



DIOCESE OF  
**ALLENTOWN**

## **TEACHER'S HANDBOOK**

**September 1, 2022**

# **DIOCESE OF ALLENTOWN**

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## CATHOLIC SCHOOL TEACHERS

Catholic education in the Diocese of Allentown is an expression of the mission entrusted by Jesus to the Church He founded. Through education, the Church seeks to prepare its members to proclaim the gospel and to translate this proclamation into action.

Parents are the primary educators of their children. They invite teachers in the Catholic school to share this responsibility, which includes the Christian formation of their children, as well as quality education. Teachers who accept this invitation "determine whether the Catholic school can bring its goals and undertakings to fruition."<sup>1</sup>

Parents rightfully look to teachers as persons whose faith is living, conscious, and active: "The integration of religious truths and values with the rest of life is brought about in the Catholic school not only by its unique curriculum, but more important, by the presence of teachers who express an integrated approach to learning and living in their private and professional lives."<sup>2</sup> Teachers in Catholic schools are expected to accept and live the Christian message and to strive to instill a Christian spirit in their students.<sup>3</sup>

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<sup>1</sup> Declaration on Christian Education, p. 8

<sup>2</sup> To Teach as Jesus Did, p. 104

<sup>3</sup> Sharing the Light of Faith, p. 143

## **Introduction**

The Teacher's Handbook was first published in 1975 and then revised in 1986, 1990, 1996, and each year from 2000, including the current update (2022). The purpose of the manual is to collect and organize the various policies, regulations, practices, laws and other guidelines affecting teachers, into a clear, concise reference for teachers and administrators.

The Diocese of Allentown was created on January 23, 1961 to serve the Catholic population of Berks, Carbon, Lehigh, Northampton and Schuylkill Counties. Prior to this date, the schools of the Diocese were under the jurisdiction of the Superintendent's Office of the Archdiocese of Philadelphia. With the appointment of Reverend Monsignor Henry J. Huesman by Bishop McShea as the first Superintendent of Education, the schools began to be directed by a new Diocesan Department of Education. Many of the educational policies affecting teachers, administrators and students, which had originated in the Archdiocese of Philadelphia, were retained, but most were amended to meet changed circumstances in the new Diocese. These changes and revisions to meet the needs of the diocese and the schools continued under the leadership of the second Diocesan Superintendent, Reverend Monsignor Francis X. Barrett (1970-1974) and the third Superintendent, James J. Cusimano, Esq. (1974-2002).

On May 1, 1968, the First Synod of Allentown enacted a number of statutes which gave further direction to education in the Diocese. The Synod authorized a Diocesan Board of Education to govern all formal educational programs of the Diocese. The Board of Education under the leadership of its first president, Reverend Daniel Gambet, OSF, began its work on October 17, 1968. Since that time, the Board has recommended numerous educational policies which have been approved by the Bishop.

The challenge of collecting all this material is made complex because of the various ways in which the material was originally issued; namely, Superintendent Memorandums, Board of Education Policy Statements, Diocesan Statutes of the First Synod and unwritten practices inherited from the Archdiocese of Philadelphia.

It is a continuing responsibility of the Diocesan Board of Education and the Bishop to amend old policies and adopt new ones to meet the needs of the teachers. Likewise, it is a continuing responsibility of the Superintendent of Catholic Education to amend old regulations and adopt new ones to implement the policies passed by the Board and approved by the Bishop. The Handbook should not, therefore, be viewed as a final product to remain static. It is our hope that it will constantly be revised to fulfill the needs of our teachers and the Diocesan Community.

September 1, 2022

Dr. Philip J. Fromuth  
Superintendent of Catholic Education

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# CHAPTER I

## GENERAL ADMINISTRATION

### 1. **Bishop of the Diocese**

The Bishop of the Diocese has the primary responsibility for all Catholic educational programs within the Diocese. As the chief teacher of the Diocese, the Bishop is responsible for providing Catholic formation for all his people, young and old. Since it is impossible for him to discharge his duty personally, he uses the services of the faithful - priests, religious and laity to fulfill his responsibility of providing for the formal religious instruction of the faithful.

### 2. **Diocesan Board of Education**

The Diocesan Board of Education has the purpose and duty of establishing policies in all matters pertaining to education in the Diocese of Allentown. The Board's authority extends to Catholic schooling and all other formal educational activities in the Diocese, exclusive of those conducted at DeSales University and Alvernia University. The authority involves education policies, development, governance policies, school marketing, enrollment management and finance issues affecting Catholic schools within the Diocese of Allentown. All decisions of the Board, upon ratification by the Bishop, shall be binding upon the Superintendent of Catholic Education, the staff of the Office of Education, School Marketing and School Finance offices, and Boards of Directors (within the scope of Diocesan responsibilities and designated authority), and the pastors, principals, teachers and staff of the schools, and catechetical programs within the Diocesan system.

### 3. **Office of Education**

The staff of the Office of Education assists in the daily management, supervision and direction of all educational programs of the Diocese. Descriptions of the responsibilities of each administrator comprising this staff are as follows.

**A. Superintendent of Catholic Education**

The Superintendent of Catholic Education shall be the chief executive officer of the Secretariat for Catholic Education. The Superintendent of Catholic Education, must be of the Roman Catholic faith, shall give witness, both in words and in actions, to the Roman Catholic Church's teachings and moral truths and values, both in his/her personal life and in his/her professional life, as the educational leader of Catholic education within the Diocese of Allentown. The Superintendent of Catholic Education provides educational direction to the Diocesan Board of Education and serves as the link between the Board, schools, and the school administrators. Prior to appointment as Superintendent of Catholic Education, he/she must provide a letter from his or her Pastor attesting to the active participation of such person in the life of the parish. The Superintendent interviews and recommends the placement of lay teacher applicants; reviews teacher evaluation reports and advises principals concerning continued employment. The Superintendent also prepares the annual school calendar.

**B. Assistant Superintendent of Education for Secondary & Special Education**

The Assistant Superintendent of Education for Secondary and Special Education assists the Superintendent of Catholic Education in all matters and programs in the Diocesan school system. The Assistant Superintendent of Education for Secondary and Special Education also assists the Superintendent of Catholic Education in all matters and programs pertaining to the Secondary Schools such as: Promote and foster the Catholic identity of the schools and ensures they operate within the Diocesan and Office of Education policies and procedures, provide oversight of secondary education curriculum and staff as well as sponsoring teacher and administrative workshops. The Assistant Superintendent of Education for Secondary and Special Education also oversees the secondary principals and provides periodic workshops for the Directors of Studies, the Directors of Spiritual Activities, Campus Ministers, and Theology Chairpersons and provides administrative support and supervision to Principals. Collaborate with central office staff to ensure all activities are scheduled and prioritized in consideration of Mission and Vision. Participate in conjunction with building Principal(s) on the annual budget for the high schools. Reviews budget projections and financial records for Secondary Schools.

The Assistant Superintendent of Education for Secondary and Special Education has direct oversight of the Special Learning Centers and Aquinas Programs including: providing administrative support to and supervision of principals and staffs; periodically attends Special Learning Center Governing Board meetings and appropriate local High School boards/committees; recruiting students for the Aquinas Program; recommending staff for hire; assisting in the preparation and monitoring the budgets; and performing all delegated tasks assigned by the Superintendent of Catholic Education.

C. **Assistant Superintendent of Education – Curriculum, Professional Development and Government Programs**

The Assistant Superintendent of Curriculum, Professional Development and Government Programs assists the Superintendent of Catholic Education in all matters and programs pertaining to the elementary schools of the Diocese such as: conducting the Administrators Development Program; visiting the elementary schools and classrooms to monitor the programs; coordinating the Middle States evaluation program; setting up curriculum articulation meetings as well as meetings with Preschool and Kindergarten teachers; meeting with all elementary principals; assisting in the development of curriculum and sponsoring curriculum workshops; coordinating the Education Convention; administering the Diocesan testing program; acting as a liaison officer of the Superintendent of Catholic Education with elementary principals, teachers, pastors and religious communities; and encourages principals and teachers to use contemporary teaching techniques and instructional technology in the school curriculum. Also conducts professional development workshops for new teachers; meets with all principals; supervises the Diocesan Teacher Induction program; assists principals in developing professional development plans and programming. The Assistant Superintendent of Curriculum, Professional Development and Government Programs visits the schools to help the staff implement the Diocesan Curriculum. The Assistant Superintendent of Curriculum and Government Programs assists the Superintendent in all matters and programs pertaining to the Diocesan schools such as: coordinating and monitoring Federally-funded programs (ESSA Titles I,II,III), State-funded programs (Act 90 Instructional Materials, Act 195 textbooks, Act 89 Auxiliary Services), Instructional and Administrative Technology, Energy Grants, discretionary and competitive grant programs, and new government programs as they occur; meeting with appropriate District, Intermediate Unit, State, and Federal officials about these and other programs as necessary; assisting in consultation regarding school building projects, and environmental issues; directing administrative and educational utilization of technology and representing the Diocese on various educational technology and government program advisory boards; and performing all delegated tasks assigned by the Superintendent of Catholic Education.

#### **4. Pastor**

The Pastor is the spiritual leader of his parish. "He is to take special care for the Catholic education of children and of young adults." (Code of Canon Law, Canon 528) He performs indispensable catechetical functions: encouraging catechists, praying with them, teaching and learning with them, supporting them. The pastor gives active support to the principal and catechetical programs by participating in planning, by catechizing, by providing liturgical celebrations for classes or groups, and by other expressions of interest and concern. (Sharing the Light of Faith p. 131) He provides financial support for the school, recruits students, publicizes all school programs and maintains the school facilities.

#### **5. Principal**

The school principal serves as the administrative official for the educational programs and the spiritual formation of the school community. As the chief educational administrator at the school, the principal is responsible to implement and follow diocesan, local board, and school policies.

The principal works in providing authentic Catholic religious education and is committed to the development of the faith life of the students and staff. The principal must provide witness and encourage the school community to express and teach authentic Catholic identity that should pervade the school.

The principal is the instructional leader of the school and is responsible for the implementation and oversight for the curriculum. In addition, the principal provides professional development opportunities for teachers, regularly visits the classroom to supervise instruction, and continually supervises staff and annually evaluates teacher performance with two formal observations and frequent informal observations throughout the school year, and works in collaboration with the Diocesan Office regarding curriculum and personnel. The principal conducts monthly faculty meetings; establishes and provides high standards and expectations for all students and staff regarding the promotion of academic excellence; recruits and contracts teachers, pursuant to Diocesan policies. The principal is to insure that the appropriate background checks, child abuse clearances and trainings have been conducted for both staff and volunteers of the school in accord with federal, state, and diocesan mandates.

At the elementary level, the principal works collaboratively with the pastor(s) in all areas including preparing, implementing, and monitoring the school budget. At the high school level and special learning centers, the principal works collaboratively with his/her Board of Directors, Office of Education, and Office of Temporal Service in all areas including preparing, implementing and monitoring the school budget.

The principal is responsible for the recruitment, registration, retention, and promotion of students. In addition, the principal works with various diocesan offices including stewardship, marketing, and development regarding school advancement (school marketing and enrollment management).

The principal is to create a welcoming atmosphere in the school and maintain effective communication with students, parents, pastors, as well as the school and parish community. It is important for the principal to be accessible and visible at school and parish activities.

**6. Assistant Principal - Secondary**

The Assistant Principal is responsible for the administration of the school in the absence of the principal. He or she also assists in organizing and directing the routine operation of the school. Other responsibilities include: teacher evaluation; maintenance of school facilities; coordination of the school calendar; liaison with public schools for school busing; director of discipline; assisting the principal in performing his/her duties.

**7. Assistant Principal - Elementary**

Several elementary schools in the Diocese have appointed assistant principals. The administrative duties vary from school to school. Some are full-time administrators and others are part-time administrators while continuing with teaching responsibilities. At the elementary level, the job description of an assistant principal is developed locally. Assistant principals must be interviewed and approved by the Office of Education.

**8. Head Teacher**

A Head Teacher is appointed by the Principal and will have the responsibility of serving with the authority of principal in his/her absence. Teachers should be informed of who the Head Teacher is and the extent of his/her responsibilities at the beginning of each school year.



## CHAPTER II

### PERSONNEL INFORMATION

#### **Non-Discriminatory Employment Policy**

The Catholic schools (including elementary, secondary, special education, pre-schools, and extended care programs) and parish religious education programs of the Diocese of Allentown observe applicable requirements of Federal and State laws prohibiting unlawful discrimination in employment.

All lay teachers employed to teach or perform educational activities in the schools of the Diocese of Allentown are governed by the following policies, rules, and regulations.

#### **1. Lay Teacher Employment**

- A. The Office of Education is the medium for the hiring of lay teachers for all schools of the Diocese of Allentown. B.P. 4111.1
- B. All lay teachers applying for a teaching position in any school of the Diocese of Allentown must submit a completed Diocesan Teacher Application form, the required professional credentials, and a letter attesting good character which is a letter of recommendation from the Pastor of their church of attendance. All applicants will be interviewed by the Superintendent of Catholic Education or his delegate. B.P. 4111.2

All teachers applying for a teaching position in any school of the Diocese of Allentown must submit the following to the Personnel Director of the Diocesan Office of Education before the interview at the Office of Education:

- 1. A completed Diocesan teacher application form
- 2. Official transcripts of all college credits
- 3. A copy of PA Teaching Certification
- 4. Letter of recommendation from the pastor of the parish where the applicant attends attesting to participation in that faith community
- 5. Names and address of previous principal or supervisor, if any, and three professional letters of reference
- 6. Letters of verification of previous teaching employment, if any
- 7. PA Criminal Record Check (form SP4-164, no more than one year old)
- 8. Proof of Fingerprint Submission with Applicant ID (no more than one year old)
- 9. PA Child Abuse Clearance (no more than one year old)

\*All applicants will be interviewed by the Superintendent of Catholic Education or his delegate.\*

- C. No pastor or principal may hire lay teachers independent of the established Diocesan Policy. All lay teachers will be appointed by the Superintendent of Catholic Education or his delegate.  
B.P. 4111.3
- D. Lay teachers are to sign individual contracts with the pastor or principal of the school in which they are employed. These contracts will be reviewed by the Diocesan Superintendent of Education. Contracts are in effect when the signatures of the teacher, pastor or principal, and the Superintendent of Catholic Education have been affixed.  
B.P. 4111.4
- E. Full-time teachers employed by more than one school should be given one full-time contract signed by all principals, pastors and the teacher listing all assigned duties. This should be kept on file in each school involved. A single school that is responsible for collecting the monies from the other schools involved should pay the teacher both salary and benefits.  
B.P. 4111.5

## 2. Hiring

- A. The pastor and/or principal interviews perspective teacher candidates. The Principal will send the credentials of the recommended candidate to the Superintendent of Catholic Education for an interview, after the principal consults the Superintendent. Before the diocesan interview, all necessary documents regarding the candidate must be submitted to the Diocesan Office of Education. The Superintendent will then notify the principal of the results of the interview.
- B. All lay teachers must be approved by the Office of Education. Approval will not be given until all necessary documents are on file in the office and the applicant has been interviewed by the Superintendent of Catholic Education or his delegate.
- C. When teachers are hired, preference is given to those who possess a current Pennsylvania Teacher's Certificate. (p.II-3)  
P.P.
- D. Uncertified Teachers - It is the policy of the diocese to employ certified teachers. In very exceptional cases, teachers may be employed without certification **if they enroll in a program leading to certification. A written plan for obtaining certification is to be sent to the Office of Education within the first thirty (30) days of employment.** Salary arrangements for any such uncertified teachers shall be reviewed and provided on an ad-hoc basis by the local school with the approval of the Superintendent of Catholic Education. Teachers, who are not certified in the Commonwealth of Pennsylvania, are to obtain certification within a reasonable time (Teacher contract). The Superintendent, or his delegate, may further define what is considered “reasonable time” on a case by case basis.

**3. Transfer** - (see Attachment II-A)

A teacher who desires a transfer should use the Request for Transfer form (see Attachment II-A). After obtaining the sending and receiving principals' signatures, the teacher sends the form to the Office of Education for approval **no later than July 31**. The teacher cannot be considered hired by the new school until the Office of Education has approved the transfer. If a teacher wishes to transfer after **July 31**, to another Diocesan school, the teacher shall submit Attachment II-A for approval to the principals and the Office of Education, but **the teacher is obligated to the current contracted school for sixty (60) days from the date of the transfer's approval by the Office of Education**. If the contracted school finds a replacement before the end of the sixty (60) days, the teacher can be released for the new school. *No transfer can take place or will be approved by the Office of Education once the school year has begun. The school year officially begins with the teachers' first local in-service day at the already contracted school.* (Effective May 1, 2009)

**4. State Certification**

All teaching personnel shall conform to the certification regulations of the Commonwealth of Pennsylvania.

Statute 62, First Synod of Allentown

A. Certification in the Commonwealth of Pennsylvania

1. Applicants for certification must meet the following legal requirements:
  - a. Be of good moral character.
  - b. Show a physician's certificate that the applicant is neither mentally nor physically disqualified from successful performance of the duties of a teacher.
  - c. Be at least 18 years of age.
  - d. Be a citizen of the United States.
2. Categories of certification. The five basic types of certificates are:
  - Instructional
  - Intern
  - Educational Specialist
  - Supervisory
  - Administrative
3. Levels of certification. Most are issued for two levels of qualifications:
  - Instructional I
  - Instructional II
  - Educational Specialist I
  - Educational Specialist II
  - Supervisory I
  - Supervisory II
  - Administrative I
  - Administrative II

B. Instructional Certificates:

Instructional Certificates are those certificates issued to school personnel whose primary responsibility is teaching.

1. Instructional I (Provisional, First Certificate, First Level of Certification)

a. Applications for these certificates are processed by the college or institution that is approved by the state to prepare teachers. After verifying that the student has completed an approved course of study, the college or institution forwards the application to the Bureau of Teacher Education and Certification in Harrisburg which will issue the Instructional I Certificate.

b. Instructional I certificates are valid for six years of teaching/service in the area for which it is endorsed. **Teachers are required to earn an Instructional II certificate within this timeframe.**

c. The Instructional I certificate will be issued to applicants who:

(1) Possess a baccalaureate degree.

(2) Successfully complete a Department-approved teacher certification program.

(3) Present evidence of having passed the Department-prescribed tests if graduating after June 1, 1987.

(4) Receive recommendation for certification from a college or university.

d. State Board of Education Regulations - Chapter 49

Teachers who possess a baccalaureate degree but who have not completed a program of teacher education in an institution approved by the Secretary of Education of the Commonwealth of Pennsylvania and thus are not certified must apply to an institution approved to prepare teachers and complete those courses necessary to become certified in the Commonwealth of Pennsylvania. **A written plan for obtaining certification is to be sent to the Office of Education within the first thirty (30) days of employment.** Certification should be attained within a reasonable time (Teacher contract) in order to continue employment as a teacher in the Diocesan schools.

e. Teachers who possess a baccalaureate degree in education, but are not certified in the Commonwealth of Pennsylvania, are to obtain certification within a reasonable time (Teacher contract) in order to continue employment in the Diocesan schools. The Superintendent, or his delegate, may further define what is considered “reasonable time” on a case by case basis.

2. Instructional II (Permanent)

a. Requirements

(1) Complete a minimum of three years of satisfactory teaching on a PA Instructional I Certificate attested to by the chief school administrator of the approved public or nonpublic school entity in which the most recent service of the applicant was performed.

(2) Complete sufficient semester credit hours of Collegiate study in an institution approved by the Commonwealth for granting baccalaureate degrees. These credits must be beyond the teacher's baccalaureate degree. These credits can be approved in-service credits. Semester credit hours may be satisfied through in-service programs approved by the PA Secretary of Education. Credits earned at a community college after October of 1972 are not accepted toward the Instructional II.

(a) Graduation between October 1, 1959 and October 1, 1963, requires twelve (12) post-baccalaureate credits.

(b) Graduation after October 1, 1963, requires twenty-four (24) post-baccalaureate credits. Instructional I certificates issued after September 22, 2007, must complete specific credit hours as part of the twenty-four semester hour post-baccalaureate credits. Effective September 1, 2011, individuals applying for Level II conversion must have earned at least six post-baccalaureate credits of collegiate study in the area of **Inclusive Classrooms** and/or in the area of **Standard Aligned Systems (SAS)**. To clarify, the Bureau of School Leadership and Teacher Quality will review Level II applications after September 1, 2011 for the new requirements based on the following:

- The 6 inclusion credits will only be required for individuals who received their initial Instructional I certificate **after** September 22, 2007.
- If an Instructional I was issued **before** September 22, 2007 and has added other areas on to their certificate **after** that date, this requirement will not affect them since they were initially certified **before** September 22, 2007.
- If an Instructional I was issued **after** September 22, 2007 and is applying for Level II **after** September 1, 2011, and they have completed only 21 of their 24 credits **before September 1, 2001**, they only need to take the remaining 3 credits in Inclusion or SAS.

(3) For certificates issued on or after September 1, 2001, the educator must possess at least 6 semi-annual evaluations of satisfactory performance on Level I certificate in the area for which the certificate was issued, satisfactory service is verified via the PDE-338P Form in order to convert to Level II (Permanent) certification.

(4) Teachers who were issued their Instructional I Certificate on or after June 1, 1987, must also complete an approved Induction Program and any additional requirements of the Pennsylvania Department of Education which may include the applicant successfully completing teacher tests prescribed by the Department. A certificate verifying the completion of the Diocesan Induction Program will be sent to the teacher and a copy of the certificate will be placed in the teacher's personnel file at the Office of Education.

b. Limitations

The grade level limitations of instructional certificates shall be those listed on the teaching certificate.

C. Procedures for applying for Pennsylvania Teacher Instructional II/Advanced Certification

1. The Catholic school teacher applies for the advanced/level II certificate by completing the application on TIMS (PDE website). Print out the completed TIMS application and then print out a PDE 338P form (PDE 338P 04/2017).
2. Send the completed TIMS application, the PDE 338P form, and all corresponding documentation to the Office of Education for review and sign-off.
3. Upon completing the sign-off process, the Office of Education will send the PDE 338P form, and corresponding documents, back to the teacher.
4. The **teacher** will upload the completed application, the PDE 338P form, and the corresponding documents via TIMS to PDE.
5. PDE will review and approve the application package and post findings on TIMS.
6. TIMS will send an email to the teacher notifying the teacher that his/her application has either been approved or denied.
7. **Once the certificate is available, print it and send a copy to the Office of Education for your personnel file.**

D. State Board of Private Academic Schools Certificate

The Commonwealth of Pennsylvania issues a State Board of Private Academic Schools Certificate that is **NOT** recognized by the Diocese of Allentown. Personnel hired for the Diocesan schools must hold, or present at the time of hire, a written plan to obtain one of the basic types of certifications issued by the Commonwealth on two levels (I, II) of qualification: Instructional, Educational Specialist, Supervisory, and Administrative. In the case of a school furlough, no points will be given to a holder of the State Board of Private Academic Schools Certificate.

E. Act 48 (1999)

In November 1999 the Commonwealth of Pennsylvania passed legislation requiring 180 hours of on-going professional development every five years for all individuals who have obtained Pennsylvania certification. The legislation affects all teachers and administrators in the Commonwealth. Educators may begin to acquire professional development hours after June 1, 2000 and must acquire these hours every five years or their certification will be inactive. Teachers are expected to hold active and valid PA certification.

F. Out-of-State Certification

All teachers who have been certified outside of Pennsylvania must contact the Pennsylvania Department of Education to have their out of state certification status evaluated. There is no automatic reciprocity between Pennsylvania and other states. **Certified teachers from other states teaching in Diocesan schools have one year to obtain PA certification.**

G. Additional Certification Information

Teachers seeking further information about certification should contact the Office of Education of the Diocese of Allentown, or the Bureau of Teacher Certification and Teacher Education, Department of Education, Harrisburg, Pennsylvania 17108 (1-717-787-2967).

## 5. Franciscan University Catechetical Institute

As part of their ongoing spiritual growth and formation, teachers and administrators in the Diocese of Allentown shall participate in the Franciscan University Catechetical Program. This program includes a certification process that shall be completed by all teachers in our Catholic schools. The required level of certification may vary depending on the role of the faculty member. The program was launched in April 2021 following the discontinuation of the Institute of Catechesis and Formation (Catechetical Formation Program) in December 2020. Catholic school teachers are expected to complete the first level of the Catholic School Track by August 31, 2023. For instructions on how to create an account on the learning platform, please visit <https://www.allentowndiocese.org/formation>. For questions related to the program, contact Maggie Riggins at [mriggins@allentowndiocese.org](mailto:mriggins@allentowndiocese.org).

Teachers who previously earned their Diocesan Master Catechist Certification will continue to receive their yearly stipend as long as they stay current with the requirements of the Franciscan University Catechetical Program.

## **6. Continuing Education**

Continuing Education is available through:

A. University Programs - All full-time lay teachers are entitled to tuition discounts from Alvernia University, Cedar Crest College, and DeSales University for identified coursework. Contact the University for current discounts. Additionally, as part of Saint Joseph's University's Collegiate Partnership Program with Diocese of Allentown, diocesan teachers may be eligible savings for online tuition. The Diocese also has a partnership with Cedar Crest College for tuition discounts.

B. In-service workshops approved by the Pennsylvania Department of Education are offered by the local Intermediate Units and some public school districts. Satisfactory completion of these workshops may be used toward the Act 48 requirement. There is a minimal charge for these workshops for Catholic School teachers.

## **7. Professional Organizations**

All teachers should join professional organizations on their own and through the school. These organizations are a clearing house for new ideas, for setting standards, and for giving directions for the future. All teachers are encouraged to join the National Catholic Educational Association (NCEA), the largest professional Catholic Educational Organization in the United States. Teachers are also encouraged to join professional organizations pertaining to their specific area of expertise.



**8. Teacher Evaluation-** (see Attachment II-B)

- A. New teachers should be supervised frequently to assist them in adjusting to the school routine.
- B. All teachers should be supervised and must be formally evaluated at least twice a year.
- C. Participation in the growth of community of faith in the school should be part of the evaluation.
- D. Participation in the Diocesan Religious Education Certificate Program should be reviewed, discussed, and included as part of the evaluation.
- E. The evaluation should be discussed with the teacher at a conference held as soon as possible after the classroom visit.
- F. The purpose of the supervision and evaluation is to help the teacher so that the education of the pupils will be the best possible. Evaluation is a tool to be used for the improvement of teaching methods. (see Attachment II-B) P.P.
- G. All teachers graduating after June 1, 1987 must successfully complete the Induction Program. The teacher is required to attend meetings scheduled by the Diocese and send periodic reports (Diocesan Induction Program) to the Office of Education throughout the year to verify the completion of required activities. A certificate will be issued to the teacher at the completion of the program.

(PA State Board Regulation)

**9. Due Process**

Written notices are not necessary for a very serious violation of the contract (i.e. morality clause, imprudent conduct, etc.) or unlawful conduct (i.e. assault, kidnapping, abuse of children, etc.). These offenses may result in suspension or immediate dismissal. Two (2) written notices are to be given before final decision of non-renewal of contract or termination of contract during the contract year. The notices should be given with reasonable time of usually six weeks (less than six weeks requires permission from the Office of Education) to allow for improvement as stated in the following regulations.

