

CATHOLIC SCHOOL POLICY HANDBOOK

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CATHOLIC SCHOOL POLICY HANDBOOK

SECTION 1000

ADMINISTRATION

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MISSION STATEMENT

Each Catholic School is responsible for the development of a mission statement which provides for the unified purpose and direction of all formal educational programs within the school system.

Policy Adopted: August, 1988

Policy Revised: August, 2008

**ACCREDITATION/EVALUATION**

All Catholic schools (elementary and secondary) are to apply for and receive accreditation from the Michigan Nonpublic School Accrediting Association (M.N.S.A.A.).

Catholic high schools may also have received other appropriate accreditation, as recommended by the Michigan Department of Education.

If a school has any reason to consider its accreditation in jeopardy, the administrator is to inform the Secretariat for Education and Formation immediately for the purpose of seeking help to retain its accredited status. A school may not eliminate accreditation without approval from the Secretariat for Education and Formation.

An evaluation of each school in the Diocese takes place every seven (7) years.

In the evaluation of the total education program of a Catholic school, the members of the evaluation team shall have expertise at the educational level they are evaluating. In the disciplinary areas which involve values, team members shall have background and experience in Catholic education. It is desirable that all evaluators have an understanding of the financing of Catholic schools. The principal of the school is the administrator of the evaluation process; i.e., makes provision for the scheduling and other logistical matters, and coordinates the financial remuneration (where required) from the school (parish) budget.

To assist in school evaluation, the Secretariat for Education and Formation will assist in providing for teams of evaluators.

Policy Adopted: August, 1988

Policy Revised: August, 2008

EVALUATION OF SCHOOLS

The complete evaluation of an elementary or high school includes a three-phase process:

- Phase One: A self-study carried out by the faculty, staff, Catholic School Committee, and representative parents of the individual school. This step usually requires at least one year.
- Phase Two: An on-site evaluation of the school, its staff and curriculum by a visiting committee.
- Phase Three: The school's development of an improvement plan based on the findings of the evaluation report.

A school will be evaluated in terms of what it is striving to accomplish. Therefore, it is essential that the school faculty carefully consider its purposes and beliefs about the nature of a quality Catholic educational program for its own particular students. On such a developed philosophy and statement of beliefs, the school's program is planned, carried out and evaluated. Therefore, the school's goals and objectives become the norm against which the visiting team measures the school's progress.



ADMINISTRATIVE FORMS

At the beginning of the academic year every school shall complete and submit to the Secretariat for Education and Formation the following forms:

- NCEA Data Bank Form
- School Information Form (Electronic)
- School Financial Data (Electronic)
- School Professional Staff Roster (Electronic)
- Student Population Trends & Data Form (Electronic)
- Copy of School Budget
- Copy of current list of ALL school staff & their titles
- Copy of School Calendar
- Copy of Parent/Student Handbook
- Copy of Michigan Department of Education SM4325 Report, filed electronically with the State of Michigan
- Copy of Non-Public School – Personnel Report also filed electronically with the State of Michigan

The above-mentioned forms are to be submitted to the Secretariat for Education and Formation Office by September 30.

Policy Adopted: August, 1988

Policy Revised: August, 2008

MEDIA RELEASE POLICY

Written permission of parents/legal guardian is needed for promotional activities involving students.

Parents need to be aware that during the course of school and school sponsored events, students will occasionally be photographed and/or videotaped for various school publications, website, newspaper articles, etc. Written permission of parents/legal guardians should be on file prior to using a student’s image for any promotional activity.

SAMPLE:

Photo Permission:

I understand that during the course of school and school sponsored events, students will occasionally be photographed and/or videotaped for various school publications, website, newspaper articles, fundraisers etc. I hereby authorize such activities to take place.

Child’s Name (Please print) _____

Parent Signature _____ Date _____

Policy Adopted: August, 1988

Policy Revised: August, 2008

BUS INSPECTION/BUS INSURANCE

When non-public schools provide their own transportation to students to and from school, they must be aware of and adhere to all regulations that provide for the safe operation of buses.

The department of state police shall inspect each school bus annually. The department of state police determines, where school bus defects have been found, if the school bus meets the requirements of this act and the rules promulgated pursuant to this act. (Act 107 of 2006)

Such buses shall also be insured through the self-insurance program.

Policy Adopted: August, 1988

Policy Revised: July, 1995

SCHOOL CALENDAR

The school principal has the responsibility of developing and providing adherence to a calendar which satisfies the statutory requirements for an academic year.

All principals are to send a copy of their school calendar to the Secretariat for Education and Formation by September 30.

Policy Adopted: August, 1988

Policy Revised: July, 1995



DAYS OF INSTRUCTION

There are no state requirements for the number of days and hours for non-public schools. The Diocese of Gaylord has accepted the State’s requirements for its constituents which are as follows:

- The required minimum number of hours for first through twelfth grades is **1,098 hours** of pupil instruction. A full-time kindergarten pupil must be scheduled for at least one-half of those minimum required hours (549 hours). Instructional hours are based on the actual time that instruction is scheduled and provided for a given grade level or group of pupils.
- The first **30 hours** of scheduled pupil instruction that is not provided because of conditions not within the control of the school authorities such as severe storms, fires, health conditions, etc., shall be counted toward the required 1,098 hours of pupil instruction.
- Diocesan schools may apply up to **20 hours** of time for teacher professional development toward the minimum requirement for pupil instruction hours.

Any partial day may be counted as a day of instruction, but only the actual hours in session can be counted toward the annual hour requirement

Policy Adopted: August, 1988

Policy Reviewed: August, 2008



CODE OF CONDUCT

Each school will have a written code of conduct which reflects the Catholic Philosophy of the school. It should contain those regulations which are necessary for the health and safety of each individual as well as the proper order of the school.

This code of conduct is most effective if it is the product of a collaborative effort among students, teachers, administrators, and parents.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

CODE OF CONDUCT

Since the Catholic school is a unique educational institution, the spirit of Christ-like charity, respect for authority and mutual cooperation are essential to the learning situation. The Catholic school, as a faith community, encourages the proper atmosphere conducive to learning, not only academic skills, but Catholic values as well.

Each student should have freedom and encouragement to express individuality in school as long as his/her conduct does not intrude upon and endanger the freedom of others - especially upon the freedom of his/her peers to receive instruction.

The school's responsibility for helping each pupil to develop his/her unique abilities to the maximum must be emphasized. A rational position between freedom for each individual and the necessity for sufficient order to permit the operation of the instructional program is desirable and recommended.

Ordinarily, the classroom teacher is responsible for proper order and behavior in the classroom.

Students, both individually and in groups, shall comply with school regulations and shall recognize the authority of the teachers. Disobedience or open defiance of the teacher's authority shall constitute sufficient cause for disciplinary action. When, in the judgment of a teacher, an individual or a group effectively challenges his/her authority to conduct meaningful instruction in a classroom through disruptive acts, abusive language, or threats of bodily harm, a teacher shall report such activity at once to the administrator who is empowered to institute appropriate corrective and/or disciplinary action.

SCHOOL HANDBOOK

Each Catholic School in the Diocese shall provide parents/legal guardians and teachers with a School Handbook which shall include, but is not limited to:

- Mission Statement of School
- Overview of School Program
- Student expectations
- Parent expectations
- Curriculum
- School Calendar
- Discipline policy
- Property damage policy
- Fire drill, tornado drill, bomb threat, and lockdown procedures
- Technology policy
- Media Release policy
- Grievance procedure
- Emergency Closing Procedure - Weather/Epidemics

Policy Adopted: July, 1995

Policy Revised: August, 2008



ADMINISTRATOR/TEACHER FAITH-FORMATION DOCUMENTATION

The Secretariat for Education and Formation has developed a process of faith formation for all Catholic school administrators and teachers. Each School shall maintain up-to-date documentation on this faith-formation for every administrator and teacher in the school.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008



EMERGENCY PROCEDURES

The school principal is responsible to see that all personnel know exactly what to do in an emergency. Emergency procedures for evacuating the building in case of fire and taking cover in the event of a tornado warning shall be briefly and clearly written out. **Each school shall have an emergency crisis plan consistent with Diocesan policies.**

Policy Adopted: August, 1988

Policy Revised: August, 2008

EMERGENCY CLOSING: WEATHER/EPIDEMICS

In case of emergency, school principals must exercise their responsibility in making decisions on closing school.

Each administrator may make a decision appropriate to his/her level of administrative jurisdiction.

Accordingly, the Secretariat for Education and Formation has the authority to close the Diocesan system or any part thereof. The local superintendent of a consolidation has similar authority relative to the consolidated schools. The principal has this authority limited to his/her school.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

EMERGENCY CLOSING: WEATHER/EPIDEMICS

Emergency closing of school because of inclement weather must be announced to personnel and students according to a definite plan by the local school principal. Most radio stations provide school codes for such announcements and may be utilized by the school principal. Two or three stations must be chosen by the principal that he/she will use consistently to announce closings and/or changes in scheduling. At the beginning of the school year parents must be notified of the stations that will be used either through the School Handbook or School Newsletter.

In most cases, the principal will attempt to coordinate the Catholic school schedule with that of the local public school schedule.

Other emergency closings, caused by boiler breakdown, epidemics, etc., may be determined by local principal. Notification of such closings must be made to the Secretariat for Education and Formation.

Local police departments, crossing guards, bus companies and those serving the school must be notified of any change in the daily schedule by the school principal.

FIRE EMERGENCIES

The first person to discover a fire sees that the building is evacuated immediately; that is, sound the internal fire alarm. He/she is to then call the fire department emergency number in their area - giving the exact address and location of the fire. He/she is to notify the principal's office as soon as possible.

The last person to leave a room shall check to be sure that everyone is out and then close the door.

The teacher takes his/her class attendance record or register and takes roll to make sure that all students are accounted for. If a student is missing, a firefighter must be notified immediately.

Speed is subordinate to control and order. There is to be no talking, running, or pushing in hallways, nor skipping steps on stairs.

Teachers are to maintain control of students at a safe distance from the fire and fire-fighting equipment and wait until they receive directions from the principal.

Emergency procedures for each school must be readily accessible to all personnel.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

EMERGENCY DRILLS

The law requires that some drills be conducted during lunch, recess, or other times when a significant number of students are gathered but not in the classroom. It is suggested that drills be conducted as early in the new school year as possible.

State law requires **five** fire drills per year. Three of the fire drills shall be held in the fall and 2 shall be held during the remaining part of the school year.

A minimum of **two tornado safety drills** is required for each school year. These drills shall be conducted for the purpose of preventing danger related to potential hazards and injuries caused by severe weather.

Three lockdown/shelter in place drills (occupants are restricted to the interior of the building and the building secured appropriate to an emergency such as hazardous materials release or intruder on or near premises) **must** be conducted during the course of the school year.

Policy Adopted: 1973

Policy Revised: September 2021



**EMERGENCY DRILLS
Documentation Form**

Type of Drill

- Fire Drill (6 required)
- Tornado Drill (2 required)
- Lock Down/Shelter in Place Drill (2 required)

Type of Drill

- Standard
- Class Change
- Recess
- Other Events

Name of Reporting School: _____

Date of Drill: _____ Time drill was held: _____ (am/pm)

Exact Time required to evacuate/shelter/secure: _____

Total Participants: _____

Remarks: _____

This report is for emergency drill # _____ for school year _____.

Name of person conducting drill: _____

Title of person conducting drill: _____

Signature of person conducting drill: _____

Lock Down/Shelter in Drill Place drill was COORDINATED with:

- Emergency Management Coordinator

Name and Title _____

AND

- Law Enforcement (county sheriff or chief of police or designee of MSP)

Name and Title _____

OR

- Fire (fire chief or designee)

Name and Title _____



FIRE SAFETY

All legal requirements for fire safety, including fire drills, fire extinguishers and fire exits shall be met.

Every teacher must be instructed regarding the location and use of fire boxes and the responsibility of ringing the alarms when necessity arises.

All halls, doors and stairs must be free of obstructions. Fire doors are to be kept closed. However, all doors and exits are to be unlocked during school hours and when the school is open to the public.

Furnaces, electrical installations, fire extinguishers and the building in general, should be inspected regularly for possible health and safety hazards.

Emergency exit routes shall be posted in each room. Exits must be properly marked and exit lights on when the building is occupied.

An adequate warning system shall be maintained to facilitate emergency evacuation of the building(s).

A school public address system, if available, shall be used as a secondary warning device in the event the fire alarm system malfunctions.

All occupants, **with no exceptions**, shall leave the building whenever a fire alarm is sounded.

The local fire department makes rules and regulations with regard to the use of candles, Christmas tree lights and open flames within the school.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

DISASTER PROCEDURES/BOMB THREATS

It is the principal's responsibility to develop a comprehensive plan for civil defense for use in the event of a bomb threat or other disasters. This plan shall include:

- (a) a warning system different from the fire alarm (e.g. distinct ringing of school bell, announcement over public address system, etc.)
- (b) the designation of places to which the children will be taken.
- (c) the supervision of practice drills at irregular intervals.
- (d) instructions for interview of caller (See following Form)

BOMB THREATS

If a telephone or written bomb threat is received by a school, the police department is to be notified immediately. This is a police matter. Accept the decision of the police authorities concerning the course of action to be taken.

Policy Adopted: August, 1988

Policy Revised: August, 2008



SAMPLE BOMB THREAT RESPONSE REPORT

Phoned in Threat:

Questions to Ask:

Exact Wording of the Answer:

- 1. When is bomb going to explode? _____
- 2. Where is it right now? _____
- 3. What does it look like? _____
- 4. What kind of bomb is it? _____
- 5. What will cause it to explode? _____
- 6. Did you place the bomb? _____
- 7. Why? _____
- 8. What is you address? _____
- 9. What is your name? _____

DETAILS OF THE WORDING OF THE THREAT:

Caller's Voice: ___ male ___ female ___ adult ___ juvenile ___ soft ___ loud ___ slow ___ rapid ___ distinct
 ___ calm ___ laughing ___ angry ___ crying ___ deliberate ___ excited ___ normal ___ deep
 ___ raspy ___ accent ___ lisp ___ disguised ___ slurred ___ nasal ___ stutter ___ ragged
 ___ cracking voice ___ clearing throat ___ deep breathing ___ familiar

If the voice is familiar, who did it sound like? _____

Background Sounds: ___ street noises ___ house noises ___ factory machinery motor ___ office ___ booth
 _____ animal noises ___ voices ___ long distance ___ clear ___ other

Threat Language: _____ well spoken ___ rational ___ irrational ___ foul ___ incoherent ___ taped
 _____ message read by threat maker

Written Threat

Describe _____

Where found? _____

Face-to-Face Threat

Who made the threat? _____

Exact Words: _____

To who is the threat directed? _____

Suspicious Package

Describe: _____

Where was package found? _____

Person who received threat: _____ Date/Time: _____



SEVERE WEATHER/TORNADOES

TORNADO WATCH (Forecast of possibility of tornado)

The principal must have a plan (steps) to be taken in the event that more severe weather develops.

Parents may come to school and get their children at any time during severe thunderstorm warnings, tornado watches or warnings.

TORNADO WARNINGS (Tornado is approaching)

If a tornado warning is in effect in the locality of a school, pupils should be taken to a safe place. A basement area will provide the best protection. If the building is of reinforced construction, keep the pupils inside, but away from the windows, and preferably in an interior hallway on the lowest floor.

Areas such as auditoriums and gymnasiums with large, poorly supported roofs are extremely dangerous.

Children must not be sent home during a tornado warning. Parents may come to school and get their children at any time during a tornado warning.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

INVENTORIES

The Principal shall maintain an accurate and complete written inventory of the following items which are used in the Catholic School:

- Equipment
- Books
- Instruction Materials
- Furniture

This inventory is to be reviewed and updated each year, and kept on file in the school office.

For purposes of insurance, a copy of this inventory needs to be filed in a safe place other than in the school.

Policy Adopted: August, 1988

Policy Revised: August, 2008

**LAW ENFORCEMENT MEASURES
CHILD ABUSE INVESTIGATIONS**

Principals and teachers shall observe the following rules in the event a police officer or other governmental agent requests to interrogate a student within the school building regarding suspected child abuse:

1. The Principal shall allow police officers or other governmental agents to interrogate a child upon request in a time, place and manner which will safeguard the student's privacy as much as possible under the circumstances.
2. The Principal or a delegate should be present during any interrogation within the school building, or in the immediate vicinity of the interrogation.
3. Principals and teachers shall not release oral or written confidential information regarding a student without the student's parent's written permission or a court order.
4. Private investigators, lawyers, or representatives of insurance agencies are not governmental agents and shall not be allowed to interrogate, or obtain information about, students without the student's parent's written permission or a court order.
5. The Principal shall request that governmental agents or police officers present their appropriate credentials prior to interviewing a student.
6. Principals and teachers shall not allow a police officer or any governmental agent to strip search any student without a written court order.

