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## INSTRUCTION

### **CURRICULUM DESIGN 6100**

### **CURRICULUM MISSION (02/04) 6110**

Within the organizational structure of the Archdiocese of Louisville many groups work in the area of curriculum. The work of these groups is interconnected and supports lifelong formation and education.

Our curriculum mission is to develop and support exemplary Catholic education and faith formation through application of best practices in the teaching/learning process for all learners, so they may teach and live as Jesus did, reach their highest potential and carry out the mission of the church.

This curriculum mission is accomplished by:

- making collaborative curriculum decisions that encompass Catholic beliefs, traditions and values.
- challenging schools, teachers and all learners to reach their highest potentials and function as Professional Learning Communities.
- using research and best practice to provide comprehensive Archdiocesan Curriculum/Assessment Plans that can be adapted and enhanced at the local school and parish level.
- providing professional development that shapes valuable initiatives and programs and guides teachers toward effective implementation of the Curriculum/Assessment Plans.

### **CURRICULUM VISION 6120**

Our curriculum vision is to create professional learning communities that develop and support exemplary Catholic education with a focus on Catholic beliefs and continuous improvement in student and adult achievement and faith formation.

Our vision will be accomplished through:

- decision-making and sharing of knowledge and resources completed through use of a collaborative model at all levels – Archdiocese, parish, school and classroom.
- individuals and groups viewing themselves as learners and functioning as Professional Learning Communities.
- application of best practices to all teaching/learning processes.
- a comprehensive Curriculum and Assessment Plan in place and being implemented and adapted to meet all learners' needs.
- professional development identified and provided to support appropriate curriculum initiatives.
- a Curriculum Planning Council maintained as a consultative body to assist with short term and long range district planning.

### **CURRICULUM VALUES 6120.1**

In order to advance our vision of creating Professional Learning Communities that develop and support exemplary Catholic education, continuous faith formation, and improvement in student and adult achievement, the curriculum values are:

- Catholic beliefs, traditions, and values
- the foundations and practices of Professional Learning Communities.

- respect and support for the individuality and the potential of all learners
- best practices in all teaching/learning processes.
- collaborative decision-making
- purposeful curriculum development/assessment at all levels – Archdiocesan, school, classroom.
- multiple approaches/differentiation in curriculum practices, programs, norms and initiatives.
- valuable and effective professional development to shape and support curriculum initiatives.

## **CURRICULUM GOALS**

### **6120.2**

In order to advance our vision, our goals are to:

- make curriculum decisions based on Catholic beliefs, traditions and values.
- implement the foundations and practices of Professional Learning Communities.
- engage in collaborative decision-making.
- implement multiple and effective curriculum practices, programs, norms and initiatives to invite and engage all learners.
- continue the development of a comprehensive curriculum/assessment plan with specific, clearly stated and challenging learning goals/standards for all learners.
- assist schools and parishes with curriculum development and assessment plans that focus on student/adult learning as the ultimate goal.
- engage in systemic analysis, goal setting and refinement of curriculum documents, programs and practices to focus on and monitor continuous improvement.
- provide quality and continuous professional development to shape and support curriculum initiatives.

## **INSTRUCTIONAL PROGRAM OF THE SCHOOL (02/04)**

**6130**

The curriculum and instructional programs of the Catholic school are developed according to:

1. Current Catholic Church teaching and documents such as *The National Catechetical Directory*, *The General Directory for Catechesis*, *To Teach As Jesus Did*, etc.
2. Archdiocesan and school/parish statements on mission, visions, values, goals, and philosophy.
3. Student needs and school instructional improvement plans.
4. *Archdiocese of Louisville Curriculum Framework* including learner goals, academic expectations, content guidelines, performance standards, suggested topics of study, essential understandings, guided questions, and essential processes and skills in the following content areas:
  - Religion
  - Language Arts
  - Mathematics
  - Science
  - Social Studies
  - Art
  - Music
  - Physical Education
  - Technology
  - Library Media
5. Other curricula and guidelines such as:
  - Correlation documents
  - Sacramental preparation programs
  - Intervention Protocol

- Portfolio Guidelines
- 6. Faculty expertise
- 7. Facilities

**CURRICULUM FRAMEWORK/ LEARNER OUTCOMES 6140**

All schools will use the Archdiocesan Curriculum Framework when designing, implementing and assessing instructional programs at the school level. Specific grade level indicators are included as part of the Archdiocesan Curriculum Framework. The indicators are not all inclusive. They are intended to give guidance in curriculum planning at the local school level.

**CONTENT GUIDELINES/ PROCESS SKILLS 6150**

Content Guidelines/ Process Skills for the specific content areas are included as support of the Archdiocesan Curriculum Framework. They are intended to give guidance in curriculum planning and assistance in aligning instructional materials at the school level.

**INSTRUCTIONAL MATERIALS 6160**

**RECOMMENDATION OF INSTRUCTIONAL MATERIALS (02/04) 6161**

Instructional materials for the specific content areas will be studied and evaluated by committees formed through the Curriculum Consultant at OLFE.

The Superintendent at the Office of Lifelong Formation and Education will approve the adoptions after recommendations by the Curriculum Committee. Instructional materials will be selected from the items on the *State Multiple List of Textbooks and Instructional Materials* from the Kentucky Department of Education and will be free from sex and race bias. Kentucky State law regulates the timeline for the release of the materials list.

An official recommendation letter will be sent to the principal of each school announcing the recommended instructional materials for Catholic schools and will include any special conditions related to the adoption. Complete information concerning the recommended instructional materials, including contract prices and gratis items will also be forwarded to each principal.

Each school will be given a three-year period to implement the instructional materials at all grade levels.

