, and I-20 Form	ADM 4.0
Immigration Laws and Regulations	ADM 28.0
Immunization, Objection and/or Contraindication to	HE 2.0

Immunization Requirements	HE 2.0
Implementation, Crisis Management Plan	ADM 12.1
Implementation, Strategic Plan	ADM 25.0
Inclement Weather Policy	ADM 13.1
Information, Directory	ADM 5.0
Information to Parents, Faith Formation Program	INST 1.3
Injury, Response to	HE 7.0
Instructional Days, Minimum	INST 7.0
Instructional Program, General, Development of	INST 2.0
Instruction, Human Sexuality	INST 1.4
Instruction, Pre-School	INST 2.2
Insurance Plan, Disability	HR 5.0
Interim Reports	INST 4.0

K

Kindergarten, Age of Entrance	ADM 3.0
Kindergarten Exit, Location of	ADM 20.0
Kindergartners, Screening of	INST 3.0

L

Law, Compulsory Attendance	SS 1.0
Laws and Regulations, Immigration	ADM 28.0
Lay Employee Life Benefit Plan	HR 5.0
Lay Teachers, Benefit Eligibility	HR 5.0
Lead Agent, Federally Funded Programs	ADM 22.0
Learning Problems, Communicating Diagnostic Resources	INST 4.1
Licensing, of Drivers of School-owned Vehicles	ADM 14.1
Licensing, of School-owned Vehicles	ADM 14.0
Life Benefit Plan, Lay Employees	HR 5.0
Liturgical Celebrations	INST 1.5
Local Requirements for Non-public Schools	ADM 1.0
Location, Early Childhood Classrooms	ADM 20.0
Long-Term Substitute Teachers	HR 9.0

M

Management Plan, Asbestos	ADM 17.0
Management Plan, Blood borne pathogens	ADM 16.0
Management Plan, Crisis	ADM 12.1
Marketing Strategies	ADM 19.0
Maryland Catholic Conference	ADM 23.0
Maryland Occupational Safety and Health Regulations(MOSH)	ADM 16.0
Media Relations and Crisis Response	ADM 12.5
Medication, Distribution of	HE 6.0
Medications, and Field Trips	HE 6.0
Membership, NCEA	ADM 21.0
MOSH (MD Occupational Safety and Health) Regulations	ADM 16.0
MSDE Certification	HR 10.1

N

NCEA Membership	ADM 21.0
Non-Catholics, Participation in Faith Formation	INST 1.6
Non-Catholic Teachers	HR 3.1
Non-Custodial Parent, Access to Child	ADM 5.3
Non-Custodial Parent, Disclosure of Financial Records	ADM 5.4
Non-Discrimination, of Employees	HR 2.1
Non-Prescription Medication	HE 6.0
Non-Public Schools, Federal, State, Local Requirements	ADM 1.0
Notification of Parents, Student Retention	INST 5.0

O

Obligations, Financial, Health Record Release	FIN 7.1
Obligations, Financial, and Student Transfer	FIN 7.0
Observations and Evaluation of Teachers	HR 12.0
Occupational Exposure	ADM 16.0

P

Parent Access, to Grades, through PowerSchool	INST 4.0
Parent Association	ADM 11.0
Parent Information, Faith Formation	INST 1.3
Parent Notification, of Student Retention	INST 5.0
Parent/Student Handbook	ADM 6.0
Participation in Religious Activities, by Student	INST 1.6
Personnel, Before- and After-School Programs	HR 11.0
Personnel Files, Teacher, Central and School	HR 4.0
Personnel, Hiring for Restructured School	HR 8.0
PowerSchool Policy	INST 4.0
Precautions, Universal	ADM 16.0
Pregnancy, and Employment	HR 2.4
Pregnancy, Student	SS 3.0
Pre-School, Age of Entrance	ADM 3.1
Pre-School Instructional Program	INST 2.3
Pre-School Exit, Location of	ADM 20.0
Prescription Medication	HE 6.0
Principal, as a practicing Catholic	HR 10.0
Principal, as Spiritual Leader	INST 1.0
Principal, and Catechetical Dimensions of School	HR 1.0
Privacy, Student	ADM 5.0
Probationary Teachers, Observation of	HR 12.0
Procedures, Bomb Threat	ADM 12.3
Procedures, Cash Control	FIN 6.0
Procedures, Emergency School Closing	ADM 12.4
Professional Development Days	INST 7.0
Program, General Instructional	INST 2.0
Program, Pre-School Instructional	INST 2.2
Program, Faith Formation	INST 1.2
Programs, Before- and After-School, Directors of	HR 11.0
Programs, Before- and After-School, Personnel	HR 11.0
Progress, Student, Reporting of	INST 4.0
Progress Reports	INST 4.0
Psychological Testing Information	ADM 5.2