Policy Adopted: July, 1995

Policy Revised: August, 2008

**LAW ENFORCEMENT MEASURES
INVESTIGATION OF CRIMES OTHER THAN CHILD ABUSE**

Principals and teachers shall observe the following rules in the event a police officer or other governmental agent requests to interrogate a student within the school building or to take a student into custody for issues other than child abuse:

1. Parents/guardians must be contacted and are to be present or give written consent prior to any uninvited action by the police or governmental authorities to interrogate a student within the school building.
2. The Principal or a delegate shall be present during any interrogation within the school building.
3. Principals and teachers shall not release oral or written confidential information regarding a student without the student's parent's written permission or a court order.
4. Private investigators, lawyers, or representatives of insurance agencies are not governmental agents and shall not be allowed to interrogate, or obtain information about, students without the student's parent's written permission or a court order.
5. The Principal shall request that governmental agents or police officers present their appropriate credentials and obtain prior written parental consent before interviewing a student.
6. Principals and teachers shall not allow a police officer or any governmental agent to strip search any student without a written court order.

Policy Adopted: July, 1995

Policy Revised: August, 2008

PATRIOTISM

Our American heritage grants freedom of schooling with the individual freedoms guaranteed by law. The right of nonpublic schools to exist, implied in the Constitution, has been affirmed by the United States Supreme Court (1924). Accordingly, patriotic respect for Country is both a privilege and a responsibility.

Patriotism is to be encouraged through the Pledge of Allegiance, the display of the flag in the classroom, and patriotic music and drama.

Each school shall display a large United States flag on a staff in a conspicuous place on the school grounds. The flag is flown at all times during school hours, inclement weather excepted. It may be flown at night if there is a light which will provide proper illumination.

It is the responsibility of the principal and teachers to arrange for special observance of national holidays.

Also, September 17 has been designated as Constitution Day. This statute requires all educational institutions receiving Federal funds to hold an educational program on the United States Constitution for the students served by the educational institution. The law is not specific on the content or length of the education program.

Policy Adopted: August, 1988

Policy Revised: August, 2008



POLITICAL CAMPAIGN ACTIVITY

During an election campaign, tax exempt organizations remain free to address issues of concern to them and to their membership, even when such issues are relevant to the campaign. However, such discourse must focus on issues and not personalities." Mark Chopko, General Counsel, U.S. Catholic Conference, 1988. Section 501(c) (3) of the Internal Revenue Code governs what tax-exempt organizations may and may not do in terms of political activity. While such organizations are prohibited from participation in political campaigns on behalf of or in opposition to candidates, issue-oriented speech -- even that which overlaps campaign issues -- is permissible. Issue oriented speech is a right protected by the First Amendment to the U.S. Constitution. It is a right which extends to churches, as well as to individuals and other exempt organizations.

- 1) Activities in which private parochial schools **may participate:**
 - A) Letter-writing campaigns and other efforts to educate legislators about issues of concern and to seek support for legislation.
 - B) Distribution of informational materials about current federal, state or local law, as well as legislative proposals. The names, addresses and phone numbers of pertinent lawmakers to be contacted may be provided.
 - C) Information about public policy issues may be included in school speeches and bulletins during an election year. No reference to or bias for or against any candidate for elective office is permitted.
 - D) Non-partisan voter-registration drives. Again, no bias for or against any candidate for elective office is permissible.
 - E) General voter education. Materials may include candidates' views on various issues based on statements, voting records, or responses to candidate questionnaires provided that the materials are not biased, cover a wide range of issues, and take no position on the issues covered. Editorial comment is not permitted. Voter education materials should state their purpose explicitly and disclaim any intent to endorse or oppose any candidate for elective office. Voter education materials should be reviewed by an exempt organization's legal counsel prior to publication and distribution.
 - F) Non-partisan public forums, debates or lectures. Public forums should include all eligible candidates, and it is advisable that a variety of issues be addressed. The sponsoring group must not, however, indicate its views on the issues being discussed, comment on candidate responses, or indicate a bias for or against any candidate.
- 2) Activities in which private parochial schools **may not participate:**
 - A) Distribution of partisan campaign literature or partisan voter education materials.

- B) Establishment or support of political action committees.
 - C) Provision of financial support -- including volunteers, facilities or mailing lists -- to candidates' political action committees or political parties.
 - D) Issuance of statements, whether written or spoken, in support of or in opposition to any candidate for political office.
- 3) Activities in which individual employees of private parochial schools **may participate:**
- Employees and officials of tax-exempt organizations, acting in their individual capacities, may participate freely in the political process. Such persons should, however, make it clear that they are acting on their own behalf and not as representatives of any exempt organization.
- 4) Activities in which employees of private parochial schools **may not participate:**
- Employees and officials of tax-exempt organizations, even though acting in their individual capacities, may not participate in the political process through the use of any school computers, websites, copying or facsimile machines, or other telecommunications or media devices directly or indirectly involving any of the restricted political campaign activities noted above.

Policy Adopted: August, 2008



**THE HUMAN BODY AS A
CONSTITUTIVE ASPECT OF THE HUMAN PERSON**

The Church teaches that our differences as male and female are part of God's good design in creation, that our bodies –including our sexuality – are gifts from God. In fact, "'being man' or 'being woman' is a reality which is good and willed by God" (Catechism of the Catholic Church, 369). A person cannot change his or her sex. A person should accept and seek to live in conformity with his or her sexual identity (sometimes called "gender identity") as given by God. The human person is a body-soul union, and the body-created male or female-is a constitutive aspect of the human person. Having a proper understanding of the human body-and more generally, of the moral law - enhances, rather than restricts, man's freedom.

- 1. It is the policy of the Diocese of Gaylord that all schools, shall respect the biological sex of the human person as given by God and shall apply all policies and procedures in relation to that person according to that person's God-given biological sex.**
- 2. Employees and volunteers shall conduct themselves in accord with their God-given biological sex.**
- 3. Diocesan schools partner with families to educate and form students consistent with the teachings of our Lord Jesus Christ and His Church. Students and parents (or legal guardians) shall conduct themselves in accord with their God-given biological sex.**

Policy Adopted: June 2021

Policy Revised:

Approved by the Most Reverend Walter A. Hurley

REGISTRATION PROCEDURE/CUMULATIVE RECORDS

Each school will develop a procedure for registration. Appropriate forms are to be developed to secure the necessary student and family data. Registration forms for the students should include, but are not limited to, the following information:

- Name, Address, Home Phone, Birth date, Grade Entering, Sex and Sacramental Records
- Parents name and contact information, custodial parent,
- Emergency Data:
 1. Persons Other than parent to notify in emergency: Name, Address, Phone
 2. Physician preferred to emergency treatment: Name Address, Phone
 3. Hospital
- Health information
 1. Pertinent medical problems or physical disabilities
 2. Medications taken regularly
 3. Wear eye glasses

Information supplied on the registration form is transferred to the permanent cumulative record.

The records should be updated on an annual basis.

Policy Adopted: August, 1988

Policy Revised: August, 2008

STUDENT DATA FORM

 (Date) _____ (School) _____

Child's Name _____ Grade Entering _____
 (Last) (First) (Middle)

Home Address _____
 (Number & Street Name) (City) (Zip)

Home Telephone Number _____ Place of Birth _____
 Sex: M F Birth date _____ (City & State)

Emergency Data

In case of an accident or serious illness the school will first contact a parent.

1. PERSONS OTHER THAN PARENT TO BE NOTIFIED IN EMERGENCY SITUATION WHEN PARENT IS NOT AVAILABLE:

 (Name) (Address) (Phone)

 (Name) (Address) (Phone)

2. PHYSICIAN PREFERRED FOR EMERGENCY TREATMENT:

 (Doctor's name) (Address) (Phone)

3. Hospital: _____

Health Information

4. Does the child have medical problems or physical disabilities, etc.?

 (please specify)

5. Does student take any medication regularly? _____ Yes _____ No

6. Does student need to wear eye glasses during the school day? _____ Yes _____ No

For survey purposes ONLY.

Race: _____ American Indian _____ Black _____ Caucasian
 _____ Hispanic _____ Oriental _____ Other

Religion: _____

Family Data

	Father	Mother (Maiden)
1. Name		
2. Country or State of Birth		
3. Language spoken in the Home		
4. Place of work & occupation		
5. Business phone		
6. Religion		
7. Marital Status	Married _____ Separated _____ Divorced _____ Remarried _____ Deceased _____	Married _____ Separated _____ Divorced _____ Remarried _____ Deceased _____
9. Name of Step Parent and/or legal guardian		
10. With whom does the child reside?		

Children in the Family (Youngest to Oldest)

Name	Birth date	School	Grade/Level
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parish/Church Data

We are registered members of _____ Parish/Church
We attend _____ Parish/Church
We live within the boundaries of this parish: _____ Yes _____ No

Sacrament(s) this child has received (if applicable):

	Church	City	Date
Baptism	_____	_____	_____
Confirmation	_____	_____	_____
1st Communion	_____	_____	_____
1st Confession	_____	_____	_____
	_____ Signature		



SAFETY

The Principal is to develop appropriate written guidelines at the local level to advance safety in and around the school.

Guidelines should include at a minimum the determination of who is responsible at specific times and places for supervision of:

- Lunchroom
- Playground
- Gym
- School Bus
- Instruction areas whenever students are present.

This supervision requires actual physical presence. That is, if the students are outside, the supervisor must also be outside.

Students are not permitted to leave school premises without permission of the principal or delegate and written permission from parents/guardians.

Students are not to be sent out of the school on errands or an activity during school hours unless a parent/guardian has been contacted and verbal and/or written authorization has been received.

Policy Adopted: August, 1988

Policy Revised: August, 2008



SAFETY GLASSES

Industrial quality eye protective devices are required to be furnished by the schools in courses where exposure to eye danger exists. An eye protective device shall meet the standards based upon the operation involved. Eye protective devices shall be sanitized when 2 or more students use the same device.

See Public Act 269 – MCL 340.1301, 340.1302, 340.1303, 340.1304 for definitions of dangerous materials, for courses requiring eye protection and for further details.

Policy Adopted: August, 1988

Policy Revised: August, 2008



TRAFFIC SAFETY

Every school should have an established traffic pattern for pick-up and drop-off of students.

Crossing guards, if any, are to be given a copy of the school calendar for the year, and are to be notified in advance of any change in the calendar.

Where there is a school safety patrol, written permission the parents/guardian is required for a student to participate in this activity. Safety patrol members are not permitted to direct vehicular traffic.

Policy Adopted: August, 1988

Policy Revised: August, 2008

SECURITY/KEYS

It is the responsibility of the school, principal or delegate, to issue all school keys and keep an exact inventory of them.

Requests for permanent issuance of keys shall be made only where the employee regularly needs a key to carry out normal activities necessitated by the position which he/she holds.

All keys are to be coded for identification and a record kept in the office. It is strictly forbidden that there be any duplication of keys that have been issued. School keys are never to be out of one's immediate possession.

Keys are ordinarily not loaned to students; they are never given to students to give them unsupervised access to buildings outside of school hours.

All keys are to be returned to the principal at the conclusion of the school year.

Policy Adopted: August, 1988

Policy Revised: August, 2008

PROPERTY DAMAGE

Parents/guardians of students will be held responsible for the replacement of property damaged, and materials damaged or lost, through the willful acts or negligent acts of their children.

Policy Adopted: August, 1988

Policy Revised: August, 2008

REGULATION

ADMINISTRATION

R-1174-School



VANDALISM

All incidents of illegal entry, theft of property, vandalism, or willful damage to school/parish property, are to be reported to the principal as soon as it is discovered.

Accordingly, the principal is directed to take the following action:

1. Identify the student(s)/individuals involved.
2. Contact persons, including the parents/guardians, needed to study the causes and to advise them on appropriate disciplinary action.
3. Decide upon disciplinary action and/or upon assessment of costs against the parents/guardians of the students under 18 years of age, or against the student, if over 18 years of age.
4. Take any constructive actions possible to guard against future student misbehavior.
5. File a written report of the incident within twenty-four (24) hours of discovery.
6. Contact local law enforcement authorities at school's discretion.

Vandalism reports are to be kept on file in the school office indefinitely.

SUBSTANCE ABUSE

Drug usage includes the use or possession of, alcohol, tobacco, and any illegal substance as well as the abuse of any legal substances.

Drugs, as defined above, are not to be carried, purchased, sold or consumed on school property.

In seeking a solution, school officials should balance the personal good of the individual involved and the common good of the student body.

The principal should notify the parents/guardians, pastor/pastoral administrator and Secretariat for Education and Formation upon the discovery of a student involved in the selling/using of drugs on school property.

A conference shall be held promptly with the student and parents/guardians together. Recourse to special counseling agencies should take place in conjunction with guidance personnel.

Policy Adopted: August, 1988

Policy Revised: August, 2008

EXPOSURE CONTROL PLAN FOR BLOODBORNE PATHOGENS

The Occupational Safety and Health Administration (OSHA) has issued regulations whose purpose is to reduce or eliminate the possibility of an employee contracting any of a series of diseases that are spread through body fluid contact. The Occupational Exposure to Blood borne Pathogens Standards became fully effective on October 1, 1992.

The two viruses of most concern are the Human Immunodeficiency Virus (HIV) and Hepatitis B virus (HBV). Prevention of HBV exposure is the main purpose of these regulations in the school setting. HIV and HBV are potentially life-threatening blood borne pathogens. These viruses are transmitted through exposure to blood and other infectious body fluids and tissues.

All teachers, staff and volunteers in the Catholic School should be made aware of the exposure control procedure.

Policy Adopted: July, 1995

Policy Revised: August, 2008

COMMUNICABLE DISEASE CONTROL POLICY

Catholic Schools in the Gaylord Diocese should work cooperatively with local, county and state agencies to enforce and adhere to the state Health Codes for prevention, control, and containment of communicable diseases in their buildings.

The Principal or designee must exclude a child who is out of compliance with the required immunization schedule. Program personnel shall complete and coordinate all immunization data, waivers and exclusions including the necessary immunization Assessment Program forms to provide for preventable communicable disease control.

The Principal or designee may exclude students and/or personnel from classes who are suspected or diagnosed with a communicable disease, or whose exposure to a communicable disease may threaten the well being of that individual. All reportable communicable disease will be referred to the local health unit by the principal.

The decision to close a program due to a communicable disease outbreak is at the discretion of each local administration. Consultation on such decision should be sought from the pastor, Secretariat for Education and Formation, and/or local health officials.

Communicable disease is a serious concern in the community. The afflicted individual may be asked to submit information to appropriate administrators and/or health officials.

Policy Adopted: August, 1988

Policy Revised: August, 2008

SMOKE-FREE ENVIRONMENT

Smoking shall be prohibited in all parish/school buildings and areas, during regularly scheduled times when students are present for class (academic or religious education) and/or related activities including, but not limited to, athletic events and other sponsored student co-curricular activities.

Policy Adopted: August, 1994

Policy revised: August, 2008

SUPERVISION

The principal or delegate is responsible for adequate supervision of students during regular school hours. All members of the faculty share this responsibility with the principal.

Instructional areas are to be supervised whenever students are present.

At least one adult supervisor must be present to supervise the school grounds and building during noon hour, recess periods, and during the entering and exiting of students for classes/activities.

School buses and bus zones at the school must also be supervised.

Policy Adopted: August, 1988

Policy Revised: August, 2008

CATHOLIC SCHOOL POLICY HANDBOOK

SECTION 2000

BUSINESS

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PARISH FINANCIAL COMMITMENT TO THE EDUCATIONAL MISSION

The total educational mission of the Catholic Church must be supported financially by the parish(es) and the individuals it/they serve(s).

The following regulations reflect the continued commitment of the Church to provide realistic opportunities for full Christian development of all persons.

- A. The pastor, parish finance council, and education commission are encouraged to develop policies regarding tuition, fees, and other means of financial support that insure equity in serving the total educational needs of the parish.
- B. Tuition, parish investment, and scholarship policies must reflect the availability of Catholic education to all persons.

Policy Adopted: August, 1988

Policy Revised: August, 2008

ANNUAL BUDGET PREPARATION & APPROVAL

The annual budget shall be based upon the reasonable needs of the school in relation to the total financial ability of the parish to support its educational programs.

In forming the school budget, all expenditure items shall be considered in relationship to the total school program.

Request for expensive equipment and/or major items of repair are submitted with the annual budget requests, except in cases of emergency.

Schools are expected to operate on a balanced budget.

The budget for an inter-parochial school shall be prepared by the principal(s) for review by the budget committee of the Catholic School Committee. Final approval is to be made by the pastors of the participating parishes keeping in mind that the school is a line item of the parish, and suggested budget priorities are to be forwarded to the pastor of participating parishes for approval.

The school budget is set up on a fiscal year from July 1 through June 30.

Since employment of teachers is dependent on available monies, the budget should regularly be completed and approved by March 15.

Policy Adopted: August, 1988

Policy Revised: August, 2008

FINANCING OF CATHOLIC SCHOOLS

Schools must have adequate funding for their educational service. Specific determinations are made by the parish leadership.

At the parish level, this determination is to be made after consultation with the pastor, school principal(s) and the parish finance council, for the purpose of determining the amount of money to be invested in the school from the general revenue of the parish.

When tuition is charged, consideration shall be given to families who are unable to pay the established rate. It is desirable that no child be excluded from a Catholic school for reasons of money.

A reduction in the per-pupil charge may be allowed for large families which have several children in Catholic schools.

Students may not be dismissed during a semester for non-payment of tuition and/or fees.