A. First Written Warning- (see Attachment II-C)

The principal is to consult with the Office of Education before issuing a first written warning, which is the first formal indication of employer dissatisfaction concerning some aspect of the teacher's employment. The purpose of this warning and accompanying discussion is to advise the teacher concerning the employer's dissatisfaction and to clearly provide suggestions for improvement and the consequences if corrective action is not taken. The teacher will be asked to sign this formal warning to verify that he or she has received a copy. The teacher has the right to respond to the warning in writing. This response will be kept in the local school file with the warning. A copy of the signed formal warning, along with the teacher's response, is to be sent to the Office of Education for the teacher's personnel file.

**It is the responsibility of the teacher to invite the ADLTA representative** to any meetings and to inform the Principal of the representative's attendance 2 days prior to the meeting. First warnings that are issued after April 30 usually allow an improvement period that extends into the next school year (less time requires permission from the Office of Education). If the teacher complies with the suggestions for improvement provided in the first written warning and no further dissatisfaction is noted within one calendar year after the warning was issued, then future dissatisfactions will be treated as a first warning. If the teacher does not adequately comply, or additional dissatisfaction arises within one calendar year after the date of the first written warning, then a second written warning will be issued. A second written warning generally should not be issued before the completion of the improvement period unless extenuating circumstances of a serious nature exist or occur. (See Attachment II-C)

B. Second Written Warning- (see Attachment II-D)

The second written warning indicates that a very serious problem still exists wherein the teacher will be placed on probation for a definite period of time. The teacher must clearly understand that if the unacceptable performance or conduct is not corrected within the probationary period, as designated by the principal in conjunction with the Superintendent of Catholic Education, the next step is termination and/or non-renewal of the contract. This second warning may be invoked in the first instance when the teacher's performance involves a serious breach of the contract or serious misconduct of reasonable standards of behavior. A copy of the second written warning will be sent to the Superintendent of Catholic Education.

**It is the responsibility of the teacher to invite the ADLTA representative** to any meetings and to inform the Principal of the representative's attendance 2 days prior to the meeting. If the teacher corrects the unacceptable performance or conduct stated in the second written warning and no further dissatisfaction is noted within one calendar year after the warning was issued, then future dissatisfaction will be treated as a first warning.

(See Attachment II-D)

C. Review

Teachers notified that their contracts will be terminated or not renewed may appeal to the Superintendent of Catholic Education for a review of their case.

B.P. 4111.5 [Revised 5-15-08]

**10. Elementary Teacher Furlough Policy-** (see Attachment II-E)

The Office of Education is to be notified before an impending furlough is announced.

A. Be it understood that:

1. Religious shall not be included in the Teacher Furlough Policy for the Diocese of Allentown, but every attempt shall be made to preserve the position of a lay teacher by asking a religious to teach in another grade level/subject area when the religious is qualified and *a position is open*.
2. Bumping between schools shall not be included in the Teacher Furlough Policy for the Diocese of Allentown.
3. Bumping between grade levels within the same school shall be included in the Teacher Furlough Policy when a teacher is competent and certified to teach another grade level. *After* a furlough has occurred, the principal and faculty shall consult with each other to address the most effective reassignment of teachers; the principal will have the final decision.
4. Every attempt should be made to notify the teacher by April 1<sup>st</sup>, but no later than June 30<sup>th</sup>, if the teacher is being furloughed. Notification should be made as early as possible.
5. In the case of reorganization, the individual faculties will be combined as a new faculty and any necessary furloughing will be done by following the Teacher Furlough Policy.

B. Guidelines for Determining Furlough of Teachers

When a furlough is necessary, all full-time teachers will be ranked according to the following criteria. The teacher with the lowest score is furloughed unless no other teacher on the faculty is professionally qualified to fill the vacancy, in which case the teacher with the next-lowest score is furloughed. The following point system will be used:

- |    |  |                        |
|----|--|------------------------|
| 1. | Seniority  | No. of yrs.(cf.A)      |
| 2. | Professional Development<br>in the last five years | 15+ points. (cf. B)    |
| 3. | Teacher Effectiveness<br>(see Attachment II-E)     | 70 max. points (cf. C) |

- C. A committee composed of the principal and the area representative for the ADLTA shall review the ranking of teachers who are being considered for furlough. The principal shall make the final decision.
- D. The decision of the principal may be appealed to the Superintendent of Catholic Education.
- E. It is the intent of the Diocese of Allentown that all furloughed elementary school teachers have the opportunity to be reemployed in another school in the Diocese through use of the following procedures:

1. The teacher can view the Diocesan Website for Educational Employment Opportunities or inquire about available positions from the Office of Education.
2. Information for the recently furloughed teachers will be sent to all principals, with the teacher's permission.
3. Upon request, a teacher will be granted an interview for an available vacancy if he/she is competent and certified for the position as determined by the principal. If there is difficulty in securing an interview, the teacher should call the Assistant Superintendent of Professional Personnel in a timely manner. The principal in consultation with the pastor(s) makes the final decision concerning employment of the teacher. A teacher who has been furloughed and later rehired shall be given credit for their years of experience in the Diocesan schools.
4. If any opening occurs at the same school during the first school year after the furlough, the furloughed teacher shall be given priority consideration for reemployment provided the teacher is certified, competent, and available for that position.

A.R. 4111.6 [Revised 3-09]

**11. Secondary Teacher Furlough Policy-** (see Attachment II-F)

The Office of Education is to be notified before an impending furlough is announced.

A. Be it understood that:

1. Priests shall not be included in the Teacher Furlough Policy for the Diocese of Allentown.
2. Religious (brothers or sisters) shall not be included in the Teacher Furlough Policy for the Diocese of Allentown, but every attempt shall be made to preserve the position of a lay teacher by:
  - a. Asking a religious to teach in another department when the religious is qualified and *a position is open*.
  - b. Asking religious communities to exchange their personnel; i.e., to take a religious from one subject area and send a religious for another subject, so that a lay teacher need not leave.
3. Bumping between schools shall not be included in the Teacher Furlough Policy for the Diocese of Allentown.
4. Bumping between departments within the same school shall be included in the Teacher Furlough Policy when a teacher is competent and certified to teach in another department.
5. Every attempt should be made to notify the teacher by April 1<sup>st</sup>, but no later than June 30<sup>th</sup>, if the teacher is being furloughed. Notification should be made as early as possible.

B. Guidelines for Determining Furlough of Teachers

Teachers who are considered for furlough shall be ranked according to the following point system.

- |    |  |                      |
|----|--|----------------------|
| 1. | Seniority                                      | No. of years (cf. A) |
| 2. | Professional Development                       | 15+ points (cf. B)   |
| 3. | Teacher Effectiveness<br>(see Attachment II-F) | 70 max. points       |

C. Upon request, a committee composed of the principal, his/her faculty advisory group, and a representative for the ADLTA shall review the ranking of teachers who are considered for furlough. The principal shall make the final decision.

D. The principal's decision may be appealed to the Superintendent of Catholic Education.

E. It is the intent of the Diocese of Allentown that all furloughed secondary school teachers have the opportunity to be reemployed in another school in the Diocese through use of the following procedures:

1. The teacher can view the Diocesan Website for Educational Employment Opportunities or inquire about available positions from the Office of Education.
2. Information for the recently furloughed teachers will be sent to all principals, with the teacher's permission.
3. Upon request, a teacher will be granted an interview for an available vacancy if he/she is competent and certified for the position as determined by the principal. If there is difficulty in securing an interview, the teacher should call the Assistant Superintendent of Professional Personnel in a timely manner. The principal in consultation with the pastor(s) makes the final decision concerning employment of the teacher. A teacher who has been furloughed and later rehired shall be given credit for their years of experience in the Diocesan schools.
4. If any opening occurs at the same school during the first school year after the furlough, the furloughed teacher shall be given priority consideration for reemployment provided the teacher is certified, competent, and available for that position.

A.R. 4111.7 [Revised 5-08]

## 12. Salary

The minimum salaries for the lay and religious teachers of the Diocese are approved by the Bishop. The salaries are paid by the employing school. Lay teacher salaries are generally paid over a 12-month period.

- A. Steps - A beginning teacher is generally placed at the first step.
- B. Teachers who have obtained their teaching experience outside the schools of the Diocese are only eligible for partial credit for their teaching experience. Please consult the Diocesan Office of Education for these situations.
- C. Teachers who are moving from a non-certified scale to a certified salary scale are eligible only for partial credit for their teaching experience, since they were not certified for the length of their experience. Consult the Office of Education for these situations.
- D. Current Salary Scale for Certified Teachers
- E. Credits earned and reported to the principal before **October 31** of each school year will be incorporated into the contract. The current contract may be adjusted to the proper salary scale step for the complete contract term of the school year.

## 13. Benefits Summary - (see Attachment II-H)

## 14. Absence of Professional Employees

- A. Excused Absence – Full-time teachers and administrators are entitled to one day's excused absence for each month of service completed up to a maximum of eleven days during each school year for reasons such as personal sickness, death in immediate family, and emergencies. Excused absences (sick days) for personal sickness are cumulative from year to year. The maximum accumulation of sick days to be used at one time is one hundred and ninety (190) days. Unused sick days beyond the maximum are counted for compensation at retirement and will replace used sick days in the one hundred and ninety (190) day limit after a teacher has returned to work for ninety (90) teaching days.

B.P. 4151

- B. Principals will conscientiously keep the teacher's attendance record and submit the original at the end of each school year to the Office of Education. They will also maintain a copy for the local school file. The record will ensure that each lay teacher will receive the sick leave days accumulated when needed for personal sickness, physical disability, or during maternity/ leave. If a teacher feels that there is unfairness in the keeping of these records, the teacher should approach the ADLTA or the Superintendent of Catholic Education to address their concerns. An administrative regulation based on averaging will be applied to this situation. (Teacher Attendance Record Form, see Attachment II-I)

- C. Unused Sick Days - When a lay teacher retires at an age that qualifies the lay teacher for pension benefits or when service is terminated by death or constriction, the teacher shall receive payment of thirty dollars (\$30.00) per day for unused sick days for the first 190 sick days accumulated and twenty dollars (\$20.00) per day for each unused sick day in excess of 190 sick days accumulated. This policy may be applied at the discretion of the local administrator to any teacher who resigns prior to retirement age.
- D. Bereavement Days - No deduction of salary or sick-day accumulation will be made for three bereavement days for immediate family (spouse, children, mother, father, brother, sister, mother-in-law, father-in-law). One bereavement day shall be granted for the death of a brother-in-law, sister-in-law, grandparent, or grandchild. The principal may grant up to two additional bereavement days where special circumstances exist that he or she feels warrant additional time away from the classroom.
- E. Special Leave Day - Reg. 4153, Sept. 1, 1993 - The Diocese recognizes that special needs give rise to a need for time off to attend to very serious personal matters such as a Confirmation of a son/daughter or closing on the purchase of a house. Principals should respond to such requests with fairness and charity.
- F. Jury Duty - Teachers called for jury duty must seek a deferral to the summer. If this is denied, they should be paid their regular salary up to a maximum of two weeks. If jury duty extends beyond a two-week period, the teacher will receive the contracted salary amount minus the cost of a substitute teacher. Calculation of tax deduction will be made on the amount after the substitute charge has been deducted. The teacher will still be responsible for lesson plans to coordinate the substitute teacher's activities.
- G. Personal Day - Each full time teacher will have one (1) personal day each school year. These may be accumulated up to three days. If a fourth day is earned, it will be credited as an additional sick day. When a lay teacher retires at an age that qualifies the lay teacher for pension benefits or when service is terminated by death or constriction, unused personal days will be credited as sick days for payment purposes.

The policy for taking the personal day(s) is as follows:

Teachers should request the personal day from their principal at least (1) one week in advance. Typically, the personal day should not be scheduled during the first (2) two or last (2) two weeks of the school year nor should it be attached to Thanksgiving, Christmas, and/or Easter vacations. The personal days may not be used on faculty retreat days, teacher in-service days, or during Catholic Schools Week, Middle States visitations, or Office of Education observations.

Personal days may be restricted to one teacher per day for schools of 1-15 full time teachers, 2 teachers per day for schools of 16-30 full time teachers, and 3 teachers per day for schools with 31 or more full time teachers.

If more than the permitted number of teachers request the same personal day, then requests will be granted in the order in which they were received by the principal. Exceptions to the guidelines given above may be discussed and approved at the discretion of the local administrator.

- H. It is agreed that in the case of absence a deduction of one (1) day's salary be made for each day the teacher is absent except for absence covered by diocesan school policy.

## **15. Enrollment of Children of Catholic School Teachers**

All teachers and administrators in Catholic schools are unique and important witnesses to the quality and value of Catholic education. A particularly effective expression of that witness is the enrollment of their own children in Catholic schools. Therefore, Catholic school teachers and administrators are to be strongly encouraged to enroll their children in a Catholic School. Non-Catholic teachers are invited to consider the value of such a witness and the good of enrolling their own children in a Catholic school.

All teachers employed full-time within the diocesan school system shall be guaranteed the privilege of tuition free enrollment for their children in the schools (K-12) of the Diocese so long as these teachers retain their full-time position in the diocesan system. (Board of Education Policy Number 4147; Statute 65 of the First Synod of Allentown)

School fees (fees charged over and above the tuition) for teachers employed full-time will be capped at seven hundred and fifty dollars (\$750) a year per child excluding graduation fees and fundraising fees. For full-time teachers, the combined total of fees and fundraising shall not exceed \$1,100 per child (for teachers to be charged a fundraising fee, fundraising opportunities must be available at the school). A full-time teacher who leaves the system during the school year will have their child's (dren's) tuition prorated.

Teachers seeking tuition free enrollment should submit a request to the principal of the school where the children are to attend before the start of the school year.

## **16. Lay Employees Retirement Plan**

### **A. Entry and Contribution**

#### Teachers Hired Prior to July 2, 2015

After five years of consecutive full-time employment and having reached the age of twenty-five or older, teachers having an average 247.5 hours or more of assigned duties during a full school semester are required to participate in the Diocese of Allentown Lay Employees' Pension Plan. The Plan requires a contribution of 3% of the teacher's gross salary.

#### Teachers Hired On or After July 2, 2015

After two years of consecutive full-time employment, teachers having an average 247.5 hours or more of assigned duties during a full school semester are required to participate in the Diocese of Allentown Lay Employees' Pension Plan. The Plan requires a contribution of 3% of the teacher's gross salary.

#### Location Contribution

The location contribution is currently 5.75% (as of 7/1/22). The teacher contribution remains at 3%. *Detailed information about the Plan can be found in the Diocese of Allentown Lay Employees' Pension Plan Handbook.*



- B. To make it easier for the teacher to enjoy security and independence in later years, the benefits provided by the pension plan are intended to supplement both Social Security and private savings upon retirement. The plan provides a pension payable to the teacher for as long as he/she lives after retirement. Normal retirement starts on the first of the month following the 65th birthday. Pension credit and contributions continue as long as the employee is working full-time for the Diocese. For contracted teachers who are eligible via age and years of service and retire after the end of a school year, pension payments are made after September 1<sup>st</sup>.
- C. Teachers having an average of 247.5 hours or more of assigned duties during a full school semester are eligible for life insurance. This is a diocesan-paid benefit. Prior to entering the pension plan, coverage is \$10,000 (death) or \$15,000 (death resulting from accident or violence). Upon entering the pension plan, coverage is an amount equal to one times the teacher's annual compensation rounded to the next highest \$1,000.
- D. An **Early Retirement Provision** exists for full-time teachers age 60-65 with 25 years of full-time service in the schools of the Diocese of Allentown. (Early Retirement Form, See Attachment II-J)

Any full-time teacher who works a minimum of thirty-five (35) hours per week and who reaches age sixty (60) with twenty-five (25) years of full-time service is eligible for an early retirement provision payment. The twenty-five (25) years of full-time service may be an accumulation of part time service that add up to twenty-five years of full-time service. However, the educator must be employed full time for the last three (3) years to be eligible for this benefit. The payment will be \$9,800 the first year of early retirement, \$9,800 the second year of early retirement, \$10,800 the third year, \$10,800 the fourth year and \$11,800 the fifth year, or until age sixty-five (65) beginning with the 2022-23 school year. The incentive will be paid semi-annually. The first payment will be between January 1-15 and the second payment will be between June 1-15 beginning the first year after retirement and continuing until the retiree reaches age sixty-five (65) with the appropriate taxes being withheld.

To apply for the Early Retirement Provision, a full-time teacher must complete and forward the Early Retirement Provision Form (that may be found in the Teachers' Handbook, Attachment II-J) to the Superintendent of Catholic Education by June 30th for the upcoming school year.

If the Early Retirement Provision begins before the end of this Agreement between the Diocese and the Association (no later than June 30th of the final year of this Agreement), the provision for teachers who have retired before the end of the Agreement will extend beyond the years of the present Agreement.

The Early Retirement Provision is only paid until age sixty-five (65). If a teacher turns sixty-five (65) before September 1st, the teacher is not eligible for the early retirement incentive for that year. If a teacher turns sixty-five (65) after September 1st, the teacher is eligible for pro-rated payment for that year. The payment will be based on the month that the teacher turns sixty-five (65). A September date of birth will receive one twelfth (1/12) of the payment, October two twelfths (2/12), etc.

If the retired teacher should die before completion of the early retirement incentive payments, the school shall complete payment for that school year only.

Teachers who return to full-time teaching responsibilities with the Diocese shall lose their early retirement incentive benefit effective with the date of their return and shall not be eligible to reinstate it.

**17. Medical Insurance**

- A. All full time lay teachers and administrators in the schools of the Diocese shall have individual health insurance made available to them; effective September 1 or the first of the month following their date of hire after the school year has begun. The teacher will pay 15% of the premium charged and the employing school will pay 85% of the premium charged. If a full time teacher desires to include other members of his/her family in this insurance coverage, he or she may do so by paying 15% of the premium charged and the employing school 85% of the premium charged.
- B. Dental coverage will be offered effective September 1, or the first of the month following his/her date of hire. The teacher will have the option of receiving family dental coverage. The premium of either individual dental or family dental is such that the teacher will pay 15% of the premium and the employing school will pay 85% of the premium charged.

**18. Leave Policy - B.P. 4152 [Rev. 2/16/95]**

- A. **Maternity Leave** - (see Attachment II-K-i)  
A teacher desiring maternity leave ordinarily must request the leave from the school principal, or in the absence of the principal, the assistant principal or pastor, at least 30 days prior to the commencement of leave. However, this leave will commence in accordance with the individual teacher's best interest and her physician's recommendations.

**A teacher on maternity leave must return to her employment when her physician indicates she is physically able to return, or after exhausting the twelve (12) weeks of job-protected Family Medical Leave Act (FMLA).** However, upon request and for good cause, a teacher on maternity leave will be given a Child Rearing leave.

A teacher on maternity leave may utilize sick days and maintain health care insurance and fringe benefits to the extent of the accumulated sick days (see Sick Day Policy). After the exhaustion of accumulated sick days, the teacher is not eligible to receive any salary or fringe benefits except that pension rights will be retained. Also, when the sick days and/or Family Medical Leave Act (FMLA) leave have been exhausted, health care insurance may be continued for up to six (6) months, provided the teacher reimburses the school for the monthly premium.

A teacher on this leave will be guaranteed a position in the school that the teacher took leave of as long as the position is not eliminated at the school. A teacher hired to replace a teacher on maternity leave is considered a substitute teacher.

- B. **Child-Rearing/Adoption Leave**- (see Attachment II-K-ii)  
A teacher desiring Child Rearing/ Adoption Leave ordinarily must request the leave from the school principal, or in the absence of the principal, the assistant principal or pastor, at least 30 days prior to the commencement of leave. However, this leave will commence in accordance with the individual teacher's best interest. A teacher on this type of leave must return no later than the beginning of the trimester, or semester in high schools and special learning centers,

immediately following one year after the child was born or placed for adoption, or the teacher may lose the position. In any event, the teacher must return only at the beginning of the trimester/ semester.

A teacher on Child Rearing/Adoption leave may utilize sick days and maintain health care insurance and fringe benefits to the extent of the accumulated sick days (see Sick Day Policy). After the exhaustion of accumulated sick days, the teacher is not eligible to receive any salary or fringe benefits except that pension rights will be retained.

Also, when the sick days and/or Family Medical Leave Act (FMLA) leave have been exhausted, health care insurance may be continued for up to six (6) months, provided the teacher reimburses the school for the monthly premium.

A teacher on this leave will be guaranteed a position in the school the teacher took leave of as long as the position is not eliminated at the school. A teacher hired to replace a teacher on Child Rearing/Adoption Leave is considered a substitute teacher. B.P. 4152

**C. Disability Leave** – (see Attachment II-L)

A teacher desiring Disability Leave ordinarily must request it from the principal, or in the absence of the principal, the assistant principal or the pastor, at least 30 days prior to the commencement of the leave. In the event of an accident or sudden illness, the teacher will be required to give only 24 hour notice for the leave to commence.

If during the duration of the sick leave, the teacher consumes all his/her sick days, an additional leave of six months (or less) may be requested.

A teacher on Disability Leave must return no later than the beginning of the trimester, or semester in high schools and special learning centers, immediately following the expiration of the leave, or the teacher may lose the position. Notice of intention to return to teaching shall be given, in writing, not later than 30 days prior to the date on which the employee intends to resume teaching. If an accident or sudden illness was the cause of disability leave, the teacher will be required to give only 14 days' notice, in writing, of their intent to resume teaching.

The Diocese may require ongoing updates of the teacher's diagnosis and prognosis from the teacher's own physician. In addition, the Diocese retains the right to require an independent medical examination(s), at Diocesan expense, of any teacher on disability leave. B.P. 4152

A teacher on Disability Leave may utilize sick days and maintain health care insurance and fringe benefits to the extent of their accumulated sick days (190 maximum, see Sick Day Policy). After the exhaustion of the accumulated sick days, the teacher is not eligible to receive any salary or fringe benefits except that pension rights will be retained. Also, when the sick days have been exhausted, health care insurance may be continued for the leave/leave extension period provided the teacher reimburses the school for the monthly premium.

A teacher on Disability Leave will be guaranteed a position in the school the teacher took leave of as long as the position is not eliminated at that school. A teacher who is hired to replace a teacher on leave will be considered a substitute teacher.

## 19. **Sabbatical Leave**

- A. **Eligibility-** All full-time lay teachers become eligible for a sabbatical leave after fifteen (15) years of service and again after twenty-two years (22) of service. The five (5) years of service immediately preceding the leave must be consecutive years in the school from which they will be taking the leave. The request for a Sabbatical Leave may be rejected for a number of reasons including, but not limited to, the quality of the submitted plan and coming off an extended leave.
- B. **Request-** Written requests for sabbatical leaves beginning in September are to be submitted by the teacher no later than January 1 of that same calendar year. Written notification of acceptance or rejection with reasons for rejection shall be given by the Superintendent of Catholic Education no later than March 1 of that same calendar year. Written requests for a sabbatical leave beginning in January are to be submitted no later than July 1 of the previous calendar year. Written notification of acceptance or rejection with reasons for rejection shall be given no later than Sept. 1 of the previous calendar year. All requests are to be submitted to the school principal with copies being sent to the Superintendent of Catholic Education.
- C. **Length-** Sabbatical leave may be taken for not more than the length of one full school year beginning at the start of the school year nor less than one full semester beginning at the start of a semester.
- D. **Purpose-** The teacher shall present to the Superintendent of Catholic Education, in writing, a plan outlining the purpose and goal of the sabbatical leave. Such a plan will have professional growth as its primary purpose and must constitute a program of study or travel which will be of substantial educational value to the teacher and the Diocese.
- E. **Compensation-** Compensation to the teacher on sabbatical leave shall be fifty percent (50%) of the teacher's expected salary. They are to receive full benefits while on leave with the exception of sick leave. Teachers returning from sabbatical leave are to be placed on the salary scale without having lost an incremental step. The time spent on sabbatical shall be considered increased experience. Pension contributions from the employer and the employee will be paid on the basis of a full year salary rather than the fifty percent (50%) actually paid to a teacher on sabbatical leave. Consecutive years of service as understood in the Diocese of Allentown Lay Employees Pension Plan is not disrupted by sabbatical leave. Upon completion of the leave, according to the terms of the written plan, the teacher has the right to return to the same position and school if that position has not been eliminated or to another position mutually agreeable to the teacher and principal. Teachers who were granted sabbatical leave must teach in a Diocesan school for at least two (2) full semesters immediately following the leave. Failure to properly complete the plan, or teach two (2) full semesters, unless death, constriction or furlough intervenes, shall require the teacher to repay the school, as a debt and owing, all monies paid while on sabbatical leave. The teacher shall submit a written report of what has been accomplished during the sabbatical to the Superintendent of Catholic Education.
- F. **Number of Teachers-** No more than ten (10) full-time lay teachers per semester are to be granted sabbatical leave in the Diocese with a maximum of one (1) teacher per school per semester in schools with more than ten (10) full-time teachers. Schools with ten (10) or less full-time teachers shall have no more than one (1) teacher granted sabbatical leave during any three-year period.

## 20. Part-time Certified Teachers

- A. Part-time certified lay teachers will receive a pro-rata share of the full-time salary and will move up the steps of the scale according to the following formula (performed after 9/1/90):
1. Part-time teachers with at least 17 1/2 hours of assigned duties per week shall advance one step for each two years of part-time service in the Diocese (performed after 9/1/90). A two hundred dollar (\$200) incremental increase will be given for the intermittent year.
  2. Part-time teachers with at least 11 2/3 hours of assigned duties per week shall advance one step for every three years of part-time service in the Diocese (performed after 9/1/90). A one hundred dollar (\$100) incremental increase will be given for the intermittent year.  
\*Part-time teachers with less than 11 2/3 hours of assigned duties per week will remain at their current rate of compensation.

## 21. Substitute Teacher (Short Term/Long Term)

A substitute lay teacher is a certified teacher not presently under contract with a Catholic school in the Diocese who fills in for an absent teacher. The recommended salary for a substitute teacher is an hourly wage and left to the discretion of the administrator who is directed by the school's budget and the need to provide qualified personnel. The substitute teacher is only eligible for mandated benefits (see below).

Prior to providing services as a substitute lay teacher, the individual is required to have successfully completed all the necessary background checks required by the Commonwealth of Pennsylvania, the Department of Education, the Diocese of Allentown, and other background checks mandated by government agencies.

**Principals are required to procure substitute teachers for teachers who are absent because of sickness, personal days, emergency leave days, maternity leave, etc.**

A short-term substitute teacher should work no more than 29 hours a week. These 29 hours would be a cumulative total and include hours worked at **all Diocesan schools during that week**. If a short-term substitute teacher serves at a diocesan school after the work week has started, the school should require a signed statement from the substitute indicating the hours he/she worked at another diocesan school(s) during that week. The school should confirm these hours worked with the other diocesan school(s) involved to make sure that he/she does not exceed the 29 hours per week threshold. A short-term substitute teacher is not eligible for any benefits; e.g. medical insurance, dental insurance, pension, sick days, etc.

Substitute teachers who are employed to teach full time in the Diocese for an entire semester or more are considered long-term substitute teachers. A long-term substitute teacher must be offered medical coverage for the duration of his/her assignment. The teacher will pay 15% of the premium charged and the employing school will pay 85% of the premium charged. If a long-term substitute does not need medical coverage, then he/she must sign a Waiver Form. This Waiver Form should be placed in the substitute teacher's file at the school. Generally, a long-term substitute teacher is not eligible for any other benefits; e.g. dental insurance, pension, sick days, personal days, etc. If the long-term substitute is employed for the duration of the school year, other benefits may be added.