**PILOT PROGRAMS 6162**

The Superintendent at the Office of Lifelong Formation and Education must issue an approved written statement before a school can implement a pilot program that deviates from the Curriculum Framework. Representatives from the school staff will consult with the Superintendent's staff when there is a need to implement a pilot program. The school should bring to this consultation a statement of need, of how the program will meet the need, and of how the program will be evaluated. Such decisions will be made in consultation with the local school board, i.e. weekly planning period, calendar changes, instructional materials, special programs and field studies.

**UNIT/LESSON PLANS (6/99) 6170**

The principal, who is responsible for all instruction as educational leader in the school, will regularly review the lesson plans of all teachers or appoint a designee to review the plans. Lesson plans are to be aligned with national standards and outcomes for each particular content area. The

Archdiocesan Curriculum Framework and Content Guidelines/ Process Skills are to give further direction to lesson plan development. Lesson planning should reflect educational research and incorporate strategies such as multiple intelligence and learning styles. Students needs, standards and objectives always form the basis for planning daily instruction, while textbooks and a variety of instructional materials should be used to implement these objectives. Unit/lesson plans will also include multiple approaches for assessing student achievement of the stated learning goals and objectives.

**CURRICULUM IMPLEMENTATION 6200**

**EFFECTIVE USE OF LEARNER TIME 6210**

**ARCHDIOCESAN CALENDAR (02/04) 6211**

The Office of Lifelong Formation and Education will prepare a common calendar for Catholic schools in Jefferson County. Schools are encouraged to follow the Archdiocesan calendar to minimize confusion and scheduling difficulties. In other counties, the principal will prepare the calendar based on the local public school calendar that is approved by the school board. It is expected that the calendar issued for Catholic schools in Jefferson County or the calendar approved in other counties will be followed.

If extraordinary circumstances arise that necessitate a calendar change at the local level, the change(s) must be approved by the local school board and pastor and be submitted to the Superintendent at the Office of Lifelong Formation and Education by June 15.

**ALTERNATIVE SCHOOL SCHEDULE (YEAR ROUND EDUCATION) 6211.1**

Schools of the Archdiocese of Louisville may choose to develop and implement a year round school schedule. The year round calendar must consist of a minimum of 185 days, 175 of which must be instructional days (student attendance days). Of the remaining ten, six may be identified as "paid". Holidays. The remaining days will consist of 4 inservice and/or professional days.

The structure of the calendar must be approved by the Superintendent of Schools and fulfill the requirements found in the *Guidelines for Alternative School Schedules* that can be obtained from the Superintendent.

**SCHOOL DAY/SCHOOL YEAR 6212**

The school day shall consist of at least 6 1/2 hours, of which 6 hours must be spent, in instruction. The minimum school term required by Kentucky law is 185 days and includes a minimum of 1,110 hours. Schools shall provide a minimum of 175 instructional days including 1,050 instructional hours each school year for all students, including eighth graders.

A school may operate for a half day as long as the school calendar shows an equivalent of 175 six-hour instructional units. If schools elect to incorporate half days into their school calendars, they are required to calculate the half days as follows: 2 half days=1 full day of instruction.

**SUMMER SCHOOL (02/04) 6213**

Any elementary or secondary school operating a summer school program for credit will adhere to the Kentucky Department of Education standards for accrediting summer schools.

The principal will notify the Superintendent at the Office of Lifelong Formation and Education by March 15 with information regarding the summer school session.

**HOMEWORK (6/99)**

**6214**

Homework policies of the school shall be printed in the Parent-Student Handbook. Homework must have meaning and value for the student's learning in school and at home. Individual assignments must be designed to meet the academic and developmental needs of the child.

Evening family activities are encouraged. Therefore, formal homework should follow the guidelines listed below:

Grades 1 - 2	30 - 40 minutes
Grades 3 - 4	40 - 50 minutes
Grades 5 - 6	60 - 75 minutes
Grades 7 - 8	75 - 90 minutes

**SCHOOL ORGANIZATIONAL PATTERNS**

**6220**

**ORGANIZATIONAL PLAN**

**6221**

The organizational plan of the schools in the Archdiocese of Louisville is based upon the school's mission, philosophy, instructional program and facilities. Organizational plans should be based upon effective research and follow a systematic pattern. The following are examples of organizational plans that may be utilized: PK, P-8, K-8, K-6, 9-12, primary program, continuous progress school, etc.

**CLASS SIZE**

**6222**

Recommended class sizes are:

29 students in K-3	A teacher assistant/volunteer is recommended when primary grades have more than 25 students.
31 students in 4-6	
35 students in 7-8	

A local school may choose to reduce the recommended number of students per class.

It is recommended that schools that accept students with mild disabilities should admit no more than 10-15% to any given class, maintaining the same balance school wide.

**PRIMARY PROGRAM**

**6223**

The "primary program" organizational plan is characterized by multi-age groupings of children between the ages of five and eight, a nurturing environment with developmentally appropriate practices, flexible grouping, continuous progress, authentic assessment, thematic instruction, integrated curriculum and other instructional strategies that are appropriate. The "primary program" plan would not be adopted for financial reasons only. Schools considering the adoption of the "primary program" model must follow the guidelines contained in the "Primary Program Handbook" developed by the Office of Lifelong Formation and Education and should contact the Curriculum Consultant for further information.

**HOME SCHOOLING**

**6224**

Kentucky law KRS 159.160 requires all home schools to register with the local public school board of education. Students must continue in attendance in an approved school until the home school is registered with the local public school system's pupil personnel department.

Parents who wish to enroll previously home-schooled children in public, parochial or private school should follow the following procedure:

The parent contacts the school and advises school personnel that they are currently home schooling, and that they wish to place their child in this school. They ask for an appointment with an administrator who can evaluate the following material:

- a. transcript - record of credits earned by the student while attending the home school;
- b. portfolio - selection of student's best works in each subject;
- c. attendance manual - record of days and time taught;
- d. book list - record of materials used to teach and the copyright dates; and
- e. instrument used to screen student for grade placement.

When the student is accepted in the public, parochial or private school, the parent should notify, in writing, the local public school pupil personnel department.