Policy Adopted: August, 1988

Policy Revised: August, 2008

"REGULATION"

BUSINESS

R-2050-School



DIOCESAN REGULATIONS FOR CATHOLIC SCHOOL PERSONNEL

CATHOLIC SCHOOL TEACHERS: SALARY SCHEDULE

There is sincere concern for just and fair compensation for professional educators in our Catholic schools. The determination of a just wage is based on the following factors:

- a. Appreciation for the cost of living in the community in which a school is located.
- b. Recognition of the education and experience of the educator.
- c. The parish's ability to pay, based on the financial condition of the parish.

The attached Salary Index allows principals and pastors to establish a salary schedule for teachers based on cost of living and parish financial status. Salary can be computed easily by annually determining a base salary (BA 1st year) and multiplying by the appropriate index based on education and years of experience. This index should be used as a guide to establish a salary schedule.

CATHOLIC SCHOOL PRINCIPALS: SELECTION

Principals are to be recruited and selected according to the criteria set forth in the Diocesan mission statement. They are to embody these criteria in their person, in their credentials, and in their experience.

CATHOLIC SCHOOL PRINCIPALS: SALARY

Salary determination for school principals shall be negotiated annually, and be based upon the following factors:

- a. Education and experience
- b. Cost of Living
- c. Evaluation of administrative performance
- d. Parish financial status

CATHOLIC SCHOOL PROFESSIONAL PERSONNEL: QUALIFICATIONS

The most important purpose of Catholic schools is to impart the Faith to the students. Every principal and teacher in the Catholic school is to witness the Faith by example and by deed. It is essential that young Catholic students be given an accurate, meaningful and intelligent explanation of our religion and its values. This requires both a dedicated and committed teaching staff, AND sufficient training in theology and the teaching of religion.

All teachers in the Diocese of Gaylord in addition to their academic degree and appropriate teaching certificate, shall possess EITHER a minor in theology/religious studies, OR take and complete the course requirements of the School of Theology for Catholic School Teachers as well as participate in on-going faith formation classes.

CATHOLIC SCHOOL TEACHERS OF RELIGION:

Teachers of Religion in secondary schools shall possess an academic degree in theology/religious studies. Also any teacher, teaching Religion, must be a Catholic in good standing, as determined by the sole discretion of the local pastor(s).

DIOCESAN FINANCIAL REGULATIONS FOR CATHOLIC EDUCATION

Financial standards for Catholic education were established in March of 1985 to bring about stability, consistency, and conformity to educational programs throughout the diocese.

1. PARISH FINANCIAL SUPPORT OF SCHOOLS

- A. Where a parochial elementary school is in existence (one parish and one school), the parish investment to the school shall be not less than 40%, but not more than 50% of the parish's ordinary income.
- B. Where there exists an inter-parochial Catholic school, elementary and/or high school, the parish investment to the school shall be not less than 35%, but no more than 45% of the ordinary income of the participating parishes.

NOTE: INDIVIDUAL PARISH INVESTMENTS TO AN INTER-PAROCHIAL SCHOOL SHOULD BE ESTABLISHED BY A MUTUALLY AGREED UPON FORMULA THAT APPROPRIATELY REFLECTS EACH PARISH'S FINANCIAL STATUS, IS REVIEWED ANNUALLY, AND ADJUSTED AS NEEDED. ANY DEVIATION FROM AN AGREED UPON FORMULA MUST HAVE THE CONSENT OF THE PASTORS OF THE PARTICIPATING PARISHES.

2. **SOURCES OF INCOME FOR CATHOLIC SCHOOLS**

Where there is a Catholic school (parochial or inter-parochial), pastors/pastoral administrators and principals, in consultation with the Education Commission and parish finance council, should endeavor to receive revenues in the following proportions:

- 40% - Received from parish investment
- 40% - Received from participants in educational programs
(i.e., tuition, CALCULATED ON A PER STUDENT BASIS)
- 20% - Received from other fund raising/development.

NOTE: ALTERNATE SOURCES OF FUNDING CATHOLIC SCHOOLS WILL PLAY AN INCREASINGLY IMPORTANT ROLE IN THE YEARS TO COME. IT IS THE EXPECTATION OF THE SECRETARIAT FOR EDUCATION AND FORMATION THAT EACH SCHOOL ESTABLISH A DEVELOPMENT PROGRAM WITH GOALS OF: MISSION CLARIFICATION, LONG RANGE PLANNING, AND THE DEVELOPMENT OF A STRATEGIC PLAN TO MEET LONG RANGE GOALS. DEVELOPMENT FUNDS WHICH EXCEED 20% OF A SCHOOL'S OPERATIONAL BUDGET SHOULD REDUCE THE PARISH INVESTMENT AND TUITION PROPORTIONALLY.

3. **TUITION**

To provide uniformity in the budget process, tuition and tithing plans MUST be calculated on a per student basis. Such plans may be graduated to provide a financial relief to large families.

4. **FINANCIAL SUPPORT OF SCHOOLS FROM NEIGHBORING PARISHES**

In many cases throughout the Diocese, non-Catholics and Catholic children registered in neighboring parishes attend and benefit from a Catholic school. Non-Catholic students shall be charged a tuition based on the school's cost of education per child.

Revenues from Catholic students that are registered in a neighboring parish shall be divided as follows:

- A. The student/family shall be charged a per student tuition not less than parishioners tuition.
- B. The sponsoring parish shall invest in the school in the amount of the difference (if any) between tuition and the cost of education per child. A neighboring parish's total investment to a school shall not exceed 40% of its annual ordinary income.

5. UNIFORM ACCOUNTING PRACTICES

The cost of education per child varies widely within the Diocese. Determining factors are enrollment, teacher-pupil ratio, salaries, and the contributed services of religious personnel. So that this vitally important statistic can be calculated and monitored accurately, all parishes shall present the educational budget(s) using the uniform accounting practices and forms established by the Secretariat for Administrative Services.

Significant deviations from the diocesan mean cost-per-pupil (or other financial statistic) shall be brought to the attention of the Secretariat for Education and Formation for review and recommendation. This is designed to prevent the inefficiency of high cost per pupil, or the inadequacy of low cost per pupil.

LAY TEACHER SALARY INDEX

<u>LEVEL:</u>	<u>BA:</u>	<u>BA+18:</u>	<u>MA:</u>	<u>MA+15</u>	<u>MA+30:</u>
1st	1.00	1.02	1.04	1.06	1.08
2nd	1.03	1.05	1.07	1.09	1.11
3rd	1.06	1.08	1.10	1.12	1.14
4th	1.09	1.11	1.13	1.15	1.17
5th	1.12	1.14	1.16	1.18	1.20
6th	1.15	1.17	1.19	1.21	1.23
7th		1.20	1.22	1.24	1.26
8th		1.23	1.25	1.27	1.29
9th		1.26	1.28	1.30	1.32
10th		1.29	1.31	1.33	1.35
11th		1.32	1.34	1.36	1.38
12th		1.35	1.37	1.39	1.41
13th		1.38	1.40	1.42	1.44
14th			1.43	1.45	1.47
15th			1.46	1.48	1.50
16th			1.49	1.51	1.53
17th			1.52	1.54	1.56
18th			1.55	1.57	1.59
19th			1.58	1.60	1.62
20th			1.61	1.63	1.65

STUDENT FEES

Fees for instructional materials shall be determined by the principal and the Catholic School Committee on the basis of demonstrated need.

The student fee for instructional materials is based on a ten month school year, September through June. In the event of a transfer to another school during the year, a pro-rated refund of the fee shall be made for all materials retained by the school.

The student instructional fee monies are used for:

1. The purchase of text books and components of educational programs;
2. Instructional television, audio-visual equipment, computers;
3. Library books and materials;
4. Testing materials;
5. Other instructional media, materials and activities.

Policy Adopted: August, 1988

Policy Revised: August, 2008

**TUITION FROM PARISHES WHICH DO NOT MAINTAIN
A PAROCHIAL SCHOOL**

Parish schools which have room for students from parishes without schools are encouraged to accept such students. However, the host school should be compensated in the form of tuition. The tuition cost must not exceed the actual per pupil cost.

Because the individual pastor/pastoral administrator knows the responsibilities of the family and that of the total Catholic community, he or she, in consultation with their education commission and parish finance council, is encouraged to compensate the school for the difference between tuition charged the parents and the actual cost per student.

Policy Adopted: August, 1988

Policy Reviewed: August, 2008



SALES TAX

The school, a non-profit organization, qualifies as an exempt entity.

When nonprofit organizations, including non-public schools, purchase goods for resale to raise funds for programs, clubs etc. of the organization or school, state tax must be paid on the items. This includes class pins, year books, athletic equipment, school shirts and bags, etc. Additionally, food sold in the school cafeteria to anyone other than students must be taxed.

As a seller, if a school makes any sale at retail, you need to obtain a sales tax license. If gross sales are **less than \$5,000**, the school does not have to collect or remit the tax. If sales exceed that amount, the school must collect and remit sales tax on every dollar of sale at retail made.

If the school does not use goods purchased expressly in the operation of the school, sales tax must be paid.

Policy Adopted: August, 1988

Policy Revised: August, 2008

USE OF FACILITIES FOR ALL RELIGIOUS EDUCATION

Facilities, rooms, equipment and religious instructional materials utilized by the Catholic schools should be made readily available to all organized religious education programs for the children and adults of their areas.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

UNIFORM ACCOUNTING

The finances (revenue and expenditures) of the Catholic school are to be included in the total parish budget and transactions recorded and monitored by the parish bookkeeper. Every parish will adopt and utilize the uniform financial accounting system established by the Diocese of Gaylord.

The fiscal year of July 1 to June 30 will be adopted by all school programs.

Policy Adopted: August, 1988

Policy Reviewed: August, 2008

MONIES IN SCHOOL BUILDINGS

Monies collected by school employees, volunteers and by student treasurers shall be receipted and accounted for accurately. All monies shall be counted and documented by at least two (2) individuals and turned over to the school/parish bookkeeper for deposit. The school/parish bookkeeper is to record them accurately in the proper accounts.

Money is not to be left in the classroom or school office. If it is kept in a school/parish building, it must be locked in appropriate place (e.g. school/parish safe).

Policy Adopted: August, 1988

Policy Reviewed: August, 2008

**CRITERIA FOR EXPANSION/REDUCTION/CLOSING
A CATHOLIC SCHOOL**

A proposal to expand or reduce the program of a school, or to close a school, needs the approval of the Bishop. This responsibility is regularly handled by the Superintendent of Catholic Schools.

Prior to any other action, such proposals should be presented to Superintendent. Under his/her direction, there will be a detailed study in terms of specific criteria listed in the regulation which follows.

This analysis will assure sound, logical procedures for determining the future of a Catholic secondary or elementary school. It should also help select options for maintaining as much of the current Catholic school system as possible.

In no case shall a Catholic school be discontinued or its offerings reduced without positive steps having been taken to assure a religious education program to compensate for the loss of said school.

The general criteria for maintaining or closing a school are as follows.

Policy Adopted: August, 1988

Policy Revised: August, 2008

**CRITERIA FOR EXPANSION/REDUCTION/CLOSING
A CATHOLIC SCHOOL**

MAINTAINING A CATHOLIC SCHOOL

Catholic schools shall be maintained wherever the following circumstances are present:

1. A disposition on the part of the Catholic community to support the program;
2. Sufficient enrollment to provide opportunity for an adequate program in terms of the education standards of the Diocese;
3. A qualified faculty, adequate in number, to implement the educational program;
4. An economic base sufficient to support the educational program.

CLOSING/REDUCTION OF A CATHOLIC SCHOOL PROGRAM

The existence of any or all of the following circumstances may indicate the advisability of a proposal to the Bishop for the discontinuance or reduction of the school program in a given situation:

1. There is insufficient enrollment to carry out an educational program;
2. A qualified administrator and/or teaching staff is generally lacking and/or unavailable;
3. The financial resources of a Catholic community are demonstrably insufficient.

CATHOLIC SCHOOL POLICY HANDBOOK

SECTION 4000

STUDENTS

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ADMISSIONS-MICHIGAN CATHOLIC CONFERENCE POLICY

The following statement was adopted and issued by the Board of Directors of the Michigan Catholic Conference on June 16, 1967. Its inclusion here makes it applicable to schools of the Diocese.

"No Catholic child whose parents desire to enroll him/her in any Catholic school in Michigan shall be denied admission to that school on the basis of race, color, national origin or sex."

"No child, regardless of religious affiliation, whose parents desire to enroll him/her in any Catholic school in Michigan which possesses capacity for additional students shall be denied admission to that school on the basis of race, color, national origin or sex."

"Catholic schools shall do everything possible to achieve their purpose in an increasingly adequate way, and to show their special concern for the needs of those who are poor in the goods of this world."

Those of other religions may be accepted unless attendance would cause conflicts for the students due to the religious philosophy of the Catholic school.

A statement of the religious philosophy of the Catholic school, and a signed acceptance form by the parents of the student, should be used as a safeguard against said conflicts.

Policy Adopted: August, 1988

Policy Reviewed: August, 1999 and August, 2008

REGULATION

CATHOLIC SCHOOL POLICY HANDBOOK – SECTION 4000 - STUDENTS

ADMISSIONS

1. In the admission of students to elementary schools, consideration shall be given to these criteria in the following order:
 - a. To children of active parishioners.
 - b. To children who live in neighboring parishes without a school.
 - c. To children from Catholic schools that are closing.
 - d. Non-Catholics.

2. In the admission of students to secondary schools, consideration shall be given to these criteria in the following order:
 - a. To students with brothers and/or sisters already in or graduated from the school.
 - b. To graduates of Catholic elementary schools.
 - c. To children from Catholic schools that are closing.
 - d. To Catholic students from public elementary schools.
 - e. Non-Catholics.

3. The Catholic schools shall **not** be refuge for parents/students who seek to avoid integration in the public schools.

4. When space permits, schools, elementary and secondary, are encouraged to enroll students to achieve cultural and ecumenical balance while maintaining the Catholic identity of the school.

5. Children of the parish presently attending public schools, Catholic children from outside the parish, and children of another faith may be admitted if, on the basis of a personal interview, the pastor or his designated agent, judges the intent and motivation to be in accord with the ideals of Catholic education.

6. In granting financial assistance first consideration shall be given to students from low-income Catholic families.

7. Admission of students in one year does not guarantee readmission of that student in subsequent years. The Catholic Schools may decide not to readmit a student in a subsequent year for any reason or for no reason unless prohibited by Federal or State Civil Rights laws.

CHILDREN WITH EXCEPTIONAL EDUCATIONAL NEEDS

Children with exceptional needs requiring special class placement are to be accepted if their needs can be adequately met in the school. Initial enrollment should be on a tentative basis with the understanding that in the event the placement proves unsatisfactory, the parents will agree to enroll their child in another school system which provides for special needs of exceptional children.

It is incumbent upon schools to provide the resources necessary to successfully educate any child that the school chooses to admit. Those resources may include resource personnel who can provide additional time and support as needed specialized teaching materials and technological support.

Ordinarily when the private school cannot accommodate the needs of a child requiring special educational programming, a recommendation for special class placement should be made to the parents by the principal, after consultation with the child's teacher(s).

Consultative services for special education are available through the local Intermediate School District.

Policy Adopted: August, 1988

Policy Revised: August, 2008



ADMISSION RECORDS

For the admission of a kindergarten or a first grade child, parents should present:

1. The child's Birth Certificate or some legal verification of the child's birth.
2. Child's Immunization record.
3. The Baptismal record.

For admission of older children, parents are to present the proper transfer of other appropriate documentation from the school previously attended.

Policy Adopted: August, 1988

Policy Revised: August, 2008

ATTENDANCE - COMPULSORY

The Compulsory School Attendance Law requires that all children from 6 to 16 years of age be enrolled in a public or state approved non-public school. The following exceptions are acknowledged:

- The child is less than 9 years of age and does not reside within 2-1/2 miles by the nearest traveled road to a public school. (If transportation is furnished for pupils in the school district of the child's residence, this exception does not apply),
- The child is in attendance for religious instruction (not more than two class hours per week),
- The child has graduated from high school or has fulfilled all requirements for high school graduation,
- The child is being educated at home by his or her parent or legal guardian in an organized educational program in the subject areas of reading, spelling, mathematics, science, history, civics, literature, writing and English grammar.

Attendance officers may investigate situations where children are not in school.

Policy Adopted: August, 1988

Policy Revised: August, 2008

AGE OF ENTRANCE

Catholic schools in the Diocese of Gaylord will comply with the state laws in regard to admission of pupils.

The law states:

KINDERGARTEN

...A child, resident of the district, is entitled to enroll in the kindergarten if the child is at least 5 years of age on December 1 of the school year of enrollment...

(MCL 380.1147(2).)

If no kindergarten is provided, the child must be at least 5 years of age on the first day of enrollment. Although kindergarten and pre-kindergarten are not mandatory under the compulsory attendance law, both programs are strongly encouraged.

COMPULSORY SCHOOL ATTENDANCE

A child becoming 6 years of age before December 1 shall be enrolled on the first school day of the school year in which the child's sixth birthday occurs. A child becoming 6 years of age on or after December 1 shall be enrolled on the first school day of the school year following the school year in which the child's sixth birthday occurs.

(Ref. General School Laws, 380.1561(2).)