**22. Declaration of Rights for Teachers of the Diocese of Allentown**

- A. "Beautiful, therefore truly solemn, is the vocation for all those who assist parents in fulfilling their tasks, and who represent human society as well, by undertaking the role of school teacher." Declaration of Christian Education #5 Vatican II
- B. Teachers, as members of a learned profession and members of an accredited institution, are entitled to the rights and privileges that have been historically associated with their profession.
- C. The stability and encouragement that flow from these rights include a fair standard of living, a definite salary schedule, a retirement plan, health insurance, sick leave, and protection from arbitrary dismissal in accordance with the guidelines established by the Diocesan Office of Education. Proper teaching conditions, a manageable task, professional regard and full support among peers, administrators, and the school board are absolutely essential. To this, add consideration for the teacher's individuality and the absence of discrimination with regard to the teacher's age, sex or race. B.P. 4117

**23. Teacher Responsibility**

- A. Teachers occupy a very important place in the school system. In conjunction with the administration, they set the tone of the school and the quality of the educational program. Teaching is an art, an art that must be developed and perfected if one is to live up to the responsibilities that accompany the sacred trust of affecting the hearts, minds, bodies, and psyche of our young people. Teachers must take the pains to develop and participate in the faith community of the school, for it is only in a community of faith that they can fulfill the heavy responsibilities of helping the total personhood of the child develop. The teacher shows respect for his/her noble profession and the students entrusted to his/her care by constantly demonstrating and sharing Christian values.
- B. Teachers need spiritual as well as professional enrichment. It is presumed that teachers recognize the need for personal growth in their spiritual lives. The following recommendations are means of satisfying this need.
  - 1. As part of their ongoing spiritual growth and formation, teachers and administrators in the Diocese of Allentown shall participate in the Franciscan University Catechetical Program. This program includes a certification process that shall be completed by all teachers in our Catholic schools. The required level of certification may vary depending on the role of the faculty member. The program was launched in April 2021 following the discontinuation of the Institute of Catechesis and Formation (Catechist Formation Program). Catholic School in December 2020. Catholic school teachers are expected to complete the first level of the Catholic School Track by December 31, 2022. For instructions on how to create an account on the learning platform, please visit [www.allentowndioocese.org/formation](http://www.allentowndioocese.org/formation). For questions related to the program, contact Alexa Smith at [asmith@allentowndioocese.org](mailto:asmith@allentowndioocese.org)
  - 2. Teachers are expected to express and to enrich their faith by weekly attendance at the church of their faith, by daily personal prayer, by reading the Scriptures, and attending days of recollection and retreats. An annual retreat is highly recommended as a suitable means to renew and to strengthen one's faith. One personal diocesan

sponsored retreat day will be paid for each teacher annually by the employing school. Attendance at theology courses or lectures is also recommended as a means to allow one's faith to mature and grow. If teachers mature in their faith, our schools will grow as communities of faithful believers who practice what they preach.

3. Teachers are required to present a letter of recommendation from the pastor of the parish to which he/she belongs attesting to his/her participation in that faith community before hiring. Schools will request a letter of recommendation from the pastor of the parish of record for contracted teachers every (2) two years. If a pastor fails to return the renewal form, the teacher is not held responsible but may be asked to obtain a letter of recommendation for cause. Teachers may be asked to provide a letter of recommendation upon request by the Superintendent of Catholic Education of the Diocese of Allentown at any time for cause.
- C. In their private lives, teachers must maintain standards of morality which do not publicly reject the doctrines, laws and teachings of the Catholic Church. Any willful breach of this contractual obligation shall be grounds for a termination of their contract.
- D. Teachers have a responsibility to possess an up-to-date knowledge of their subject areas and a well-balanced general knowledge of all related subjects. They must be supportive of other teachers by being mindful that it takes an entire curriculum to make an educational program. **Teachers are to work toward permanent certification.** (PA, Level II)

They are encouraged to take in-service training and avail themselves of opportunities for professional reading, school visitations, institutes, conventions, workshops and other valuable professional improvement. The cost of professional development workshops will be paid annually up to a cumulative amount of \$100.00 per teacher.

- E. In exercising their own rights, teachers must respect the rights of all others in the school. They must respect the dignity of the individual student along with other teachers and that of the administrators. B.P. 4117
- F. The teacher is subject to the principal in all school matters, and is obliged to observe conscientiously all regulations of the Diocesan school system as well as of the particular school to which assigned. The teacher should:
  1. Seek to understand and implement the educational philosophy of the Diocesan school system.
  2. Exemplify in his/her own conduct the traits of a Christian which are being taught to the pupils, and which the school is seeking to develop in its pupils.
  3. Instruct children in the assigned subjects, directing and guiding pupil learning throughout the school day.
  4. Attend all faculty meetings and all prescribed Diocesan or local in-service training workshops.
  5. Accept responsibility for a reasonable amount of extra-curricular activity consistent with the needs of the school and the aptitude of the teacher.
  6. Consult with the principal on important matters, especially those concerning things which will have an influence outside the classroom. B.P. 4116

**25. Diocese of Allentown Policy for a Drug-Free Workplace**

- A. **Purpose of the Policy:** The abuse of alcohol and other controlled substances in the workplace is a danger to the safety and health of employees as well as to students. Federal regulations require that the Diocese of Allentown notify all school employees of the Diocesan policy which provides a drug-free workplace for all school employees.
  
- B. **General Policy:** It is the policy of the Diocese of Allentown that the unlawful manufacturing, dispensing, distribution, possession or use of alcohol and other controlled substances is prohibited in any Catholic school workplace in the Diocese of Allentown. Act 1919 of the Pennsylvania Legislature of 1988 requires any school employee who is convicted of the delivery of a controlled substance or convicted of the possession of a controlled substance with the intent to deliver shall be terminated from his or her employment.
  - 1. Any activity regarding alcohol and other controlled substances not covered under legal statutes can also lead to a personnel action. This may include termination or requiring the employee to participate satisfactorily in a drug abuse assistance program or rehabilitation program approved by a federal, state, local health, law enforcement or other appropriate agencies.
  - 2. Catholic school employees located in workplace areas which are outside the Catholic school shall also be covered by this policy.
  
- C. **Policy Requirements**
  - 1. All employees will be notified in writing of the Drug-Free Policy as approved by the Board of Education.
  - 2. Each employee, as a condition of employment, will:
    - a. Abide by the terms of the policy
    - b. Notify the employer of any criminal drug statute conviction for violation occurring in the workplace no later than five days after such conviction.
  - 3. The local administrator will notify the federal agencies providing direct federal grant funds to the school/Diocese after receiving a notice of conviction by the employee or otherwise receiving actual notice after such conviction. This must be done within ten (10) days.
  - 4. The local administrator will take action within 30 days with respect to any employee who is so convicted. The action will include action as required by Act 1919 of the Pennsylvania State Legislature of 1988 and the federal regulations implementing the Drug-Free Workplace Act of 1988.
  - 5. The local administrator will establish an alcohol and drug-free awareness program for employees.



**D. Definitions**

1. **Controlled Substances** - This means a controlled substance in Schedule I through V of Section 202 of the Controlled Substance Act (21 USC812) and as further defined by regulation of 21 CFR1300, 11 through 1300.15. Examples include:
  - a. Opiates (e.g., heroin, morphine, codeine, methadone)
  - b. Cocaine
  - c. Cannabinoids (e.g., marijuana, hashish)
  - d. Amphetamines
  - e. Barbiturates
  - f. Other narcotics and hallucinogens (e.g., phencyclidine [PCP], methaqualone [Quaalude] and peyote [LSD]).
  - g. Benzodiazepines (e.g., Valium, Librium)

Also encompassed by these definitions are substances not sold as drugs or medicines, but that are used for mind or behavior-altering effect. In addition, for the purpose of this definition, unlawful use of alcohol is considered a controlled substance.

This definition includes, but is not limited to, the above listing.

2. **Conviction**
  - a. This means a finding of guilt (including a plea of nolo contendere) or imposition of sentence or both by any judicial body charged with the responsibility to determine violations of federal or state criminal drug statutes.
3. **Drug-Free Workplace (Federal Definition)**
  - a. This means a site for the performance of work done in connection with a specific grant at which employees of the grantee are prohibited from engaging in the unlawful manufacturing, distribution, dispensing, possession, or use of a controlled substance.
4. **Drug-Free Workplace (Diocesan Definition)**
  - a. This means a site for the performance of work at any Catholic school in the Diocese or any other site where the Catholic school activity is performed.

B.P. 4118

**26. Diocese of Allentown Policy on Responsible Use of Computers and Communications for Catholic School Employees**

**A. Purpose**

The Secretariat for Catholic Education (Office of Education) for the Diocese of Allentown (Diocese) encourages and supports the appropriate use of technology for employees as part of its instructional program and administrative responsibilities. The appropriate use of technology can expand and highlight learning and teaching. This policy is intended to help employees avoid unintended situations that could adversely affect their professional standing, and it does not supersede, replace or substitute the current Acceptable Use Policy of the Diocese. This policy is not intended to restrict participation but rather to provide some level of protection for employees and children if they choose to engage in online activities and use electronic devices, facilities and resources.

**B. Authority for Office of Education Monitoring of Computers and Internet Use**

The Office of Education reserves the right to monitor all internal computer network and internet use. This monitoring exists in a variety of forms from suspicious query reports generated from filtering software to the monitoring and review of emails or internet use. The use of computers, electronic devices, social media, facilities and resources is a privilege, not a right. Inappropriate, immoral, unethical, unauthorized and/or illegal use may result in the cancellation of the privilege. When the Office of Education establishes that an employee has used resources in violation of this Policy, appropriate disciplinary action may be taken in accordance with current discipline policies.

**C. Delegation of Responsibility**

The Superintendent of Catholic Education or his/her designee is responsible for the annual review of this Policy and proposed amendments or revisions as appropriate.

Administrators, teachers and other staff have the professional responsibility to:

- Know the roles and responsibilities established by this Policy.
- Adhere to the guidelines established in this Policy.
- Work together to help students develop the moral and ethical values, intellectual skills and strategies to discriminate among sources of information, to identify sources of information appropriate for their age and instructional level prior to classroom presentations and lessons, and to use the information to meet instructional goals. *Employees should* utilize teacher approved sites for instruction or *preview* any and all content from non-teacher approved sites on the internet including but not limited to video, pictures, websites, etc. *prior to a presentation with students*.
- Separate the use of technology into “personal” and “work-related” activities.

**D. Definitions**

The term **communications** refers to the use of electronic media, devices and resources from the internet, a text message, audio file, picture, image, graphic image, email, blog, as well as social media such as Twitter, Facebook, etc.

The terms **harmful to minors** or **inappropriate material** both mean any text message, audio file, picture, image, graphic image file, or other visual depiction, in reference to Catholic faith and morals that:

1. Depicts, describes, or represents, in a patently offensive way, subject matter that is unsuitable for minors.
2. Taken as a whole, lacks serious religious, literary, artistic, political or scientific value as to minors.

The term **hacking** refers to the act of gaining unauthorized entry or attempting to gain unauthorized entry into the Diocesan computer network, servers, data files, etc.

**E. Guidelines**

All communications and data files created, transmitted, or stored on school equipment are the property of the Office of Education and are not protected by any right to privacy. Student information protected by the Family Educational Rights and Privacy Act (FERPA) or other federal or state statute(s) requiring confidentiality will be treated as confidential according to the terms of the statute(s). No confidential data shall be transmitted from a school network, unless permitted by applicable law or until appropriate permissions are received according to the law.

**F. Prohibitions**

All employees must act in an ethical, responsible, and lawful manner in accordance with Diocesan policies, administrative regulations and state and federal law. All employees are to be aware that what they do in their private life online can potentially impact their professional life.

The following uses of computers, computer facilities, computer resources, and computer networks are prohibited, and are deemed to constitute inappropriate use:

1. Facilitation of any illegal activity.
2. Any commercial use.
3. Computer gaming that is not under the supervision of instructional staff, for educational purposes.
4. Disclosure, use, transmittal, or dissemination of personal or individually identifiable information about any Diocesan user, student, or employee other than for approved administrative purposes.
5. Any of the following: to create, disseminate and/or proliferate hate, publically oppose the teachings of the Catholic Church, utilize discriminatory remarks, or engage in offensive, harassing, or inflammatory communication or to participate in any form of bullying/cyber bullying. Such action will result in appropriate discipline. For any activity that takes place outside of the school/work setting, specific attention will be paid to the impact such bullying/cyber bullying has on the school/work setting. (Refer to Internet Safety Policy for additional information.)
6. Unauthorized or illegal downloading, installation, distribution, reproduction or use of copyrighted material.
7. Intentionally accessing obscene or pornographic materials.
8. Intentionally accessing *inappropriate material*.
9. Intentionally using inappropriate language or profanity in communications.
10. Transmission of material likely to be offensive or objectionable to recipients.
11. Intentionally obtaining, tampering with, and/or deleting files that are created by others.
12. Using electronic mail, instant messaging, social networks, or chat services, unless such use is expressly endorsed by the Office of Education and is part of the instructional program.

G. **Electronic Mail**

The Office of Education recognizes that the use and access of private email accounts by employees may be an acceptable use when such use supports the instructional program or supports the professional needs of staff.

H. **Social Media**

“Social Media” includes a blog, wiki, Facebook, Twitter, Instagram, Imgur, LinkedIn, or any internet based network that allows virtual contact between users.

Social Networks are forums for sharing information. They have a legitimate place in today’s world. The Office of Education distinguishes between two uses of Social Media –

those used to support the learning and business needs of the school which are approved, and social media that is used by individual employees which is disapproved.

I. **Personal Social Media**

Employees who communicate electronically with students should only conduct such communication through approved Office of Education equipment/software and via approved communication vehicles, such as a school approved social networking page.

***Employees are strongly discouraged*** from communicating with minor students, or alumni, that are under the legal age of 18 years old via a personal social media page or with personal equipment/ software, i.e., cell phone, home phone, home computer, etc. using social media, software/ technologies. ***Employees are also discouraged*** from communicating with parents through social media. The use of social media by any employee such as, but not limited to, blogging, texting, tweeting, and/or instant messaging, in ways that are contrary to the teachings, beliefs and interests of the Catholic Church, or are illegal, or violate any antidiscrimination policy will be subject to disciplinary action. This restriction includes becoming “friends” on any social media or allowing students or parents access to personal web pages for communication reasons.

J. **Cell Phones**

There is a time and place where the use of cell phones is appropriate. It is necessary that all employees act responsibly. Employees should utilize these guidelines unless ***prior approval*** from a Building Administrator is obtained. (*Ex. A coach needs to cancel practice due to an emergency. The coach will seek approval from a Building Administrator **first**, and then may be granted permission for a one time use of implementing a phone chain on his/her cell phone.*)

1. Cellular phones and other electronic devices may be used during non-supervisory time only.
2. These items must be put away, silenced, and out of sight in all locations at all other times.

3. Inappropriate uses include: texting, chatting, checking social media, instant messaging, taking pictures, etc. during class, while walking in the hallway, during a parent/staff/student meeting.
4. ***Employees are strongly discouraged*** from communicating with students on their personal cell phone for personal phone calls, texting, chatting, and social media for example: Facebook, Twitter, etc.
5. Employees are strongly encouraged to secure their cell phones at all times. This includes using built-in security measures such as passcode/ thumbprint/ facial recognition protection as well as physically securing personal electronic devices.

**K. Safety**

Any employee who receives threatening or unwelcome communications on a school network must report them immediately to a Building Administrator.

**L. Copyright**

The illegal use of copyrighted software by employees is prohibited. Any data uploaded or downloaded to or from the internet shall be subject to Fair Use Guidelines.

**M. Consequences of Inappropriate Use**

The Office of Education reserves the right to enforce disciplinary consequences for violations by employees including financial responsibility for copyright/intellectual property right violations, damage to equipment, systems, software and files resulting from negligent, deliberate or willful actions. Disciplinary action, up to and possibly including termination, is also applicable. If the improper actions involve potential criminal responsibility, then these acts will be reported to the appropriate legal authorities for possible prosecution.

B.P. 4119.1

**27. Faculty Meetings**

- A. Monthly faculty meetings are expected to be conducted at each elementary and secondary school. If a school desires to schedule such meetings during hours when school is normally in session, plans should be made to extend the school calendar of the students in order to insure that the minimum hours of instruction are offered to the students. (900 hours for Grades 1-2, 915 hours Grades 3-4, 990 hours for grades 5-12 second.) This can be accomplished by planning a student calendar of more than 180 days. Schools may not schedule more than ten (10) early dismissal days per year. Five (5) of the early dismissals are to be scheduled for faculty meetings, in-services, etc.
- B. Early dismissal for any reason, except an emergency, is prohibited unless authorization is obtained by including it in the school's approved calendar annually submitted to the Superintendent of Catholic Education or by special approval granted by the Superintendent of Catholic Education.

- C. If early dismissal is granted, it is the responsibility of the Principal to notify parents and appropriate public school transportation personnel of the early dismissal time and to make plans to insure compliance with the minimum hours of instruction requirement.
- D. Schools which dismiss early due to an emergency, exclusive of snow emergency, should report this fact to the Superintendent of Education immediately. B.P. 6113.2

**28. Lunch Time Requirements for Full-Time Teachers**

All full and part-time teachers in the Diocese of Allentown shall be scheduled to receive a minimum of fifteen (15) to thirty (30) minutes of duty free lunch each school day. B.P. 4140

**29. Sexual Harassment**

The schools of the Diocese of Allentown are committed to maintaining an environment that is free from discrimination and unlawful harassment, including sexual harassment. Any Diocesan school employee, student, volunteer, visitor, or vendor is required to take care that the dignity of another is not abused through unlawful, objectionable and/or offensive behavior of any kind. Complaints should be brought to the immediate attention of the Principal and/or the Secretariat of Education as outlined in the Diocesan Board of Education Policy 4119. A complaint form is on file at the local school.

**30. Extra-Curricular Activities**

- A. Extra-curricular activities are an integral part of the school program. Their presence provides the opportunity for the continued growth and development of the student as a whole person while attracting and maintaining student interest in our schools.
- B. Extra-curricular activity assignments on the signed teacher contract are a requirement upon initial employment. This requirement will be maintained. In all other cases the teacher and the principal, understanding the importance of these programs to the school community, and guided by honesty, integrity and good will, may enter into negotiations for a mutually satisfactory arrangement. If a teacher disagrees with a principal's assignment of an activity, the grievance procedure as outlined in the model for negotiations may be initiated to arrive at a feasible solution that balances the primacy of the common good of the school with the best interests of the individual teacher.

**31. Tuition Reimbursement – (see Attachment II-M)**

All full-time teachers are entitled to tuition reimbursement for graduate credits or undergraduate Theology and Technology credits obtained (C or above) at an accredited college or university with an annual maximum of \$2,000 during a contracted year. The school must make reimbursement for tuition no later than six weeks after receiving official documentation of grades. Two full semesters must be taught at a diocesan school after completion of the course(s) or a refund of tuition reimbursement must be given, unless death intervenes or the position is constricted.

Teachers notifying the school with the intent of taking courses must notify the school prior to April 15th. Otherwise the reimbursement might not be received until the following school year due to budget constraints. When the course has been decided, a teacher needs to complete Attachment II-M.

**32. Resignation or Retirement** – (see Attachment II-N)

A teacher who chooses not to return to his/her teaching position for the next school year, or leaves, is to submit the **Notification of Resignation or Retirement** form (see Attachment II-N) to the principal. The principal will forward the completed notification to the Office of Education.

**33. Statement on Dress for Teachers**

Teachers are a reflection of the schools of the Diocese of Allentown and its religious purpose; therefore, it is very important that they are well-groomed, neat, and dress appropriately for their respective positions. Appropriate dress and hygiene promote a positive Diocesan image to the entire school community and should be used in conjunction with the local school dress policy. A professional appearance that reflects Christian ideals is expected.

**34. Grievance Procedure**

The Diocese of Allentown does have a Grievance Procedure with the Allentown Diocesan Lay Teachers Association. Grievance Procedure information can be obtained from the Allentown Diocesan Lay Teachers Association Representative, the Assistant Superintendent of Professional Personnel, the Diocesan Director of Human Resources, or the Principal.

**35. Arrest/Conviction Report and Certification Form** – (see Attachment II-O)

As required by subsection (j) (4) of 24 P.S. §1-111. The PDE 6004 form shall be utilized by employees to provide written notice within seventy-two (72) hours after an arrest or conviction for an offense enumerated under 24 P.S. §1-111(e) and occurring after September 28, 2011. In accordance with 24 P.S. §1-111, employees completing the PDE 6004 form are required to submit this form to the administrator or other person responsible for employment decisions in a school entity. See Attachment II – O.

**36. Personnel Files**

A. It is the responsibility of the teacher to provide all of the required documentation to complete his/her personnel file at the Office of Education, as well as the personnel file at the local school entity. Upon applying for a position in the Diocese of Allentown, applicants are required to submit the completed diocesan application along with the credentials listed on the application. Upon hiring, teachers must submit credentials and employment paperwork as requested by both the Office of Education and the local school entity. This is the sole responsibility of the teacher, and a contract may not be signed until both personnel files are complete.

B. It is the responsibility of the teacher to maintain his/her personnel files and update the files regularly. Specifically, teachers are required to submit certifications as earned, official

transcripts as credits and degrees are earned, and recommendations from the pastor of the parish to which he/she belongs attesting to participation in that faith community biennially, or as requested. Specific to the pastor's letter of recommendation, teachers are required to present a letter of recommendation from the pastor of the parish to which he/she belongs attesting to his/her participation in that faith community before hiring.

Schools will request a letter of recommendation from the pastor of the parish of record for contracted teachers every (2) two years. If a pastor fails to return the renewal form, the teacher is not held responsible but may be asked to obtain a letter of recommendation for cause. Teachers may be asked to provide a letter of recommendation from the pastor upon request by the Superintendent of Catholic Education of the Diocese of Allentown at any time for cause. It is recommended that official transcripts be sent to the Office of Education and the school upon hiring and at the following levels of achievement: Bachelor's + 15, Master's, Master's +15, Master's +30, Master's +45, and Doctorate. Teachers must also submit the Lay Employee Database Change Form to the Office of Education AND Human Resources when any changes occur in employment or personal status. See Attachment P.

- C. Under Pennsylvania's Personnel File Act, an employee may view their personnel file, but they do not have the right to remove anything from the file, make copies of or photograph anything in the personnel file. They may inspect their file and take notes in the presence of their supervisor. If a teacher wishes to review his/her personnel file, a written request must be submitted to the administrator with a minimum of seventy-two (72) hours' notice. A mutually convenient appointment will be scheduled for the teacher to review the file on site in the presence of the administrator.

### **37. Liability Insurance**

All contracted teachers are covered under the Diocese of Allentown Self-Insurance Program for their employment only related to working within or on behalf of the Diocese and diocesan schools. Teachers are not covered for work/activities unrelated to their contracted employment with the Diocese or conduct deemed unlawful.



**DIOCESE OF ALLENTOWN  
OFFICE OF EDUCATION**

**REQUEST FOR TEACHER TRANSFER**

(Within the Schools of the Diocese of Allentown)

Teacher's Name: \_\_\_\_\_ Telephone Number ( \_\_\_\_\_ ) \_\_\_\_\_

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

Presently teaching at: \_\_\_\_\_  
School

Teaching responsibilities at present school:  
\_\_\_\_\_  
\_\_\_\_\_

Years at the present school: \_\_\_\_\_

Professional Certification Type and Date: \_\_\_\_\_

I request a transfer to: \_\_\_\_\_  
School

Teaching Responsibilities at new school:  
\_\_\_\_\_  
\_\_\_\_\_

My Reason for this Request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date

Teacher's Signature

\*\*\*\*\*

I have reviewed and discussed this transfer request with the teacher. I am recommending approval of the request to the Superintendent of Catholic Education of the Diocese of Allentown.

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

\_\_\_\_\_  
Signature of the Receiving Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\*\*\*\*\*

This transfer request is approved to be effective \_\_\_\_\_.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Superintendent of Catholic Education



# THE EVALUATION PROCESS

## Overall Characteristics

- Evaluation is focused on the interactive process of improving, as well as the final product of rating.
- Evaluation will result in an ongoing improvement plan based on individual goals.
- There will be two formal observations each year, as well as informal observations, as appropriate.

## Outcomes of Evaluation

- The evaluation process keeps teachers focused on improving.
- The evaluation process allows for goal setting.
- The evaluation process allows for reflection.
- The evaluation process gives the teacher ideas for improving.
- The evaluation process builds teacher self-esteem.
- The evaluation process allows for sharing.

## Goal Setting

- Goals are formulated by the teacher and the administrative observer.
- Goals are set after the second formal observation.
- Goals are reviewed in the fall.
- Help in achieving goals is made available. This may, for example, include ideas, resources, mentors, peer coaching, and informal observation.

## Rating Teacher Performance

### Rating Scale

- |                      |  |
|----------------------|--|
| • S = Superior.      | Consistently exceeds expectations.         |
| • VG = Very Good.    | Often exceeds expectations.                |
| • A = Average.       | Meets expectations.                        |
| • BA = Below Average | Meets expectations at a minimal level.     |
| • I = Inadequate.    | Falls below expectations – unsatisfactory. |

### End-of-Year Teacher Performance

- This form indicates the teacher's performance at the end of the year.
- It is not calculated as an average of the two semester ratings.

## **Formal Observations**

### **Characteristics**

- The observation is announced, and the entire lesson is observed.
- A pre-observation conference may be requested by the teacher or principal.
- In preparation, the teacher will complete the Teacher Evaluation Observation Form, which describes objectives of the lesson, teaching strategies to be employed, and materials. If applicable, the teacher will discuss new methods being implemented, particular teacher or student problems, and other lesson aims for the observer to notice.

### **Frequency**

- There is one formal observation per semester. The second observation occurs before May 1.
- The time of day and content area of the observation varies.
- Beginning teachers are observed more frequently.

### **Feedback**

- A post-observation conference is scheduled and held in a timely manner.
- Written feedback is provided in a timely manner.
- Comments may be written for each category as a whole.
  - When rating is Superior or Very Good, comments are encouraged as appropriate. Specifics for improvement may be given.
  - When rating is Average, Below Average, or Inadequate, comments are required. Specifics for improvement must be given.
  - Commendations are especially valued.
- Nature of the feedback:
  - Feedback is usable and specific
  - Feedback notes where improvement has occurred and where improvement has not occurred.
  - Feedback notes where goals are being achieved.
  - Feedback does not address peripheral issues as part of the evaluation process.
- The teacher may respond in writing to any observation report.

## **Informal Observations**

### **Characteristics**

- The observation may be announced or unannounced.
- The observer tries to arrive at beginning of a lesson.
- The teacher may request an informal observation. For example, this may be useful for coaching in using a new method, or for help in solving a teaching or student problem.
- In preparation, the teacher may prepare the Teacher Evaluation Observation Form if he/she wishes.

### **Frequency**

- As appropriate

### **Feedback**

- There are some written or verbal comments.
- A post-observation conference may be requested by the teacher or principal.