### **HOMEBOUND INSTRUCTION**

**6225**

In the event of serious illness, home instruction may be available for students through the local public school system. Parents and administrators can check with their local public school systems should home instruction be necessary for students.

### **CURRICULUM ASSESSMENT**

**6300**

### **ASSESSMENT PHILOSOPHY**

**6310**

Assessment is a comprehensive, multifaceted analysis of an individual's progress against clearly defined learning standards as articulated in the Archdiocesan Curriculum Framework, Content Guidelines/Process Skills, other support curricula and the local school curriculum. A holistic assessment system, based upon the developmental needs of the learner, offers a variety of assessments including, but not limited to, the following:

#### Performance Assessment

Student Portfolios, Narrative Descriptions, Anecdotal Records, Student Journals, Parent-Teacher-Student Conferences, Performance Events, Performance Tasks

#### Teacher Checklists which include

Observed Behaviors, Observed Skills, Pupil Progress Report of Learning Standards, Cooperative Skills Checklist, Project Appraisal Checklist, Research Skills Checklist

#### Criteria-Referenced Tests which may include

Math Inventory, Reading Inventory, Achievement Tests, Commercial Readiness Tests, Mastery Learning Pre-Tests/Post-Tests for Skill Mastery, End-of-Chapter Tests, End-of-Book Tests, End-of-Unit Tests, Year-end Achievement Tests

#### Standardized Tests

A nationally recognized assessment (CAT/5-CTB/McGraw Hill) is used for comparison with

national norms, individual percentiles, local percentiles and cognitive and achievement correlations.

## **REPORTING PHILOSOPHY**

**6320**

Recognizing that the parent is the primary educator of the child, teachers and parents work together as partners in the educational process to exchange information regarding the child's needs and progress. Communication between home and school is essential to ensure the student's success.

A variety of reporting methods, depending upon the method of assessment, can be used to communicate student progress. Examples of reporting methods include: Parent-Teacher-Student conferences, progress reports, checklists/charts, notes, phone calls, portfolios, etc.

## **STUDENT ASSESSMENT AND REPORTING PROCESS**

**6330**

A student assessment process shall be followed to facilitate the student's self-evaluation under the guidance of the teacher. This assessment process reports student progress through a variety of methods. The Parent-Teacher-Student conference and progress report to parents are recommended methods of formal communication of student progress.

## **PROGRESS REPORTS**

**6340**

Two copies of the progress report will be maintained for each student, a school copy and a parent copy. At the end of each trimester the teacher will record appropriate codes onto the progress report and present this to the principal.

At the end of the school year, the school copy shall be placed in the student's permanent record folder.

A written progress report that is different from the official one must be submitted and approved by the Superintendent at the Office of Lifelong Formation and Education by October 1.

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

**6350**

The Parent-Teacher-Student (PTS) Conference process primarily focuses on the total development of the student, including academic, spiritual, emotional, social and physical.

Several steps are involved in the PTS Conference process. The more carefully these steps are conducted the more effective the process will be for the individual student. The four parts of the process include:

- preparation on the part of the student, parents and teacher;
- the student-teacher conference;
- the parent-teacher-student conference; and
- follow-up.

The student plays the major part in this self-assessment process by formulating goals that show commitment to improvement. The student's goals are reviewed at each conference.

Additional information that may be shared at the PTS conference: portfolios, test results, daily work, behavioral observations, checklists, etc.

PTS Conferences should be held three times during the school year--early October, late January and at the end of the school year.

For more specific information on parent-Teacher-Student Conferences, please refer to "Gifts of Promise", a video program available in the Media Center (Office of Lifelong Formation and Education).

**PROMOTION/RETENTION****6360**

Academic consideration for progression will be determined on the basis of two or more of the following:

1. teacher evaluation of the pupil;
2. acceptable ability-related achievement of a pupil on a standardized test; and
3. pupil progress toward mastery of the Archdiocesan outcomes.

The teacher(s), principal, parents and counselor will make decisions regarding retention. When retention is a possibility, communication with parents should begin no later than during the January conferences. Documentation of all conferences, phone calls and materials concerning retention will be recorded and kept, by the teacher, in the student's Strategy/504 file and initialed by the principal or the principal's designate.

When the parties involved cannot reach consensus, a child may be placed at the next level. The following is required:

1. documentation regarding the conditions (becomes part of the student's permanent file); and
2. signatures of teacher, parents and principal on documentation.

**STANDARDIZED TESTING (02/04)****6370**

Schools will administer the testing program in grades 3, 5, and 7 mandated by the Superintendent at the Office of Lifelong Formation and Education. Adaptations for students with disabilities should be implemented as determined by the assessment producer.

**KENTUCKY CATECHETICAL ASSESSMENT PROGRAM (KCAP) (02/04)****6370.1**

Students in grades 5, 8, and 11 in Catholic schools will participate annually in the Kentucky Catechetical Assessment Program (KCAP). KCAP is based on the Kentucky Religious Education Guidelines and assesses students' knowledge of the Catholic faith, their beliefs, and their practices.

**STANDARDIZED TEST CLASS RECORD SHEETS****6371**

The most current class test data records will be filed in a place designated by the principal.

**READINESS ASSESSMENTS (05/02)****6372**

Each school shall establish a specific protocol defined by sound principles of child development for making school readiness decisions. This protocol shall include ample time for gathering student information from a variety of sources such as teacher observation, family interviews, student work samples, valid readiness tests, etc.

School readiness and placement decisions shall be based on multiple factors and consultation with a variety of individuals including, but not limited to, parents, parents, teachers, administrators, counselors, etc. Specific program design shall be ever changing, based upon the developmental levels of incoming students, and include instructional plans to address those students who may be considered at risk for early school success.