In a non-graded school, a multi-unit school or a similarly structured school, a special policy regarding the age of admission should be established.

For early admission into school for exceptional children, consult the Secretariat for Education and Formation for the procedure to follow.

Policy Adopted: August, 1988

Policy Revised: August, 2008

ATTENDANCE RECORDS

Each teacher is responsible for maintaining accurate student daily attendance records during the current school year.

Absentee reports shall show exact dates.

Attendance is recorded in the student's cumulative folder at the end of each school year and kept indefinitely on file.

Non-public schools must furnish the following student information to the local school district superintendent or to the intermediate superintendent:

- The name and age of each child who is enrolled at the school,
- The number or name of the school district and the city or township and county in which the parent, guardian, or person in parental relation resides,
- The name and address of the parent, guardian, or other person in parental relation,
- The name and age of each child enrolled in the school that is not in regular attendance.

Comment: Specific forms are provided by the public schools for attendance reporting.

Policy Adopted: August, 1988

Policy Revised: August, 2008

ATTENDANCE AND EXCUSES

It is the shared responsibility of the school and the home to assist students to develop desirable habits of attendance and punctuality.

The only excused absences are those due to illness of the student, death in the family, a doctor or dentist appointment, or whenever the principal considers that exemption from attendance is in the best interest of the student or the school.

If a student has been absent more than ten days of a report period, the school shall not assign grades for that period unless the work has been satisfactorily made up.

Each school should determine a written policy on prolonged absences.

Principals are authorized to require an explanation in writing from the parent or guardian for the absence of a student for all or any part of the school day. This must be kept on file in the main office.

Policy Adopted: August, 1988

Policy Revised: August, 2008

RELEASE OF STUDENTS DURING THE SCHOOL DAY

Aside from athletic competition and other school events which may cause a student to leave a school early, the principal may release a student during a school day upon request of the parent/guardian. Usually the request is made to the teacher in writing and approved by the school principal.

Teachers are not to release students from school without the prior approval of the principal.

Ordinarily a student in elementary school who is leaving during the school day is picked up from either the classroom or school office (according to local policy) by the parent/guardian or authorized person.

Parents who wish to take their child out of school for several days because of family matters should discuss it and the child's progress with the principal and teacher. Recommendations made to the parents should be recorded. The final decision rests with the parents.

Policy Adopted: August, 1988

Policy Reviewed: July 2007

MEDICAL APPOINTMENTS

Early dismissal for medical or dental appointments should be granted when a written request is made by the parent or guardian.

Parents should be urged to keep such requests to a minimum and should be encouraged to make arrangements for medical appointments during vacation periods or after school hours.

Policy Adopted: August, 2008

TARDINESS

Students are expected to arrive on time for the morning or afternoon sessions as scheduled by the individual school.

A student who arrives late for a session is to follow the procedure of the school in this respect.

Each case of tardiness should be recorded. Where frequent tardiness exists, the teacher and/or principal will confer with the parents to determine the necessary corrective action to be taken.

Policy Adopted: August, 1988

Policy Revised: August, 2008

TRUANCY

If a student is absent without an excuse, or if the school has reason to suspect the validity of the excuse, the principal should investigate the situation and apply appropriate remedies.

In cases of apparent truancy, contact is first made with the parent/guardian. If all efforts to persuade the child to return to school are fruitless, the case should be referred to the attendance officer assigned to the non-public or local public school.

In some cases referral to a school social worker may be helpful.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995 and August, 2008

**SUSPENSION**

Each school, realizing its obligation to the students, must extend a reasonable effort to assist students to adjust to the social and academic requirements of the school environment. Decisions to suspend should follow only after other means of motivation have failed and/or circumstances of crime, scandal, immorality, disruption, or safety necessitate suspension.

In reaching such decisions, consideration must always be given to the welfare and Christian development of the individual student and the practical common good of the entire student body.

Parents shall be notified of the suspension and requested to attend a joint conference with their child, school Principal, and any appropriate faculty member(s). In no instance shall a student be asked to leave the school during regular school hours and proceed home without prior notification to and consent of the parent(s)/guardian. The decision to require a student to proceed home alone or await the arrival of a parent/guardian shall be made jointly by the parent/guardian and the Principal.

Immediately following the suspension, notification with details should be given to the Pastor/Pastoral Administrator, who frequently is in a position to be a facilitator and may be able to suggest pastoral remedies. The conference with the parent(s)/guardian and child shall take place within three (3) school days from the suspension, if possible. If the Principal and parent(s)/guardian and child are unable to meet within that time period for any reason, the conference shall be scheduled as quickly as possible. Within that same 3-day period, the Principal may continue investigation of the facts and circumstances leading to the suspension, and shall document the reasons for the suspension. Documentation of the suspension shall be placed in the student's file.

The Principal shall have discretion to extend the suspension beyond three (3) school days, with notification to the parent(s)/guardian.

Policy Adopted: August, 1988

Policy Reviewed: August, 2008

WEAPONS POLICY

The following is the official weapons policy for all Catholic Schools within the Diocese of Gaylord.

1. DEFINITIONS:

- A. A "weapon" is an object which can be used to threaten or injure another. It includes, but is not limited to, "dangerous weapons", as defined by the State law, which includes a firearm, dagger, dirk, stiletto, knife with blade over 3 inches long, pocket knife opened by mechanical devise, iron bar or brass knuckles.
- B. "School premises" include the school building and the adjacent grounds, including, but not limited to, parking lot, playground, student lockers, and busses.
- C. "Immediate vicinity" of the school means within a block radius of the school, and any off-premises school activity site.
- D. A "firearm" means:
 - 1) any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action or an explosive;
 - 2) the frame or receiver of any such weapons;
 - 3) any firearm muffler or firearm silencer; or
 - 4) any destructive device.

2. RULES:

- A. Any student discovered to be, or suspected of, carrying, possessing, concealing or transferring a weapon upon school premises or in the immediate vicinity of the school will be immediately excluded from classes pending investigation.
- B. A search may be conducted to verify the suspicion or clarify the discovery. The search may include, without prior warning, an inspection and search of a student's pockets (the student empties his/her own pockets), book bags, purse, lunch pail, locker, automobile, or any other items the student has in his/her possession or control. Questioning for the same purposes may include questioning by the principal, a member of the administrative team, a school teacher, the pastor/pastoral administrator, or a person acting in the place of any of these persons.
- C. If a student refuses to cooperate or interferes with a search, said refusal to cooperate or interference will result in disciplinary action, up to and including expulsion from school.

- D. The student will be detained whenever the school has reason to suspect a student may have a weapon or when a weapon is present on school premises or in the immediate vicinity of the school. Depending on the nature of the weapon, the local police department may be notified.
- E. Any student found to be in violation of the school's weapons policy is subject to disciplinary action, up to and including expulsion. Any student determined to have brought a weapon to school shall be expelled for a period of not less than one year. The rule regarding expulsion can be modified by the school principal or superintendent on a case-by-case basis whenever, in the principal's sole judgment:
- 1) the weapon was not possessed by the student for use as a weapon;
 - 2) the weapon was not knowingly possessed by the student;
 - 3) the student did not know or have reason to know that the object constituted a dangerous weapon;
 - 4) the weapon was possessed by a student at the suggestion, request or direction of a school or police authority;
 - 5) mitigating circumstances justify other disciplinary action besides expulsion.
- F. If an injury occurs in school, on school premises or in the immediate vicinity of the school, as the result of a weapon, the principal and teachers shall endeavor:
- 1) to have students remain calm and avoid panic;
 - 2) to notify the police, the pastor/pastoral administrator of the parish/inter parish school;
 - 3) to secure the school, and
 - 4) to notify and consult with the Secretariat for Education and Formation. The Secretariat for Education and Formation will, in turn, notify appropriate offices in the Diocesan Pastoral Center.
- G. The principal may use discretion to keep non-school persons out of the school and/or retain students in the school until police have completed their investigation.

Policy Adopted: December, 1995

Policy Reviewed: August, 2008

EXPULSION

Expulsion is defined as the permanent dismissal of a student from the school within a given school year. There are two (2) general situations which can lead to expulsion:

1. When the moral or physical well-being of the student body, school or staff is endangered.
2. When there is a prolonged and open disregard for school policies, authority, or habitual truancy.

The expulsion of student from a Catholic school is such a serious penalty that it hopefully will be invoked rarely. In most cases, the Principal should use available means to discover the cause of a student's problems and should attempt to utilize remedies such as suggesting that parents refer the student to a guidance clinic, physician or priest if, in the Principal's discretion, such remedies are likely to resolve the problems.

There may, however, be situations where immediate expulsion of a student from the school is appropriate. These situations include, but are not limited to, the following:

- a. Actions gravely detrimental to the moral and spiritual welfare of any school or church personnel, volunteers or students.
- b. Assault, battery, or any threat of force or violence directed toward any school or church personnel, volunteers or students.
- c. Use, sale, possession, or control of narcotics or illicit drugs on or about school/church premises.
- d. Use, sale, possession, or control of alcoholic beverages on or about school/church premises.
- e. Vandalism of school/church property.
- f. Possession or control of any weapon or other dangerous instrument on or about school/church premises.
- g. Any criminal behavior.

Policy Adopted: August, 1988

Policy Reviewed: August, 2008

**PROCEDURE FOR STUDENT EXPULSION**

1. The Principal shall seek the advice of the Pastor/Pastoral Administrator and Superintendent (if applicable) regarding any contemplated expulsion.
2. Except in situations involving immediate expulsion, the Principal shall exercise the right of expulsion only after a 3-day suspension to investigate and the conference with the student and parent(s)/guardian referred to under the Suspension Policy (4110-School).
3. If a decision to expel the student is made, the parent(s)/guardian shall be notified in writing of the action by the Principal.
4. The student, his/her parent(s)/guardian may, within five (5) school days following commencement of the expulsion, contact the Superintendent of Schools or his/her delegate, in writing, to have the expulsion reviewed. The manner of the review shall be in the sole discretion of the Superintendent of Schools on a case by case basis. In the event that the expulsion is found to be unfair or inappropriate, the Superintendent of Schools or his/her delegate shall so advise the Principal and action to reinstate the student will be undertaken. In this case, all reference to the expulsion shall be removed from the student's file.

SEARCH POLICY

The following is the official Search Policy for the Diocese of Gaylord.

1. Any student/participant discovered to be, or suspected of, carrying, possessing, concealing or transferring any drugs, alcohol, cigarettes, weapons, or illicit contraband of any nature whatsoever upon school premises or in the immediate vicinity of the school, or during field trips, retreats, or any other youth group experience, shall be immediately subject to a search.
2. The search may be conducted to verify the suspicion or clarify the discovery. The search may include, without prior warning, an inspection and search of student's/participant's pockets (the student/participant empties his/her own pockets), book bags, purse, wallet, suitcase, lunch pail, locker, automobile, or any other items the student/participant has in his/her possession or control. Questioning for the same purposes may include questioning by an instructor, counselor, chaperone, or other member of the administrative team, pastor/pastoral administrator, Principal, school teacher, or a person acting in the place of any of these persons.
3. If a student/participant refuses to cooperate or interferes with a search, said refusal to cooperate or interference will result in disciplinary action, up to and including dismissal from the group or group activities, or expulsion from school.
4. If a student/participant is found to be in violation of the diocesan weapon policy, all of the provisions in that policy shall apply.

Policy Adopted: May, 1999

Policy Reviewed: August, 2008

TRANSFERS/WITHDRAWALS

A student transferring to a school must present the most recent student evaluation form (report card) as evidence of achievement in the school last attended. If the transfer is not due to a change of address, the principal must contact the former school for confirmation of the reasons for the transfer. Upon receiving satisfactory reasons for the transfer, the student is formally enrolled.

The receiving school must request a copy of the student's cumulative record from the "sending" school. A child will be considered a temporary student until the cumulative records have been received from the last school attended and reviewed by the current administration.

Ordinarily the request for student records is made in writing. (See 4240.15, form 15) The student's parents/guardians are to sign the authorization for the release of the student's record .

Policy Adopted: August, 1988

Policy Revised: August, 2008

TRANSFER OF STUDENT RECORDS

The receiving school shall assume the responsibility to request records for transferring students.

The request for student records shall be made in writing.

The principal of the "receiving" school must sign the authorization for student record release before "the sending school" releases the student records.

Transfer of records to schools should ordinarily be by U.S. Mail except if the transfer is between local schools. One copy of the record should be sent and the second copy is retained by the "sending" school so that in the event of a lost copy in the mail, a duplicate record is readily available.

The following procedures apply when the records are received:

1. Start a new cumulative record for the transferring student.
2. Place records from "sending" school within the new cumulative record.
3. Keep on file student records which are part of the local health or public school system.

The principal (or records clerk) should keep an accurate listing of all in-coming and out-going records consisting of the following data:

IN-COMING RECORDS:

Name of Student, Grade/level, Date record received, School received from

OUT-GOING RECORDS:

Name of Student, Grade/level, Date record sent, School sent to

Policy Revised: August, 2008

PROCEDURES FOR TRANSFER OF STUDENT RECORDS

When a student transfers from one school district to another, the receiving school district will send for the records from the previous school of attendance. When transferring student records, the following items have been determined as the most essential needed for initial placement of the student. It is recommended that the records be sent within twenty (20) days upon receiving a request from an educational agency in which a student is enrolled. Schools should determine any additional information to be sent.

1. **STUDENT'S LEGAL NAME/ANY OTHER NAME**
The full name of a person including last name, first name and middle name and any appendage such as Junior or III. Include any other than the legal name, by which a person is known or may have been known, including the maiden name of a married female.
2. **SEX**
A person's sex: Male or Female
3. **DATE OF BIRTH AND VERIFICATION OF BIRTHDATE**
The year, month and day of a person's birth and the type of evidence verifying birth date.
4. **NAMES OF PARENTS/LEGAL GUARDIAN**
The names of the persons having parental or legal guardianship responsibility for the student. If the student is not residing with a parent or legal guardian, information should be included about the responsible adult or domicile.
5. **GRADE LEVEL**
The portion of a school program which represents the work of one regular school term, identified by a designation such as kindergarten, grade 1, or grade 10. If ungraded, state ungraded or any other designation if different from kindergarten and grades 1-12.
6. **DATE OF ENTRY**
The complete date (day, month, year) on which the student entered your school or school system.
7. **DATE OF WITHDRAWAL**
The complete date (day, month, year) the student withdrew from membership in your school. The date of withdrawal from membership is the first day after the date of last attendance or last date of excused absence.

8. NAME, ADDRESS, PHONE NUMBER OF YOUR SCHOOL BUILDING.
9. SUBJECTS TAKEN WITH APPLICABLE MARKS - INCLUDE INTERPRETATION OF MARKING SYSTEM IF NOT SELF-EXPLANATORY
The student's program of studies (name of subject, course, program) and any final mark or report or any other method for evaluating the performance of the student.
10. HEALTH AND SENSORY RELATED CONDITIONS
 - a) Immunization Record
Record of immunization maintained for every student containing information required by the Michigan Department of Public Health.
 - b) Vision and Hearing Test Results
Results of the most recent vision and hearing tests.
11. TEST RESULTS
Results of standardized tests taken by students during the last three years of their attendance in your school. Include results of their attendance in your school. Include results of any college admission and scholarship qualifying tests such as PSAT-/NMSQT, SAT and its achievement tests, and the ACT.
12. IN ADDITION TO ABOVE RECORD DATA, THE SCHOOL WILL SEND THE FOLLOWING DATA FROM A DISABLED STUDENT'S RECORD
 - a) Latest IEPC used to determine eligibility for special education which includes the MET (multi-disciplinary Evaluation Team) Report.
 - b) Latest IEPC review of program if the eligibility IEPC was not within the past year.

(Reviewed: August, 2008)



REQUEST FOR STUDENT’S TRANSCRIPT AND RECORDS

Date: _____

Principal:

I certify that, as of the above date, the following students have enrolled at:

Name of School

Address

City, State, ZIP

Name: _____ Grade: _____

_____ Grade: _____

_____ Grade: _____

_____ Grade: _____

_____ Grade: _____

Please send the records on the students listed above including all Remedial, Special Education, and 504 files to the school named above.

Principal’s Signature: _____

**STUDENT RECORDS**

The principal must provide for the use and keeping of student records in the manner that:

- the good of the student is safeguarded
- reasonable access is given as warranted
- it adheres to all legal provisions

Only the principal should authorize any additional copying of these records and he/she is to do this only in accord with the rules which follow.

Every student record should have a log in sheet in the front of the file. Anytime anyone goes into a student's file, they need to log in and state why they are in the file.