Publication, of Standardized Test Scores INST 3.2

R

Ratio,Teacher-Student INST 2.0
Readiness, Educational ADM 3.0
Reasonable Accommodations, and Field Trips SS 4.0
Reconfiguration Factors ADM 9.0
Records, Educational ADM 5.0
Records, Student Cumulative ADM 5.1
Reference Checks, of Employees HR 2.2
Registration, Documentation needed ADM 4.0
Registration, Tuition, and Fees FIN 1.0
Release Cards, Health Department HE 3.0
Release of Contract, Transferring Teacher HR 7.0
Release of Student Health Records, Financial Obligations FIN 7.1
Release and Waiver Form, Field Trip SS 4.0
Religion, Curriculum Coordinator INST 1.1
Religion Textbooks INST 2.1
Religious Education Program INST 1.2
Religious Education Program, Information to Parents INST 1.3
Religious Education Program, Non-Catholic Participation INST 1.6
Report, Financial, Submission to AOB FIN 4.0
Report Form, Accident HE 7.0
Reporting, Communicable Diseases HE 3.0
Reports, ARD ADM 5.2
Requirements, Field Trips SS 4.0
Requirements, Fire and Safety Drills ADM 12.2
Requirements, Immunizations HE 2.0
Requirements, School Board SB 1.0
Requirements, School Calendar INST 7.0
Resources, to Diagnose Learning Problems INST 4.1
Response, to Injury HE 7.0
Restructured School, Hiring of Personnel HR 8.0
Retention, Student INST 5.0
Right-to-Fairness, Student SS 2.1
Right of Privacy, and School Records ADM 5.0
Rules, School, Violation of SS 2.2

S

Safety and Emergency Drills, Requirements ADM 12.2
School Board Requirement SB 1.0
School Budget FIN 4.0
School Calendar Requirements INST 2.1
School, Catechetical Dimensions of, and Principal HR 1.0
School, Catholic Identity of INST 1.0
School, Change in Configuration ADM 9.0
School Closing, Emergency Procedures ADM 12.4
School Community, Insuring Health and Safety of HE 7.0
School, Continuing Teacher HR 6.0
School-owned Vehicles, Drivers of, Licensing Requirements ADM 14.1
School-owned/Leased Vehicles, Licensing of ADM 14.0
School Personnel Files HR 4.0
School Records, and Right of Privacy ADM 5.0

School, Restructured, Hiring of Personnel	HR 8.0
School Rules, Violation of	SS 2.2
Schools, Consolidation of	HR 8.0
School Traffic Plan	ADM 13.0
Screening, Hearing and Vision	HE 5.0
Screening, of Kindergartners	INST 3.1
Search and Seizure	ADM 18.1
Sexuality, Human, Instruction	INST 1.4
Short-Term Substitute Teachers	HR 9.0
Staff, Crisis Situations	ADM 12.0
Staff/Student/Teacher Dress Code	ADM 8.0
STAND training	ADM 26.0
Standardized Testing, Archdiocesan	INST 3.1
Standardized Test Scores, Publication of	INST 3.2
Statement, Financial Operating	FIN 4.0
State Requirements, Non-Public Schools	ADM 1.0
State Textbook Loan Program, Compliance With	ADM 22.1
Strategic Plan, Implementation of	ADM 25.0
Strategies, Marketing	ADM 19.0
Student Confidential File	ADM 5.2
Student Cumulative Record Folder	ADM 5.1
Student/Staff/Teacher Dress Code	ADM 8.0
Student Emergency Information	ADM 4.1
Student Health File	HE 1.0
Student, HIV Positive	SS 5.0
Student Injury Report/Assessments	HE 7.0
Student, Participation in Religious Activities	INST 1.6
Student Pregnancy	SS 3.0
Student, Privacy of	ADM 5.0
Student Progress, Reporting of	INST 4.0
Student Retention	INST 5.0
Student-Teacher Ratio	INST 2.0
Student Transfer and Financial Obligations	FIN 7.0
Submission to AOB, Archdiocesan Reports	ADM 10.0
Submission to AOB, Financial Report	FIN 4.0
Substitute Teachers, Benefit Eligibility	HR 9.0
Substitute Teachers, Long- and Short-Term	HR 9.0
Survey, Fall, Archdiocesan	FIN 4.0
Surveys, AOB, Submission of	ADM 10.0
Suspension or Expulsion	SS 2.2

T

Teacher, Continuing Status	HR 6.0
Teacher-Student Ratio	INST 2.0
Teacher/Student/Staff Dress Code	ADM 8.0
Teacher, Transferring, and Release of Contract	HR 7.0
Teachers, Hiring of	HR 2.0
Teachers, Lay, Benefit Eligibility	HR 5.0
Teachers, Non-Catholic	HR 3.1
Teachers, Observation and Evaluation of	HR 12.0
Teachers, Probationary, Observation of	HR 12.0
Teachers, Substitute, Long- and Short-Term	HR 9.0
Teacher, Termination of	HR 2.0

Technology, Ethical Use of	ADM 29.0
Technology Plan, Archdiocesan	ADM 29.0
Testing, Archdiocesan Standardized	INST 3.1
Testing, Admissions and Placement	INST 3.0
Testing Information, Psychological	ADM 5.2
Test Scores, Standardized, Publication of	INST 3.2
Textbook Loan Program, Non-Public Schools, Compliance	ADM 22.1
Textbooks, Religion	INST 2.1
Tobacco Free Workplace	ADM 41.0
Threat Assessment Policy	ADM 18.0
Traffic Safety Plan	ADM 13.0
Training, STAND	ADM 26.0
Transfer, Student, and Financial Obligations	FIN 7.0
Transfer, Teacher, and Release of Contract	HR 7.0
Truancy	SS 1.0
Tuition Assistance	FIN 2.0
Tuition/Child Care Expenses/Charitable Contributions	FIN 5.0
Tuition, Non-payment/Delinquency/Refunds of	FIN 1.0

U

Universal Precautions	ADM 16.0

V

Vehicles, School-owned/Leased, Licensing of	ADM 14.0
Violations, of School Rules	SS 2.2
Vision and Hearing Screening	HE 5.0

W

Weapons Policy	ADM 18.2
Withdrawal Procedures, for Home-Schooling	SS 1.2
Witness to Faith	HR 1.1
Work Environment, Harassment-free	HR 13.0
Workplace, Drug-free Compliance	ADM 15.0