**HIGH SCHOOL PLACEMENT TEST (02/04)****6373**

Catholic high schools provide testing accommodations to students with special needs. To qualify

for testing accommodations, a student must have a recognized disability determined by a current (within the past three years) formalized assessment. A request for these services must be made, in writing, by the elementary school, a minimum of three weeks prior to the high school placement test. This request should be on the appropriate form and must be signed by an administrator at the elementary school.

## **PORTFOLIO GUIDELINES**

**6380**

A portfolio is a purposeful selection of student work that exhibits a student's efforts and achievements over time. Portfolios serve:

- to merge instruction and assessment;
- to provide information as a basis for ongoing curriculum development;
- to document performance, thus creating a permanent record of students' accomplishments at various points in their school careers;
- to give students the means, skills and opportunities to become active participants in their own assessment; and
- to provide students with the skills, knowledge and confidence necessary to become independent thinkers and problem solvers.

Please refer to the Archdiocese of Louisville's "*Portfolio Guidelines K-12*" document for specific recommendations regarding portfolios.

## **PERFORMANCE ASSESSMENT**

**6390**

A performance assessment is a task that requires students to generate rather than choose a response. Performance assessment also requires students to actively accomplish complex and significant tasks while bringing to bear prior knowledge, recent learning and relevant problem-solving skills. Such alternative assessments include exhibitions, investigations, demonstrations, written or oral responses, journals and portfolios.

## **SPECIAL EDUCATION**

**6400**

### **PHILOSOPHY (02/04)**

**6410**

The Archdiocese of Louisville promotes a model of inclusion for children with mild disabilities in our schools. We believe that children with mild disabilities can be successful within the regular classroom setting when strategic teaching methods are utilized and appropriate accommodations are implemented. Unlike the public school system, private schools do not receive state and federal monies to fund special education programs. Therefore, we do not write or accept I.E.P.'s (Individualized Education Plans) as public schools are mandated to do. However, our schools are guided by an Archdiocesan Intervention Protocol, which is based upon Section 504 of the Rehabilitation Act – a civil right law requiring private schools to make student accommodations that are reasonable and are within a school's capability.

### **INTERVENTION PROTOCOL (02/04)**

**6420**

For those students enrolled in our schools who are experiencing learning difficulties, a school Strategy Team meets to write a *Strategy Plan* which identifies specific goals and strategies which are directly related to the student's strengths and needs. The *School Strategy Plan* is shared with parents, teachers keep ongoing documentation of the teaching strategies they are utilizing as well as the results of those strategies, and the *Strategy Plan* is evaluated/revised after a designated period of time. If/When it is determined by the school Strategy Team, that formalized testing information is needed, a request for a psycho-educational assessment will be made.

For those students enrolled in our schools with a diagnosed disability, *Section 504 Plans* are written. The school will convene a meeting of a 504 Team whose members consist of school personnel, parents and the student-when appropriate. This team collaborates to identify the accommodations, which can be provided to enable the student to become a more successful participant in a particular class setting. These accommodations may include strategic teaching strategies, modified curriculum, and adjustments in grading practices. All members of the 504 Team are asked to sign an agreement stating the responsibilities and rights of all parties. Documentation is kept on student progress and reconvening dates are established to evaluate the *504 Plan*. It is required that current formalized assessment information be provided to the school and updated every 3 years.

If needed, the Archdiocesan Special Education Consultants are available to consult with schools on particular students and to offer assistance after the following:

1. The initial parent/teacher meeting has been conducted.
2. All accompanying checklists have been completed.
3. A School Strategy Plan has been implemented for at least 4-6 weeks.
4. All team members in a reconvening meeting have reviewed the plan.

Please refer to the Archdiocese of Louisville Intervention Protocol and Appendix VI-A for more specific information.

#### **ADMISSION OF SPECIAL NEEDS STUDENTS (02/04)**

**6430**

Prior to admitting a student with a diagnosed disability, our schools must consider

1. The severity and degree of the disability.
2. The level of support needed from special services or any special equipment the student may require.
3. The number of students with disabilities currently enrolled in an assigned class. It is recommended by the Archdiocese that no more than 10-15% of students with disabilities be enrolled in any one classroom.
4. An individual school's resources such as available support personnel, class size, accessibility of school facilities, etc.

Principals may engage the services of the Archdiocesan Special Education Consultant to assist in making a determination of whether a student's educational needs can best be met in a particular school setting.

#### **CLINICAL RECORDS**

**6440**

An individual folder, separate from the permanent record folder, shall be kept for a student's reports from psychological or clinical evaluations. These reports are confidential and will remain in the home school and returned to the parent/guardian when the student leaves the school, unless the parent/guardian requests in writing that they be transferred to another school. Additional parental permission must be given to transfer any records in regard to any information, including psycho-logical evaluations and or strategies implemented, in relation to any special education services received by the student while attending the sending school.

It is understood that parents are required to make full disclosure to their child's school concerning all pertinent educational and medical records and all previous assessment information.

#### **STANDARDIZED TESTING ACCOMMODATIONS (6/99)**

**6450**

Accommodations will be made on standardized testing for students with disabilities and will be

implemented as determined by the assessment producer. To qualify for standardized testing accommodations, a student must have a recognized disability as determined by current (within the past three years) formalized assessment. In addition, the student's recognized disability and the appropriate testing accommodations must be documented on the student's 504 Plan, for a minimum of 30 days prior to testing.

### **HIGH SCHOOL PLACEMENT TESTING ACCOMMODATIONS (6/99)**

**6451**

The annual high school placement test will be given at each of the Catholic high schools.

Information regarding time, date, etc. is communicated to the elementary schools by the Superintendent at the Office of Lifelong Formation and Education.

Catholic High Schools provide testing accommodations to students with special needs. To qualify for testing accommodations, a student must have a recognized disability determined by a current (within the past three years) formalized assessment. A request for these services must be made, in writing, by the elementary school, a minimum of two weeks prior to the high school placement test. This request should be on the appropriate form and must be signed by an administrator at the elementary school.