The following basic information should be included in, but not be limited to, any records being transferred:

- Pupil's legal name and any other name
- Sex
- Date of birth and verification of birth date
- Names of parents/legal guardians
- Sacramental Records
- Grade level
- Date of entry
- Date of withdrawal
- Name, address and phone number of your school building
- Subjects taken with applicable marks – explain marking system if not self-explanatory
- Health (immunization records) and sensory (vision and hearing test results) related conditions
- Test results for the last three years, including college admission
- IEP, or latest IEP review, where applicable, and only if written permission is received from the responsible agent
- School of last enrollment

Policy Adopted: August, 1988

Policy Revised: August, 2008

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**CLASSIFICATION OF STUDENT RECORDS**

The total set of student personnel data maintained in a school at a given time ranges from temporary reports to highly stable factual information. Each category of data requires a distinct arrangement for access and security. Classification according to specific categories follows:

CLASS A - PERMANENT RECORD

A permanent record (cumulative record) is compiled in duplicate and/or maintained for each student enrolled. This record may not be removed from the school by teachers, special service personnel or others. It remains with the last school in attendance. The permanent record contains:

1. Student and family identifying information
2. Residential information
3. Admission and transfer data (schools attended)
4. Attendance data (days absent, times tardy)
5. Academic records/credit earned/transcript
6. Level of achievement/class rank
7. Standardized achievement test scores (Specifically the students MAP Student Progress Report)
8. Sacramental data
9. Record of referral dates for auxiliary or special services
10. Student progress reports
11. Grades/levels completed/date of graduation

The entire original set of permanent records is sent to the receiving school when a student transfers, because that student is no longer a responsibility of the sending school. Because of the long-standing practice of making a copy of the records, and because the original could become lost in the mail, the current practice of retaining the second copy of the record shall be continued.

CLASS B - HEALTH RECORDS

A cumulative health record containing significant health data is compiled and maintained for each student enrolled. This record is usually kept with the student's permanent record.

When a student transfers to another school, it is sent to the receiving school with the cumulative record.

CLASS C - TEMPORARY RECORDS

Temporary records, also referred to as student behavioral records, include important information, but are usually not useful after a period of time. If information meets the following criteria there is a professional obligation to record it:

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1. The information will be helpful to the student by assisting future educators with whom he/she will come in contact while attending present school.
2. The information is factual and objective.

Temporary records should be screened and reviewed for the removal of irrelevant and extraneous materials and are normally not forwarded. Temporary records include:

1. Records of parent-teacher/parent-counselor conferences.
2. Anecdotal and/or assessment reports - dated and signed by person who originated the data.
3. Work samples - only where useful.
4. Disciplinary reports (records of suspensions, expulsion, and data on the hearing if any.)

In some cases, these temporary records may be transferred to Catholic schools within the Diocese of Gaylord and to schools of other systems within or outside the Diocese, i.e. significant disciplinary reports may be transferred as determined in the sole discretion of the school and Office of Catholic Schools.

CLASS D - PRIVATE PROFESSIONAL RECORDS

These records contain important information which has been collected by professional persons to best serve the needs of the student.

All such evaluative reports must be maintained separate from the student's permanent (cumulative) record. Included are:

1. Psychological reports
2. Reports from outside agencies regarding delinquency, psychiatric evaluation, etc.
3. Special education placement documents

Only those professional persons directly involved with the student may have access to confidential evaluation reports.

All evaluation reports should be interpreted and explained to the parents/guardian and/or adult student, teacher, and principal by the examining professional who is qualified to explain and interpret the report.

Parents/guardian and eligible students must be given access to the records within forty-five (45) days - if they so request in writing.

Page 3

These records/reports are not transferred to any other school or agency by the school. This information may be transferred only with the parents/guardians or adult student's written permission through the agency who performed the evaluation.

All such reports are to be destroyed one year after the student transfers to another school or graduates.

Reviewed, August, 2008

**PSYCHOLOGICAL REPORTS: ACCESS/RETENTION/REMOVAL/DESTRUCTION****ACCESS**

Psychological reports and special services reports (Class D) are to be kept in a separate file in the principal's or counselor's office.

The fact that a psychological evaluation has been made is to be recorded in the cumulative record folder.

It is the responsibility of the principal and/or counselor to determine which members of the professional staff should have access to these reports for the purpose of providing the educational services needed for student(s). Certificated staff members with a demonstrated interest in the student would ordinarily include:

- the counselor having the student assigned as a counselee;
- a certificated staff member participating in a staff review or case review for a particular student.

Access to such reports shall be restricted to the minimum number of persons.

RETENTION/REMOVAL/DESTRUCTION

1. Psychological reports shall be retained for no longer than one (1) year after the student leaves the school.
2. Psychological evaluations shall be destroyed when removed.

Affirmed: July, 1995

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (also known as the Buckley Amendment) was passed by Congress in 1974. It established national minimum rights and standards concerning the use of school records. The Act contains several important features.

1. It guarantees parents or guardians the right to inspect their child's records.
2. It protects the confidentiality of student records.
3. It provides procedures through which parents can challenge questionable recorded information.

The Act applies to all schools receiving federal education money and to any student who attends or has attended such a school. Students rights may be asserted by their parents until they become 18 (or begin attending a post-secondary institution) at which time the students acquire the rights on their own.

Most Catholic schools are not required by law to follow the rules and regulations of the Family Educational Rights and Privacy Act because they do not receive direct federal funds. However, if a Catholic school has applied for and received direct funds or contracts for programs administered by the U.S. Commission of Education such as ethnic heritage, metric education, environmental education, drug abuse education and others, then these schools are subject to compliance with the regulations or risk the loss of their funding.

Although not adopting all of the provisions of the Act, in keeping with the spirit and purposes of the Family Educational Rights and Privacy Act of 1974, the following procedures are recommended if a parent/guardian, or eligible student desires access to his/her school records:

1. A request is made to the principal in writing by parent/guardian, or eligible student;
2. An appointment is scheduled within fourteen (14) days of the request;
3. The principal, or designee, is to be present to interpret the records;
4. An entry on the Log of Access is to be made.

Parents/students have a right to challenge or contest the contents of the student records to insure their accuracy and fairness. A special procedure (to be followed in dealing with contesting of records) as well as the rules and regulations of the Family Educational Rights and Privacy Act are available from the Secretariat for Education and Formation.

Affirmed: July, 1995, August, 2008

**ACCESS TO STUDENT RECORDS**

Access to student records is limited to the following:

1. Associate Director of the Secretariat for Education and Formation and his/her designee.
2. Pastors/Pastoral Administrators, School Principals, teachers, and counselors who are employed by the present or admitting school, and/or those who are working directly or indirectly with the student in an administrative, counseling, or diagnostic capacity.
3. Administrative office staff and clerical personnel who are employed by the school and whose duties require that they have access to student records.
4. School health personnel and local/state health department personnel when such access is required in the performance of official duties with administrative approval.
5. Parents or legal guardians of students under 18 who present proper identification. **(There is no distinction in Michigan Law between custodial and non-custodial parents. Unless there is a specific provision in a divorce decree to the contrary, both custodial and non-custodial parents shall have access to the student records of their minor child.)**
6. Students, age 18 and over, upon presentation of proper credentials.
7. Representatives of organizations in the exercise of accrediting functions.
8. All those otherwise authorized by law (See 34 CFR Sec. 99.31)

Other third parties (employer, social agencies, police, FBI, etc.) may have access to student records only with written permission of adult students, parents/guardians.

In the case of a valid court order requesting information on a student's record, the principal shall notify the parent immediately in writing of the information which has been subpoenaed.

A Log of Access to Student Records is kept with each part of the student records.

Affirmed: July, 1995, August, 2008

LOG OF ACCESS TO STUDENT RECORDS

When a request for access to a student record by non-school personnel or a third party is made, a "Log of Access" shall be prepared. It is then filed in the respective student record for future additions.

If parts of the student record are located separately, a separate log shall be kept with each part.

The log shall indicate:

1. Date written request for access was received;
2. Date access was granted;
3. Individual or agency receiving the data;
4. Reason for access;
5. Signature of person releasing the data;
6. Official position of person releasing the data;
7. Proof of receipt of data.

Unless a student's record information is to be deleted or released, the log requirement shall not apply to:

1. Authorized school personnel who inspect school records;
2. Administrative office staff and clerical personnel;
3. School nurses who review the student health record.

Affirmed: July, 1995, August, 2008

LOG OF ACCESS TO STUDENT RECORDS

(Non-school personnel/third party access)

School		Student's Name			
Date Written request for access was received	Date Access was completed	Individual/Agency who is to receive data	Reason for Access	Signature of person releasing data	Official Position of person releasing data

PROOF OF RECEIPT OF RECORDS _____

**STUDENT RECORDS IN DIRECTORY INFORMATION**

The principal shall designate categories of information to be known as Directory Information. This information will be made available for publication in school directories, yearbooks, annuals, commencement programs or athletic programs.

Categories of Directory Information may include:

1. Student's name
2. Address/telephone
3. Date/place of birth
4. Participation in officially recognized activities/sports
5. Weight and height of members of an athletic team
6. Period of attendance in schools
7. Grade/level
8. Previous schools attended

On or before the first day of class each year, the school must give public notice (e.g. Letter of Information from school, announcement in school paper, student handbook, etc.) of the categories designated as directory information. A parent/guardian or eligible student must notify the school in writing within fifteen (15) days of said notice if any or all such information of their child is not to be published.

No directory information shall be released prior to the fifteen (15) day waiting period other than data covered under the preceding public announcement.

Policy Revised: August, 2008

**SECURITY AND PRIVACY OF STUDENT RECORDS**

The principal, as custodian of all permanent records, is responsible for maximum physical security and privacy of the records.

The principal shall:

1. See that the student records are kept in a location where he/she will be able to control access;
2. Devise a procedure for assuring that access is limited to authorized persons only;
3. Make maximum provision for protection of records from review by unauthorized and non-school personnel;
4. See that electronically stored records are under the security system of the data center and access by other than school staff shall be under his/her control or direction.

When there is a guidance counselor, he/she is:

1. responsible for all temporary records of his/her assigned students;
2. responsible for all special service reports and psychological reports

Affirmed: July, 1995, August, 2008

RELEASE OF STUDENT RECORDS TO THIRD-PARTY NON-SCHOOL PERSONS

"Release of student records" means that oral or written disclosure in whole or in part, of information in a student record.

Except with written consent of the eligible student or the parent/guardian, information concerning a student may not be released to a third party non-school agency or individual, including:

1. Employer
2. Colleges or Universities
3. Sponsors of scholarships or aid programs
4. City agencies
5. The courts of law
6. Organizations
7. Welfare departments
8. Lawyers, doctors
9. Probation/police officers
10. Military

If, when requesting information about a student, an employer submits its own form, a written request from the student for a release of the information requested must also be provided to the School.

EXCEPTION

The written consent of the parent/guardian for release of information to school and non-school agencies or individuals is not required when the principal or designee determines that a health or safety emergency exists in which the welfare of the student or students requires the release of information before such a consent can be obtained.

Policy Revised: August, 2008



**AUTHORIZATION FOR RELEASE OF STUDENT RECORDS
TO AN INSTITUTE OF HIGHER LEARNING OR PROSPECTIVE EMPLOYER**

TO: _____
(Name of High School)

FROM: _____
(Name of Student)

I hereby authorize the above school to forward any information from my official record which may be requested by an institution of higher learning or a prospective employer.

This request is to remain in force until rescinded in writing by my parents/guardian, or by me.

Signed: _____
(Student)

Signed: _____
(Parent/Guardian if student is under 18)

Date: _____

STUDENT RECORDS EXEMPT FROM REVIEW

Students may not examine financial records of their parents or any information contained therein.

Confidential letters and statements of recommendation, which were placed in the education records prior to January 1, 1975, may not be examined if such letters or statements are not used for purposes other than those for which they were specifically intended.

A student may waive his/her rights to inspect confidential recommendations for admission to an educational institution, in applying for employment or for receipt of an honor, providing he/she is notified of the names of the persons making the recommendations and that the waiver is not a requirement.

Personal records/notes on students, which are records kept by staff members, are not considered educational records, provided that they are in the sole possession of the maker.

Policy Revised: August, 2008

**UPDATING AND PURGING OF STUDENT RECORDS**

Each current student's record file shall be reviewed at the end of each academic year to screen for material that is no longer useful to the student or to the future teachers, principals, or other school staff members.

This purging shall also take place:

1. When records are being transferred to another school or school system;
2. At the end of grades four (4), six (6), and eight (8).

This is the responsibility of the principal and her/his designee.

The criteria for judging whether information should be left in the student's file are:

1. Will the information be helpful to the student and useful to the professional educators involved?
2. Is the information apparently objective and factual?

Affirmed: July, 1995



RETENTION/DESTRUCTION OF STUDENT RECORDS

RETENTION OF PERMANENT RECORDS (CLASS A/CLASS B)

The student's permanent record (Class A) and health record (Class B) shall be maintained by the last school attended in perpetuity. This requirement may be satisfied by proper microfilming and retention of a copy of the microfilm in fireproof containers or stored in a computer.

Class B records **should never** be forwarded to employers, prospective employers or post secondary education institutions.

DESTRUCTION OF TEMPORARY RECORDS (CLASS C)

Temporary student records shall be destroyed upon graduation of the student from the school, or the graduation of his/her class if the student did not complete school.

RETENTION/DESTRUCTION OF PSYCHOLOGICAL REPORTS (CLASS D)

Psychological reports are retained no longer than one (1) year after the student leaves the school. These reports are destroyed when removed.

Affirmed: July, 1995, August, 2008

ARCHIVE POLICIES – STUDENT RECORDS

Any archived records of students within the Diocese of Gaylord are considered private and closed to the public. Those persons seeking information from school records may submit a request in writing to the Office of the Bishop of the Diocese of Gaylord. The request should indicate specifically what information is desired and the reason for the inquiry. The Bishop of the Diocese of Gaylord will then decide whether or not access will be granted to any portion of the requested information.

Policy Adopted: December, 1998

Policy Reviewed: August, 2008

RELEASE OF STUDENT DATA

Names and addresses of students and their parents/guardian are not to be released to any unauthorized person or agency, especially to sales representatives and commercial enterprises.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

ELEMENTARY GRADUATION

Students graduating from the elementary schools of the Diocese of Gaylord may receive a diploma issued by the school. Public ceremonies for graduation are to be kept simple. Where feasible, the ceremony is to be centered in a special Liturgy planned by the graduates, their teacher(s) and the Presider.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

FIELD TRIP POLICY

Class visits to places of cultural, educational or religious significance give enrichment to the lessons of the classroom. To insure the desired outcomes of such trips, teachers should prepare the pupils for the place that is to be visited and the things that are to be seen. A discussion should be held regarding the purpose(s) and goal(s) of the trip. An advance trip by the teacher is suggested.

The written consent of parents must be obtained for every child participating in a field trip. Permission slips must inform parents of the following: (Sample form is attached)

1. Name, location and date(s) of the event.
2. Cost to the student.
3. Mode of transportation to be used.
4. Name of supervisor overseeing the activity.
5. Parent's responsibility.

No student shall participate unless a signed parent permission slip for the specific event is on file with the Principal. Medical information, contact persons and authorization for emergency medical treatment must be with the chaperones.

Whenever possible, bus transportation should be provided. The use of private vehicles is discouraged. If a private passenger vehicle must be used, the following must be verified by the driver. (See form attached)

1. The driver must be 21 years of age or older.
2. The driver must have a valid, non-probationary driver's license and no physical disability that may impair the ability to drive safely.
3. The vehicle must have a valid registration.
4. If a bus is used, the vehicle must have a valid state inspection sticker.
5. The minimal, acceptable liability limit for privately owned vehicles is \$500,000 CSL (Combined Single Limited). Due to some insurer limitations, limits of \$250,000 per person/\$500,000 per occurrence are acceptable.

A signed Volunteer Driver Information Sheet must be submitted to the Principal for each vehicle used.

Each driver and/or chaperone should be given a copy of the approved itinerary including the route(s) to be followed and a summary of their responsibilities. For trips other than interschool athletics, supervision of one (1) adult per ten (10) students is required.

Policy Adopted: August, 1988

Policy Revised: July, 1995



PARENT PERMISSION FORM FOR FIELD TRIP PARTICIPATION

Dear Parent or Legal Guardian:

Your son/daughter is eligible to participate in a school/parish-sponsored activity requiring transportation to a location away from the school premises. This activity will take place under the guidance and supervision of employees from _____ School and/or Parish.

Name of Event: _____

Destination: _____

Designated Supervisor of Activity: _____

Date and Time of Departure: _____

Method of Transportation: _____

Student Cost: _____

If you would like your child to participate in this event, please complete, sign, and return the following statement of consent and release of liability. As parent or legal guardian, you remain fully responsible for the actions and conduct of your child.

*******STATEMENT OF CONSENT*******

I hereby consent to participation by my child, _____, in the event described above. I understand that this event will take place away from the school/parish grounds and that my child will be under the supervision of the designated school/parish employee on the stated dates. I further consent to the conditions stated above on participation in this event, including the method of transportation.

In consideration of my child being allowed to participate in this field trip, I hereby agree on behalf of myself and my child, to release _____ School and/or Parish, the Roman Catholic (Arch)diocese of _____, and any and all affiliated organizations, their employees, agents and representatives, including volunteer drivers (collectively "Releasees"), from any and all claims, including negligence, which may be asserted by me or my child, or on behalf on my child, arising from or relating to my child's participation in the field trip. In the event this release on behalf of myself and/or my child is held to be invalid or unenforceable, I hereby agree to indemnify and hold harmless Releasees from any and all claims, including negligence, which may be asserted by me or my child, or on behalf of my child, arising from or relating to my child's participation in the field trip. This release or indemnification does not apply to claims for intentional misconduct or gross negligence; nor does this release or indemnification apply to the extent of commercial insurance coverage for any claim, but this Release or Indemnification shall apply to the extent of any self-insurance or deductible applicable to any claim.