## I. **SPIRITUAL QUALITIES**

Teachers in Catholic schools emphasize spiritual growth, human development, academic excellence, and Christian formation. This special type of teaching depends not only on a unique curriculum, but primarily on the person of the teacher. A catholic school teacher is a person who nurtures one's own daily prayer life through faith and action, and witnesses daily by example to staff, students, and parents. Spiritual Qualities are seen as the teacher models prayerfulness and is witness to the faith Community.

### A. **Modeling Prayerfulness**

- Participates in faculty prayer.
- Makes opening and closing prayer a meaningful part of the classroom routine.
- Participates actively in preparing students for the school's liturgical and para-liturgical activities as appropriate.

### B. **Witness to the Faith Community**

- Models active participation in one's own parish or church through weekly attendance. (for Catholics, Mass and reception of the Sacraments).
- Deepens one's own appreciation of the meaning of Jesus by participating in days of recollection, making retreats, and attending spiritual conferences.
- Shows evidence of updating one's knowledge of the Catholic Faith through reading current religious literature, attending church sponsored lecture series, attending the required Catechist Formation Program courses.

## II. **PROFESSIONAL RELATIONSHIPS**

Teachers in Catholic schools exemplify the teaching of Jesus Christ through dealings with others, thereby furthering the mission of the Church. A Catholic school teacher contributes positively to the morale and spirit of the school. **Professional Relationships** with school personnel, parents, and students display recognition of the role of the parents as the foremost educators, and of the child as a unique individual, a child of God.

### A. **School Personnel**

- Interacts with administrators, faculty, staff on a Christian and professional level
- Shares in the general responsibilities necessary for an effective total education program
- Shares in some extra-curricular responsibilities in addition to classroom duties
- Interacts with educational specialists and colleagues in a professional manner
- Refers students needing instructional support services for evaluation and consultation, and uses the results for guidance in developing appropriate teaching strategies

### B. **Parents**

- Establishes and maintains communication lines with parents
- Respects sensitive or confidential information known about parents
- Speaks with Christ-like charity and justice when reporting student difficulties to parents, and when responding to their concerns
- Supports and participates in parent-teacher activities
- Assists and encourages parents in fulfilling their obligation for the Christian formation and education of their child

### C. **Students**

- Respects, understands, and appreciates students as evidenced by a Christian working relationship with them
- Respects sensitive or confidential information known about the student, and utilizes this information only in a professional manner

- Respects the individuality of the child by looking beyond ethnic identify, social class, and academic ability
- Values every talent that the child possesses, not only academic ability

### III. **PLANNING FOR TEACHING**

Teachers in Catholic schools support philosophies, goals, regulations, policies, and activities of the school and the Diocese. In making decisions before teaching a lesson, a Catholic school teacher reveals an understanding of and consideration for individual student's background, needs, abilities, interests, and learning styles. **Planning for Teaching** utilizes the teacher's subject matter and pedagogical expertise plus knowledge about students to structure lessons with appropriate objectives, teaching strategies, materials, and assessment processes.

#### A. **Teacher's Expertise**

- Demonstrates mastery of subject matter
- Applies principles of learning
  - Uses a variety of appropriate teaching methods
  - Considers learning styles and teaching style differences
  - Structures lessons
  - Diagnoses student errors
- Participates in professional development activities

#### B. **Knowledge of Students**

- Obtains information about each student
- Ascertains prior achievement, aptitude, learning styles, and student interests
- Adapts to needs and individual differences of students
- Tailors lessons and assignments to appropriate level of difficulty

#### C. **Structuring and Sequencing Lessons**

- Follows Diocesan curriculum guidelines in preparing long range and short range objectives
- Follows established procedures in preparing lesson plans
  - Analyzes instructional objectives
  - Determines prior knowledge and skills needed by students
  - Builds on previous learning
  - Chooses appropriate teaching strategy for the lesson
  - Arranges logical teaching sequences
  - Relates lesson to students' interests and background
- Uses active teaching approach, with a high level of student involvement
  - Prepares a variety of appropriate instructional tasks
  - Uses whole class and small group instruction
  - Uses cooperative learning strategies
  - Incorporates activity structures (audio and visual demonstrations, projects, presentations, discussions, debates, field trips, dramatized experiences)
- Selects materials and resources appropriate for the content
  - Has sufficient materials ready
  - Uses a variety of materials (manipulatives, technology, audio, visual)
- Plans for all available time, has enrichment work ready when work is finished early
- Selects a variety of assessment methods
  - Conducts daily, weekly, and monthly reviews
  - Structures classroom assignments for high rate of student success
  - Provides for individual differences through assignments which are clear and challenging
  - Gives appropriate homework assignments
  - Administers various types of evaluation procedures

#### IV. **CREATING CLASS CLIMATE**

Teachers in Catholic schools help students see the relevance of Christian values in their daily lives by encouraging them through example to be tolerant and respectful of each other. A Catholic school teacher fosters a spirit of cooperation where pupils learn how to give, how to share, and how to help each other. **Creating Class Climate** occurs through the teacher's demeanor and behavior and the classroom atmosphere, as well as the students' attitudes and behavior.

##### A. **Teacher Demeanor and Behavior**

- Has high expectations for all students
  - Is confident that all students can learn
  - Believes that teachers make a difference
- Is in charge of all the students all the time as authority figure and decision maker
  - Controls organization, planning, scheduling, and delivery of instruction
  - Makes decisions during the lesson, as needed
  - Considers students' ideas
- Is businesslike and task-oriented
  - Places primary emphasis on academic achievement
  - Believes that the subject being taught is important
  - Sets high academic and behavior standards
- Assumes responsibility for student achievement and behavior
- Displays a positive attitude
  - Enthusiastic, confident, energetic, enjoys teaching
  - Friendly, caring, non-threatening
  - Organized and self-controlled
- Communicates effectively with eye contact, and with clear, specific language
- Commands attention of all students
- Interacts with all students, listens, and responds supportively
  - Promotes and sustains involvement of students
  - Develops positive interpersonal relationships
  - Demonstrates sensitivity and feelings of students
  - Treats students fairly with trust and respect
  - Builds positive self-concepts
  - Encourages peer relationships

##### B. **Students' Attitudes and Behaviors**

- Behave appropriately
  - Respect the teacher and other students
  - Have a sense of group membership
  - Bring necessary materials to class
- Become actively involved and participate appropriately
  - Are attentive and on task
  - Ask questions and answer questions
  - Perform tasks at a high rate of success
- Accept responsibility for their work

##### C. **Classroom Atmosphere**

- Is task-focused
- Is organized, positive, cooperative

#### V. **MANAGING THE CLASSROOM**

Teachers in Catholic schools exhibit appropriate management strategies. A Catholic school teacher supervises students at all times in accordance with administrative regulations, school board policies, and legal requirements. **Managing the Classroom** encompasses all non-instructional teacher behaviors.

Procedures for managing classroom behavior as well as strategies for managing time, pacing, directions, and accountability for work enable effective teaching to occur, and the classroom runs smoothly and almost automatically.

**A. Preventive Procedures**

- Has rules for most aspects of classroom behavior which are necessary, reasonable, and appropriate for the developmental age of the child
  - Establishes the rules in a Christ-like manner on the first day of school
  - Displays or distributes rules
  - Teaches and rehearses rules as needed
  - Applies rules in a consistent manner
  - Makes positive and negative consequences clear
- Uses efficient instructional routines
  - Teaches and rehearses routines as needed
  - Initiates routines with cues
  - Has routines for starting and ending class
  - Has procedures for communicating, checking and collecting assignments
  - Has routines for student participation and for implementing activity structures
- Provides a safe, clean, and orderly physical environment conducive to learning
  - Copes with constraints of physical environment
  - Arranges display areas to be timely, inviting, student centered, colorful, and attractive
  - Exhibits evidence that this is a Catholic school

**B. Class Management**

- Uses time efficiently
  - Starts and stops on time
  - Allocates most of available time to instruction and maximizes students' time on task
  - Minimizes time spent on the non-instructional activities and eliminates unassigned time
  - Handles administrative matters in an organized manner
- Paces lessons appropriately
  - Has smooth, short transitions to open and close activities
  - Eliminates or minimizes interruptions and distractions
- Gives clear and precise directions, and checks for understanding of directions
- Holds students accountable for their work
  - Checks daily work and homework, monitors work in progress
  - Requires standards be met
  - Requires assignments to be completed on time and missed work to be made up
  - Keeps accurate records of student attendance and student achievement

**C. Classroom Monitoring**

- Is aware of all activities occurring in the classroom
  - Scans room regularly
  - Re-involves students if off task
- Maintains appropriate classroom behavior

**D. Discipline Process**

- Holds students accountable for their behavior and discipline in a Christ-like manner
  - Praises or recognizes appropriate classroom behavior
  - Does not overlook infractions, and stops problems quickly before they escalate
- Manages inappropriate behavior in a consistent manner with a step-by-step process
  - Uses nonverbal control first-moves closer, makes eye contact, uses hand signals



- Restates rules or procedures
- Does not reinforce inappropriate behavior
- Disciplines in private, and minimizes use of criticism or punitive response

## VI. **TEACHING THE LESSON**

Teachers in a Catholic school present lessons that promote student achievement. A Catholic school teacher gives every child the opportunity to succeed daily. The delivery of the lesson incorporates the results of planning for teaching, creating classroom climate, and managing the classroom. **Teaching the Lesson** details the structure of an effective lesson and the components of each element.

### A. **Introduction to the Lesson**

- Readies students for lesson
  - Checks homework and assesses accuracy
  - Provides review for continuity
  - Discusses the structure of the lesson
- States objectives clearly and motivates the lesson
  - Gains student attention
  - Ties objectives to previous learnings
  - Explains importance of and purpose for lesson
  - Connects objectives to larger body of knowledge
  - Relates objectives to student interests or needs

### B. **Teaching According to the Plan**

- Gives clear presentations
  - Overlaps with previous learning
  - Emphasizes the important points
- Teaches in a sequential fashion
  - Presents material in small, detailed steps
  - Avoids digressions and stays on task
- Illustrates or models the concept of skill to be learned
- Teaches for more than rote learning
  - Gives clear explanations
  - Anticipates areas of confusion and emphasizes unique aspects

### C. **Providing Opportunities for Students to Learn**

- Uses interactive instruction
  - Uses direct questioning
  - Calls on all students
- Monitors student understanding and adjusts lesson
  - Repeats and clarifies instruction when necessary by providing alternate forms of explanation
  - Varies the lesson and activities to meet individual needs
- Maintains a continuous academic focus
- Gives relevant and interesting classroom tasks
  - Monitors continually
  - Walks around the room
  - Answers students' questions and checks students' answers
  - Provides individualized help
  - Keeps individual contacts brief
  - Emphasizes getting the work done
  - Assesses pace and accuracy of student work
- Provides students with homework when appropriate

### D. **Closing the Lesson**

- Checks all students' understanding of the lesson
- Includes a summary that emphasizes the main points

## VII. GUIDING STUDENT ACHIEVEMENT

Teachers in Catholic schools encourage students to develop their thinking strategies. A Catholic school teacher keeps students actively involved and verifies their understanding of the concepts taught. **Guiding Student Achievement** is accomplished when questioning techniques with appropriate feedback ensure that students are mastering content, and when students are supported in acquiring higher order thinking skills.

### A. Questioning Techniques

- Uses precise, content-related questions of varying difficulty and complexity
- Guides students to correct response
  - Asks questions, then calls on the student
  - Allows student time to think
  - Gives student another chance with a clarifying question
  - Probes further if student answer is partly correct

### B. Providing Academic Feedback

- Gives specific, sufficient, and evaluative feedback
  - Uses positive statements for reinforcement
  - Uses individualized and academically focused comments
  - Responds to errors constructively
  - Uses praise and encouragement, specifying the accomplishment
- Emphasizes the process as well as the product

### C. Assisting Acquisition of Higher Thinking Skills

- Teaches concepts and emphasizes reasoning
  - Asks process questions
  - Seeks rationale for response that demonstrates understanding of concepts
  - Increases level of complexity gradually
  - Uses higher level questions as appropriate
  - Models learning by thinking aloud
  - Explains concepts with examples and non-examples
  - Summarizes periodically to integrate learning
  - Checks every student on concept mastery
- Emphasizes learning above the knowledge level
  - Stimulates students to express questions, ideas, and opinions
  - Integrates students' questions and responses into discussion whenever relevant
  - Encourages independent thinking and problem solving skills
  - Incorporates additional aspects of the subject into the lesson
  - Extends the lesson to include other subject disciplines
  - Provides assignments requiring transfer of knowledge

**DIOCESE OF ALLENTOWN**  
**Office of Education**  
**TEACHER PERFORMANCE REPORT**

Teacher \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

Grade/s \_\_\_\_\_ Subject/s \_\_\_\_\_

Degree (check) BA \_\_\_ BS \_\_\_ MA \_\_\_ If not degreed, number of credits \_\_\_

Additional credits beyond degree +15 \_\_\_\_\_ +30 \_\_\_\_\_ +45 \_\_\_\_\_

Date last credit earned: \_\_\_\_\_

Certification (check): Instructional I \_\_\_ Instructional II \_\_\_ Not Certified \_\_\_

Act 48 Hour Requirement Met: Yes \_\_\_\_\_ No \_\_\_\_\_

Master Catechist Certification (check): Certified \_\_\_ Not Certified \_\_\_ Courses needed \_\_\_\_\_

Date last ICF course taken: \_\_\_\_\_

Number of years teaching \_\_\_\_\_ Number of years in this school \_\_\_\_\_

**PERSONAL PROFESSIONAL GOAL WITH SUPPORTING OBJECTIVES:**

Teacher \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

\*To be filed in the local personnel file.



**DIOCESE OF ALLENTOWN**  
**Office of Education**  
**END-OF-YEAR TEACHER PERFORMANCE**

Teacher \_\_\_\_\_

Observer \_\_\_\_\_

First Formal Observation:	Date _____	Time _____
Informal Observations:	Date _____	Time _____
	Date _____	Time _____
Second Formal Observation:	Date _____	Time _____
Informal Observations:	Date _____	Time _____
	Date _____	Time _____

**I. SPIRITUAL QUALITIES** **S VG A BA I**

**II. PROFESSIONAL RELATIONSHIPS** **S VG A BA I**

**III. PLANNING FOR TEACHING** **S VG A BA I**

**IV. CREATING CLASS CLIMATE** **S VG A BA I**

**V. MANAGING THE CLASSROOM** **S VG A BA I**

**VI. TEACHING THE LESSON** **S VG A BA I**

**VII. GUIDING STUDENT ACHIEVEMENT** **S VG A BA I**

I have seen this report and discussed its contents with the principal. My signature does not indicate agreement or disagreement with the content of the report, but indicates only that I have seen its contents.

Teacher \_\_\_\_\_ Observer \_\_\_\_\_ Date \_\_\_\_\_

Retain one copy for teacher's file in school. Send original of this form to Office of Education.

# DIOCESE OF ALLENTOWN

Office of Education

## FORMAL OBSERVATIONS

Teacher \_\_\_\_\_ Observer \_\_\_\_\_

GOALS FOR THIS YEAR – (Outcomes of previous year)

<b>FIRST FORMAL OBSERVATION</b>	<b>SECOND FORMAL OBSERVATION</b>
Date _____ Time _____	Date _____ Time _____
Lesson _____	Lesson _____
Objective _____	Objective _____
_____	_____
<b>COMMENDATIONS TO THE LESSON</b>	<b>COMMENDATIONS TO THE LESSON</b>
<b>RECOMMENDATIONS FROM THE LESSON</b>	<b>RECOMMENDATIONS FROM THE LESSON</b>
Teacher _____	Teacher _____
Observer _____	Observer _____
Date _____	Date _____
-	-

\*To be filed in the local personnel file.

**DIOCESE OF ALLENTOWN**  
**Office of Education**

TEACHER EVALUATION OBSERVATION FORM

TEACHER \_\_\_\_\_

OBSERVER \_\_\_\_\_

Observation (formal or informal): Date \_\_\_\_\_ Time \_\_\_\_\_

- The teacher will provide the following information prior to the observation:

Objectives of the Lesson

Teaching Strategies to be Employed

Materials

- The teacher may provide any of the following information, as applicable, for the observer to notice:

New Methods Being Implemented

Teaching or Student Problems

Other Lesson Aims

**\*To be filed with the observation in the local personnel file.**

DIOCESE OF ALLENTOWN  
TEACHER'S PERFORMANCE ISSUE  
FIRST WARNING NOTICE

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

To: \_\_\_\_\_

Please be advised that this first written warning indicates dissatisfaction concerning your employment. The purpose of this warning and accompanying discussion is to advise you of this dissatisfaction and to provide suggestions for improvement. If satisfactory corrective action is not taken by the end of the improvement period on \_\_\_\_\_, then it may be necessary to place you on probation. (Reg. 4111.5)

**Reasons for Dissatisfaction:** Please be **specific** as to the unacceptable performance or conduct.

**Suggestions for Improvement:** Please be **specific** as to what needs to be done to correct this unacceptable performance or conduct.

Issued by \_\_\_\_\_  
Principal

Received by \_\_\_\_\_  
Teacher

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

Date \_\_\_\_\_

**Note:** The Teacher has the right to respond to this warning in writing. Any response will be kept in the local school file with the warning. **It is the responsibility of the teacher to invite the ADLTA representative** to any meetings and to inform the Principal of the representative's attendance 2 days prior to the meeting.



**TEACHER'S PERFORMANCE ISSUE  
FIRST WARNING NOTICE**

**Improvement Period Midway Review:** Date \_\_\_\_\_

Please summarize the teacher's performance in light of the suggestions for improvement listed on this warning.

\_\_\_\_\_  
(Principal's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Teacher's Signature)

\_\_\_\_\_  
(Date)

**Final Review:** Date: \_\_\_\_\_

Please indicate the final results of this warning including comments about the teacher's compliance or non-compliance with the suggestions to improve the unacceptable performance or conduct.

\_\_\_\_\_  
(Principal's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Teacher's Signature)

\_\_\_\_\_  
(Date)

DIOCESE OF ALLENTOWN  
TEACHER'S PERFORMANCE ISSUE  
SECOND WARNING NOTICE

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

To: \_\_\_\_\_

Please be advised that this second written warning indicates that a very serious problem still exists concerning your employment performance or conduct. As a result, it is necessary to place you on probation. This probation period is effective immediately and will extend to \_\_\_\_\_

**Note:** Reg. 4111.5 authorizes a reasonable probationary period as designated by the principal in conjunction with the Superintendent of Education. If the unacceptable performance or conduct as listed below is not corrected within the probationary period, your employment contract will be terminated and non-renewed.

**Reasons for Dissatisfaction:** Please be **specific** as to the unacceptable performance or conduct.

**Suggestions for Improvement:** Please be specific as to what needs to be done to correct this unacceptable performance or conduct.

Issued by: \_\_\_\_\_ Date: \_\_\_\_\_

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

- Note:**
1. A copy of this signed warning will be sent to the Superintendent of Education.
  2. The teacher has the right to respond to this warning in writing. Any response will be forwarded to the Office of Education with the warning.
  3. **It is the responsibility of the teacher to invite the ADLTA representative** to any meetings and to inform the Principal of the representative's attendance 2 days prior to the meeting.

**TEACHER'S PERFORMANCE ISSUE  
SECOND WARNING NOTICE**

**Probationary Period Midway Review:** Date \_\_\_\_\_

Please summarize the teacher's performance in light of the suggestions for improvement listed on this warning.

\_\_\_\_\_  
(Principal's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Teacher's Signature)

\_\_\_\_\_  
(Date)

**Final Review:** Date: \_\_\_\_\_

Please indicate the final results of this warning including comments about the teacher's compliance or non-compliance with the suggestions to improve the unacceptable performance or conduct.

\_\_\_\_\_  
(Principal's Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Teacher's Signature)

\_\_\_\_\_  
(Date)

**ELEMENTARY TEACHER REPORT FORM FOR FURLOUGH DETERMINATION**

*Revised 5/10*

Please supply the following information.

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_

- A. 1. Full Years taught full time K-12 in the Diocese of Allentown. \_\_\_\_\_
2. Full Years taught full time K-12 in Catholic schools outside the Diocese. \_\_\_\_\_

- B. 1. List all degrees attained (attach all official transcripts if not in the school's file)

Degree (BA, BS, etc.)	Type (Education, Business, etc.)	Subject/Concentration Areas/Minor(s)

2. List all educational certifications (attach copies if not in the school's file)

State	Level	Date Issued	Area of Concentration	Valid or Expired

*Please attach your updated Act 48 transcript for the past five years.*

3. If you are certified in a state other than PA or not certified at all, are you currently enrolled in a program to obtain PA certification? \_\_\_yes \_\_\_no
4. Attach transcripts of credits for educational courses beyond Instructional I Certification that are directly related to the area of certification or the area of professional responsibility.
5. Indicate catechetical certification:

CAT I \_\_\_\_\_ CAT II \_\_\_\_\_ Master Catechist \_\_\_\_\_ None \_\_\_\_\_

List the other completed courses that have been taken for the Master Catechist Certificate if you do not have the Certificate yet.

Year	Completed Course

Master Catechist Certificate Expiration Date \_\_\_\_\_  
 (attach a copy of current certificate)

List completed catechetical courses taken in the last **three years** beyond the Master Certificate:

Year	Completed Course

*Note: If asked, proper documentation must be provided to substantiate all answers.*

**DIOCESE OF ALLENTOWN  
ELEMENTARY TEACHER FURLOUGH  
FORM FOR RANKING TEACHERS  
REVISED 5/11**

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_\_

**A. Seniority**

1. Diocesan Seniority – No. of full time years K-12 *(1 point for each full year only)* \_\_\_\_\_
2. Number of years teaching full time K-12 in Catholic schools outside the Diocese. *(No. of full years x .5)* \_\_\_\_\_

**A. Total Points for 1 and 2** \_\_\_\_\_

**B. Professional Development**

1. Bachelor Degree in education 10 points \_\_\_\_\_  
 Bachelor Degree in subject area with minor in Education 10 points \_\_\_\_\_  
 Master Degree 5 points \_\_\_\_\_  
 Doctoral Degree 5 points \_\_\_\_\_  
 Bachelor Degree in area other than education 3 points \_\_\_\_\_  
 Associate Degree (if credits are not used for Bachelor Degree) 1 point \_\_\_\_\_  
 No degree 0 points \_\_\_\_\_
2. Active **and** Valid PA certification (Levels I or II) 10 points \_\_\_\_\_  
 Active out-of-state certificate and currently seeking PA certificate *(written plan on file at Office of Education)* 5 points \_\_\_\_\_  
 Active and valid out-of-state certificate 1 point \_\_\_\_\_  
 No certificate or inactive and/or invalid PA certificate 0 points \_\_\_\_\_
- 3.1 Professional workshops taken in the last **5 years** that were less than 6 hours *(.5 point for each)* as indicated on the Act 48 transcript.  
 Number of workshops: \_\_\_\_\_
- 3.2 Professional workshops taken in the last **5 years** that were 6 hours or more **(1 point for each)** as indicated on the Act 48 transcript. Number of workshops: \_\_\_\_\_
4. Number of credits for educational courses beyond the Instructional I Certificate that are directly related to the area of certification or the area of professional responsibility *(1 point for each credit)* as indicated on transcript(s).  
 Number of credits: \_\_\_\_\_
5. Active Master Catechetical Certification *(1 point for each completed course) (11 courses are required for Master Catechist Certificate)*  
 1 point for each completed workshop/course *(enrichment)* after the original certification in the last **3 years.** **(total maximum of 13 points)** \_\_\_\_\_

**B: Total Points** \_\_\_\_\_

C. Teacher Effectiveness

The ratings concerning teacher effectiveness are reflective in an average of the end-of-Year Teacher Performance reports for the last three years. If the teacher has been employed for only one or two years, those Performance reports will be used. Maximum score is 70 points.

YEAR						AVERAGE
	(S) (VG) (A) (BA) (I)	(S) (VG) (A) (BA) (I)	(S) (VG) (A) (BA) (I)	(S) (VG) (A) (BA) (I)	(S) (VG) (A) (BA) (I)	
<b><i>Circle appropriate number:</i></b>						
Spiritual Qualities	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	
Professional Relationships	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	
Planning for Teaching	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	
Creating Class Climate	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	
Managing the Classroom	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	
Teaching the Lesson	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	
Guiding Student Achievement	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	10 8 6 4 2	

TOTAL SECTION C- \_\_\_\_\_

SECTION A TOTAL \_\_\_\_\_

SECTION B TOTAL \_\_\_\_\_

SECTION C TOTAL \_\_\_\_\_

FINAL TOTAL FOR SECTIONS A, B, and C \_\_\_\_\_

The teacher with the lowest score is furloughed unless no other teacher on the faculty is professionally qualified to fill the vacancy, in which case the teacher with the next lowest score is furloughed.

Teacher's Signature \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Date Reviewed \_\_\_\_\_

**SECONDARY TEACHER REPORT FORM FOR FURLOUGH DETERMINATION**

Revised 5/11

Please supply the following information.

Teacher's Name \_\_\_\_\_ Subjects \_\_\_\_\_

- A. 1. Full years taught full time K-12 in the Diocese of Allentown. \_\_\_\_\_
2. Full years taught full time K-12 in Catholic Schools outside the Diocese. \_\_\_\_\_

B. 1. List all degrees attained (attach all official transcripts if not in the school file)

Degree (BA, BS, etc.)	Type (Education, Business, etc.)	Subject/Concentration Areas/Minor(s)

2. List all educational certifications (attach copies if not in the school file)

State	Level	Date Issued	Areas of Concentration	Valid or Expired

***Please attach your updated Act 48 transcript for the past five years.***

3. If you are certified in a state other than PA or not certified at all, are you currently enrolled in a program to obtain PA certification? \_\_\_ yes \_\_\_ no
4. Attach transcripts of credits for educational courses beyond instructional I Certification that are directly related to the area of certification of the area of professional responsibility.
5. Indicate catechetical certification:

**CAT I** \_\_\_      **CAT II** \_\_\_      **Master Catechist** \_\_\_      **None** \_\_\_\_\_

List the other completed courses that have been taken for the Master catechist Certificate if you do not



have the certificate yet.

Year	Completed Course

**Master Catechist Certificate Expiration Date** \_\_\_\_\_

(Attach a copy of current certificate)

List completed catechetical courses taken in the last **three years** beyond the Master Certificate.