### **MEDIA/TECHNOLOGY**

**6500**

Catholic schools of the Archdiocese of Louisville realize the responsibility of assisting students in developing good habits for lifelong learning. We believe that it is essential to teach students to become independent learners, able to use all resources available to them. To this end, our schools will provide quality media, technology, and library resources and will educate students in the use of such tools.

### **LIBRARIES (02/04)**

**6510**

Every school will provide a well-developed and well-maintained library in the school. The library facility serves primarily as the center for educational research and as a resource for teachers, students, and parents in achieving curriculum outcomes.

All schools will have access to the services of a certified library media specialist.

Schools with fewer than 250 students may employ the services of a certified library media specialist on a part time basis. They may also use an aide or volunteer who meets regularly with a library advisor.

Every school will provide books and media materials to support the instructional program. All materials will be

- consistent with the mission of the Catholic school
- supportive of the religious formation and intellectual, ethical, cultural, and social development of the student
- designed to give access to ideas essential to the development of students' critical thinking skills and decision-making processes.

Each school is required to keep an up-to-date inventory of all library materials and audio-visual equipment.

Weeding of the library and audio-visual resources should be completed under the direction of the media specialist at least every five years.

Each school is required to keep records of the circulation and location of media materials

preferably using an automated catalog and circulation system.

Each school will provide access to CD ROM and Internet technology, as well as current print reference and periodical resources, for the purpose of research.

Each school board will establish a local policy to address the concerns of faculty, parents, or students who question the appropriateness of reading or electronic materials provided for student use.

Please refer to the Archdiocese of Louisville Library Media Handbook for more specific information.

### **LIBRARY/MEDIA SPECIALIST**

**6520**

The school library media specialist will hold Kentucky certification in Library Science/Media Technology. The library media specialist is responsible for the school library media program and is accountable to the principal of the school.

### **LIBRARY MEDIA ASSISTANT**

**6530**

The library media assistant will assist the librarian/media specialist. The library media assistant is accountable to the librarian/media specialist or to the principal if the school does not have a librarian/media specialist.

### **COMPUTER TECHNOLOGY RESOURCES (02/04)**

**6540**

The impact of computer technology has far reaching implications for educating young people. Catholic educators have a responsibility to provide their students with the tools that will allow them to become lifelong learners. The Catholic Schools of the Archdiocese of Louisville believe that computer literacy must be integrated into all aspects of student learning.

Schools are expected to follow the guidelines in the Archdiocese of Louisville Curriculum Handbook "Technology Content Guidelines."

Schools are expected to provide hardware, software and Internet access for students and teachers according to the following standards:

- at least 1 multimedia computer with printer per classroom
- Internet access at all workstations
- at least 1 multimedia projection device, scanner, digital camera, camcorder per school
- at least one lab with a 2:1 student to computer ratio
- E-mail accounts for all faculty and staff
- at least one networked computer with the latest version of Microsoft Office for exchanging files with OLFE and other schools
- software to support the Technology Content Guidelines
- school administrative software
- grade book program

Schools are expected to employ a School Technology Coordinator with the following qualifications:

- has the ability to do in-house routine maintenance and troubleshooting of equipment
- will serve as the point of contact for servicing, repairing and purchasing equipment
- will serve as the point of contact for keeping the network in working order
- will purchase and install software

- will maintain, oversee and schedule the use of the lab
- will be a resource for teachers and students
- will serve as the point of contact for web page design and maintenance
- will be an active participant at Archdiocesan sponsored School Technology Coordinator meetings
- will be responsible for the professional development of teachers

Teachers are expected to improve their computer skills so that they can

- use available hardware and software to develop & present lessons
- use the LAN, Internet and e-mail for communication and gathering resources

The above standards for hardware, software, Internet access, STC qualifications and teacher skills are suggested guidelines for schools to follow to become high-tech educational facilities that promote lifelong learning.

## **ELECTRONIC MAIL AND INTERNET ACCESS**

**6550**

Access to Electronic Mail and the Internet will enable students to explore thousands of libraries, databases, and informational websites while exchanging messages with Internet users throughout the world. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access objectionable materials as well. We believe that the benefits to students from access to the Internet, in the form of information, resources and opportunities for collaboration, exceed any disadvantages. Filtering software is strongly recommended and is required by law for e-rate funding.

Communications that are transmitted by electronic mail or fax shall be directly related to instruction or sanctioned school activities.

Abusive, harassing or offensive messages must not be sent.

Appropriate language must be used at all times.

Students must not reveal their name and personal information to or establish relationships with "strangers" on the network, unless a parent or teacher has coordinated the communication.

There may be times that a student's picture might appear on the school's website. In this case only the first name of the student should be listed to protect that student's identity. A photo release should be kept on file for each student to insure parental permission for the use of students' photos.

Files and communications will be reviewed periodically to insure that users are using the system responsibly. Users should not expect that files stored on school servers will always be private.

Teachers will select and guide students on the use of instructional materials on the Internet.

Internet access from outside the school is the domain of the parents or guardians.

## **SCHOOL TECHNOLOGY PLAN**

**6570**

Each school is required to have a School Technology Plan on file in the office of the Technology Curriculum Consultant for OLFE. The School Technology Plan template must be used when developing the schools' plan.

## **ACCEPTABLE USE POLICY**

**6580**

Each school must develop its own Acceptable Use Policy and User's Agreement to guide access to the use of electronic information resources according to its own needs. (See Appendix VI - B through

F) By signing the user agreement, the student or staff member has agreed to abide by the school's policy governing access.

Schools will be responsible for supervising and monitoring access to the extent outlined in the user agreement. However, they will assume that the student or staff member is complying with policy and will not unreasonably monitor or control utilization of the network.

## **CO-CURRICULAR ACTIVITIES**

**6600**

### **DECISIONS ABOUT PARTICIPATION IN CO-CURRICULAR ACTIVITIES**

**6610**

Schools should make decisions, according to their missions and goals, about participation in religious, cultural and civic observances/activities.