(Print Parent's Name)

(Parent's Signature)

(Date)

Please return this entire form by: _____ to _____
(Date) (Person)

MEDICAL TREATMENT AUTHORIZATION

To Whom it May Concern:

As a parent/guardian, I do hereby authorize the treatment by a qualified and licensed physician of any condition which, in the opinion of the physician, is deemed necessary and appropriate. This authority is granted only after a reasonable effort has been made to reach me.

Name of Minor: _____ Relationship to you: _____

Reason for which release is intended: _____

Address of Minor: _____ City: _____

Emergency Phone(s): _____

Family Physician: _____ Phone: _____

Physician Address: _____ City: _____

List allergies, medication, contacts, or other pertinent comments:

Health Insurance Data:

Company: _____ Policy: _____

Group: _____ Contract: _____

I further authorize the person who presents the minor to sign the Acknowledgment of Receipt of Notice Privacy Rights that may be presented by the physician or health care facility.

This authorization is completed and signed of my own free will with the sole purpose of authorizing medical treatment deemed necessary and appropriate by the treating physician.

Date: _____ Signed: _____
(Parent or Guardian)



**DIOCESE OF GAYLORD
VOLUNTEER/EMPLOYEE DRIVER INFORMATION SHEET**

I. Driver:
 Name: _____ Date of Birth: _____
 Address: _____ City: _____

II. Vehicle that will be used:
 Name of Owner: _____ Year and Make: _____
 Address of Owner: _____ Model: _____
 _____ License Plate: _____
 Registration Expires: _____ Inspection Expires: _____

If more than one vehicle is to be used requested information must be provided for each vehicle.

III. Insurance Information: The insurance coverage for a privately owned vehicle is the limit of the insurance policy covering that specific vehicle.

Insurance Company: _____

Policy Number: _____

Expiration Date: _____

Liability Limits of Policy*: _____

***Please Note:** The minimal, acceptable liability limit for privately owned vehicles is \$500,000 CSL (Combined Single Limit). Due to some insurers limitations, limits of \$250,000 per person/\$500,000 per occurrence are acceptable.

IV. Certification:
 I certify that the information given on this form is true and correct to the best of my knowledge. I understand that as a volunteer/employee driver, I hold a valid driver's license and have the required insurance coverage in effect on any vehicle used to transport students, co-employees, service recipients and/or act on behalf of the church or related entities.

 (Signature)

 (Date)

V. Recommendation:
 Only experienced drivers, i.e. 21 or over, should transport students.

8/2003

**ATHLETIC TRANSPORTATION POLICY**

Bus transportation to and from the athletic event is preferred, especially for larger athletic teams (such as football or baseball/softball teams). However, private vehicles can be utilized to transport students to or from athletic contests, but the following must be verified by the driver (see Volunteer Drive Information Sheet attached).

1. The driver must be 21 years of age or older.
2. The driver must have a valid, non-probationary driver's license and no physical disability that may impair the ability to drive safely.
3. The vehicle must have a valid registration.
4. If a bus is used, the vehicle must have a valid state inspection sticker.
5. The minimal, acceptable liability limit for privately owned vehicles is \$500,000 CSL (Combined Single Limited). Due to some insurer limitations, limits of \$250,000 per person/\$500,000 per occurrence are acceptable.

A signed, Volunteer Driver Information Sheet must be submitted to the Coach/Principal for each vehicle used.

Following the athletic competition in which the student/athlete has competed, the student may, in the discretion of the parent, be released to return home in a private passenger vehicle of a parent/guardian or an adult driver 21 years of age or older. The following conditions apply:

1. The parent/guardian must notify the athletic coach in writing that they are taking the student/athlete with them.
2. If the parent/guardian wishes to have another adult parent or driver 21 years of age or older take their student/athlete home in a private passenger vehicle from the athletic event, the parent/guardian must notify the athletic coach in writing prior to the student/athlete's release.

Policy Adopted: August, 2008

**CHILD ABUSE OR NEGLECT (ACTUAL OR SUSPECTED)****STATE OF MICHIGAN LAW - PUBLIC ACT NO. 238**

It is legally required that cases of actual or suspected child abuse or neglect be filed immediately in accordance with the State of Michigan Child Protection Law (Public Act 238) by school administrators, teachers, counselors, nurses, physicians, coroners, medical examiners, law enforcement officers or any duly regulated child care provider.

A person required to report an instance of suspected child abuse or neglect who fails to do so is civilly liable for the damages proximately caused by the failure. (Sec.13.(1))

A person required to report an instance of suspected child abuse or neglect who knowingly fails to do so is guilty of a misdemeanor. (Sec.13.(2))

Reports shall be made immediately to the local Family Independence Agency if reasonable cause exists to suspect child abuse or neglect. A report made by telephone shall be followed by a written report within seventy-two (72) hours by the person making the oral report.

Any citizen should recognize a moral responsibility to seek adequate child protection, if child abuse or neglect is suspected, by contacting the Family Independence Agency. However, private citizens are not legally liable if they do not report. Michigan Compiled Laws (1982) Child Protection Law Act 238 (1975) 722.621 (p.556).

A person acting in good faith who makes a report or assists in any other requirement of this act shall be immune from civil or criminal liability which might otherwise be incurred thereby. (Sec. 5)

The identity of a reporting person shall be confidential subject to disclosure only with the consent of that person or judicial process. (Sec. 5)

Form F.A.-3200 (Rev. 4-96) shall be used for filing the written report. A sample of this form follows, please contact the local Family Independence Agency Office for copies of the actual form which is to be kept on file in the school office.

Policy Adopted: August, 1988

Policy Reviewed: August, 1999

WELFARE, HEALTH, AND SAFETY PRECAUTIONS

Any serious illness or accident is to be brought to the attention of the principal as quickly as possible. A parent/guardian or emergency contact person of the injured student is to be contacted as soon as possible.

A seriously injured student is to be moved only by trained personnel.

The school must be concerned with the health and safety of all students. Anything that could be considered a health or safety hazard in the school building or on the school grounds must be eliminated.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

EMERGENCY INFORMATION

Emergency procedure information for each student must always be available for quick reference.

Either a card on each student or the student data form must be readily available to the principal and teachers.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995



REPORTING SCHOOL RELATED ACCIDENTS

The Student Accident Report should be used to record all injuries occurring during the school day on school premises, or during school-sponsored activities. Three copies of the completed reports are to be made:

- one is sent to Gallagher Bassett Insurance Services;
- one is sent to the Secretariat for Education and Formation;
- one is kept in the file of the local school office.

All injuries of a serious nature are to be reported to the Secretariat for Education and Formation as soon as possible or at least twenty-four (24) hours from the time the injury occurred.

Policy Adopted: August, 1988

Policy Revised: July, 1995



4330-School-Form 19

STUDENT ACCIDENT REPORT

SCHOOL _____ MCC UNIT NO. _____ PHONE: (____)_____-_____
ADDRESS: _____ CITY: _____ ZIP: _____

NAME OF INJURED STUDENT: _____ DATE OF BIRTH: _____ GRADE: _____
PARENT'S NAME: _____ PHONE: (____)_____-_____
PARENT'S ADDRESS: _____
(NUMBER & STREET) (CITY) (ZIP)

DATE OF ACCIDENT: _____ TIME: _____ AM _____ PM _____

SPECIFIC LOCATION OF ACCIDENT: _____

PERSON SUPERVISING: _____ TITLE: _____

DESCRIBE HOW ACCIDENT OCCURRED: _____

DESCRIBE ACCIDENT LOCATION, SURFACE AND CONDITION: _____

DESCRIBE INJURY, EXTENT, AND PART OF BODY: _____

NAME OF PERSON PROVIDING FIRST AID: _____

DESCRIBE FIRST AID ADMINISTERED: _____

WERE PARENTS NOTIFIED? YES ___ NO ___ HOW? _____

BY WHOM? _____ AT WHAT TIME? _____

LIST WITNESSES, ADDRESSES, AND PHONE NUMBERS:

PERSON MAKING REPORT: _____ PHONE (____)_____-_____
TITLE: _____ DATE OF REPORT: _____

ALL ACCIDENTS SHOULD BE REPORTED TO THE PRINCIPAL'S OFFICE ON THIS FORM ON THE DAY THEY OCCUR.

STUDENT ACCIDENT SUPPLEMENTAL INSURANCE IS PROVIDED BY A SEPARATE PROGRAM THROUGH MICHIGAN CATHOLIC CONFERENCE. HOWEVER, TO PROTECT THE DIOCESE FROM POTENTIAL LIABILITY, THIS REPORT MUST BE COMPLETED FOR ALL INJURIES OTHER THAN MINOR CUTS AND BRUISES..

PLEASE REPORT ALL INJURIES IMMEDIATELY TO GALLAGHER BASSETT SERVICES, INC.:

**2601 CAMBRIDGE COURT SUITE 435
AUBURN HILLS, MI 48326
(248) 452-6050 FAX (248) 475-0228**

CATHOLIC SCHOOL POLICY HANDBOOK – SECTION 4000 - STUDENTS

MEDICAL PROBLEMS

It is the responsibility of the parents/guardian to inform the principal and appropriate teacher(s) if a student is subject to chronic medical problems that may need attention while in school.

The teacher(s) should be briefed on the care of such student(s) in the event of an attack or seizure.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

HEALTH EXAMINATION/IMMUNIZATIONS

A parent or guardian must have the child immunized and present a verified certificate of immunization before a child may enter school in this state.

A principal shall not permit a child to enter or attend school unless a certificate indicating that a minimum of 1 dose of an immunizing agent against each of the diseases specified by the local health department has been received and certified by a health professional or the local health department. In the case of a child with the minimum dosage, an updated certificate of immunization must be submitted within 4 months after initial attendance showing that the immunizations have been completed.

Exemptions:

- A child is exempt from this requirement as to specific immunization for a period of time if a physician certifies that a specific immunization is or may be detrimental to the child's health or is not appropriate.
- A child is exempt from this requirement if a parent or guardian presents a written statement to the administrator that the requirement cannot be met because of religious convictions or other objections to immunization, and the school believes that admittance of the child will not create a serious health risk to the student body.

Policy Adopted: August, 1988

Policy Revised: August, 2008

ADMINISTERING MEDICATIONS FOR PUPILS AT SCHOOL

All schools are to follow the model Policies and Guidelines for Administering Medications to Pupils at School issued by the Department of Education.

Generally those policies include the following requirements:

1. The pupil's parent/guardian must give the school written permission and request to administer medication(s) to the pupil.
2. Written instructions from a physician, which include the name of the pupil, name of the medication, dosage of the medication, route of administration and time the medication is to be administered to the pupil shall accompany the request and be kept on record by the school.
3. A pupil whose parent/guardian and physician provide written permission will be able to self-administer and self-possess his/her own medications.
4. Medications other than those self-possessed by the pupil shall be stored in a school location that is kept locked.
5. A log of medication administration shall be kept in a school office and filed in a pupil's permanent record at the end of each school year and discarded one year after the pupil's graduation from high school.
6. All individuals designated to administer medication shall receive in-service training on district policies and procedures related to this responsibility. School staff should be trained by a licensed registered professional nurse, physician or physician assistant who has knowledge of local school medication policies and procedures.
7. A copy of the Model Policies and Guidelines for Administering Medications to Pupils at School shall be provided to all school staff and individuals designated to administer medications, and upon request, to a pupil's parent/guardian.

Policy Adopted: March, 2001

Policy Reviewed: August, 2008



MEDICATION/TREATMENT AUTHORIZATION FORM

Name of Student _____ Birth Date _____

School _____ Grade _____

SECTION I

To be completed by the physician or licensed health care provider on all medications
(REQUIRED)

Diagnosis / Purpose of medication / treatment (optional) _____

Name of medication / treatment _____

Dosage _____ Frequency _____ Time _____ Route _____

Start date _____ Stop date _____ Indefinite _____

Instructions, adverse reactions, storage requirements, etc. _____

Physician's signature _____ Date _____

Physician's Name (print) _____

Physician's Address _____

SECTION II

To be completed by Parent/Guardian (REQUIRED)

Medications and treatment supplies will be brought to school by the parent/guardian unless other safe arrangements are necessary and possible. All medication should be kept in a labeled container as prepared by a pharmacy, physician or pharmaceutical company and labeled with the student's name, route, dosage and frequency. The prescription renewal and medication/treatment supply shall be the responsibility of the parent/guardian.

The student is responsible for presenting himself/herself on time and for taking the medication as prescribed. The undersigned parent/guardian shall notify the school district in writing in the event the prescription shall be discontinued.

I request that the medication/treatment be administered in conformance with the physician/licensed health care provider directions and according to the School District's policy. I give permission for the physician/healthcare provider/staff and school district staff to share information needed to assist my child with medication needs.

Parent/Guardian Signature _____ Date _____

INSURANCE (STUDENT COVERAGE)

A group plan for student accident insurance is made available by the Diocese, through the Michigan Catholic Conference, for all students enrolled in a Catholic School. The plan is in effect from August 1 to July 31.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August 2008

PREGNANT STUDENTS

In this delicate area, it is of paramount importance that the principals have a predetermined guide for discretionary action. The controlling moral issue is the sanctity of human life.

The concerns of those dealing with the issue shall be the physical, emotional and spiritual welfare of the girl and her unborn child, and the families involved. Proper spiritual guidance and counseling, as well as medical contacts, should be facilitated.

Policy Adopted: August, 1988

Policy Revised: August, 2008

STUDENT ATTIRE

Catholic schools in particular must be concerned about the educational environment. In the matter of dress, the community, custom, and the economic conditions should be considered.

The principal, through the school handbook or other written communication, informs all parents/guardian and students about acceptable standards of attire.

Policy Adopted: August, 1988

Policy Reviewed: August, 1999



STUDENT EVALUATION - GRADING

Grading, as a means of reporting student progress, must be based on specific data gained from a variety of evaluative techniques, such as: direct observation, pre- and post-tests, daily performance, student's self-evaluations, interviews and other methods.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

PARENT-TEACHER AND/OR PARENT-TEACHER-STUDENT CONFERENCES

A conference with parents/guardian of each student is to be held at least once a year for the purpose of discussing constructively the student's rate of progress in school and other matters of mutual concern.

Parent-teacher conferences are not considered part of an official school day.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

ACCELERATION

Acceleration may be granted in exceptional cases upon the recommendation of the teacher, approval of the principal, and with the written approval of the parents/guardian.

The student's social and emotional maturity should be seriously evaluated whenever special promotion is considered.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

**RETENTION**

Every effort should be made to meet the individualized needs of students, utilizing special services as needed. Ordinarily, students who have completed a grade to the best of their ability should be promoted to the next grade.

Exceptions may be made in particular cases when in the judgment of the teacher(s), principal, and parents/guardian, the retention seems to be in the best educational interests of the student. Prolonged absences alone is not sufficient reason for retention.

The student's parents/guardian should be informed about the possibility of retention as early as possible, but not later than at the beginning of the second semester.

If the recommendation for retention is rejected by the parents/guardian, a notation should be made on the student's cumulative record for future reference.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

CATHOLIC SCHOOL POLICY HANDBOOK

SECTION 5000

CURRICULUM/INSTRUCTION

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CURRICULUM

The school curriculum encompasses all the learning experiences -- cognitive, psychomotor, and affective -- that are planned and directed by the school.

The curriculum develops the student's responsibility to God, self, home, church, community, world and other persons.

The curriculum shall be broad in scope and shall provide for a wide range in rate and readiness and potential for learning.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

REGULATION

CURRICULUM/INSTRUCTION

R-5010-School



CURRICULUM GUIDELINES

The curriculum shall reflect the stated Catholic philosophy and goals of the school.

The organization and functioning of various facets of the curriculum shall be consistent with the stated objectives of the school.

The curriculum shall reflect the fundamental principles of student growth and development and the specific theories accepted at the school. It shall recognize and make provisions for the spiritual, physical, emotional, mental and social individualities among students.

The curriculum shall address the needs of the community.

The curriculum shall relate to the life experiences and environment of the student.

The curriculum shall utilize the resources of the community in which the school is located.

The curriculum shall address the need of the student to function effectively within a social context.

The curriculum shall be developed by the professional staff, with the appropriate involvement of the community and students.

Inter-disciplinary approaches to teaching merits consideration at all curriculum levels.

GOALS OF TESTING PROGRAMS

The Secretariat for Education and Formation shall set up a system-wide testing program which aims to:

1. Assess and diagnose strengths and weaknesses of the total instructional program in the Catholic schools within the Diocese.
2. Obtain reliable information about the pattern of growth for individual pupils.
3. Aid the teachers in diagnosing, prescribing, and improving instruction.

In the fall of 2004, the Diocese adopted the Measures of Academic Progress test (MAP), produced by the Northwest Evaluation Association. This assessment instrument provides schools with data to:

- Identify student instruction levels
- To measure growth over time for students and for school programs.

Policy Adopted: August, 1988

Policy Revised: August, 2008

**SHARED TIME CLASSES**

A non-public pupil who attends a private or parochial school may be enrolled on a part-time basis in grades 1-12 in nonessential courses provided by a public school, subject to district's enrollment policy. Examples of nonessential elective course include band, art, computers, life skills, career and technical education, vocational education, physical education, driver's education, and advance placement level courses.