Year	Completed Course

Note: *If asked, proper documentation must be provided to substantiate all answers.*

**DIOCESE OF ALLENTOWN  
SECONDARY TEACHER FURLOUGH  
FORM FOR RANKING TEACHERS**

Revised 5/11

Teacher's Name \_\_\_\_\_

Subjects \_\_\_\_\_

**A. Seniority**

**Points**

1. Diocesan seniority - No. of fulltime years K-12 (*1 point for each full year only*) \_\_\_\_\_

2. Number of years teaching fulltime K-12 in Catholic schools outside of the Diocese. (*No. of full years x .5*) \_\_\_\_\_

**A. Total Points for 1 and 2** \_\_\_\_\_

**B. Professional Development**

- |  |           |       |
|--|-----------|-------|
| 1. Bachelor Degree in education                                | 10 points | _____ |
| Bachelor Degree in subject area with minor in education        | 10 points | _____ |
| Master Degree  | 5 points  | _____ |
| Doctoral Degree  | 5 points  | _____ |
| Bachelor Degree in area other than education                   | 3 points  | _____ |
| Associate Degree (if credits are not used for Bachelor Degree) | 1 point   | _____ |
| No Degree  | 0 points  | _____ |

2. Active **and** Valid PA certification (Level I or II)OR Theology Degree 10 points \_\_\_\_\_  
(Theology Teachers ONLY)
- Active out-of-state certificate and currently  
         Seeking PA certificate (written plan on file at Office of Education) 5 points \_\_\_\_\_
- Active and valid out-of-state certificate 1 point \_\_\_\_\_
- No certificate or inactive and/or invalid PA certificate 0 points \_\_\_\_\_

3.1 Professional workshops taken in the last **5 years** that were less than 6 hours (**.5 points for each**) as indicated on the Act 48 transcript. Number of workshops: \_\_\_\_\_

3.2 Professional workshops taken in the last **5 years** that were 6 hours or more (**1 point for each**) as indicated on the Act 48 transcripts. Number of workshops: \_\_\_\_\_

4. Number of credits for educational courses beyond the Instructional I Certificate that are directly related to the area of certification or the area of professional responsibility (**1 point for each credit**) as indicated on transcript(s).  
 Number of credits: \_\_\_\_\_

5. Active master Catechetical Certification (**1 point for each completed course**) (**11 courses are required for Master Catechist Certificate**)  
 1 point for each completed workshop/course (*enrichment*) after the original certification in the last **3 years**. (**total maximum of 13 points**) \_\_\_\_\_

**B: Total Points** \_\_\_\_\_

**C. Teacher Effectiveness**

The ratings concerning teacher effectiveness are reflective in an average of the end-of-Year Teacher Performance reports for the last three years. If the teacher has been employed for only one or two years, those Performance reports will be used. Maximum score is 70 points.

<b>Year</b>						<b>AVERAGE</b>
	(S)	(VG)	(A)	(BA)	(I)	
	(S)	(VG)	(A)	(BA)	(I)	
	(S)	(VG)	(A)	(BA)	(I)	
<u>Circle appropriate number:</u>						
Spiritual Qualities	10	8	6	4	2	
Professional Relationships	10	8	6	4	2	
Planning for Teaching	10	8	6	4	2	
Creating Class Climate	10	8	6	4	2	
Managing the Classroom	10	8	6	4	2	
Teaching the Lesson	10	8	6	4	2	
Guiding Student Achievement	10	8	6	4	2	

**C.TOTAL** \_\_\_\_\_

SECTION A TOTAL \_\_\_\_\_

SECTION B TOTAL \_\_\_\_\_

SECTION C TOTAL \_\_\_\_\_

**FINAL TOTAL FOR SECTIONS A, B, AND C** \_\_\_\_\_

The teacher with the lowest score in that department is furloughed unless no other teacher on the faculty is professionally qualified to fill the vacancy, in which case the teacher with the next lowest score is furloughed.

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ Date Reviewed \_\_\_\_\_

## DIOCESE OF ALLENTOWN

### Full-Time (35+ hours/week) Lay Teacher Benefits Summary 2022-23 School Year

1. All full-time lay teachers and administrators in the schools of the Diocese (at least 35 hours per week) shall have individual health insurance made available to them; effective September 1 or the first of the month following their date of hire after the school year has begun. The teacher will pay 15% of the premium charged and the employing school will pay 85% of the premium charged. If a full-time teacher desires to include other members of his/her family in this insurance coverage, he or she may do so by paying 15% of the premium charged and the employing school 85% of the premium charged.

All full-time teachers who work at least thirty-five (35) hours or more per week are also eligible for individual and family dental coverage. Dental coverage will be offered effective September 1, or the first of the month following his/her date of hire. The teacher will have the option of receiving family dental coverage. The premium of either individual dental or family dental is such that the teacher will pay 15% of the premium and the employing school will pay 85% of the premium charged.

Detailed information on both benefits can be found either at your school or by contacting the Diocesan Benefits Manager, by phone at 610-871-5200.

2. All full-time teachers are entitled to eleven (11) sick days per school year. Sick days may be accumulated and utilized following the directives in the Teacher's Handbook.
3. All full-time teachers will have one (1) personal day each school year.
4. Teachers having an average of 247.5 hours or more of assigned duties during a full school semester are eligible for life insurance. This is a diocesan-paid benefit. Prior to entering the pension plan, coverage is \$10,000.00 (death) or \$15,000.00 (death resulting from accident or violence). Upon entering the pension plan, coverage is an amount equal to one times the teacher's annual compensation rounded to the next highest \$1,000.

5. **Teachers Hired Prior to July 2, 2015**

After five years of consecutive full-time employment and having reached the age of twenty-five or older, teachers having an average 247.5 hours or more of assigned duties during a full school semester are required to participate in the Diocese of Allentown Lay Employees' Pension Plan. The Plan requires a contribution of 3% of the teacher's gross salary.

**Teachers Hired On or After July 2, 2015**

After two years of consecutive full-time employment, teachers having an average 247.5 hours or more of assigned duties during a full school semester are required to participate in the Diocese of Allentown Lay Employees' Pension Plan. The Plan requires a contribution of 3% of the teacher's gross salary.

**Location Contribution** - The location contribution is currently 5.75%. The teacher contribution remains at 3%.

*Detailed information about the Plan can be found in the Diocese of Allentown Lay Employees' Pension Plan Handbook.*

6. All full-time teachers are entitled to tuition reimbursement for undergraduate Theology and Technology credits and graduate credits obtained (C or above) at an accredited college or university with an annual maximum of \$2,000 during a contracted year. The school must make reimbursement for tuition no later than six weeks after receiving official documentation of grades. Two full semesters must be taught after completion of the course or a refund of tuition reimbursement must be given, unless death intervenes or the position is constricted.
7. All full-time teachers have the privilege of tuition-free enrollment for their children enrolled in K-12 schools of the Diocese, and such children are eligible to apply for tuition grants from Alvernia and DeSales Universities (see Teacher's Handbook).
8. One personal diocesan sponsored retreat day will be paid for each full-time teacher each year to cover the cost of a Diocesan retreat.
9. The cost of professional development workshops will be paid annually up to a cumulative amount of \$100.00 per full-time teacher.
10. All full-time teachers are entitled to tuition discounts from Alvernia and DeSales Universities for undergraduate credits (see Teacher's Handbook). Additionally, as part of Saint Joseph's University's Collegiate Partnership Program with Diocese of Allentown, diocesan teachers may be eligible for savings for online tuition. The Diocese also has a partnership with Cedar Crest College for tuition discounts.

July 2022

***Detailed information about diocesan benefits may be found in the Teacher's Handbook which is available on the ADEducators website.***

***See:***

***[www.adeducators.org](http://www.adeducators.org)***

***Click on the Resources tab,***

***Principals' Corner,***

***Teacher Handbook***

**Diocese of Allentown  
TEACHER ATTENDANCE RECORD**

Teacher's Name \_\_\_\_\_ Grade/Position \_\_\_\_\_  
 Last \_\_\_\_\_ First \_\_\_\_\_ MI \_\_\_\_\_

S.S.# \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ (Circle days of week: M,T,W,Th,F)

School \_\_\_\_\_ School Code \_\_\_\_\_ Year **2022-2023**

Day	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
<b>AUG</b>	22	23	24	25	26	29	30	31																	
AM									/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
PM									/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
<b>SEPT</b>				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
AM	/	/	/		/	/																			
PM	/	/	/		/	/																			
<b>OCT</b>	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
AM						/																/	/	/	/
PM						/																/	/	/	/
<b>NOV</b>		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
AM	/																	/	/	/	/		/	/	/
PM	/																	/	/	/	/		/	/	/
<b>DEC</b>				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
AM	/	/	/																	/	/	/	/	/	/
PM	/	/	/																	/	/	/	/	/	/
<b>JAN</b>	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
AM	/										/												/	/	/
PM	/										/												/	/	/
<b>FEB</b>			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28			
AM	/	/													/								/	/	/
PM	/	/													/								/	/	/
<b>MARCH</b>			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
AM	/	/																							
PM	/	/																							
<b>APRIL</b>	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
AM				/	/	/															/	/	/	/	/
PM				/	/	/															/	/	/	/	/
<b>MAY</b>	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
AM																					/		/	/	/
PM																					/		/	/	/
<b>JUNE</b>				1	2	5	6	7	8																
AM	/	/	/							/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/
PM	/	/	/							/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/

INSERT AN ASTERISK (\*) TO INDICATE TEACHER PREPARATION DAY AND THE CLOSING OF SCHOOL.

No. Days Absent \_\_\_\_\_ (any reason)  
 Sick Days used \_\_\_\_\_ (2022-23 Sch. yr.) (Codes 1-5)  
 \*Sick Days Accumulated \_\_\_\_\_ (2022-23 Sch. yr.)  
 \*See formula on reverse side

**Causes of Absence and Codes:**

- Category A**  
 (Generally deductible from sick day accumulation)
1. Illness/Teacher
  2. Illness/Family (emergency)
  3. Maternity Leave
  4. Extended Sick Leave
  5. Emergency such as weather, car trouble, or other urgent emergency

- Category B**  
 (Generally NOT deductible from sick day accumulation)
6. Bereavement days
  7. Jury Duty
  8. Wedding/Honeymoon
  9. Retreat
  10. Workshop
  11. Doctor or Dental Appt. (non-emergency)
  12. Lateness
  13. Special leave days (when granted)
  14. Personal Day
  15. Other (see reverse side)

15. OTHER – Note date and specific reason

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Maternity leave/Sick leave – Note Date of Beginning and Ending  
(Office of Education must have this information completed.)

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Extended Illness – Note reason – Operation, Pneumonia, etc.  
(Absence of three or more consecutive days should require a doctor’s note.)

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**Summary of Personal Days**

*Each full time teacher/administrator will have one (1) personal day each school year. These may be accumulated up to three days. If a fourth day is earned, it will be credited as an additional sick day.*

- 1. Number of unused Personal Days accumulated from the 2019-2022 School Year (0 or 3) \_\_\_\_\_
- 2. One Eligible Personal Day from 2022-2023 (add) + 1 \_\_\_\_\_
- 5. Total Number of Personal Days Used 2022-2023 school year (subtract) - \_\_\_\_\_
- 6. Total accumulated unused personal days (as of June 2023, end of School Year) = \_\_\_\_\_

**DIRECTIONS FOR SICK DAY COMPUTATION**

Full time personnel are entitled to receive compensation while absent for valid sickness or medical reason or emergency according to the following formula:

One day for each month of service completed to a maximum of 11 days per school year.

The maximum accumulation of sick days is one hundred and ninety (190) days. Unused sick days beyond the maximum are also counted for compensation at retirement and will replace used sick days in the one hundred and ninety (190) day limit after a teacher has returned to work for ninety (90) teaching days.

In computing the number of unused sick days please use the following formula:

11 days earned for entire school year of service	-	minus no. of days absent for sickness or emergency	=	balance of accumulated or unused sick days
(Code 1 thru 5)				

**SUMMARY OF SICK DAYS ACCUMULATED**

No. of unused sick days accumulated for 2022-2023 school year \_\_\_\_\_

No. of unused sick days accumulated for previous years + \_\_\_\_\_

Total accumulated sick days (as of June 2023, end of school year) \_\_\_\_\_

Teacher’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal’s Signature \_\_\_\_\_ Date \_\_\_\_\_

SEND ORIGINAL ATTENDANCE TO THE OFFICE OF EDUCATION. KEEP A COPY IN TEACHER’S FILE. (Revised 5/22)

DIOCESE OF ALLENTOWN
OFFICE OF EDUCATION
REQUEST FOR EARLY RETIREMENT PROVISION PAYMENT

Please Print:

Teacher's Name Telephone
Address Date of Birth
Date of Retirement

Employment History in Education for the Diocese of Allentown
(List dates and schools in which you have taught)

Three horizontal lines for listing employment history.

I accept the following Early Retirement Provision (ERP) terms as stated in the Agreement between the Diocese of Allentown (DOA) and the Allentown Lay Teachers Association (ADLTA) for the 2022-23, 2023-24 and 2024-25 School Years:

Any full-time teacher who works a minimum of thirty-five (35) hours per week and who reaches age sixty (60) with twenty-five (25) years of full-time service is eligible for an early retirement provision payment. The twenty-five (25) years of full-time service may be an accumulation of part time service that add up to twenty-five years of full-time service. However, the educator must be employed full time for the last three (3) years to be eligible for this benefit. The payment will be \$9,800 the first year of early retirement, \$9,800 the second year of early retirement, \$10,800 the third year, \$10,800 the fourth year and \$11,800 the fifth year, or until age sixty-five (65) beginning with the 2022-23 school year. The incentive will be paid semi-annually. The first payment will be between January 1-15 and the second payment will be between June 1-15 beginning the first year after retirement and continuing until the retiree reaches age sixty-five (65) with the appropriate taxes being withheld.

To apply for the Early Retirement Provision, a full-time teacher must complete and forward the Early Retirement Provision Form to the Superintendent of Catholic Education by June 30th for the upcoming school year.

If the Early Retirement Provision is begun before the end of this Agreement between the Diocese of Allentown and the Allentown Diocesan Lay Teachers' Association (no later than June 30th of the final year of this Agreement), the provision for teachers who have retired before the end of the Agreement will extend beyond the years of the present Agreement. If the ERP extends beyond the term of this Agreement, it will continue only under the terms of the origination agreement.

The Early Retirement Provision is only paid until age sixty-five (65). If a teacher turns sixty-five (65) before September 1st, the teacher is not eligible for the early retirement incentive for that year. If a teacher turns sixty-five (65) after September 1st, the teacher is eligible for pro-rated payment for that year. The payment will be based on the month that the teacher turns sixty-five (65). A September date of birth will receive one twelfth (1/12) of the payment, October two twelfths (2/12), etc.

The Early Retirement Provision is paid only until age sixty-five (65). If a teacher turns sixty-five (65) before September 1st, the teacher is not eligible for the early retirement incentive for that school year. If a teacher turns sixty-five (65) after September 1st, the teacher is eligible for a pro-rated payment for that year. The payment will be based on the month that the teacher turns sixty-five (65). A September date of birth will receive 1/12 of the payment, October 2/12, etc.

If the retired teacher should die before completion of the early retirement payments, the school shall complete payment of the incentive for that school year only. Payments would be made to the teacher's estate.

A teacher who returns to full time teaching responsibilities with the Diocese shall lose their early retirement benefit effective with the date of their return and shall not be eligible to reinstate it.

Teacher's Signature Date Submitted
Principal's Signature Date Reviewed

This request for Early Retirement Provision Payment is approved to be effective
SUPERINTENDENT OF CATHOLIC EDUCATION:

Signature Date Approved



DIOCESE OF ALLENTOWN - OFFICE OF EDUCATION

REQUEST FOR MATERNITY LEAVE (Policy 4152)

The teacher should complete and submit this form in duplicate to the Principal, or in the absence of the Principal, the Pastor, at least (thirty) 30 days prior to the commencement of the leave. The Principal, or in his/her absence, the Pastor, should retain one copy and forward the original copy to the Office of Education.

*I hereby request Maternity Leave to commence on \_\_\_\_\_(date)*

**Maternity Leave** - A teacher on Maternity Leave must return to her employment when her physician indicates that she is physically able to return or after exhausting the twelve (12) weeks of job protected Family & Medical Leave Act (FMLA).

*I understand that I must give the Principal written notice of my intention to resume employment not later than 30 days prior to the date when I must return to work according to the terms of the leave described above.*

*I understand that, while on Maternity Leave, I am not eligible to receive any salary or fringe benefits except as follows:*

- Pension rights will be retained;
- Salary for unused sick days will be given during the period of the leave to the extent of the number of accumulated sick days;
- Health care insurance will be continued for up to six (6) months after the exhaustion of the sick days and/or Family & Medical Leave Act (FMLA), provided the teacher reimburses the school for the monthly premium (100%).

*I further realize that I am guaranteed a position in the school I took leave of as long as the position is not eliminated at the school and I return to work as required by the Maternity Leave Policy.*

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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

Name of School: \_\_\_\_\_

Teacher's Home Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Date Child was born: \_\_\_\_\_

DIOCESE OF ALLENTOWN - OFFICE OF EDUCATION

**REQUEST FOR CHILD REARING/ADOPTION LEAVE (Policy 4152)**

The teacher should complete and submit this form in duplicate to the Principal, or in the absence of the Principal, the Pastor, at least (thirty) 30 days prior to the commencement of the leave. The Principal, or in his/her absence, the Pastor, should retain one copy and forward the original copy to the Office of Education.

*I hereby request Child Rearing/Adoption Leave to commence on \_\_\_\_\_(date)*

**Child Rearing/Adoption Leave** - A teacher on this type of leave must return by the beginning of the trimester, or semester in high schools and special learning centers, immediately following one year after the child is born or placed for adoption with the teacher, or the teacher may lose the position.

*I understand that I must give the Principal written notice of my intention to resume employment not later than 30 days prior to the date when I must return to work according to the terms of the leave described above.*

*I understand that, while on Child Rearing/Adoption Leave, I am not eligible to receive any salary or fringe benefits except as follows:*

- Pension rights will be retained;
- Salary for unused sick days will be given during the period of the leave to the extent of the number of accumulated sick days;
- Health care insurance will be continued for up to six (6) months after the exhaustion of the sick days and/or Family Medical Leave Act (FMLA), provided the teacher reimburses the school for the monthly premium (100%).

*I further realize that I am guaranteed a position in the school I took leave of as long as the position is not eliminated at the school and I return to work as required by the Child Rearing/Adoption Leave Policy.*

Printed Name: \_\_\_\_\_ Signature: \_\_\_\_\_

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

Name of School: \_\_\_\_\_

Teacher's Home Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

Date Child was born/adopted: \_\_\_\_\_

**DIOCESE OF ALLENTOWN - OFFICE OF EDUCATION****REQUEST FOR DISABILITY LEAVE (Policy #4152)**

(Use for extended sick leave)

The teacher must complete and submit this form in duplicate to the Principal, or in the absence of the Principal, the Pastor, at least 30 days prior to the commencement of the leave. In the event of an accident or sudden illness, the teacher will be required to give only 24 hour notice for the leave to commence. The Principal, or in his/her absence, the Pastor, should retain one copy of the disability leave form and forward the original copy to the Office of Education. Accompanying this form must be a letter from the physician documenting the disability. If during the duration of the sick leave the teacher consumes all his/her sick days, an additional leave of six months (or less) may be requested.

I hereby request disability leave to commence on: \_\_\_\_\_  
(date)

I understand that I must give to the Principal written notice of my intention to resume employment not later than 30 days prior to the date when I must return to work according to the terms of the disability leave. If an accident or sudden illness was the cause of the disability leave, I am required to give only 14 days' notice in writing of my intent to resume employment. I realize that I must return by the beginning of the trimester, or semester in high schools and special learning centers, immediately following the expiration of the leave or I may lose my teaching position.

I realize that, while on disability leave, I am not eligible to receive any salary or fringe benefits except as follows:

- Pension rights will be retained.
- Salary for unused sick days will be given during the period of the leave to the extent of the number of accumulated sick days (190 Maximum, see Sick Day Policy).
- Health care insurance will be continued for up to six (6) months after the exhaustion of the sick days and/or Family Medical Leave Act (FMLA), provided the teacher reimburses the school for the monthly premium (100%).

I further realize that I am guaranteed a position in the school I took leave from as long as the position is not eliminated at the school, and I return to work as required by the disability leave policy.

Signed \_\_\_\_\_

Address \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_

School \_\_\_\_\_

Diocese of Allentown

**TUITION REIMBURSEMENT REQUEST FORM FOR FULL-TIME TEACHERS**

(School should retain one copy and give one copy to the teacher)

Tuition reimbursement will be granted for **graduate credits or undergraduate Theology and Technology credits** earned at an accredited college or university. The dollar maximum for one year is \$2,000 per employee. Proof of the cost of all reimbursable credit must be submitted prior to reimbursement indicating at least a grade of “C” or higher. Two full semesters must be taught in the schools of the Diocese of Allentown, after completion of course, or a refund of the tuition reimbursement must be given back to the school by the teacher.

Teachers are asked to inform the principal of their intent of taking courses prior to April 15<sup>th</sup>; otherwise, the reimbursement might not be received until the following school year. When the course has been decided, teachers need to complete this attachment.

I, \_\_\_\_\_ at \_\_\_\_\_  
 (Name of full-time teacher) (Name of School)

Plan to enroll \_\_\_\_\_ during \_\_\_\_\_  
 (College/University) (Dates)

To take the following graduate credit course(s) or undergraduate Theology and/or Technology course(s)

Name of Course(s)	Number of Graduate Credits	Number of Undergraduate Credits
_____	_____	_____
_____	_____	_____

**APPROVED:** \_\_\_\_\_

I have successfully completed the above course(s) and submit proof of credit received indicating at least a mark of “C” or higher (**transcript**) and hereby request reimbursement for tuition cost up to the maximum of \$2,000 per year. Proof of the tuition cost (**tuition bill**) has been submitted to my employing school principal.

Having completed the course(s), I agree to immediately teach two full semesters in the Catholic schools of the Diocese of Allentown or to refund the tuition reimbursement back to the employing school that paid the reimbursement.

**Teacher’s Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Principal’s Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**DIOCESE OF ALLENTOWN**  
**Office of Education**

**NOTIFICATION OF RESIGNATION OR RETIREMENT**

I, \_\_\_\_\_, will leave my position of  
\_\_\_\_\_ at \_\_\_\_\_ School effective on  
\_\_\_\_\_.

Reason (s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Employee: \_\_\_\_\_

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

**Distribution**

**Employee**  
**School**

**Personnel Department** (Office of Education-Diocese of Allentown, 1425 Mountain Drive North, Bethlehem, PA 18015-4722)

**Diocesan Human Resource Director** (Diocese of Allentown, P.O. Box F-Allentown, PA 18105-1538)

**DIOCESE OF ALLENTOWN**  
**Office of Education**  
**ARREST/CONVICTION REPORT AND CERTIFICATION**  
**(under Act 24 of 2011 and Act 82 of 2012)**

**Section 1. Personal Information**

Full Legal Name: \_\_\_\_\_ Date of Birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Other names by  
which you have  
been identified \_\_\_\_\_

**Section 2 Report of Arrest or Conviction**

- By checking this box, I state that I have NOT been arrested for or convicted of any Reportable Offense.
- By checking this box, I report that I have been arrested for or convicted of an offense or offenses enumerated under 24 P.S. §§1-111(e) or (f.1) ("Reportable Offense(s)"). See Page 3 of this Form for a list of Reportable Offenses.

**Details of Arrests or Convictions**

For each arrest for or conviction of any Reportable Offense, specify in the space below (or on additional attachments if necessary) the offense for which you have been arrested or convicted, the date and location of arrest and/or conviction, docket number, and the applicable court.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section 3. Child Abuse**

- By checking this box, I state that I have NOT been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.
- By checking this box, I report that I have been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

**Section 4. Certification**

*By signing this form, I certify under penalty of law that the statements made in this form are true, correct and complete. I understand that false statements herein, including, without limitation, any failure to accurately report any arrest or conviction for a Reportable Offense, shall subject me to criminal prosecution under 18 Pa.C.S. §4904, relating to unsworn falsification to authorities.*

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

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

## INSTRUCTIONS

Pursuant to 24 P.S. §1-111(c.4) and (j), the Pennsylvania Department of Education developed this standardized form (PDE-6004) to be used by current and prospective employees of public and private schools, intermediate units, and area vocational-technical schools.

As required by subsection (c.4) and (j)(2) of 24 P.S. §1-111, this form shall be completed and submitted by all current and prospective employees of said institutions to provide written reporting of any arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) and (f.1) and to provide notification of having been named as a perpetrator of a founded report of child abuse within the past five (5) years as defined by the Child Protective Services Law.

As required by subsection (j)(4) of 24 P.S. §1-111, this form also shall be utilized by current and prospective employees to provide written notice within seventy-two (72) hours after a subsequent arrest or conviction for an offense enumerated under 24 P.S. §§1-111(e) or (f.1).

In accordance with 24 P.S. §1-111, employees completing this form are required to submit the form to the administrator or other person responsible for employment decisions in a school entity. Please contact a supervisor or the school entity administration office with any questions regarding the PDE 6004, including to whom the form should be sent.

**PROVIDE ALL INFORMATION REQUIRED BY THIS FORM LEGIBLY IN INK.**

### LIST OF REPORTABLE OFFENSES

- **A reportable offense enumerated under 24 P.S. §1-111(e) consists of any of the following:**
  - (1) An offense under one or more of the following provisions of the Title 18 of the Pennsylvania Consolidated Statutes:
    - Chapter 25 (relating to criminal homicide)
    - Section 2702 (relating to aggravated assault)
    - Section 2709.1 (relating to stalking)
    - Section 2901 (relating to kidnapping)
    - Section 2902 (relating to unlawful restraint)
    - Section 2910 (relating to luring a child into a motor vehicle or structure)
    - Section 3121 (relating to rape)
    - Section 3122.1 (relating to statutory sexual assault)
    - Section 3123 (relating to involuntary deviate sexual intercourse)
    - Section 3124.1 (relating to sexual assault)
    - Section 3124.2 (relating to institutional sexual assault)
    - Section 3125 (relating to aggravated indecent assault)
    - Section 3126 (relating to indecent assault)
    - Section 3127 (relating to indecent exposure)
    - Section 3129 (relating to sexual intercourse with animal)
    - Section 4302 (relating to incest)
    - Section 4303 (relating to concealing death of child)
    - Section 4304 (relating to endangering welfare of children)
    - Section 4305 (relating to dealing in infant children)
    - A felony offense under section 5902(b) (relating to prostitution and related offenses)
    - Section 5903(c) or (d) (relating to obscene and other sexual materials and performances)
    - Section 6301(a)(1) (relating to corruption of minors)
    - Section 6312 (relating to sexual abuse of children)
    - Section 6318 (relating to unlawful contact with minor)
    - Section 6319 (relating to solicitation of minors to traffic drugs)
    - Section 6320 (relating to sexual exploitation of children)
    -
  - (2) An offense designated as a felony under the act of April 14, 1972 (P.L. 233, No. 64), known as “The Controlled Substance, Drug, Device and Cosmetic Act.”
  - (3) An offense SIMILAR IN NATURE to those crimes listed above in clauses (1) and (2) under the laws or former laws of:
    - the United States; or
    - one of its territories or possessions; or
    - another state; or
    - the District of Columbia; or
    - the Commonwealth of Puerto Rico; or
    - a foreign nation; or
    - under a former law of this Commonwealth.
- **A reportable offense under 24 P.S. §1-111(f, l) consists of any of the following:**
  - (1) An offense graded as a felony offense of the first, second or third degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (10) ten years has elapsed from the date of expiration of the sentence for the offense.
  - (2) An offense graded as a misdemeanor of the first degree, other than one of the offenses enumerated under 24 P.S. §1-111(e), if less than (5) five years has elapsed from the date of expiration of the sentence for the offense.
  - (3) An offense under 75 Pa.C.S. § 3802(a), (b), (c) or (d) (relating to driving under influence of alcohol or controlled substance) graded as a misdemeanor of the first degree under 75 Pa.C.S. § 3803 (relating to grading), if the person has been previously convicted of such an offense and less than (3) three years has elapsed from the date of expiration of the sentence for the most recent offense.