## **FIELD/STUDY TRIPS**

**6620**

Field trips must have an educational purpose, and a plan detailing the educational purpose of the field trip must be submitted to the principal. A parent request for participation must be signed and kept on file for each trip. (See **Appendix VI - G**) The educational purpose of the trip, special conditions regarding the trip, mode of transportation, ratio of students to adult chaperons and other pertinent information should be noted on the parent request for participation.

Procedures for checking forms for forgery should be in place. A student who does not have a signed permission form should not be allowed to go on the trip. A phone call from the parent should not be accepted in place of the signed form.

It is an excellent practice to include a copy of the school's permission form in the school handbook. Schools should not accept forms other than the one the school has adopted.

If parents are driving private cars, they should be told whether the school has insurance covering the use of private cars. If the school does not have insurance, parents should be notified of that fact and should understand that they can be held personally liable in the event of accident or injury. Parent volunteer drivers could be asked to furnish proof of possession of insurance. The same cautions apply when teachers use their own cars. The use of cars driven by teachers is discouraged.

Field trips are privileges afforded to students; no student has an absolute right to a field trip. The school handbook should state that field trips are privileges and that students can be denied participation if they fail to meet academic or behavioral requirements.

Field trips take place within the context of an instructional day. Students who do not accompany their classes on field trips are expected to attend school. Arrangements for class assignments and supervision are to be made by the school.

To protect everyone involved in school trips, the principal shall insist: (1) that the school name be used only for educational trips on which school employees serve as chaperons; the principal or principal designate shall approve the chaperone(s) who will accompany the students on the field trip; (2) that the school rules be in force at all times; (3) that anyone who violates the rules will be sent home at the parents' expense; and (4) that the school maintain a supervisory role with regard to the trip. Any overnight field trip requires that the student's family present proof of health insurance. (See **Appendix VI - H**) (*Information obtained from Sr. Mary Angela Shaughnessy, 1993.*)

For students with medical problems, please complete the *Emergency Medical Form for Field Trip*. (See **Appendix VI -I**) and return to the school before the student participates in the field trip.

Overnight trips should be limited to no more than two nights. Exceptions to this policy will be submitted to the local school board and pastor for approval. A copy of the field trip educational plan will be sent to the Superintendent.

**TRIPS/ACTIVITIES NOT SPONSORED BY THE SCHOOL**

**6621**

Today it is not uncommon for Catholic school students to desire to take a school trip for the purposes of recreation. Very often parents organize the trip and teachers and other school personnel do not attend. Parents may believe that the school has no right to regulate the trip under these circumstances.

However, if the principal provides lists of student names and/or addresses, allows distribution of materials in the school, allows the school's name to be used, or participates in any other way in the planning of the trip, a court could find that the trip was school-sponsored, or at least approved, in the event of accident or injury. This situation could result in the school, as well as any supervising parents, being held liable for any injury.

**CONTESTS FOR STUDENTS**

**6630**

Throughout the year, schools will receive information regarding a variety of academic fairs and contests. Principals and teachers are urged to select activities that reinforce or extend their school curriculum.

**PARTICIPATION IN POLITICAL ACTIVITIES BY STUDENTS**

**6640**

It is permissible to take students, as part of the six-hour instructional day, to observe a political activity that is directly tied to the curriculum.

It is not permissible to take students from a class or a school during the six-hour instructional day to participate in a political campaign event that is not curricular in nature. Examples of this type of activity would include having students take an active role in a rally, such as having them sit on the stage, wear buttons, cheer, hold signs or participate in a pep band performance at the political rally.

**RELIGION**

**6700**

All students (Catholic and those of other faith traditions) will participate in the basic religion program. Religious beliefs and customs of students active in other churches will be respected.

**EXTRA CURRICULAR ACTIVITIES**

**6800**

**PARTICIPATION**

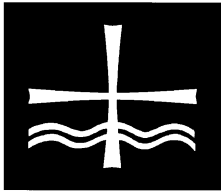
**6810**

Participation in extra curricular activities and school sponsored clubs, i.e., Governor's Cup, Book Bee and Quick Recall, will be regulated by the local school.

**SCHOOL MASCOTS**

**6820**

The Archdiocese of Louisville urges all schools to review the appropriateness of their symbols and mascots and recommends that all schools abandon the use of symbols and mascots that are offensive to any group of people.



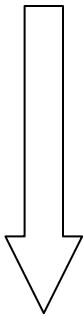
## Archdiocese of Louisville Intervention Protocol

### Internal Student Review Process



- Document specific concerns
- Collect work samples
- Conduct student interview
- Conference with parent
  - Share learning/behavior strengths and concerns
  - Share **Archdiocese of Louisville Intervention Protocol Policy Letter**
  - Share **Mind and Heart Assessment System**
  - Distribute **The ANSER\* System** to teachers and parent
  - Obtain parent signature to begin the School Strategy Plan Process
  - Establish Strategy Team meeting within 2 weeks of conference
- Offer an informal screening to better target the student's strengths and weaknesses

### Student Study/School Strategy Team Process

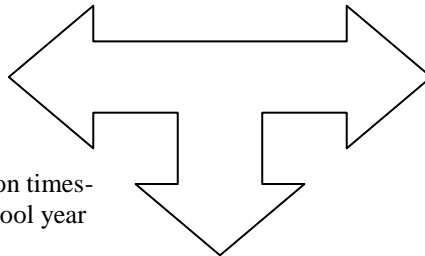


- Strategy team *may* consist of classroom teacher(s), principal, special educator, reading specialist, counselor, 504 coordinator, prior teachers, parents and student
- **Mind and Heart Assessment** consensus is obtained
- Team members share areas of strength/concern and collaborate to create a **Strategy Plan** (**Pre-conference Planning Form or Strategy Plan Prompt** may be used.)
- **Strategy Plan** is signed by all participants
- Reconvening dates are established
- **Student Evaluation Plan** completed if evaluation is warranted
- **Assessment Notification** form given to parent and to be returned within 2 weeks
- Schedule for informing parents of student progress is determined/forms are distributed to all service providers and parents
- **Documentation forms** are distributed to all service providers and parents
- Ongoing documentation is kept of the strategies utilized and student progress