Public school districts may now provide shared time courses to parochial school students on parochial premises using public school employees. These courses would be non-essential elective courses listed above and non-offered languages.

Courses that are considered essential to a pupil's curriculum, and thus not eligible, are mathematics, reading, English, social studies, science, writing, civics and history etc.

Non-public schools should contact the public school district or local public school to inquire or arrange for shared time programs.

Policy Adopted: August, 2008



EXPERIMENTAL/INNOVATIVE PROGRAMS

All experimental/innovative instructional programs are initiated with the approval of the school principal and the knowledge of the Secretariat for Education and Formation. These programs include all pilot programs in subject fields, as well as total or significant redesign of any instructional program.

The contact with the Secretariat for Education and Formation can have a twofold effect:

1. Information about an experimental/innovative program at one school can be shared easily with another school which is similar.
2. If the program is new and proves effective, the Secretariat can provide assistance with dissemination to all the schools.

Experimental/innovative instructional programs must adhere to the following guidelines:

1. The school principal must approve all experimental/innovative programs and notify the Secretariat for Education and Formation of these programs.
2. The innovative program shall be developed fully.
3. The purposes and objectives for the program shall be stated explicitly.
4. The program shall hold promise of providing more effective education for the students in this particular school.
5. An evaluation process shall be built into the program from the outset.

Policy Adopted: August, 1988

Policy Revised: August, 2008

TEXTBOOK SELECTION

The selection of textbooks is the responsibility of each school in consultation with the Office of Catholic Schools.

The following should be used as guidelines for selection:

1. Available research.
2. Recommendations of the Office of Catholic Schools.
3. Compatibility with Diocesan curriculum.
4. Committees that transition parochial lower elementary students to public secondary school.

Policy Adopted: August, 1988

Policy Revised: August, 2008

ELEMENTARY SCHOOL SUBJECT AREAS

The required curriculum areas for the elementary schools are:

Religion

Mathematics

Social Studies

Language Arts

Science

Family Life Education

Health Education

Physical Education

Computer/Technology Education

Fine Arts (music and art)

The curriculum should be broad enough to encourage improvement and flexible enough to facilitate change.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008

HIGH SCHOOL SUBJECT AREAS

HIGH SCHOOL SUBJECT AREAS/GRADUATION REQUIREMENTS

The required curriculum areas for the high schools are:

Religion	4 credits
Mathematics	4 credits
Social Studies	3 credits
English Language Arts	4 credits
Science	3 credits
World Language	2 credits in grades 9-12; OR an equivalent learning experience in grades K-12; Effective beginning with students entering 3 rd grade in 2011 (Class of 2016)
Physical Education/Health	1 credit; Additional courses could include, but are not limited to, Family Life Education, etc.
On-Line Learning Experience; Course, Learning or Integrated Learning Experience	
Visual, Performing & Applied Arts - 1 Credit	

The curriculum should be broad enough to encourage improvement and flexible enough to facilitate change.

Michigan Merit Curriculum
High School Graduation Requirements
Effective Beginning with Students
Entering 8th Grade in 2006 (Class 2011)

Policy Adopted: August, 2006



RELIGION

Catholic Schools exists to proclaim the lordship of Jesus Christ. They must above all bring students to salvation through a Gospel and Sacrament centered life. The story of salvation history, as told through the Old and New Testament, is to be studied and reflected upon. The "Catechism of the Catholic Church" is to be the reference point in the study of the Sacramental Life of the Church, and is to be taught in a way that the connection between knowledge and life experience is comprehended. The study of the moral life, emphasis on peace and justice, experiences in various forms of prayer are to be major components of the Religion curriculum.

Therefore, the **goals** for the students become:

A student who is knowledgeable about the story of salvation history as told through the Old and New Testament.

A student who understands the development and meaning of the seven sacraments and their relationship to daily living, and the importance of prayer.

A student who is able to exhibit in one's daily life experiences and relationships the aspects of Catholic morality, social justice and pursuit of peace.

A student who is enthusiastic in their faith that, in living their faith in Jesus, they freely share it with others.

A student who becomes, through one's life, words and actions, an evangelizing person.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August 2008

MATHEMATICS

The dictionary defines mathematics as: "the science of numbers and their operations, interrelations, combinations, generalization, and abstractions: the science of configurations and their structure, measurement, transformations, and generalization."

Yet life defines mathematics as:

- a tool necessary for modern day-to-day living;
- a language with its own structure and vocabulary that communicates precision and logic internationally and across subject areas;
- an art containing form, pattern, rhythm and beautiful design;
- a process of thinking deductively and inductively; and
- a means to visualize the values of balance, order, harmony, equivalency, and to integrate those insights into life situations, relationships and events.

Therefore, the **goals** for the students become:

A student who is mathematically literate with prompt recall of basic knowledge and skills.

A student who is mathematically confident and competent in understanding concepts, inferring relationships, and solving multi-dimensional problems.

A student who is mathematically astute in creative problem solving, genuinely fascinated by the logic, order, and beauty of the subject, and stimulated to discover and investigate new possibilities.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

SOCIAL STUDIES

In the beginning God began creating a world. God peopled it with individuals alike but different. These people grouped together within various settings of time and place. They built on past traditions in order to improve present situations. Their story and structures provided resources and direction, enhancement and continuity of life to future generations living in the global community. People within cities, nations, international organizations, when freed of oppression, learned to solve problems, resolve conflicts, and live harmoniously. A price was paid for peace; sometimes through drastic change, at other times through violent reactions. Civilization rose and fell, God's providence and purpose survived. With expanding populations, boundaries, and ideas the world has shrunk to greater interdependence and interrelatedness. The story of God's people continues to unfold. The present generation becomes author, co-creator, and responsible or irresponsible decision makers for the future.

Therefore, the **goals** for the students become:

A student who joyfully and realistically accepts and expresses who he/she is as a free, unique, evolving human being capable of doing good and evil; and created by God to share His life, now and forever.

A student who differentiates and appreciates within individual persons and groups diverse lifestyles, physical differences, and varying beliefs, backgrounds and values.

A student who upholds human rights for all; who understands the need to share resources personally, and on a global scale, and who is actively concerned for the oppressed, the isolated, the deprived, and the weak in all levels of the community.

A student who can recognize the need for structure, order, and authority in human organizations; who recognizes and upholds the democratic stance of representative rule of the people and so becomes an informed, responsible participant in the decision-making processes.

A student who appreciates the strengths and weaknesses of the people of past generations who gave lives, shared ideas, spoke a prophetic truth, and thus build the earth for us to take into the next millennium.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995



LANGUAGE ARTS

God has revealed Himself to us in many ways: in nature, in Jesus, in the Scriptures, through each other, the Church, and in the signs of the times. God Self-communicates. The Word was made flesh. Humans are made in God's image. We self-communicate. We learn the mystery of ourselves, others, our world, and our God through communication, through using our senses, through reflection, through expression.

We listen within ourselves. We listen to, hear from, read about others and our world. Whatever the medium, life is revealed, a message is given. The awesomeness of human contact is achieved when the message is received, and a meaning is shared. When that meaning, correct or incorrect, registers in human consciousness, comprehension must be validated, critically analyzed, and then expanded further to enrich, question, challenge, entertain, teach.

Language Arts is the tool for human communication. It provides the structure, vocabulary, form, media, opportunity for persons of all ages, from all places, to process information and share insights across boundaries of space and time. God continues to use the human family to reveal Himself.

Therefore, the **goals** for the students become:

A student who communicates thoughts and feelings both in written and spoken word with clarity, confidence, and correctness.

A student who comprehends well, infers rightly, and analyzes critically, what is said and read in a spirit which recognizes truth, appreciates beauty, respects originality and enjoys the pleasure and knowledge of humor and pathos transmitted through words.

A student who creatively expresses oneself in dialogue and composition; who is effective in and receptive to communicating through various media the concerns and events of all earth's people; who appreciates and respects the "word" as self-revelation as well as an instrument of God's continued self-communication of Himself in others.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

SCIENCE

In the beginning God began the slow process of creating our earth within the vastness of the universe. God structured matter to support life. Life continues to evolve through periods of time in which form, structure and capabilities of God's creation change and grow more beautiful, accessible, and conscious. Populations of living things form ecosystems balanced by nature to provide the necessities. Scarcity forces adaptations, imbalance causes destruction. Diversified creatures with varied life cycles share and support the same environment. The world becomes community. At the pinnacle of life stands the human person. Human beings become co-creators of the earth's future. Earth's balance is now enhanced or destroyed by use. Future life will be determined by our decisions.

Therefore, the **goals** for the students become:

A student who probes with curiosity, analyzes scientifically, and hypothesizes theory about the form, rhythm, balance, order and form found similarly in the micro- and macrocosm of the earth and earth's living creatures.

A student who perceives oneself, the group to which one belongs, and the whole earth family as part of one ecosystem; consciously aware of the effect personal and societal decisions have on the balance and harmonious functioning of that ecosystem; and committed to be informed and act responsibly regarding the problems and issues of the day which destroy life and destruct earth and its resources.

A person who respects all forms of life; grateful for the variety of forms; the enhancement that color, light, heat and sound bring to this earth; fascinated by attraction, force and motion; mesmerized by ocean depths and mountain heights; and over-awed by God's availability and Self-revelation in His world.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

FOREIGN LANGUAGE

God has created in the human family a mosaic of languages. Languages which unite a certain group of people, not only with a particular grammar, a variety of sounds and a certain word and sentence structure, but also which captures a unique worldview, culture and sense of self.

The study of foreign languages provides the student with the opportunity to enter into this worldview, become familiar with the culture, and opens him/her to a more encompassing sense of self. It enables the student to value the differences in others, while it also reaffirms the commonality we all share as members of the human family.

Therefore, the **goals** for the students become:

A student who comprehends the structure, vocabulary, syntax of a foreign language, who is able to communicate with others in both written and spoken word with clarity, confidence, and correctness.

A student who appreciates the beauty of the foreign language, who learns about the culture it captures and the people it represents, and respects that culture and the people who speak the language.

A student who creatively expresses oneself in dialogue and composition, who analyzes the variety of meanings and nuances in words, and can correctly translate not only words but also these meanings and nuances in written or spoken word.

Policy Adopted: July, 1995

FAMILY LIFE EDUCATION

The purpose of Family Life Education is to inculcate Catholic values, virtues and attitudes which relate to the current family life of the student and form a remote vocational (marriage, ministerial, or single life) preparation.

Instruction on matters relating to family living is to be included in both the elementary and high school curriculums. This instruction is to be introduced when appropriate to the subject matter and in a manner suited to the understanding of the students. It is particularly appropriate for integration into the religion, literature, social studies, health and science courses, but is suited for inclusion in other areas of the curriculum as well.

Therefore, the **goals** for the students become:

A student who understands the purpose and importance of family life as participating in the universal plan of God.

A student who forms and maintains relationship built on Catholic values and virtues.

A student who is able to exhibit Catholic values of family living in their daily living within the context of their home, school community, and local community.

Policy Adopted: July, 1995

HEALTH EDUCATION

The body is the dwelling place of the Holy Spirit. As Catholics we are to reverence and respect our body and that of our neighbor. One expresses this reverence and respect by taking a holistic approach to health education - physical, spiritual, emotional, and psychological. Health education will provide the student with the knowledge and perspective in how taking care of one's body is cooperating in the creative work of God.

Therefore, the **goals** for the students become:

A student who reverences his/her body as gift and enclosure for God's own spirit.

A students who understands the complexity and intricacy of body systems, the need for holistic balance, and good health habits.

A student who avoids any bodily abuse through misuse of drugs, alcohol and premature sexual activity.

A students who respects the integrity and sacredness of others.

All schools are required to utilize the “Circle of Grace” program for safe environment training for students in grades K-12 in the Diocese of Gaylord.

Policy Adopted: July, 1995

PHYSICAL EDUCATION

Physical education completes a holistic approach to the development of the human person. Our body is one with our mind and soul. It is through the body that we express ourselves. It is the finest tool we have to learn of life. Each person needs to give time and priority to his/her own body needs, to exercise, to become limber and flexible.

Students need to learn and experience within themselves and through their body balance, rhythm, and coordination. Experiencing these values within themselves and with each other, will lead to transference of the same values within the human community.

Motor development is a prerequisite for learning. Exercise stretches the body so we can expand our minds. Sport skills build community, a sense of cooperation and unity of goal. Physical education has the opportunity to assist in clarifying values of cooperation/competition, ability/disability, order/chaos, personal rights, peaceful resolution to conflict, etc.

Therefore, the **goals** for the students become:

A student able to bend, stretch, balance, run and jump; who participates actively, joyfully, and cooperatively in sports, rhythmic games, calisthenics and folk dances.

A student who understands the need to exercise, the rules of fair play, and the principles of handling a ball and coordinating his/her own movements with control and dignity.

A student in harmony with his/her own body, graceful in motion, expressive in movement and gesture, and knowledgeable about the various game rules, plays and procedures; a person who values the gift of one's own body, the priority of team spirit, and the assistance one can give to another less able, strong and confident.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

COMPUTER/TECHNOLOGY EDUCATION

Learning is a life long process. Equipping students to learn is teaching them to use resources. We teach student to use the resources of their own mind as well as those resources which have become our heritage as the human family: print, television, video, computers and other technology. As we enter the third millennium, it is extremely important that we teach students how to gather necessary information that is relevant to the purpose, to store those findings for future needs, or to express them for presentation to others. Human memory cannot possibly retain all the pertinent facts needed to live a life that is fruitful, efficient, effective and compassionate. Technology has that retaining ability. We must teach students the process to gather needed data, to organize it into a useful format or graphic and then to apply that information to problem solving, decision making, and value clarification. We must teach them these skills for their own good, the good of others, and to further enhance life for all on this planet.

Therefore, the **goals** for the students become:

A student who uses effectively the resources available to him/her to gather information, to answer questions, solve problems or just to satisfy curiosity and the joy of learning more.

A student who gathers and shares information gleaned from various sources; who integrates data researched into one whole original presentation to compare or contract, to associate cause with effect, to order chronologically and sequentially, or to whet the appetite of others to learn more.

A student equipped for the 21st century with confidence and competence to approach, use, and efficiently produce learning outcomes through the use of technology; who understands the what, why and how of video, computer, television and audio-visual resources; a student who uses word processing, data bases, film production, and the logical steps of programming.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

INTERNET AND RELATED TECHNOLOGIES

The Diocese of Gaylord strongly promotes the use of electronic technologies in the educational process. The Diocese also encourages all schools to provide access to information resources in a variety of formats. Together these allow students and staff to access current and relevant resources provide opportunities to communicate in a technologically rich environment, and become responsible, self-directed life long learners.

The use of technology with the schools of the Diocese of Gaylord is a privilege extended to students and faculty members to enhance learning and exchange information. When using technology, the user must realize that he/she represents the Catholic community, and therefore must uphold Christian, ethical and legal requirements. All users should abide by school Acceptable Use Policies. Access privileges may be revoked for inappropriate use, and school disciplinary action may take place and/or appropriate legal action for violations that may constitute a criminal offense.

Policy Adopted: February, 2000

Policy Revised: August, 2008



INTERNET AND RELATED TECHNOLOGIES

A. Introduction and Code of Ethics:

The Diocese of Gaylord encourages and strongly promotes the use of electronic technologies in educational endeavors. The Diocese and Catholic schools provide access to information resources available in a variety of formats. Together these allow learners to access current and relevant resources, provide an opportunity to communicate in a technologically rich environment, and assist them in becoming responsible, self-directed life-long learners.

The use of technology in the Catholic schools in the Diocese of Gaylord is a privilege extended to students, faculty, and community members to enhance learning and exchange information. When using the Catholic school's technology, the user must realize that he/she is representing the Catholic community and must therefore uphold Christian, ethical, and legal requirements. All users must read, understand, sign, and abide by the Catholic school's "Electronic Information Access and Use Policy." Access privileges may be revoked, parish or school disciplinary action may be taken, and/or appropriate legal action taken for any violations that are unethical. Violations may also constitute a criminal offense.

B. Terms, Conditions, and Regulations:

Individual schools with the Diocese of Gaylord must create an "Electronic Information Access and Use Policy" which should reflect the following conditions:

1. Acceptable Use:

The use of computer/Internet/and related technologies must be in support of education, research, and be consistent with the educational objectives of the Diocese of Gaylord. Use of other organizations' networks or computing resources must comply with the rules appropriate for these networks. Users of electronic related technologies must uphold the general rules of conduct consistent with Catholic school philosophy in the Diocese of Gaylord.

2. Unacceptable Use:

It is important that users of electronic technologies in our Catholic schools represent our initiatives in the utmost fashion with ethical, Christian responsibility. The intention of this regulation precludes, but is not limited to, the following unacceptable uses.

- a. May not damage or mistreat equipment or facilities under any circumstances.
- b. May not intentionally waste computer resources.
- c. May not transmit any material in violation of any United States or State of Michigan regulation.
- d. May not employ the network for personal financial gain or commercial purposes.
- e. May not violate regulations prescribed by the network provider.
- f. May not engage in practices that threaten the integrity of the network (e.g., knowingly downloading files that contain a virus).
- g. May not engage in personal business that is unrelated to the mission of the organization or the performance of their job.