**DIOCESE OF ALLENTOWN****LAY EMPLOYEE DATABASE CHANGE FORM**

Employee Name: \_\_\_\_\_ Social Security Number: \_\_\_\_\_  
 Location: \_\_\_\_\_ City: \_\_\_\_\_

Please check those that apply: **Form Completed by:** \_\_\_\_\_

**Change in Employment Status:** Effective Day: \_\_\_\_\_

Full-Time \_\_\_\_\_ / No. of hours worked \_\_\_\_\_ Part-Time \_\_\_\_\_ / No. of hours worked \_\_\_\_\_  
 Termination \_\_\_\_\_ Resigned \_\_\_\_\_ Position Eliminated \_\_\_\_\_ Relocated \_\_\_\_\_ Retired \_\_\_\_\_ Death \_\_\_\_\_

**If employee is being changed to full-time status, please complete the following:**

1) Non-Pension Life Insurance Beneficiary Form Completed (Until eligible for pension plan)  
 2) Do you want health insurance coverage? Yes \_\_\_\_\_ No \_\_\_\_\_ Complete necessary application  
 Single: \_\_\_\_\_ Family: \_\_\_\_\_

**Transferring to another diocesan location:** Effective Date: \_\_\_\_\_

Name and address of new location: \_\_\_\_\_

**Change in Personal Status:** Effective Day: \_\_\_\_\_

Married \_\_\_\_\_ Separated \_\_\_\_\_ Divorced \_\_\_\_\_ Death of Spouse \_\_\_\_\_ Birth of Child \_\_\_\_\_  
 Name Change from: \_\_\_\_\_ to: \_\_\_\_\_

**Adding**  **Removing a Spouse/Dependent** Effective Day: \_\_\_\_\_

Name: \_\_\_\_\_ SS#: \_\_\_\_\_ Date of Birth \_\_\_\_\_

**Adding Dental Coverage** Effective Day: \_\_\_\_\_  
 (after one year of continuous full-time employment)  
 Coverage: Single \_\_\_\_\_ Family \_\_\_\_\_

**Change of Address:** \_\_\_\_\_ Effective Date: \_\_\_\_\_  
 \_\_\_\_\_ Telephone Number: (\_\_\_\_) \_\_\_\_\_

**Updating Emergency Contact:**

Name: \_\_\_\_\_ Home Telephone: (\_\_\_\_) \_\_\_\_\_  
 Address: \_\_\_\_\_ Work Telephone: (\_\_\_\_) \_\_\_\_\_  
 \_\_\_\_\_ Cell: (\_\_\_\_) \_\_\_\_\_

RETURN TO HUMAN RESOURCES OFFICE FAX 610-439-7693 AND OFFICE OF EDUCATION  
 elanzieri@allentowndiocese.org

## **CHAPTER III**

### **INSTRUCTIONAL PROGRAM**

#### **1. The Teacher**

- A. A teacher shares his/her faith consciously or unconsciously with students and with all the adults in the school: fellow teachers, teacher aides, secretaries and other personnel. In words and deeds, a teacher in school and out of school expresses his belief or non-belief. Whether Catholic, Protestant, Jewish or otherwise, a teacher must bear personal witness to his/her faith and respect the Catholic heritage as found in doctrine and practice in the Catholic school.
- B. Recognizing the Catholic school as a Christ-centered school program, the school day should begin and end with prayer and religious exercises. The teacher provides the example of a prayerful person by leading students daily in prayer and by participating in liturgical and para-liturgical services with students, such as Mass, bible service, communal celebration of the sacrament of Penance, prayer service, and other spiritual activities.
- C. The sacraments strengthen, renew and express our faith in Jesus Christ. Catholic teachers should participate in the sacramental life of the school not only as an example to students but also as a means of personal spiritual growth.
- D. The teacher is the key to any instructional program. The teacher's understanding of basic human psychology as it applies to the student's ability to learn is an invaluable asset to sound education. As the teacher works to broaden and expand his/her knowledge of human behavior and his/her teaching technology the quality of the program is enriched. The challenge of teaching can only be met by the teacher with courage to stick to basics when necessary, yet on the other hand, to try new approaches and be creative while respecting the right of each individual student to learn. All material, books, visual and audio aides are only as effective as educational tools when the teacher coordinates their use in a meaningful educational program.

#### **2. Religious Education Program**

In the schools of the Diocese, there is a curriculum which fosters integration of human and spiritual development in religious education for all age groups. Approved textbooks and Diocesan guidelines meet the standards enunciated in the General Catechetical Directory, the Bishops' Pastoral, "To Teach As Jesus Did," the Bishops' statement, "Basic Teachings for Catholic Religious Education," and the National Catechetical Directory, "Sharing the Light of Faith" and most importantly, the "Catechism of the Catholic Church."

When a principal assigns a teacher to teach religion in the Catholic schools, the following Diocesan criteria must be followed:

- A. The teacher must be Catholic.
- B. The teacher who has had no background in formal Catholic religious education (did not attend Catholic grade school or high school) will be required to observe a teacher teaching a religion class, twice a month for a full year, before teaching her/his own religion.
- C. The teacher with a formal Catholic religious education background (did attend a Catholic grade school or high school) will have a mentor the first year of teaching religion.
- D. The mentor will be required to have a Master Catechist Certificate from the former Diocesan program that ended in December 2020 or be recommended and approved by the Principal as having the necessary background and catechetical skills to perform this function.
  - Every two weeks, the mentor will meet and aid the new teacher in planning and implementing the religion class.
  - Monthly, the mentor will review the observed class and coach the new teacher as she/he prepares future religion classes.
  - The mentor is directly responsible to the principal.
- E. The responsibility of the new teacher of religion is to meet every two weeks with the mentor for planning and implementing the religion class, and monthly to review the mentor's assessment.

### **3. School Calendar**

- A. The school calendar for Catholic schools of the Diocese of Allentown shall consist of a minimum of 180 days of instruction (including kindergarten) and a minimum of 900 hours of instruction in Grades 1-2, 915 hours of instruction in Grades 3-4, and a minimum of 990 hours of instruction in Grades 5-12.
- B. The school year officially begins with the teachers' first local in-service day. Teachers are contracted for one hundred, ninety (190) days. A day is defined as seven and one-half (7 ½) hours.

- C. All schools must follow the Official Diocesan Calendar, unless an exception is obtained from the Superintendent of Catholic Education to comply with a local public school district calendar.

#### **4. Curriculum**

- A. Teachers should make use of curriculum guides, teacher manuals, technology, and audio-visual materials as aids to effective teaching. Daily lesson plans with objectives and goals clearly defined and effectively correlated should be prepared.
- B. Each elementary school should have a coordinator appointed by the principal for each major curriculum area (Religion, Language Arts, Mathematics, Science, Social Studies, Reading and Technology Education). The coordinator should be an experienced teacher who is aware of new innovations and who is enthusiastic about employing new ideas and techniques. The coordinator should:
  - 1. Coordinate the instruction program within a school for the specific curriculum area assigned.
  - 2. Meet periodically with the principal and teacher to discuss ideas, prevent overlapping, define the goals and objectives of the program, and implement these objectives.
  - 3. Be a line of communication to the faculty members circulating curriculum notices, in-service announcements, magazines, etc. Act as liaison between principal and classroom teacher in the specific curriculum area.
  - 4. Help beginning teachers and those whose background needs strengthening in the specific curriculum area.
  - 5. Be available for instructional and technical questions and know where the answers can be obtained.
  - 6. Arrange for curriculum consultants from publishers in the specific area to meet occasionally with the subject area faculty members to become more aware of new concepts and trends.
  - 7. Be aware of the materials and equipment available in a subject area.
  - 8. Help with the ordering of books and materials.
- C. Department heads are appointed for each subject area in the high schools by the secondary principal to coordinate and develop curricula.
- D. Annually, articulation meetings are conducted by the Diocesan Office of Education to evaluate current curriculum and prepare appropriate revisions in a specific subject

area. All subject areas are reviewed on a periodic basis. The articulation meetings are attended by staff of the Diocesan Office of Education and representative teachers of elementary and secondary schools. Any recommended revisions resulting from the articulation meetings are presented to the curriculum coordinators through subsequent in-service programs. The courses of study, textbook series, or other curricular suggestions, when approved by the Diocesan Office of Education, become the official curricula of the Diocese and should be followed by all teachers in the Diocese.

## **5. Class Size**

- A. The Diocese encourages the enrollment of students at the lower grades to the maximum extent possible as can be accommodated by the physical size of the classroom (smaller classroom 750 sq. ft. or less; larger classroom 850 sq. ft. or more) and the abilities of the teacher. Since the physical sizes of the local classroom vary considerably together with the effectiveness of the teacher, a specific Diocesan standard is inappropriate.

B.P. 5112

## **6. Student Acceleration Policy**

- A. Research has shown that advancing gifted students at a faster pace results in achieving higher test scores than those gifted students who are taught at the normal rate. Accelerated students generally score a full grade level, or more, higher than their conventionally-placed schoolmates. Although younger, the accelerated students are capable of being challenged and achieving beyond the level available to them had they remained in the previous grade.
- B. The Catholic philosophy of education includes challenging all students to reach their full potential. Therefore, it is the policy of the Diocese to encourage acceleration of students who are evaluated as fulfilling the criteria of the screening and identification procedures of the program for the academically gifted.
- C. The acceleration of gifted students can be done through compacting of the curriculum and/or skipping a grade by placing the student at a higher grade level. The decision to accelerate a student is to be made by the elementary principal after careful review of the screening and identification data, and consultation with the classroom teacher(s). The parents and the student should also be consulted. The final decision is the responsibility of the principal. The decision should be carefully exercised so as to ensure the continued academic growth of the student while avoiding the creation of educational gaps in the child's education. Careful attention must also be given to the social and emotional development needs of the student.

B.P. 5120

## **7. Textbooks**

- A. Teachers of religion must use textbooks from the list of texts approved by the Diocesan Office of Education. Other textbooks may be introduced with the permission of the Office of Education. Administrators and staff should examine all texts in all curriculum areas that are available in the subject area for review. Decisions should be made based on how the text meets the Diocesan guidelines. It should be remembered that the text is a tool to teach the guidelines.
- B. Government funding is made available on an annual basis for the purchase of textbooks and instructional materials. Please see Chapter V for additional information.
- C. The textbook orders for the school's Act 195 program are solicited in May of each school year. All textbook orders are delivered directly to each school. Each book should be stamped: Act 195, Property of the Commonwealth of Pennsylvania- School Year.

## **8. Instructional Technology**

Teachers are responsible for learning to operate and effectively use instructional technology to assist them in classroom learning experiences. The Internet has become a limitless resource of educational information. When using online resources, teachers must review content prior to classroom use to ensure appropriateness of content. It is the teacher's responsibility to ensure that the content meets all children's internet protection. Many schools choose to collaborate with other Catholic schools via Internet connections. See Family Education Rights and Privacy Act (FERPA) regulations prior to engaging in online collaborative activities.

## **9. Educational Television**

- A. Educational television offers instructional assistance in diverse subject areas. Optimum use of instructional television requires diligent planning and creativity on the part of the teacher.
  - 1. There are three basic kinds of instructional TV:
    - a. Educational Network Television broadcasts including both live and online recordings;
    - b. In-house television productions.
    - c. Discovery Education Streaming (or similar service): a digital media content service for which usage rights have been purchased by the Office of Education for every school. Resources might include a digital media library, free lesson plans, materials and assessments, professional development, virtual experiences and learning communities. Discovery Education Streaming may be used on demand or resources may be downloaded to be used at a later date. Contact your principal for a username and password.

## 2. Scheduling

To maximize the utilization of ETV broadcasts to the best educational advantage, class schedules should be worked out among the teachers to accommodate the programming schedule. Instructional television programs are available every school day, 9:00 A.M. to 3:00 P.M. on all levels. Recordings of many ETV programs can also be found on the Internet on websites such as [www.PBS.org](http://www.PBS.org).

## 3. Preparation for ETV Usage

The classroom teacher is the most important component of educational television. With the teacher's pre-planning, scheduling, and follow-up activity, the effectiveness of ETV is enhanced in each classroom.

### a. Teacher Guides

- (1) Teacher Guides are provided on various websites to assist the teacher in the use of television programs in the classroom. Teacher guides can be found for:

PBS.org at: <http://www.pbs.org/teachers/> or [www.pbslearningmedia.org](http://www.pbslearningmedia.org)  
<http://www.wlvt.org/EDUCATION/teachers.htm>.

Discovery Education: <http://www.discoveryeducation.com/teachers/>.

The Science Channel at: <http://science.discovery.com/>.

Teacher Tube and resources at: <http://www.teachertube.com/>.

You Tube for Schools at: <http://www.youtube.com/education>.

TED Ed at: <http://ed.ted.com/>.

### b. Lesson Plan for In-House Production

- (1) Closed-circuit in-house production affords countless opportunities for educational enrichment. When producing an educational program at the local level, the teacher must have a thorough and complete plan for himself/herself and his/her students to follow. Student participation in production develops visual, verbal, and technological competency in the student.

4. Consultant and Technical Assistance
  - a. Technical assistance is available from Channel 39, 44, and the local cable companies for producing a program to be used within the school. This service includes aid in taping, script writing, and producing.
5. Educational TV Field Trips
  - a. Teachers, students, and parent groups have a standing invitation to visit WLVT (Lehigh Valley) or WVIA (Pittston) to see the station in operation.

## **11. Use of School Libraries**

- A. The library is at the heart of the instructional program of the schools. As an instructional materials center, it integrates an adequate book collection with audio-visual materials all efficiently organized for unrestricted access by teachers and students. The use of all resources, print and non-print, housed in the library is purposeful, planned, and integrated with the total teaching and learning program to widen, deepen, intensify and individualize the educational experience. Close cooperation between teacher and librarian is essential if pupils are to derive maximum benefit from the school library.
- B. Today's libraries make extensive use of technology to assist students. Full circulation and on-line catalog computer programs are in place in many of the high school libraries. Computers should be networked to allow students and teachers to access to local, resources and the variety of on-line services being made available to schools. Word processing software should also be placed on these networks to enable students to report their research. DVD materials are also important library resources. Local schools should develop their own acceptable use policies for the Internet and other on-line services. These policies should be constructed so as not to restrict use but to place the responsibility for acceptable use upon the system user.

## **12. Learning Centers**

The Learning Center is a complement to the library and classroom. Its laboratory setting allows for practical learning. Here, some of the formality of the classroom and library are relaxed and the student has the freedom to teach and learn himself/herself. Many times, the Learning Center doubles as a classroom. Since the Learning Center is usually equipped with special materials and supplied with information for a general and practical nature, the students learn to respect materials and equipment that help them develop in a specific subject. Since the material is general to all, a spirit of sharing and respect for the rights of others is encouraged. Learning Centers are sometimes staffed by para-professionals. As always, students must be properly supervised by an adult who is assigned to the task and who is properly trained.



### **13. Computer and Technology Education**

A. The Diocesan/School Technology Plans are to be followed by all teachers. These guidelines will comply with the PDE Chapter 5, Curriculum Regulations. Programs which do not provide for equal participation by all students are prohibited.

1. Personnel:

- a. All teachers must become proficient in infusing student instruction with media-rich learning. Current research indicates that student learning takes place when students are active participants in the process. Laptop computers, netbooks, tablets, iPods, in combination with Web 2.0 tools provide ways for teachers to help students become engaged, active learners. Additionally, media-rich content provides students with multiple modalities for learning: visual, auditory, and kinesthetic. Effective teacher use of technology tools during classroom instruction leads to improved collaboration and problem solving skills in students. In order for teachers to adequately prepare students for a 21<sup>st</sup> Century world, teachers must use 21<sup>st</sup> Century teaching skills in the classroom.
- b. Willing parents may be trained as volunteer aides to assist students in a computer lab classroom. However, it is the primary responsibility of the classroom teacher to provide guidance as lab time is an extension of classroom curriculum and not a replacement for instruction.
- c. Teachers should recognize that as digital natives, some students may be “technologically literate” and therefore a resource for aiding the teacher or students with the resolution of technology questions and problems. These students are an asset to the classroom and should be recognized for their contribution.
- d. A curriculum coordinator for technology education should be selected in each school. It is not necessary for the coordinator to be a math teacher. The teacher who demonstrates a strong understanding of equipment, Web 2.0 tools, uses media-rich best teaching practices, and shows leadership in sharing technology skills may be the best coordinator.

## 2. Teacher Training

- a. All teachers should be aware that they are expected to develop competency in the use of classroom technology which can include computers, tablets, iPods, Interactive White Boards (IWB), student response systems, webcams, and Web 2.0 tools. They should take advantage of workshops offered by the local Intermediate Units and courses offered at local colleges and universities. The local schools are urged to pay for the in-service courses their teachers take in this area. Teachers themselves must pay for the college-level courses. Financial assistance may be available through Title II-A funding.
- b. Teachers may also take advantage of many online instructional videos and websites. Webinars are offered by many vendors and IUs often at no cost.

## 14. Testing Program

- A. Catholic schools are committed to strive for quality education for all students entrusted to them. Test results provide an instrument for evaluating academic growth. It is no small task to formulate tests that are objective instruments of measuring progress and that are at the same time fair. However, this is the constant challenge facing teachers throughout the school year.
- B. To evaluate the progress of students in the diocesan schools, a series of tests based on national norms is administered. It is testimony to the quality of education in our schools that the average scores of our students are equal to or above the national norm established for these tests.
- C. The value of test results lies in their interpretation and use by teachers and counselors. Teachers should acquaint themselves with the means to accurately interpret tests. Professionals can only make proper use of test results when they understand the test, its purpose, validity, reliability, etc.
- D. The schools of the Diocese of Allentown participate in a Diocesan-wide testing program annually. The Iowa Test of Basic Skills is used at grades 2, 3, 4, 5, 6, and 7.

E. Purposes of Program

The Diocesan testing program is needed to:

1. Evaluate and diagnose the academic progress of each student.
2. Evaluate and identify students in need of remedial assistance from the Auxiliary Service Program and/or the I.A.S.A. Title I program (pre- and post-tests are needed for these programs).
3. Evaluate and identify the strengths and weaknesses in the curriculum in every school in the Diocese.
4. Determine the educational ability of each student to determine whether the student is performing according to his or her capability.
5. Evaluate Diocesan students as compared to the national averages.
6. To place students in the appropriate reading and math groups.
7. To place students in the appropriate high school courses.

F. Use of Testing Scores

1. Results are given to students and their parents to report their progress and identify strengths and weaknesses.
2. Results are given to classroom teachers to assist them in providing appropriate instruction for the students.
3. Results are given to Auxiliary Service personnel for remedial instruction.
4. Results are given to psychologists for appropriate placement in special education schools when necessary.
5. Results are given to the Diocesan Superintendent of Catholic Education to identify curricula strengths and weaknesses.
6. Results are given to every school principal to determine local school curricula strengths and weaknesses.

G. Schedule

<i>TEST</i>	<i>LEVEL</i>	<i>DATE</i>
Iowa Test of Basic Skills (ITBS)	2, 3, 4, 5, 6, 7	Spring
Cognitive Abilities Test (COGAT)	3, 5, 7	Spring
College Entrance Examination Boards		
1. Scholastic Aptitude Test (SAT)	11-12	
2. Achievement Test	12	
3. Advanced Placement Test	10-12	
Preliminary College Board and National Merit Scholastic		
Qualifying Test (PSAT and NMSQT)	11	
Armed Service Vocational Battery	10-12	

- H. Other achievement and aptitude tests are administered at various times and in specific schools to certain groups of students to evaluate student ability and needs.
- I. On the high school level, tests are administered to evaluate achievement. Interest inventories are also administered to help students in choosing careers. Aptitude tests are administered and help in the placement of students at the Vo-Tech School or other technical schools and professional schools after high school. Tests are administered to evaluate the students' ability to do college work and are used for college placement.

## **15. Field Trips**

### **A. Regulations**

1. We recognize the educational significance and value of field trips to enhance classroom lessons and group activities (CYO, Youth Group, etc.). However, the risk which we assume must be taken into account. The following regulations should be taken into consideration when planning field trips:
  - a. Adequate supervision by qualified adults, including one or more certified employees or agents of the Diocese and/or school. For field trips other than interscholastic athletic events, there should be at least one adult for every ten students.
  - b. Try to formulate a plan for financing the field trip that does not levy a fee on any student or does not exclude any student member of a group because of lack of funds.
  - c. Release and consent forms should be obtained from all adults and all parents/guardians of students taking any field trip; releasing all claims against the Diocese and the school for injury, accident, illness or death occurring during or by reason of the field trip (see Release & Consent Forms-Attachments III-A, B, C)
  - d. Proper insurance for students, personnel, and equipment.
  - e. Inclusion of a proper first aid kit and fire extinguisher.
2. Finally, to ensure the desired outcome of such field trips, teachers should prepare the students for the place that is to be visited and the things that are to be seen. A thorough discussion should be held regarding the purpose or purposes as well as, the goal or goals of the trip. Additionally, an advance visit should be made to the field trip site by the leaders so that any and all unforeseen circumstances, situations, and/or events could be properly planned for; so that any difficulties may be minimized.

B. Transportation

1. Commercial carrier or contracted transportation is the most desirable method to be used and, whenever possible, this mode of transportation should be provided. The use of private passenger vehicles is discouraged and should be avoided if at all possible. If commercial carriers are used (e.g. commercial airlines, trains, or buses) no further information is required. However, if transportation is contracted, (chartered bus) signed contracts should be executed with an appropriate hold harmless agreement protecting the location and the Diocese. Also, contracted carriers should provide proof of insurance with minimum limits of liability of \$2,000,000 CSL (Combined Single Limit).

**THE DIOCESE OF ALLENTOWN PROHIBITS THE USE OF 11-15 PASSENGER VANS FOR TRANSPORTATION OF ANY PERSON(S).**

(See Attachment – D)

2. If a private passenger vehicle must be used, a signed **DRIVER INFORMATION SHEET** (see Driver Information Sheet- Attachment III-E) must be submitted to the principal or leader prior to each field trip. The information must be supplied and certified by the driver in question. The following guidelines should be considered.
  - a. All drivers must be 21 years of age or older.
  - b. The driver must have a valid, non-probationary driver's license and no physical disability that could in any way impair his/her ability to drive the vehicle safely.
  - c. The vehicle must have a valid and current registration and valid current license plate.
  - d. The vehicle must be insured for the following minimum limits: \$100,000 per person/\$300,000 per occurrence. (Attachment III-E)

C. Overnight Trips

1. Overnight trips sponsored by the school are permitted which fulfill all of the following criteria:
  - a. A signed Parental Permission note must be on file for each student involved.
  - b. Adequate adult supervision must be provided.
  - c. Adequate accident insurance for participating and supervisory personnel must be provided.
  - d. The trip must relate to a school program or extracurricular activity.

- e. Suitable financing approved by the principal must be provided to support the overnight trip.
- f. The entire trip will not exceed two consecutive school nights and three consecutive school days and shall not exceed 500 miles in distance from the Diocese. In extraordinary circumstances, exceptions may be granted by the Superintendent of Catholic Education when channeled through the principal. B.P. 6153

**16. Educational Projects Involving Harmful or Destructive Use of Animals**

Schools are obligated to abide by *Act Number 1992-88* of the Public School Code. Section 15-1523, Title 24 requires that students/parents, guardians be given *at least* three weeks' notice prior to any educational project involving harmful or destructive use of animals. (see Attachments III-F and G)

**17. Flag**

All Diocesan schools should display the United States National Flag within all school buildings. The teacher shall establish and direct the conduct of appropriate daily instruction or ceremonies for the purpose of affirming and developing allegiance to and respect for the flag of the United States of America.

**DIOCESE OF ALLENTOWN  
PARENTAL/GUARDIAN CONSENT FORM & LIABILITY WAIVER**

Participant's name: \_\_\_\_\_  
Birth date: \_\_\_\_\_ Sex: \_\_\_\_\_  
Parent/Guardian's name(s): \_\_\_\_\_  
Home address: \_\_\_\_\_  
Home phone: \_\_\_\_\_ Business phone: \_\_\_\_\_

I (we) \_\_\_\_\_ grant permission for my (our) child, \_\_\_\_\_  
(parent or guardian's name(s)) (Child's name)  
to participate in this parish/school event that requires transportation to a location away from the parish/school site. This permission includes all related programs or events associated with the event. This activity will take place under the guidance and direction of parish/school employees and/or volunteers from \_\_\_\_\_  
(Name of parish/school)

My (our) child understands and agrees to abide by all rules and regulations established by the school/parish pertaining to such field trips.

Description of Activity:

Type of event: \_\_\_\_\_  
Destination of event: \_\_\_\_\_  
Individual in charge: \_\_\_\_\_  
Date of event and estimated time of departure and return: \_\_\_\_\_  
Travel information (airline, flight numbers, bus or train information): \_\_\_\_\_

As parent(s) and/or legal guardian(s), I (we) remain legally responsible for any personal actions taken by my (our) child. In consideration for my (our) child's participation, I (we) and my (our) child, agree and understand that we assume the risks inherent in the field trip or other activity outside of my (our) child's school, and with full knowledge of the risks, we, and our heirs, successors and assigns, release and agree to hold harmless and defend, The Diocese of Allentown, Most Reverend Alfred A. Schlert, D.D., J.C.L., the Roman Catholic Diocese of Allentown Charitable Trust, \_\_\_\_\_ Charitable Trust, and the  
(Name of parish/school)  
respective members, trustees, directors, officers, employees and representatives, including chaperones, volunteers or any other representatives associated with that activity (all of whom are separately and collectively referred to as the Diocese) from claims from or related to my (our) child's participation, or in connection with any illness or injury (including death) or cost of medical treatment in connection therewith, and I (we) agree to compensate the Diocese for reasonable attorney's fees and expenses incurred by the Diocese in any action brought against the Diocese as a result of such injury or damage, unless such claim results from the negligence of the Diocese.

We have read carefully this entire (pages 1 and 2) Parental/Guardian Permission Form & Release and agree to its terms and intend to be bound hereby.

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

**ATTACHMENT III-A**

(High Schools and Special Learning Schools)

**DIOCESE OF ALLENTOWN  
PARENTAL/GUARDIAN CONSENT FORM & LIABILITY WAIVER**

Participant's name: \_\_\_\_\_  
Birth date: \_\_\_\_\_ Sex: \_\_\_\_\_  
Parent/Guardian's name(s): \_\_\_\_\_  
Home address: \_\_\_\_\_  
Home phone: \_\_\_\_\_ Business phone: \_\_\_\_\_

I (we) \_\_\_\_\_ grant permission for my (our) child, \_\_\_\_\_  
(parent or guardian's name(s)) (Child's name)

to participate in this parish/school event that requires transportation to a location away from the parish/school site. This permission includes all related programs or events associated with the event. This activity will take place under the guidance and direction of parish/school employees and/or volunteers from \_\_\_\_\_  
(Name of school)

My (our) child understands and agrees to abide by all rules and regulations established by the school pertaining to such field trips.