### Reconvene Strategy Team meeting

#### Continue with School Strategy Plan

- \* Plan was met with success
- \* Continue to monitor
- \* Share strategies at transition times- at beginning of new school year



#### Re-strategize/Revise School Strategy Plan

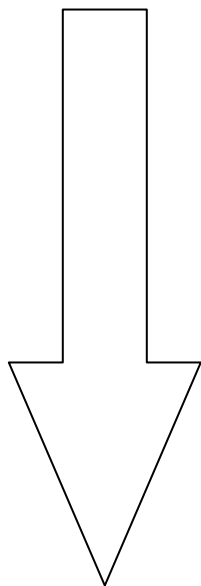
- \* Evaluate efforts
- \* Reorganize strategies
- \* Collaborate new strategies
- \* Consult with Archdiocesan consultants if needed

Make referral for Student Evaluation

- \* Complete **Student Evaluation Plan**
- \* Complete appropriate items on **Referral Checklist**
- \* Explain assessment options
- \* Distribute **Assessment Notification** form with requested return within 2 weeks

- \* If assessment report indicates the presence of a disability, begin Section 504 Plan process
- \* When a recognized disability is not indicated in the assessment report, continue with/revise **School Strategy Plan**
- \* If permission for assessment is denied by parents, conference is held to evaluate student's present school placement

### **Student Study Section 504 Plan Process**



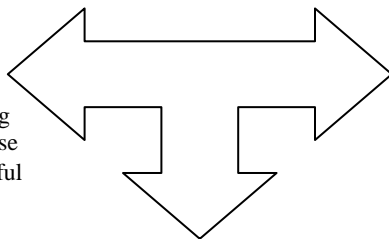
- Request a 504 Team meeting  
504 Team consists of classroom teacher(s), principal, special educator, counselor, reading specialist, 504 coordinator, prior teacher(s) and parents (Archdiocesan Special Education Consultants may be asked to participate)
- Team members review all pertinent student information  
(**Pre-conference Planning Form** may be used)
- Review and record assessment results
- 504 Team members collaborate to create a **Section 504 Plan (504 Plan Prompt)** may be used  
Areas of concern are identified  
Specific goals are written for each area of concern  
Strategies are developed for each appropriate component
- Discuss and identify which testing accommodations if any are most relevant to the stated goal
- Section 504 Team members read and sign the **Archdiocesan Section 504 Agreement**
- 504 Team members decide on a reconvening dates
- Progress report dates are established and forms are distributed
- Schedule for informing parents of student progress is determined
- **Documentation forms** are distributed to all service providers and parents
- Ongoing documentation is kept of the strategies utilized and student progress

### **Reconvene 504 Team meeting**

- Requests to reconvene the 504 Team for review of progress can be made by any team member at any time

#### **Continue with 504 Plan**

- \* Plan was met with success
- \* Continue to monitor
- \* New plan is written at the beginning of each school year, continuing those accommodations that were successful



#### **Re-strategize/Revise 504 Plan**

- \* Review individual strategies for each component
- \* Collaborate new goals/strategies
- \* Consult with Archdiocesan consultants if needed

#### **Determining best school placement**

- Documentation of implemented strategies is reviewed
- 504 Plan is evaluated for success
- 504 Team discusses present school placement
- Principal determines final decision for best school placement

## INTERNET AND ELECTRONIC MAIL EMPLOYEE USER AGREEMENT

Access to Electronic Mail and the Internet will enable teachers, other staff and volunteers to explore thousands of libraries, databases and other sites to plan instruction, deliver instruction or assess instruction. They will also be able to exchange messages with Internet users throughout the world for instructional purposes. While our intent is to make Internet access available to further educational goals and objectives, teachers may find ways to access objectionable materials as well. We believe that the benefits to teachers from access to the Internet, in the form of information, resources and opportunities for collaboration, exceed any disadvantages.

To that end, the Archdiocese of Louisville has set the following standards for using on-line information sources.

1. Teachers are responsible for good behavior on school computer networks, just as they are in the classroom. Communications on the network are often public in nature. The network is provided for users to conduct research and communicate with others. Access to network services is given to employees and volunteers who agree to act in a responsible manner. A signed employee users agreement is required to be on file with the school. Access is a privilege -- not a right.
2. Network administrators may review files and communications to maintain system integrity and ensure that users are employing the system responsibly. Network storage areas may be searched under certain circumstances. Users should not expect that files stored on school servers will be private.
3. Access to information will be honored within reason. Teachers will use electronic resources for instruction and to communicate with other professionals and members of the school community regarding school business.
4. The following are not permitted:
  - Sending, receiving, or displaying offensive messages or pictures
  - Using obscene language
  - Harassing, insulting or threatening others
  - Damaging computer systems or computer networks
  - Changing network or system settings
  - Violating copyright laws and fair use laws
  - Submitting documents from the Internet as personal work
  - Using another person's password
  - Trespassing in someone else's folder, work or files
  - Intentionally wasting limited resources
  - Using the network for commercial purposes
  - Propagating chain messages
  - Making unauthorized downloads
  - Participating in personal chat or instant messaging
5. Violations may result in loss of access as well as other disciplinary action.

**INTERNET AND ELECTRONIC MAIL EMPLOYEE USER AGREEMENT**

As a user of \_\_\_\_\_ School's computer network, I hereby agree to comply with its Internet and Electronic Mail rules and to communicate over the network in a responsible manner, while abiding by all relevant laws and restrictions.