- h. May not write, use, send, download, or display obscene, threatening, harassing, or otherwise offensive messages or pictures, including pornography.
- I. May not use the equipment or network for any illegal activities, including the violation of copyright laws and software piracy.
- j. May not load or copy any software or other programs to or from organizational equipment unless permission is explicitly granted by an authorized party (e.g., the network administrator or technology committee).
- k. May not use anyone else's password, nor may they share their password with others. However a confidential master list of passwords should be on file with the school's computer coordinator.
- l. May not trespass into anyone else's folders, documents, or files.
- m. May not disclose anyone else's personal information (e.g., address, phone number, or confidential information), including and especially that belonging to students, community members and families, or fellow employees.
- n. May not use for unauthorized game playing, unauthorized "chat" or chain letters.
- o. May not use for acts of vandalism against persons or resources including the uploading of viruses.
- p. May not use another person's computer file, access accounts, and/or files with proper authorization.

3. Privileges:

The use of Internet and related technologies is a privilege, not a right, and inappropriate use may result in cancellation of those privileges.

C. Administration Professional Code of Ethics Copyright:

It is the policy of the Diocese of Gaylord that all employees, volunteers, and students will abide by federal copyright laws. Employees, volunteers, and students may copy print or nonprint material allowed by:

1. Copyright law
2. Fair use guidelines
3. Specific license or contractual agreements
4. Other types of permission

D. Directives for Schools and Parish Educational Programs

1. School and parish educational programs must include a clear statement in the faculty and parent/student handbook that defines appropriate use of educational technologies and the consequences of misuse.
2. Student use of technologies must include instruction on appropriate use and be supervised by a responsible adult.
3. Students and parents must understand and sign an annual **Acceptable Use Agreement** for computer/Internet and related technologies and these be kept on file.
4. A disclaimer statement must be part of the **Acceptable Use Agreement**.
5. Schools and parish educational programs are encouraged to appoint a coordinator who would be responsible for enforcing policies regarding educational technologies.

- Schools and parish educational programs must have content filtering software to prevent abuse on the Internet.

CURRICULUM/INSTRUCTION

SAMPLE ELECTRONIC INFORMATION ACCESS AND USE CONTRACT FOR STUDENTS

The Diocese of Gaylord encourages and strongly promotes the use of technology in the Catholic schools and Parish Educational Programs of the Diocese. To ensure that students can make full use of the technologies available, all use of technology must have proper authorization and follow the Diocese’s and school’s terms, conditions, and regulations for the use of Internet and other technologies. These procedures apply to all computers/technologies whether located at school, parish center, or office.

- I will follow the Diocese of Gaylord and the school’s and parish’s code of ethics for Internet and technologies. (Diocesan Policy 5132 and Administrative Regulations 5132.1).
- I will use only authorized electronic media. I will not use electronic media from outside the school or parish until it has been virus checked by the school and authorized for use in the school or parish.
- I will not use another’s computer or electronic media without permission. I will not use another’s password or identity code.
- I will respect my safety and that of others. I will not reveal my personal address or phone number through the use of technology. I will not allow another person to reveal my personal address or phone number through the use of technology. I will not reveal the name, address, or phone number of others through the use of technology. I will not transmit or use photographs of others without proper authorization.
- I will respect the laws of the United States, its individual states, and foreign countries in regard to copyrighted material, threatening, violent, or harassing material, obscene material, and material protected by trade secret.
- I will not submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal materials , nor encourage the use of any controlled substance.
- I will use technology in a way which preserves it and which is an acceptable use of it. I will not vandalize the school’s or parish’s or anyone’s data, software, hardware, or technological equipment.
- I will attend and participate in one training session on acceptable use of the Internet and local area networks before I am granted the privilege of use.

Access and use of the Internet, local area networks, computers, and other technologies are a privilege for the user. I have read and understand the contract for use of this privilege. I accept the terms, conditions, and regulations of this contract.

Student User Signature _____
Date

Parent/Guardian Signature (**I have read and support this student contract**) _____
Date

School or Parish Designee _____
Date



FINE ARTS

In the beginning God began the work of creation. God made a world and gave it form. Into this world God put color, texture, line, and design. Then God created the human who could perceive God's masterpiece in nature, person and imagination. God instilled into the human the self-same urge to create, to transmit, to interpret, for eyes, ears, limbs and feelings, intuitions, insights and grandeur that outer senses mirrored in a human mind. Listening, watching, studying lifted spirits to the heights. But dancing, painting, writing, composing touched one's depths. With each production from the human mind, the Creative Spirit continues to unfold its truth, beauty, and harmony. Whether it be in literature or art, music or dance, our lives on this planet are enriched.

Therefore, the **goals** for the students become:

A student who understands and recognizes the principles of balance and repetition, contrast and harmony, as observed in nature and critiques artistically in human productions.

A student trained to observe and listen, who appreciates and interprets the symbolic communication of note, color, design, gesture, metaphor and analogy.

A student who takes joy and is willing to risk expressing personal ideas and feelings in various forms of media; drawing, painting, singing, dancing, writing.

A student who appreciates and discerns the artist's message, meaning, mood; who is able to critically evaluate compositions with informed thoughtful judgment.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995



PRACTICAL ARTS

God has placed within the human person the capacity to reflect and analyze abstract ideas and concepts, and apply them to the daily experiences of life. The study of the Practical Arts (Business, Industrial or Vocational courses, Homemaking and Agriculture) provide the student with situations and guidance to actualize this capacity.

The study of these courses bring together all the other disciplines and allow these disciplines to be guiding principles for forming the total student. Through the courses known as practical arts, the student becomes aware of the need and importance mathematics, language arts, science and social studies, in the every day life of the human person. Through this study they also come to realize the importance of a variety of professions and come to see what work profession or vocation they are being called to develop.

Therefore, the **goals** for the students become:

A student who is able to recognize and utilize the concepts of mathematics, language arts, science and social students and apply them in concrete life situations, such as business transactions, accounting, and business management.

A student who appreciates the variety of professions, job opportunities and work situations which are vital to bring about a community (local, national or worldwide) where basic needs are met and people can achieve their potential.

A student who is open to discern where their talent and capabilities are, and work to achieve them for the betterment of self and the common good.

Policy Adopted: July, 1995

GOVERNMENT/GRADUATION REQUIREMENT

In all public and non-public schools in this State, regular courses of instruction shall be given to the Constitution of the United States, in the Constitution of Michigan, and in the history and present form of government of the United States, Michigan, and its political subdivisions. Instruction shall begin not later than the opening of the eighth grade, or its equivalent, except in schools maintaining a junior high school, in which case it may begin in the ninth grade.

A high school in this state which offers 12 grades shall require a one-semester course of study of 5 periods per week in civics which shall include the form and functions of the federal, state and local governments and shall stress the rights and responsibilities of citizens. A diploma shall not be issued by a high school to a pupil who has not successfully completed this course. This requirement shall not be applicable as a graduation requirement for a high school pupil who has enlisted or been inducted into military service.

Ref: Michigan Compiled Laws, 1982 (380.1166)

Policy Adopted: August, 1988

Policy Reviewed: July, 1995



SCHOOL ATHLETIC PROGRAM

PHILOSOPHY

The purpose of an athletic program is to complement the home, church and school in the development of the "whole person." Activities of the program are for the benefit of the students, suited to their age and physical growth.

The aim of the program is to:

1. recognize the need of physical fitness for the wholesome growth of the individual,
2. develop a healthy interest in sports by participation, and
3. provide enjoyable recreational activity which develops Christian attitudes of sportsmanship and fair play.

The Diocese of Gaylord recognizes that it is a privilege, not a requirement, to participate in athletics. Students who participate in interscholastic athletics must keep in mind that they are representing not only themselves, but also their school, their community, their church, their parents and their team. Therefore, the responsibility is there to set good examples in behavior in school, in athletics, and in the community.

The administration of the school shall develop, adopt, implement and review on a regular basis, guidelines and regulations governing interscholastic athletics. These regulations shall include care and use of equipment, eligibility, general rules of conduct, disciplinary action, and an athletic code of conduct.

Policy Adopted: August, 1988

Policy Revised: August, 2008



ROLE OF SCHOOL PRINCIPAL IN ATHLETIC PROGRAMS

All programs, including athletic programs, are under the supervision of the principal/designee, who is responsible to see that the programs are organized and integrated into the parish/school program in accordance with proper procedure.


It is important that all those in parish leadership positions recognize that athletic and other co-curricular activities are part of the total program of the school, and are to be encouraged in order to promote the development of the "whole child."

Policy Adopted: August, 1988

Policy Reviewed: July, 1995

REGULATION

CURRICULUM/INSTRUCTION

R-5165.1-School 

PRINCIPAL HAS PRIMARY AND ULTIMATE ACCOUNTABILITY

Although principals are not necessarily expected to be on the practice field, choose officials for a game, or order equipment, they are responsible and accountable for all scheduled activities that are a part of the school's total program. As such, they are the direct Supervisor of the Athletic Director.

THE PRINCIPAL AND THE ATHLETIC DIRECTOR

Athletic directors have, or should have, the total responsibility for coordinating sports programs and supervising their coaching staffs. It is not sufficient for athletic directors merely to order equipment, schedule events, and collect tickets. The director must also monitor teaching techniques, relationship with team, safety precautions, and overall decorum (which includes conduct during a contest.) This supervisory function is quite similar to that which is performed in the classroom.

Although they are not empowered to establish school athletic policies (this rests with the Principal in conjunction with the Pastor), athletic directors should be held accountable for administering the athletic program in a manner that is in keeping with the school's philosophy, goals and objectives. Principals, however, have an obligation to supervise them to make sure their responsibilities are properly carried out. Principals further have the responsibility to hire or terminate coaches as may be recommended by Athletic Directors or search committees. While interference by the principal in athletic programs is not suggested, frequent monitoring is recommended so that the principal may be fully informed and provide assistance when necessary.

SPECTATOR CONDUCT AT ATHLETIC CONTESTS

Obscene cheers, littering of basketball courts, the throwing of objects, and verbal indignities directed toward visiting athletes or officials have no place in athletics. Spectator participation at a school-sponsored event represents another type of learning experience that must be taught by school personnel. Students, visitors and even parents must be made fully aware of what will and will not be tolerated at athletic events.

REGULATION

CURRICULUM/INSTRUCTION

R-5165.2-School 

REGULATIONS FOR ELEMENTARY AND JUNIOR HIGH ATHLETICS

1. All athletic activities must initially be approved by the principal prior to organization and implementation of the program. The principal is responsible for the welfare of the students and all activities conducted in association with the school.
2. All students who desire to compete must be allowed to do so. Practice sessions should involve all students equally. In grade six or lower, all competitors are to be allowed to play

in the contests equal amounts of time as much as possible. Emphasis should be on involvement for all students and not simply "winning the game". In grades seven and eight, all team members must compete in each contest although it may not be for equal amounts of time.

3. **Reasonable limitations** must be placed on practice sessions. Frequency of practice and length of practice sessions must be commensurate with the student's emotional and physical development. Short (less than 1 1/2 hrs) practice sessions, which are well organized, are usually more effective than longer practice sessions.
4. Uniforms should be sufficient only to identify the members for each team. For example, different colored shirts with a printed number sufficiently discriminate between teams for basketball. Uniforms of a more elaborate nature (i.e. trunks and jersey, number sewed on, etc.) are unnecessary.
5. Reasonable publicity in the news media is acceptable. If awards are presented, then it should be done to honor all students for their contributions to the team.
6. The awarding of a trophy for a league championship is to be avoided below grade seven. Satisfaction and pride should be instilled in all team members competing with the feeling that each person has done his/her best. The knowledge of the awarding of a trophy has the tendency to develop an emphasis on winning at the sacrifice of competition for all.
7. In schools of sufficient size, intra-mural activities and competition should be provided rather than inter-school competition. A team(s) from one school against a team(s) from another school is permitted only when there is insufficient enrollment and/or interest to provide an adequate number of teams to compete against each other within one school.



SCHOOL ATHLETIC PROGRAM ELIGIBILITY

Each school shall be responsible for establishing, implementing and enforcing an eligibility code. This code is to be uniform for all sports and auxiliary activities and for all grades/levels. All eligibility codes are to have the qualities of justice and fairness based upon performance in the areas of conduct and effort.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008



CLASS SIZE/PROFESSIONAL STAFF RATIO

Each school shall have a written class size policy describing the ratio of students to teachers and other professional staff members.

The school leadership should rely on the best educational research in determining a maximum class size for each class, which may vary according to grade level. The leadership should also determine the appropriate number of teachers/paraprofessionals assigned to each class.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008



TIME DISTRIBUTION

Catholic schools in the Diocese of Gaylord present a variety of learning models and organizational patterns. Therefore, it is not possible to have a uniform time distribution in our schools. Every school must develop a time schedule compatible with its organizational patterns and local situation.

The time distribution schedule should demonstrate priorities based on the particular educational approach of the school.

Daily schedules and subject time allotments required by the Secretariat for Education and Formation are to be determined at the local level. The following points should be kept in mind:

1. The principal and faculty, together as a team, should develop schedules that meet the needs of their specific school.
2. The schedule should take into consideration the needs of the individual student and be geared to the utilization of such educational practices as individualization of instruction, blocking of time, cross-grading and un-grading of classes, etc.

Policy Adopted: August, 1988

Policy Reviewed: September, 2021

School Form 5206 Revised: September, 2021



**MODEL FOR A WEEKLY TIME DISTRIBUTION
OF THE INSTRUCTIONAL PROGRAM**

(Based on 1500 minutes of instruction per week, that is 5 hours per day.)

PROGRAM	PRIMARY LEVEL K – 2	INTERMEDIATE LEVEL 3 - 5	JR. HIGH / MIDDLE SCHOOL LEVEL 6 - 8
Religion	150*	180	200
Reading-Literature	475	270	200
Language Skills Speaking Listening Spelling Handwriting	350	300	200
Mathematics	160	200	200
Science	100	150	200
Social Studies	90	150	200
Fine Arts Music Art	100	150	180
Physical Education	75	100	120

***Does not include weekly Mass.**



**MODEL FOR A WEEKLY TIME DISTRIBUTION
OF THE INSTRUCTIONAL PROGRAM**

(Based on 1650 minutes of instruction per week, that is 5 1/2 hours per day.)

PROGRAM	PRIMARY LEVEL K – 2	INTERMEDIATE LEVEL 3 - 5	JR. HIGH / MIDDLE SCHOOL LEVEL 6 - 8
Religion	200	200	225
Reading-Literature	475	300	225
Language Skills Speaking Listening Spelling Handwriting	300	300	225
Mathematics	150	200	225
Science	100	175	225
Social Studies	100	175	225
Fine Arts Music Art	150	150	175
Physical Education Recess	175	150	125



**INITIAL RECEPTION OF RECONCILIATION
(SACRAMENT OF PENANCE)**

Children who have reached the age of reason are to be prepared for their first reception of the Sacrament of Penance before they receive their first Communion.

Catechesis for the initial reception of the Sacrament of Penance or Reconciliation is to be in accord with the norms set down in the General Catechetical Directory (GCD), the National Catechetical Directory (NCD), *Quam Singulari*, the Code of Canon Law (CCL), and the Diocese of Gaylord Standard Operating Procedures (SOP).

As the celebrations of the Sacraments of Initiation are an integral part of the life of a parish, catechesis for the Sacraments of Initiation is completed through the parish or vicariate Faith Formation Programs for sacramental preparation. Only for just reason should catechesis take place outside of a community (group setting) of children preparing for the reception of the sacrament.

For more information see: NCD 123-126; CCL 959-997; SOP Section 1, page 97

Contact the Secretariat for Worship and Liturgical Formation for more information on the actual liturgical celebrations of the sacraments.

Policy Adopted: August, 1988

Policy Revised: March, 2008



**CATECHESIS FOR RECEPTION OF CONFIRMATION
/FIRST COMMUNION (FIRST EUCHARIST)**

The Church welcomes persons into the Body of Christ through the Sacraments of Initiation—Baptism, Confirmation and Eucharist. All parishes in the Diocese of Gaylord have restored and celebrate these sacraments in the traditional order of the early Church as of January 1, 2003

As the celebrations of the Sacraments of Initiation are an integral part of the life of a parish, catechesis for both children and adults for the Sacraments of Initiation is completed through the parish or vicariate Faith Formation Programs for sacramental preparation. Only for just reason should catechesis take place outside of a community (group setting) of children preparing for the reception of the sacrament.

See also:

A Pastoral Letter—the Sequence for the Celebration of Sacraments of Initiation of Children in the Diocese of Gaylord. The Most Reverend Patrick R. Cooney, January, 2001

Code of Canon Law—849-933

Diocese of Gaylord Standard Operating Procedures—Section 1, page 38

Contact the Secretariat for Worship and Liturgical Formation for more information on the actual liturgical celebrations of the sacraments.

Policy Adopted: July, 1995

Policy Revised: March, 2008

YOUTH RETREATS

All students enrolled in a Catholic high school in the Diocese of Gaylord are to make a spiritual retreat during their junior or senior years.

Policy Adopted: August, 1988

Policy Reviewed: July, 1995, August, 2008