**Description of Activity:**

Type of event: \_\_\_\_\_  
Destination of event: \_\_\_\_\_  
Individual in charge: \_\_\_\_\_  
Date of event and estimated time of departure and return: \_\_\_\_\_  
Travel information (airline, flight numbers, bus or train information): \_\_\_\_\_

As parent(s) and/or legal guardian(s), I (we) remain legally responsible for any personal actions taken by my (our) child. In consideration for my (our) child's participation, I (we) and my (our) child, agree and understand that we assume the risks inherent in the field trip or other activity outside of my (our) child's school, and with full knowledge of the risks, we, and our heirs, successors and assigns, release and agree to hold harmless and defend, The Diocese of Allentown, Most Reverend Alfred A. Schlert, D.D., J.C.L., the Roman Catholic Diocese of Allentown Charitable Trust, \_\_\_\_\_ Inc., and the respective members,  
(Name of school)  
trustees, directors, officers, employees and representatives, including chaperones, volunteers or any other representatives associated with that activity (all of whom are separately and collectively referred to as the Diocese) from claims from or related to my (our) child's participation, or in connection with any illness or injury (including death) or cost of medical treatment in connection therewith, and I (we) agree to compensate the Diocese for reasonable attorney's fees and expenses incurred by the Diocese in any action brought against the Diocese as a result of such injury or damage, unless such claim results from the negligence of the Diocese.

We have read carefully this entire (pages 1 and 2) Parental/Guardian Permission Form & Release and agree to its terms and intend to be bound hereby.

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_



DIOCESE OF ALLENTOWN
PARENTAL/GUARDIAN PERMISSION FORM AND RELEASE

MEDICAL MATTERS

I (we) hereby warrant that to the best of my (our) knowledge, my (our) child is in good health, and I (we) assume all responsibility for the health of my child.

Emergency Medical Treatment: In the event of an emergency, I (we) hereby give permission to transport my (our) child to a hospital for emergency medical or surgical treatment. I (we) wish to be advised prior to any further treatment by the hospital or doctor. In the event of an emergency, if you are unable to reach me (us) at the above numbers, contact:

Name & relationship: Phone:

Family doctor: Phone:

Medical Insurance Information:

Health Plan Carrier:

Group #: I.D. #

Subscriber's Name:

Medications: My (our) child is taking medication at present. My (our) child will bring all such necessary medications, and such medications will be well-labeled. Names of medications and concise directions for seeing that the child takes such medications, including dosage and frequency of dosage, are as follows:

I (we) hereby grant permission for non-prescription medication (such as non-aspirin products such as acetaminophen or ibuprofen or throat lozenges) to be given to my (our) child, if deemed appropriate.

Specific Medical Information: The parish/school should be aware of the following medical conditions. (The parish/school will take reasonable care to see that the following information will be held in confidence.)

Allergic reactions (medications, foods, plants, insects, etc.):

Immunizations: (Date of last tetanus/diphtheria immunization):

Does child have a medically prescribed diet?

Any physical limitations?

Has child been recently exposed to contagious disease or conditions, such as mumps, measles, chicken pox, etc.? If so, date and disease of condition:

Other medical conditions of my (our) child:

DIOCESE OF ALLENTOWN  
ADULT PARTICIPATION FORM & RELEASE

Participant's name \_\_\_\_\_  
Birth date: \_\_\_\_\_ Sex: \_\_\_\_\_  
Home address: \_\_\_\_\_  
Home phone: \_\_\_\_\_ Business phone: \_\_\_\_\_

I, \_\_\_\_\_, agree and understand that I assume the risks inherent in the field trip or other activity outside of my child's school, and with full knowledge of the risks, I, and my heirs, successors and assigns, release and agree to hold harmless and defend \_\_\_\_\_ Charitable Trust, \_\_\_\_\_ (Name of parish/school) The Diocese of Allentown, Most Reverend Alfred A. Schlert, D.D., J.C.L. the Roman Catholic Diocese of Allentown Charitable Trust, and all of their respective members, trustees, directors, officers, employees and representatives, including chaperones, volunteers or any other representatives associated with that activity (all of whom are separately and collectively referred to as the Diocese) from claims from or related to my participation, or in connection with any illness or injury (including death) or cost of medical treatment in connection therewith, and I agree to compensate the Diocese for reasonable attorney's fees and expenses incurred by the Diocese in any action brought against the Diocese as a result of such injury or damage, unless such claim results from the negligence of the Diocese.

Description of trip:  
Type of event: \_\_\_\_\_  
Destination of event: \_\_\_\_\_  
Estimated time of departure and return: \_\_\_\_\_  
Travel information (airline, flight numbers, bus or train information): \_\_\_\_\_

**Medical Matters:** I hereby warrant that to the best of my knowledge, I am in good health, and I assume responsibility for my health.

**Emergency Medical Treatment:** In the event of an emergency, I hereby give permission to be transported to a hospital for emergency medical or surgical treatment. In the event of an emergency, contact:  
Name & Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_  
Family doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

**Medical Insurance Information:**  
Health Plan Carrier: \_\_\_\_\_  
Policy # : \_\_\_\_\_  
I.D. # : \_\_\_\_\_

**Specific Medical Information:** The parish/school should be aware of the following medical conditions. (The parish/school will take reasonable care to see that the following information will be held in confidence.)  
Allergic reactions (medications, foods, plants, insect, etc.): \_\_\_\_\_  
Physical limitations or other special medical conditions: \_\_\_\_\_

I have read carefully this entire (page 1) Adult Participation Form and Release and agree to its terms and intend to be bound hereby.

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

DIOCESE OF ALLENTOWN  
ADULT PARTICIPATION FORM & RELEASE

Participant's name \_\_\_\_\_  
Birth date: \_\_\_\_\_ Sex: \_\_\_\_\_  
Home address: \_\_\_\_\_  
Home phone: \_\_\_\_\_ Business phone: \_\_\_\_\_

I, \_\_\_\_\_, agree and understand that I assume the risks inherent in the field trip or other activity outside of my child's school, and with full knowledge of the risks, I, and my heirs, successors and assigns, release and agree to hold harmless and defend \_\_\_\_\_ Inc.,  
(Name of school)  
The Diocese of Allentown, Most Reverend Alfred A. Schlert, D.D., J.C.L. the Roman Catholic Diocese of Allentown Charitable Trust, and all of their respective members, trustees, directors, officers, employees and representatives, including chaperones, volunteers or any other representatives associated with that activity (all of whom are separately and collectively referred to as the Diocese) from claims from or related to my participation, or in connection with any illness or injury (including death) or cost of medical treatment in connection therewith, and I agree to compensate the Diocese for reasonable attorney's fees and expenses incurred by the Diocese in any action brought against the Diocese as a result of such injury or damage, unless such claim results from the negligence of the Diocese.

Description of trip:  
Type of event: \_\_\_\_\_  
Destination of event: \_\_\_\_\_  
Estimated time of departure and return: \_\_\_\_\_  
Travel information (airline, flight numbers, bus or train information): \_\_\_\_\_

**Medical Matters:** I hereby warrant that to the best of my knowledge, I am in good health, and I assume responsibility for my health.

**Emergency Medical Treatment:** In the event of an emergency, I hereby give permission to be transported to a hospital for emergency medical or surgical treatment. In the event of an emergency, contact:  
Name & Relationship: \_\_\_\_\_ Phone: \_\_\_\_\_  
Family doctor: \_\_\_\_\_ Phone: \_\_\_\_\_

**Medical Insurance Information:**  
Health Plan Carrier: \_\_\_\_\_  
Policy # : \_\_\_\_\_  
I.D. # : \_\_\_\_\_

**Specific Medical Information:** The parish/school should be aware of the following medical conditions. (The parish/school will take reasonable care to see that the following information will be held in confidence.)  
Allergic reactions (medications, foods, plants, insect, etc.): \_\_\_\_\_  
Physical limitations or other special medical conditions: \_\_\_\_\_

I have read carefully this entire (page 1) Adult Participation Form and Release and agree to its terms and intend to be bound hereby.

Participant's signature: \_\_\_\_\_ Date: \_\_\_\_\_

**MEMORANDUM**

TO: All Pastors, Principals, Administrators and Secretaries

FROM: Kelly C Bruce, A.R.M.  
Director of Insurance and Real Estate

DATE: September 29, 2005

SUBJECT: 10-15 Passenger Vans

Since June 11, 1999, it has been diocesan policy that individuals under the age of 18 may not be transported in vans owned by the Diocese of Allentown or any of its entities designated for 10-15 passenger vans. There are structural deficiencies in these vehicles that pose serious life and safety issues to its passengers. All people, including children, adult, elderly, and the disabled should be protected from this hazard.

Therefore, at the direction of the Diocese's insurers, we are enhancing policy governing the use of 10-15 passenger vans.

Effective immediately, the purchasing, leasing, renting or borrowing of 10-15 passenger vans to transport ANY PERSON (S) is prohibited.

"Any person(s)" is defined as any number of passengers from one to fourteen whether children, adults of any age, excluding the driver. The only exception permitted is when an adult passenger, seated and belted in the front passenger seat, is needed in the event that the 0-15 passenger van is being used for the transportation of cargo for the loading and unloading of that cargo.

Please note – these vans may still be used to transport cargo only, with passenger seats removed.

Organizations that currently own or lease 10-15 passenger vans for the transportation of adults must replace, sell or discontinue the use of these vans by May 27, 2007.

Mini-vans, designed to transport not more than 8 total occupants may be used to transport children and adults. These are also multi-function activity buses in the market that are acceptable alternatives to the 10-15 passenger van. Catholic Mutual Group has partnered with Collins Industries, Inc. to provide special pricing to diocesan locations who are considering purchasing a multi-function activity bus. For more information regarding these vehicles, please contact either Catholic Mutual Group or visit [www.collinscmg.com](http://www.collinscmg.com)

**DIOCESE OF ALLENTOWN**  
**DRIVER INFORMATION SHEET**

**Driver**

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Driver's License # \_\_\_\_\_

Date of Birth \_\_\_\_\_  
Home Phone \_\_\_\_\_  
Cell Phone \_\_\_\_\_  
Date of Expiration \_\_\_\_\_

**Vehicle That Will Be Used**

Name of Owner \_\_\_\_\_  
Address of Owner \_\_\_\_\_  
License Plate # \_\_\_\_\_

Model of Vehicle \_\_\_\_\_  
Make of Vehicle \_\_\_\_\_  
Date of Expiration \_\_\_\_\_

If more than one vehicle is to be used, the aforementioned information must be provided for each vehicle.

**Insurance Information**

Insurance Company \_\_\_\_\_  
(Please note: minimal, acceptable liability limits for privately-owned vehicles in \$100,000/\$300,000)  
Policy # \_\_\_\_\_

Liability Limits of Policy\* \_\_\_\_\_  
Date of Policy Expiration \_\_\_\_\_

\*\*\*Please be aware that as the driver of this vehicle, your insurance is primary\*\*\*

**Driving Record**

- 1) I certify that I have NOT had a conviction for any of the following violations in the past ten years:
- Driving under the influence of drugs or alcohol
  - Hit and run
  - Failure to report an accident
  - Negligent homicide
  - Operating a Motor Vehicle during a period of suspension or revocation
  - Using a Motor Vehicle for the commission of a felony
  - Operation a Motor Vehicle without authority (grand theft)
  - Permitting an unlicensed person to drive
  - Reckless Driving
  - Speed Contest (drag racing)
- 2) I certify that my driving record does not include a total of three accidents and/or moving violations in the past ten years.

**Certification**

I certify that the information given on this form is true and correct to the best of my knowledge. I understand that as the driver of the above referenced vehicle I must be 21 years of age or older, possess a valid driver's license, have proper and current license and vehicle registration, and have the required insurance coverage in effect on any vehicle used for a parish, school or diocesan location activity or business. I agree that I will refrain from using a cell phone or any other electronic device while operating my vehicle.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**P.L.A.N.**  
Pennsylvania Legislative Animal Network  
P.O. Box 12085  
Harrisburg, PA17108

August 3, 2004

Dear Superintendent:

On July 9, 1992, Governor Robert P. Casey signed into law Act Number 1992-88, an act amending the Public School Code of 1949. Section 15-1523, Title 24, PA Consolidated Statutes, entitled Pupil's right of refusal; animal dissection, gives all students in public or non-public schools, from kindergarten through twelve, the right to "refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of their course of instruction."

The amendment also states that "schools shall notify incoming pupils and their parents or guardians of the right to decline not to participate in an education project involving harmful or destructive use of animals and to authorize parents or guardians to assert the right of their children to refuse to participate in those projects. Notice shall be given not less than three (3) weeks prior to the scheduled course exercise which involves animals."

It has come to our attention, through conversations with parents and students from several school districts, that neither the students nor the parents are receiving notification of their right to refuse to dissect, or have been unduly intimidated when it comes to choosing this alternative. This practice is in direct violation of this statute. It is our hope that this has been an oversight by only a few schools, and that this year the notices will be distributed in a timely manner by all districts, in accordance with the law.

P.L.A.N., Inc. is a non-profit animal advocacy group whose mission is to lobby in favor of statewide animal protection issues. We are based in Harrisburg, Pennsylvania. We have access to an array of excellent biological teaching tools that do not involve dissection, and would welcome the opportunity to assist any school district in implementing these alternatives.

Please call our office at (610) 821-9552 if you have any questions or would like more information on introducing alternatives to dissection into your schools. Also please send us a copy of the form which you currently use. If you are currently not using any form at all, we are enclosing a suggested form.

Thank you very much.

Sincerely,

Virginia P. Wolfe  
Board Member, P.L.A.N., Inc.

**ATTACHMENT III-G**

Dear Parent:

As of July 1992, all schools are required to notify students and parents/guardians of the right to decline to participate in any education project involving dissection, incubation, capture or other harmful use of vertebrate animals and preserved specimens of vertebrate animals including fish, amphibians, birds, reptiles and mammals.

We are planning to do the following activity in class in the upcoming weeks and we would like your permission for your child to participate:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Should you and your child elect not to participate in this activity, an alternate education project possibly involving the use of video tapes, models, films, books, or computers will be assigned to provide your child with knowledge in this area.

Please complete the following and have your child return this form to me.

Sincerely,

Teacher

- [     ]     I request that you allow my son/daughter to participate in the above listed classroom activities.
- [     ]     I would prefer that my son/daughter not participate in the above listed classroom activities. Please provide an alternate education project in place of this activity.

\_\_\_\_\_  
Name of Student

\_\_\_\_\_  
Signature of Parent

## CHAPTER IV

### GENERAL PROCEDURE AND PRACTICE

#### 1. Student Record Files

Permanent records are kept for each child in the school. These records should be kept in a fire-proof file. Only the students, parents, principal, teachers and guidance personnel have access to the records of a student. See Board Policy 5125 for The Confidential Collection, Maintenance, and Distribution of Pupil Records.

##### A. Report Cards

Report cards are issued to the students in elementary school three times during the school year and to the students in high school four times during the school year. Parent-teacher conferences are formative and a time to collaborate. Therefore, should be scheduled in elementary schools during October, as well as at the reporting periods as needed in both elementary and secondary schools so that the student's achievement can be reviewed and guidance given for the student's growth and development.

The following are the Diocesan Guidelines for the Elementary Grading System:

1. The grades or marks of a student represent the academic achievement of the student and is one way to measure the academic progress of a student. ***Marks are not to be lowered as a punishment for misbehavior.*** Additionally, homework is an important component of the learning process and may also serve as an opportunity for students to demonstrate learning beyond the classroom. Homework often serves as formative assessment and independent practice of developmental skills. There may be a number of reasons why students do not complete their homework. It could involve learning challenges; it may be a high ability student who is bored; or may involve a student who lacks organizational skills; or a student without academic support outside of school. While it is important to hold students accountable, it is necessary to find the root cause of the lack of attention to homework assignments. Merely assigning a student a failing grade rarely solves the problem. No student should be retained merely because of incomplete homework. Every effort should be made to provide an academically appropriate program for every child.
2. A certain amount of discretion must be used in determining grades. There are times when a somewhat relative standard may be used. A pupil, who has the ability to do good work but is not doing so, may be given a lower grade for the same work than another pupil of less ability.
3. The grades, however, should not be so low that the pupil could not pass at the end of the year if he/she demonstrates he/she could do the work of the next grade.



4. A mark of F (below 70 numerically) is a failure.
5. If a student fails a subject, record the exact mark on the test and the mark book, but place an "F" on the report card. No mark lower than 60 should be recorded on the roll slip.
6. If grading has been done accurately, a pupil will not finish the year with a failing grade, unless it is certain he/she could not do the work of the next grade.
7. Satisfactory completion of planned courses shall be determined by the principal in consultation with the teacher.

**B. Registration Cards**

Registration cards contain the name, address, and other pertinent information by which a student can be identified. The initial reception of the Sacraments - Baptism, First Holy Communion, and Confirmation are recorded according to parish and date of reception.

**C. Educational Cards (Permanent Record)**

Educational cards contain all the basic information about a student. It is a cumulative record of a student's academic school performance. This confidential record is kept in the school file unless a student transfers to a Catholic elementary school within the Diocese of Allentown or goes on to a Catholic secondary school within the Diocese of Allentown. Yearly average of each subject is recorded on Progress Reports as well as the general average of all subjects. This report shows the continuing progress of each student from one grade to another.

**D. Elementary Testing Results  
Individual Cumulative Record**

The press score results of the ITBS and Cognitive Abilities Tests are to be placed on this Card to serve as a cumulative record of each student's standardized test score (Grades 2 through 7).

**E. Transfers: Educational Registration and Testing Cards**

If a student transfers to a school outside the Diocese, the educational, registration, and testing cards of the student are filed in the "drop file". If a student transfers to another Catholic school within the Diocese of Allentown the educational, registration, and testing cards are sent to the receiving school. If an eighth-grade student transfers to a Catholic Diocesan high school, the records are sent to the receiving school; otherwise, the records are filed in the "drop file".

F. **Roll Slips**

The classroom teacher records the daily attendance of each student - absence and lateness on this record. The roll slip also contains the scholastic grades earned by the student at each trimester/quarter. The homeroom teacher's signature at each grade level is required on each roll slip. At the end of the school year, the roll slip is placed in the student's personal file.

G. **Health Records and Emergency Medical Card**

The school nurse is responsible for the health record of each student. A public school nurse serves each school on a part-time basis. If it is necessary for a student to be sent home because of illness, parents should be telephoned. Parent information is collected annually on an emergency medical card for each student, which should be kept on file so that parents may be contacted in the case of a medical emergency. B.P. 1210

2. **Discipline**

A structured, safe school and classroom environment are essential components to a Catholic school. Discipline is an integral aspect to the learning process and should reflect the mission of the educational ministry of the Diocese of Allentown.

One of the important roles of a Catholic school teacher in the Diocese of Allentown is to teach young people to be self-controlled and be respectful of themselves and others. Educators as well must be respectful of the value and dignity of each students entrusted to their care and the people with whom they interact within their role as teacher. This means maintaining high personal standards of courtesy, decency, morality, language, and honesty. Respect for property, pride in one's work, and achievement within one's ability should be expected of all students.

Discipline contributes to the moral development of the student. Through well-defined expectations and limits, which are individually and consistently enforced, students can learn to make responsible decisions. Students are encouraged to accept responsibility for their actions. These expectations are set forth to ensure the safety, positive experience, and success of all students. The discipline, commonly known as the discipline code, is determined and influenced by the administration and staff of the school, and the Diocese. As educators, we are called to discipline students in a manner consistent with our mission that demonstrates the respect we hold dear in the dignity of the person.

### **3. Corporal Punishment**

Pennsylvania School Code defines corporal punishment as physically punishing a student for an infraction of the discipline policy. Corporal punishment is inconsistent with the mission, vision, and goals of the educational ministry of the Diocese of Allentown and is unacceptable.

### **4. Expulsion or Dismissal of Students from the Elementary or Secondary Schools in the Diocese of Allentown**

- A. Many laws have been enacted to protect individual rights. In protecting these rights, courts have upheld many parents and students in their fight against dismissal or expulsion from school. Even though most of these laws do not bind us, in that we are a private school system, moral law demands that we act justly, charitably, and conscientiously when dismissing children from a Catholic School. To promote these high standards and to guarantee some uniformity in handling these difficult and emotionally charged cases of dismissal or expulsion, we share the procedures below. We are confident they will help us to act more objectively in evaluating all the circumstances of each case.
- B. The following procedures are to be followed before dismissing a student:
1. Secondary principals must discuss the case with their faculty advisory committee and notify the local pastor. Elementary principals must consult with the pastor(s) and their faculty advisory committee.
  2. Parents and students should have an opportunity to present reasons why the student should not be dismissed.
  3. The principal is to consult the Office of Education before dismissing the student and discuss the details of the case at that time. Attachment IV-A is to be used as a guide in sharing information with the Office of Education.
  4. Parents should be advised that they could appeal the case to the Office of Education.

**5. Drugs and Alcohol**

Teachers are required to follow the policy and procedures outlined in the Student Crisis Assistance Manual (see Student Crisis Assistance Manual, Chapter I and Attachment IV-B).

**6. Suspected Child Abuse**

A. When a teacher suspects that a student is a victim of suspected abuse, he/she must:

1. Call Childline immediately.
2. Submit a written report within 48 hours to the County Office of Children and Youth in a manner, and on forms, prescribed by the State (see Student Crisis Assistance Manual, Chapter II and Attachment IV-B).
3. If the allegation is made regarding the sexual abuse or exploitation of a minor by a lay parish employee, cleric, school employee, or school or parish volunteer, the Superintendent of Catholic Education should be contacted immediately.

**7. Death In The School Community**

When a teacher becomes aware of the death of, or anticipation of the announcement of the death, of a person who has a significant relationship with the school, he/she should notify the principal. The principal and/or designee should follow the procedure outlined in the Student Crisis Assistance Manual. (see Student Crisis Assistance Manual, Chapter III and Attachment IV-B)

**8. Suicide: Actual or Attempted**

When actual or attempted suicide involves a school student, the teacher should follow the procedures outlined in the Student Crisis Assistance Manual. (see Student Crisis Assistance Manual, Chapter IV and Attachment IV-B)

**9. Medical Emergency - Student Medical History**

Teachers should be aware of protocol for obtaining student medical history to ensure student safety in the event of a medical emergency. The procedures outlined in the Student Crisis Assistance Manual should be followed. (see Student Crisis Assistance Manual, Chapter V and Attachments IV-B and C).

**10. Natural Disasters**

Teachers should be aware of the appropriate intervention necessary should a natural disaster occur. The procedures outlined in the Student Crisis Assistance Manual should be followed. (see Student Crisis Assistance Manual, Chapter VI and Attachment IV-C).

## 11. Diocese of Allentown Policy on Prohibiting Bullying, Harassment, Intimidation or Hazing

### A. Purpose

The Secretariat for Catholic Education (Office of Education) for the Diocese of Allentown is committed to providing a caring, friendly, safe and respectful environment for all students, employees, volunteers, and visitors of our schools. Each Catholic school, in fulfilling its role within the educational mission of the Church, must share and live out, through Catholic Christian tradition, the message of Jesus Christ and be committed to providing an integrated Catholic educational environment that permeates all aspects of its daily life and operations. Therefore, acts of harassment, hazing, intimidation, and bullying (including cyber-bullying) are unacceptable behaviors and are prohibited in our schools.

Bullying, Cyber-bullying, harassment, intimidation or hazing constitute conduct that disrupts both the student's ability to learn and a school's ability to educate its students in a safe and embracing Catholic environment. This behavior is against the fundamental tenet of "love your neighbor as yourself," and destroys respect for the dignity of the student, undermines the Christian identity of the school, and deprives the student of a safe and caring learning environment.

The purpose of this policy is to guide the schools of the Diocese of Allentown in our goal of preventing and responding to acts of bullying, intimidation, violence and other similar disruptive behavior with "Zero Indifference." Administration, faculty, staff, and volunteers are to demonstrate appropriate behavior by treating others with civility and respect, and being aware of and not tolerating harassment, intimidation, hazing, and bullying.

### B. Definitions

For purposes of this Policy, the following definitions shall apply:

*Bullying*- repeated use by one or more students of a written, verbal, or electronic expression, or physical gesture, or any combination thereof, that:

- Creates a hostile educational environment
- Substantially interferes with a student's education benefits, opportunities, or performance
- Causes physical or emotional harm to the individual or damage to their property
- Places an individual in reasonable fear of harm to him/herself, or damage to his/her property
- Including but not limited to physical intimidation, assault, extortion, oral or written threats, slurs, innuendo, teasing and putdowns, demeaning comments, cartoon drawing, graffiti, pranks, name calling, threatening looks, gestures or actions, cruel rumors, false accusation, social isolation, flashing a weapon, taunting/ridiculing, stalking and relationship undermining.

*For purposes of this Policy, whenever the term "Bullying" is used it is to denote either Bullying or Cyber-Bullying.*

*Cyber-Bullying* - Bullying through the use of technology or any electronic communication which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by:

- Wire
- Radio
- Photo-electronic or photo-optical system, including but not limited to, electronic mail, internet communications, instant messaging or facsimile communications

Cyber-Bullying shall also include “spoofing”, or the creation of a web page or blog in which the creator assumes the identity of another person or knowingly impersonates another person as author posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of Bullying.

Cyber-Bullying shall also include the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of Bullying.

*Harassment, hazing, intimidation* – act(s), word(s), or other behavior, by an individual or group against another individual or group characterized by:

- Intent to harm.
- Intensity and duration over a period of time.
- An interpersonal relationship where there is an imbalance of power, not mutual or intentional provocation by the victim.
- Inflicting physical or emotional harm or discomfort or damage to the person’s reputation and/or relationships.
- A level so severe, persistent, or pervasive that an intimidating or threatening educational environment is created or the orderly operation of the school is substantially disrupted.

Name-calling – the use of language to defame, demean, or degrade individuals or groups.

### C. **Prohibitions**

Bullying, harassment, hazing, intimidation and name-calling are prohibited:

- On school grounds owned, leased or used by a school;
- On property immediately adjacent to school ground;
- At any school-sponsored or school-related activity, function or program whether on or off school grounds;
- At a school bus stop;
- On a school bus or any other vehicle owned, leased, or used by the school;
- Through the use of technology or an electronic device owned, leased or used by a school or any personal device.

Bullying, harassment, hazing, intimidation and name-calling are also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased, or used by a school if the acts in question:

- Create a hostile environment at school for the individual.
- Infringe on the rights of the individual at school.
- Materially and substantially disrupt the education process or the orderly operation of a school.

### D. **Responsibilities**

All employees must act in ethical, responsible and lawful manner in accordance with Diocesan policies in the Teacher Handbook, administrative regulations and state and federal law. To the extent that a person has supervision of other persons, activities and environments, each administrator, principal, teacher, aide or volunteer shall:

- Maintain a work place, work area, learning area and/or activity area free from bullying, harassment, hazing, intimidation or name-calling.
- Ensure that all information concerning the policy prohibiting bullying, harassment, hazing, intimidation or name-calling is disseminated to all subordinates, to all families, and to all students.
- Be alert to possible situations, circumstances, or events that may lead to or constitute bullying and immediately report to his or her immediate supervisor any actions viewed by him or her which, in his or her opinion, may be construed as falling within the definition of bullying as contained within the policy; and/or any instances, reports or allegations of bullying which come to his or her attention.
- Upon receiving an allegation of bullying, harassment, hazing, intimidation, or name-calling, individuals are responsible to submit in accordance with the individual building prevention and intervention plan, the Bullying Reporting Form, Attachment IV – D.

Each school in the Diocese that is subject to this policy shall be responsible for overseeing the development and implementation of a prevention and intervention plan. The Plan should include consultation with all stakeholders, which may include teachers, other staff, professional support personnel, school volunteers, administrators, community representatives, local law enforcement agencies, Intermediate Unit (IU) personnel, students, parents and guardians. Annual review of the Plan and this Policy should be provided by the Principal or his or her designee.