**Employee Name (Please print.)** \_\_\_\_\_

**Employee Signature** \_\_\_\_\_ **Date**

## INTERNET AND ELECTRONIC MAIL STUDENT USER AGREEMENT

Access to Electronic Mail and the Internet will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access objectionable materials as well. We believe that the benefits to students from access to the Internet, in the form of information, resources and opportunities for collaboration, exceed any disadvantages.

To that end, the Archdiocese of Louisville has set the following standards for using on-line information sources.

1. Students are responsible for good behavior on school computer networks, just as they are in the classroom. Communications on the network are often public in nature. The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a responsible manner. Parent permission is required, and access is a privilege -- not a right.
2. Network administrators may review files and communications to maintain system integrity and ensure that users are employing the system responsibly. Network storage areas may be treated like school lockers; while generally private, they may be searched under certain circumstances. Users should not expect that files stored on school servers will always be private.
3. Access to information will be honored within reason. During school hours, teachers will guide students toward appropriate materials. Outside of school, families bear the same responsibility as they would when guiding their children with information sources such as books, periodicals, television, telephones, movies, radio and other potentially offensive media.
4. The following are not permitted:
  - Revealing personal information online (name, phone number, address)
  - Sending, receiving, or displaying offensive messages or pictures
  - Using obscene language
  - Harassing, insulting or threatening others
  - Damaging computer systems or computer networks
  - Changing network or system settings
  - Violating copyright laws
  - Submitting documents from the Internet as personal work
  - Using another person's password
  - Trespassing in someone else's folder, work or files
  - Intentionally wasting limited resources
  - Using the network for commercial purposes
  - Propagating chain messages
  - Making unauthorized downloads
  - Participating in personal chat or instant messaging
5. Violations may result in loss of access as well as other disciplinary action.

INTERNET AND ELECTRONIC MAIL STUDENT USER AGREEMENT  
AND PARENT PERMISSION FORM

As a user of \_\_\_\_\_ School's computer network, I hereby agree to comply with its Internet and Electronic Mail rules and to communicate over the network in a responsible manner, while abiding by all relevant laws and restrictions.

**Name of Student** (Please Print) \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

.....

As the parent or legal guardian of the student signing above, I grant permission for my child to access networked computer services such as Electronic Mail and the Internet.

I understand that some materials on the Internet may be objectionable; however, I accept responsibility for guidance of Internet use by setting and conveying standards for my child to follow when selecting, sharing, researching or exploring electronic information and media.

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Home Address** \_\_\_\_\_ **Phone** \_\_\_\_\_

.....

The above student and I have discussed the merits of using Electronic Mail and the Internet available through our school network. I find this student to be trustworthy and reliable and believe that he/she will comply with the school's rules and communicate over the network in a responsible manner, while abiding by all relevant laws and restrictions.

**Teacher Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Restrictions:** (list any that apply)

**Appendix VI – F**

05/09/02

**Photo, Video, Website Release**

Please Print

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone Number: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

I, \_\_\_\_\_, parent or guardian of

\_\_\_\_\_, do hereby give and grant to

\_\_\_\_\_ School permission to use my child's name, photograph, and/or videotaped image in publications, video productions, and/or school Internet website. I do further certify that I am of full legal capacity to execute the foregoing authorization and release.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

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

**Appendix VI - G**

**FIELD TRIP REQUEST FORM**

I request that \_\_\_\_\_ School allow my daughter/son to participate in the following field trip. I give my permission for (daughter/son name) \_\_\_\_\_ to attend and participate in:

Field trip to:

Approximate departure time and date:

Approximate return time and date:

Chaperons: \_\_\_\_\_  
\_\_\_\_\_

In consideration of the making of arrangements for the trip by the school, I hereby release and save harmless the school and any and all liability for any injuries, loss, or other claims arising or resulting from this trip.

Parent(s) Signature(s)

Date:

**Appendix VI - H**

**HEALTH PROBLEM STATEMENT FOR FIELD TRIP**

My child \_\_\_\_\_ is taking \_\_\_\_\_ for \_\_\_\_\_  
(condition)  
\_\_\_\_\_ for  
\_\_\_\_\_ for \_\_\_\_\_

I request that he/she continue this treatment on the \_\_\_\_\_ Trip.

Special Instructions:

All medications must be given to the chaperons. The medication should be in the regular prescription container or bottle. In the case of non-prescription medication, dosage directions must be clearly stated giving the amount and time of dosage. We will **NOT** have a supply of Tylenol or other non-aspirin. If you wish your child to have any drugs, please send to us with directions as stated above.

\_\_\_\_\_  
Signature

Date

**HEALTH INSURANCE** Please send your card or a copy of the card FRONT AND BACK.  
Copies can be made in the school office.

Company \_\_\_\_\_

Policy Number

Group Number

Reminder: Neosporin, Band-aids, etc. will be taken by the chaperons.

Please return this form by \_\_\_\_\_. If the health status of your child changes and his/her medication status changes, a revised form must be filed immediately.

Note: No Pepto Bismo will be given to the students as it contains aspirin.

**Appendix VI - I**

**EMERGENCY MEDICAL FORM FOR FIELD TRIP**

I hereby give my permission for my child

birth date \_\_\_\_\_, to receive emergency medical treatment in the event of an accident or

illness while on a class trip with \_\_\_\_\_ School for date: \_\_\_\_\_.

Parent name (PRINT)

Home phone:

Home address:

Work phone:

Work address:

Parent social security number (Mother):

Parent social security number (Father):

Insurance billing address:

Insurance number:

Signature of Parent-Guardian/Date:

Before me, a Notary Public in and for the County and State, personally appeared \_\_\_\_\_, who acknowledged that they did sign the foregoing instrument, and that the same is their free act and deed.

In testimony whereof, I have subscribed my hand at the \_\_\_\_\_ day of \_\_\_\_\_, 19 \_\_\_\_\_.

Notary Public  
State of Kentucky  
County of Jefferson

My commission expires: \_\_\_\_\_