- Information regarding the policy against bullying, harassment, hazing, intimidation or name-calling shall be incorporated into the teacher handbook.
- It is the responsibility of the administration and staff to ensure that each child is made aware and understands definitions, conditions, and examples of bullying.
- Classroom lessons explaining inappropriate behaviors, role-playing such behaviors, modeling appropriate responses, and teaching proper steps in reporting incidents are to be provided periodically, on a basis to be determined, through a prevention program. (*Example: Steps to Respect*)

**E. Discipline and Remedial Action**

The response to those who commit one or more acts of bullying, harassment, hazing, intimidation or name-calling should be determined based on the totality of the circumstances. In all cases, the Principal will be responsible to determine if a bullying offense occurred, or did not occur, and the school should attempt to actively involve parents/guardians in the remediation of the behavior(s) concerned.

- Initiate immediate talks with the bully or bullies.
- Talk with the Target student(s) and his/her parents/guardians.
- In determining the appropriate response to students who commit one or more acts of bullying, school administrators should consider:
  - The development, maturity levels, and/or special learning needs of the parties involved.
  - The levels of harm.
  - The surrounding circumstances.
  - The nature of the behaviors.
  - Past incidences, or past or continuing patterns of behavior.
  - The relationship between parties involved.
  - The context in which the alleged incidents occurred.



Depending upon the severity of the incident, or the series of incidents, the administration may also take appropriate steps to ensure student safety. These may include implementing a safety plan, separating and supervising the students involved, exclusion of parents involved students (victim and offender) from school premises and school sponsored activities to prevent extension of conflict, providing staff support for students when necessary, contacting IU school psychologist for counseling, reporting incidents to law enforcement, in school/out of school suspension or expulsion, loss of privileges in school.

B.P. 5139

## **12. Student/Intruder With A Weapon or A Hostage Situation**

### **A. Firearms and Explosives**

Any student or other person who possesses any firearm, shotgun, pistol, rifle, or explosive on school premises or on the premises of a school sponsored event shall be turned over to law enforcement personnel, expelled from school, and subjected to criminal sanctions, authorized by law. The parent(s) of a student shall be notified immediately by the principal or his or her designee. Any firearm, shotgun, pistol, rifle, or explosive confiscated by the school shall also be turned over to law enforcement personnel and disposed of according to law.

### **B. Other Weapons and Violence**

Any student who possesses any other weapons (as defined below and not specified above) on school premises or on the premises of a school sponsored event or any student who initiates violent conduct may be subject to:

- local disciplinary sanctions
- suspension from school activities or extra-curricular activities
- out of school suspension or expulsion

Note: "Weapon shall include but not be limited to any knife, cutting instrument, cutting tool, nunchucks, firearm, shotgun, rifle and/or any other tool, instrument or implement capable of inflicting serious bodily injury."

PA Safe School Act, Section 1301-A

Board of Education Policy 5140 (See Attachment IV-C)

## **13. Student Participation in Contact Sports**

A. Catholic secondary schools in the Diocese of Allentown are expected to offer a similar number of sports for both boys and girls.

B. Because of the moral implications and potential for physical injury involved in bodily contact, participation in contact sports such as wrestling, field hockey, football and basketball shall be limited to single sex teams.

B.P. 5148

**14. Complaints Concerning School Personnel**

- A. Constructive criticism of the schools is welcome through whatever medium when it is motivated by a sincere desire to improve the quality of the education program and to equip the schools to perform their task more effectively.
  - B. The Diocesan Board of Education places trust in its employees and desires to support their actions in such manner that employees are freed from unnecessary, spiteful, or negative criticism and complaints.
  - C. Whenever a complaint is made directly to the board as a whole or to a board member as an individual, it shall be referred to the local school administration for study and possible solutions. The individual employee involved shall be advised of the nature of the complaint and shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.
  - D. If the situation cannot be resolved at the local level, the matter should be referred to the Superintendent of Catholic Education for a decision. The Superintendent of Catholic Education may hold a hearing if he deems it advisable in order that a fair decision may be reached.
  - E. If it appears necessary, the local administration, the Superintendent of Catholic Education, the person who made the complaint, or the employee involved may request an executive session of the board for the purpose of fuller study and a decision by this body. If an executive session is to be held, all pertinent facts must be presented in writing by both parties two weeks prior to the session. Generally all parties involved, including the school administration, shall be asked to attend such a meeting for the purpose of presenting additional facts, further explanations, and clarifying the issues.
  - F. The board shall conduct such meetings in as fair and just a manner as possible. The board may request a disinterested third party to act as a moderator to help it reach a mutually satisfactory solution.
- B.P. 1312

**15. Grievance Procedure**

- A. Complaints and criticism from outside of the school must receive a fair hearing from the principal and the teacher.
- B. Complaints from teachers to parents concerning students shall also be discussed with the principal.
- C. Complaints from teachers to pastors shall be channeled through the principal and/or superintendent.

B.P. 1150

**16. Parent-Teacher Conferences**

- A. Parents have the distinct right to expect the school to confer with them about the problems of their children. Definite times must be made available for conferences with parents. These times shall be frequent and adjusted to the convenience of the individuals concerned.
- B. These meetings are planned for both teachers and parents to discuss the progress of each student. Teachers are expected to arrange and attend parent conferences.

B.P. 1150

**17. Parent-Teacher Organization**

Each school in the Diocese shall have a well-organized and functioning parent-teacher organization to provide parents with the opportunity of exchanging views with teachers and to enable the parents to become acquainted with all facets of Christian education. Teachers are expected to regularly attend Parent Teacher Organization meetings.

INFORMATION NEEDED BY THE OFFICE OF EDUCATION  
WHEN A SCHOOL IS EXPELLING A STUDENT

Before a student is dismissed or expelled from a school in the Diocese of Allentown, the Principal of the school is to consult the Office of Education and forward all relevant information. The questions below are to be used as a template when reviewing a discipline situation that may lead to expulsion. The questions below are meant to articulate both the circumstances leading to the expulsion and the actions and steps taken prior to expulsion. At times, student actions will be so serious as to warrant immediate dismissal after a suspension. Other times, an expulsion will occur after an extended period of time while the school works with the student in the hope of improvement.

STUDENT'S NAME: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

1.

- A. Indicate the violation of the school rule or rules. Describe the effects this student's behavior is having on other students, or on the school community.
  
- B. Please include any special circumstances which may help to understand the reason for dismissal; e.g., was the student on school suspension, or school probation, etc.? Was there some specific anti-social behavior? Were law enforcement personnel or other agencies involved?

2. DISCIPLINE

- A. Has the disciplinarian been meeting with the student on an ongoing basis, and what were the student's reactions and expectations set. Was there a behavioral contract?
  
- B. Has the disciplinarian been informing, or meeting with the student's parents or guardians, and what were the parent's or guardian's reactions?

3. GUIDANCE

- A. Was the student referred to the school counselor?
  
- B. What counseling or other services were offered to the student to help him or her improve? If counseling or other services were offered, what were the actions, plan and expectations developed to improve the situation?
  
- C. Has the school been in regular contact with the parents regarding an ongoing situation?

HEARING PROCEDURE

- A. Have the parents or guardians and student been given an opportunity to present reasons why the child should not be dismissed or expelled from the school?
  
- B. Has the pastor(s) been notified?

Parents may appeal the expulsion decision to the Office of Education.

Who completed the report or shared the information with the Office of Education?

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

*SEE STUDENT CRISIS ASSISTANCE MANUAL*  
Diocese of Allentown

Drugs and Alcohol .....	Chapter I
Suspected Child Abuse .....	Chapter II
Death in School Community.....	Chapter III
Suicide: Actual or Attempted.....	Chapter IV
Medical Emergency .....	Chapter V
Natural Disasters .....	Chapter VI
Weapons and Violence.....	Chapter VII
Custody Issues.....	Chapter VIII
Missing Child.....	Chapter IX
Megan’s Law.....	Chapter X

**BOARD OF EDUCATION  
DIOCESE OF ALLENTOWN**

**Policy  
5140**

**Safe Schools Policy To Exclude  
Weapons And Prevent Violence**

"God, the Lord of Life, has conferred on man the surpassing ministry of safeguarding life, a ministry which must be fulfilled in a manner which is worthy of man. Therefore, life must be guarded with the greatest care..." (Vatican II, constitution of the Church in the Modern World)

The Catholic Church has consistently proclaimed the Christian obligation of love and respect for one's neighbor. It is, therefore, appropriate and a matter of obligation that the environment of a Catholic school be safeguarded to protect the health and well-being of all students, teachers, administrators and others.

**Firearms and Explosives**

Any student or other person who possesses any firearm, shotgun, pistol, rifle or explosive on school premises or on the premises of a school sponsored event shall be turned over to law enforcement personnel, expelled from the school, and subjected to criminal sanctions, authorized by law. The parent(s) of a student shall be notified immediately by the principal or his or her designee. Any firearm, shotgun, pistol, rifle or explosive confiscated by the school shall also be turned over to law enforcement personnel and disposed of according to law.

**Other Weapons And Violence**

Any student who possesses any other weapons (as defined below and not specified above) on school premises or on the premises of a school sponsored event or any student who initiates violent conduct may be subject to:

- local disciplinary sanctions
- suspension from school activities or extra-curricular activities
- out of school suspension or expulsion

Note: "Weapon shall include but not be limited to any knife, cutting instrument, cutting tool, nunchucks, firearm, shotgun, rifle and/or any other tool, instrument or implement capable of inflicting serious bodily injury."

**PA Safe Schools Act, Section 1301-A**

## Procedures And Records

Administrators should consult the Student Crisis Assistance Manual, Section 7 Violence for a review of procedures for prompt intervention concerning students with weapons or threatening violence.

Catholic schools in the Diocese of Allentown shall maintain records of all incidents of violence, incidents involving possession of a weapon and convictions or adjudications of delinquency for acts committed on school property by students enrolled there in on both a Diocesan wide basis and school by school basis. Records maintained under this section shall be contained in a format developed by the PA State Police in cooperation with the P.D.E. Safe Schools Office. A statistical summary of these records shall be made accessible to the public for examination by the public during regular business hours.

**PA Safe Schools Act, Section 1307-A**

A student's disciplinary record must be available on request for inspection by the student and his or her parents or guardian, to school officials and to state and local law enforcement officials as provided by law. Permission of the parent or guardian shall not be required for transfer of the individual's student record to another school in which the student seeks enrollment.

**PA Safe Schools Act, Section 1306-A**

Catholic schools in the Diocese of Allentown may request parents of a transfer student applicant to disclose the student's disciplinary record as a condition of admission. A disclosure request may include:

- whether the student was previously suspended or expelled from the prior school of attendance for an act or offense involving any of the following:
  - weapons
  - alcohol or drugs
  - willful infliction of injury to another person
  - any act of violence committed on school property

The disclosure response may be maintained as part of the student's disciplinary record.

**PA Safe Schools Act, Section 1304-A**

**Policy adopted: 5/9/96**

**Episcopal approval: 8/14/96**



## Diocese of Allentown

### Bullying Reporting Form

Today's Date: \_\_\_\_\_

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

**PERSON REPORTING INCIDENT**

**Name:** \_\_\_\_\_

**Best Time of day to contact:** AM PM

**Telephone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

1. Name of student victim:

\_\_\_\_\_

2. Name(s) of alleged offender(s) (If known):

Age

School (if known)

Name(s) of alleged offender(s) (If known):	Age	School (if known)
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Where did the incident occur?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Describe what happened (Attach separate sheet if necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What did the alleged offender(s) say or do? (Attach separate sheet if necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Why did the bullying occur? (Attach a separate sheet if necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Did physical injury result?

NO YES, but did not require medical attention YES, and it required medical attention

8. Was the student victim absent from school as a result of the incident?

NO YES

If YES, please indicate how many days the student victim was absent from school as a result of the incident \_\_\_\_\_.

9. Did psychological injury result from this incident?

NO YES, but psychological services have not been sought YES, and psychological services have been sought

10. Had steps been taken to resolve such activity prior to this report?

NO YES Not Applicable

11. If there any additional information you would like to provide? (Attach separate sheet if necessary)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

-----  
*For Office Use*

Received By (School Personnel Name and Position): \_\_\_\_\_

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

# CHAPTER V

## SPECIAL AUXILIARY SERVICES

There are a variety of services available to the classroom teacher and student, which are considered supplemental or auxiliary to the basic educational program offered by the school. These services have become known as Special Auxiliary Services. It is imperative that the classroom teacher understands the nature of these services in order that the teacher can make full use of them in the classroom. A brief description of these services follows, together with suggestions and guidelines for the teacher utilizing the services.

### 1. School Health Services

- A. Articles XIII and XIV of the Pennsylvania Public School Code authorize a broad range of health services for children enrolled in public and nonpublic schools.
  1. Every local public school district is required by law to employ a school physician, dentist, and nurse to serve all children in the district enrolled in both public and nonpublic schools.
  2. The minimum services to be provided by the school physician are a medical examination and comprehensive appraisal of the health of every child of school age.
  3. The minimum service to be provided by the school dentist is a dental examination for every child of school age. In lieu of these dental examinations, a district may institute a program of dental hygiene services for school-age children.
  4. The minimum service to be provided by the nurse to every child of school age shall be:
    - a vision test
    - a hearing test
    - a measurement of height and weight
    - tests for tuberculosis under medical supervision
    - other tests and immunizations as the advisory Health Boards deem advisable.
  5. Close cooperation between the classroom teacher and the nurse is necessary to insure that the recommendations resulting from the services described above are carried out. The classroom teacher should:
    - a. Adapt his or her teaching methods for the benefit of a child who has a hearing or sight loss or other physical impairment.
    - b. Report to the school nurse or school physician any unusual behavior,

changes in physical appearance, changes in attendance habits and changes in scholastic achievement, which may indicate impairment of a child's health.

## **2. Catholic Social Services**

The Catholic Charities of the Diocese has a staff of well-trained social workers that upon request provide services to assist students and/or their parents. The services are provided through the main office in Allentown and three regional offices located in Berks, Lehigh/Northampton, and Schuylkill/Carbon counties of the Diocese.

## **3. Remedial Instruction**

A. The services of remedial teachers are available to all eligible elementary students of the Diocese. Remedial teachers' services are made available through the Auxiliary Service Program operated by the Intermediate Units (Act 89) or through Title I Program, to eligible students, operated by the local public school district. Remedial services are designed for an individual child or small groups of children whose educational level as measured by standardized tests are below the level appropriate for their age. They are supplemental programs intended to supplement an appropriate program of instruction given to these children in their regular classroom.

1. Classroom teachers should assist the remedial teacher in identifying students in need of remedial or special instruction.
2. Classroom teachers should cooperate with remedial teachers in allowing students to leave the regular classroom for remedial or special help at the scheduled time for such instruction.
3. Classroom teachers should constantly confer with the remedial teacher to coordinate the student's classroom work with the work performed in the remedial or special class.
4. Principals should see that appropriate cooperation and coordination is taking place.

#### **4. Speech Therapy**

- A. Speech Therapy services are available for all eligible elementary students of the Diocese through their local public school district under the Individuals with Disabilities Education Improvement Act (I.D.E.I.A.) P.L. 94-142, or through the school's Intermediate Unit. To be eligible for speech services the problem must not be developmental in nature and must be serious enough to interfere with the child's academic progress.
- B. Speech Therapy services may also be available through the school's Act 89 Program, operated through the Intermediate Unit.

#### Notes:

- 1. The classroom teacher should assist the speech therapist in the identification of students with defective sounds, voice abnormalities, stuttering difficulties, articulation problems, hearing problems or delayed or impaired speech.
- 2. Classroom teachers should permit the speech therapist to observe the student in the regular classroom to see their behavior and interaction with their peers.
- 3. Classroom teachers should cooperate with the speech therapist by reminding students to leave the regular classroom at the time scheduled for the speech therapy instruction.
- 4. Classroom teachers should confer with the speech therapist to determine whether anything could be done by the teacher in the regular classroom, which would assist the child and support the speech therapist's effort.

#### **5. Guidance Services**

- A. Guidance counseling services are available to all high schools of the Diocese but only a few of the elementary schools. Guidance services are made available through the Auxiliary Service Program operated by the Intermediate Units (Act 89) and the Title I program operated by local public school districts and also through the local budgets of some of the Catholic schools of the Diocese.
- B. Guidance counselors have also proven to be invaluable in assisting with the crises faced by our at-risk students.

## 6. Psychological Services

- A. The Auxiliary Service Programs operated by the Intermediate Units (Act 89) provide some psychological services to all the schools of the Diocese. The main purpose of this program is to assist students, teachers, and administrators by evaluating problems, which are seriously affecting the intellectual, social, and/or emotional development of the school child. Referrals for evaluations are made by the Instructional Support Team (IST) on the elementary level and the Student Assistance Program Team (SAP) on the secondary level. After evaluation and diagnosis, the psychologist will make recommendations and initiate conferences with teachers, parents and/or students concerning the necessary steps to be taken to assist the student.
1. The team should refer to the psychologist, students who are experiencing serious academic or emotional difficulties in school. Referrals may include not only students who are actively and openly aggressive and hostile, but also students who are withdrawn and isolated and who have not responded to approaches suggested by the IST or SAP.
  2. To obtain psychological services for a student it is necessary to complete a referral form and have it signed and sent to the psychologist by the principal.
  3. The principal or guidance counselor will notify the parents and obtain a signed permission slip from them.
  4. Teachers should cooperate with the psychologist by allowing the student to miss some class time to meet with the psychologist.
  5. Teachers should make themselves available to the psychologist to discuss the classroom behavior of the student being referred.
  6. If a psychological evaluation is performed, the results should be reported to the IST and the teacher. The classroom teacher will be critical to this process, and the results of the testing will be discussed. A number of recommendations for handling the student will be discussed with the hope that the teacher will try to utilize the recommendations to provide an appropriate school environment for the student. As the teacher implements the recommendations and finds that some may not be successful, arrangements should be made to meet with the psychologist and to discuss what changes are necessary.

7. After an evaluation or psychological report is completed, the teacher has the responsibility of keeping the information obtained in the course of the investigation confidential. All school personnel who have a legitimate interest and need to know should have access to the student's report. All other personnel do not have the right to this information.
8. It is the teacher's responsibility to contact the Principal, the IST and the psychologist if the recommendations, when implemented, are not effective.

## **7. Student Assistance Program**

Each high school has a trained group of volunteer staff members whose job it is to evaluate students referred to them because they exhibit at-risk behavior. The student assistance team may also include the Intermediate Unit psychologists and counselors who are assigned to the school as well as representatives from the Catholic Social Agency. These teams evaluate the referred student and meet with parents and appropriate staff members to resolve the problem. Remedial staff working with a referred student should also be involved in the process. This process will then lead to recommendations for further assessment, for referral to the appropriate agency for assistance or may simply stop if the student is found not to be at-risk. The purpose of the process is not to provide a direct counseling service but to properly identify at-risk students and refer them to the appropriate outside agency for assistance.

## **8. Instructional Support Team**

Instructional Support Teams have been established in the elementary school to evaluate students referred to them because they are experiencing serious academic or behavior problems or they may exhibit at-risk behavior. These teams are composed of the principal, the student's classroom teacher, the counselor or psychologist assigned to the school, the Title I and/or Act 89 remedial teachers working with the student and possibly another classroom teacher. This team may make recommendations to the classroom teacher for adjustment of the child's regular educational program or may decide that there is a need for further evaluation. All referrals for psychological evaluations must be made through the team. The team may also refer the child to outside agencies in the local community or the child's school district of residence for special education evaluation if this type of assistance is warranted.

## **9. Federal and State Programs**

These programs provide a variety of materials and services to our schools.  
(see Attachment V-A)

**FEDERAL PROGRAMS  
ELEMENTARY AND SECONDARY EDUCATION ACT**

Formerly  
**NO CHILD LEFT BEHIND ACT (NCLB)**

**TITLE I - HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS**

Federal funds are provided to local public school districts for services to educationally deprived children residing in specifically targeted high poverty public school attendance areas. Remedial reading, math and English as a second language services are delivered by local public school district employees to private school children. Remedial services may again be delivered in the nonpublic school buildings if an area that provides an appropriate educational environment is available. This area should be devoid of religious symbols. Services may also continue to be delivered in vans, trailers or at other locations out of the religious school building. Computers may be used as an in-class solution. Some of the larger districts are also able to offer guidance counseling.

The local school principal is responsible to see that this program is coordinated with an appropriate program of instruction in the regular school in order to be effective. Title I, like Act 89, is a supplemental program. It is intended to supplement classroom instruction that is delivered at the appropriate level. This means continuous progress (appropriate placement) and it can be done with whole language. Ongoing communication between the remedial staff and the classroom teacher is essential if the program is to be successful. Schools are also required to provide specific academic information to districts about our participating students and should provide it when requested. Any concerns about the program should be taken up with the local district staff. The diocesan Federal Programs director should also be informed of these issues so that they can be resolved.

Districts ask non-public schools to identify children from low income families each year prior to planning programs. Each district will define what low income is within their district based on criteria listed in the Title I legislation. The actual definition of low income may vary from district to district. A questionnaire was developed for principals to send to all parents in order to verify income data. It is very important that this information be obtained quickly, accurately, and completely. As Federal dollars are limited, it becomes very important that a survey is received from every family. The information from these forms is used to calculate the Title I Federal funds that will be reserved for services to our students. Schools must provide the districts with the addresses and grade levels of all low income children

**TITLE II - A PROFESSIONAL DEVELOPMENT PROGRAM**

These are Federal funds for teacher training. The program is administered by Intermediate Units and some school districts. Funding varies locally dependent upon the Title I formula. Title II-A provides funds to pay for graduate level courses/workshops at various institutions and for other planned programs for all Diocesan Educators. Information is sent out from the Diocesan Office or Intermediate Units: #14, #20, and #29. All requests for participation must be processed through the Diocesan Office in order to have the program pay for the courses and workshops. Pre- and Post- forms must be completed by ALL applicants. This is not an individual building entitlement.



### **TITLE III – LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS**

Title III of the No Child Left Behind Act of 2001 provides Federal financial support to state and local educational agencies to supplement English language instruction in order to ensure that all English Language Learners, including immigrant children and youth, attain English proficiency and develop high levels of academic language proficiency in English. The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify Limited English Proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method of identification.

School districts ask diocesan schools to identify children who have limited English proficiency. At the start of each school year, parents of suspected LEP students are asked to complete a Home Language Survey. The school district will provide testing to determine which students are in need of instruction.

### **TITLE IV –STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS**

Title IV provides federal financial support to state and local educational agencies to improve students' academic achievement by increasing the capacity of educational agencies and schools to: provide all students with access to a well-rounded education, improve school conditions for student learning and to improve the use of technology in order to improve the academic achievement and digital literacy of all students. Examples of support and enrichment include: foreign languages, the arts, music, STEM, healthy life style, physical education, improve safety, innovative blended learning projects, digital learning, assistive technologies and high-quality professional development for educators.

## **OTHER FEDERAL PROGRAMS**

### **CHILD CARE BLOCK GRANT**

Federal funds are available for day care for families in a working or training status during working or training time if they meet Federal poverty guidelines. Funds come through the Department of Public Welfare and are handled by the Local Management Agency in each county. Facilities must be licensed and also approved by Labor and Industry.

### **INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT (IDEIA 2004)**

#### **Commonly referred to as Equitable Participation**

These are Federal special education funds to partially reimburse local school districts/IU's for special education services delivered to students enrolled in non-public schools. Typical services are speech, hearing, vision, psychological services, occupational therapy, and physical therapy. They may be delivered on-site. IDEIA 2004 (updates PL 105-17) mandates the provision of services to non-public school children on an "equitable participation" basis. Pennsylvania's Title 22/Chapter 14 has identical provisions regarding services. Services are to be requested from the local public school district superintendent where the child resides. (24 P.S. S 5-502. Additional Schools and Departments).

### **SCHOOL LUNCH PROGRAM**

Federal assistance in the form of subsidy and surplus food to schools for assisting students meeting poverty guidelines for free or reduced price lunches. Schools may also participate as satellite units of their local public school district. Participating schools are asked to maintain accurate accounts of meals served as required.

The National School Lunch, Breakfast and Special Milk Programs are administered by the Division of Food and Nutrition at the Pennsylvania Department of Education. They can be reached at (717) 787-3186.

### **TELECOMMUNICATIONS ACT**

The Schools and Libraries Program of the Universal Service Fund, commonly known as "E-Rate," is administered by the Universal Service Administrative Company (USAC) under the direction of the Federal Communications Commission (FCC), and provides discounts to assist most schools in the United States obtain affordable Internet access. The Schools and Libraries Program supports connectivity for Internet access, internal connections, and basic maintenance of internal connections. Discounts for support depend on the level of poverty and the urban/rural status of the population served and range from 40% to 90% of the costs of eligible services. Diocesan schools are encouraged to apply for E-Rate to help make Internet services more affordable.

**STATE PROGRAMS****ACT 89 - AUXILIARY SERVICES**

These are State funds for auxiliary services such as: student testing, remedial math and reading, speech therapists, psychological services, and guidance counselors. Annual funding goes to local Intermediate Units to administer selected services that have been identified by them after consultation with schools in their area. Services may be delivered on-site. This is not an individual building entitlement. Unlike IDEIA, these services may be recommended by a teacher or parent. A student may enter the program on an as-needed basis and does not require testing by a school district to participate.

**ACT 35 - EQUIPMENT**

These are State funds for equipment. The allocation is included in the per pupil allocation which comes in June with detailed instructions for submitting purchase orders. "Instructional equipment" means instructional equipment, other than fixtures annexed to and forming part of the real estate, which is suitable for and to be used by children.

**ACT 90 - INSTRUCTIONAL MATERIALS**

These are State funds for instructional materials for students. Allocation of a minimum \$10/pupil comes in June with detailed instructions for submitting purchase orders. This program is administered by Diocesan and State Departments of Education. This is an individual building entitlement.

**ACT 195 – TEXTBOOKS**

These are State funds for textbooks for students. Allocation of a minimum \$20/pupil comes in June with detailed instructions for submitting purchase orders. This program is administered by Diocesan and State Departments of Education. This is an individual building entitlement.

NOTE: ACT 90 and ACT 195 are combined in the state budget but not in the law where minimums still exist. The total combined allocation far exceeds \$30 and is usually adjusted each year. The principal is responsible for long range planning regarding the purchase of textbooks and instructional materials within their building in order to make effective use of funds provided. This means that it is irresponsible to allocate dollars evenly by teacher, grade level or department. Funds should be allocated by the principal each year into curriculum areas prioritized according to the local long range plan.

**ACT 211 - Alcohol, Chemical & Tobacco Abuse Program**

Currently there are no state funds to in-service schools on the PA Alcohol, Chemical and Tobacco abuse curriculum. Materials may be available through the local intermediate Units. Individual local agencies provide programs for schools from time to time upon request.

### **ACT 372 - Transportation of Nonpublic Students**

These are state funds which reimburse local public school districts for transporting non-public students to non-public schools up to ten miles beyond the public district's boundaries. Arrangements are made through the public school districts in which our students reside. Students are to be transported according to the non-public school calendar. Principals should attempt to coordinate their calendar with their local districts as much as possible. Problems regarding transportation should be taken up with the local public school district superintendent.

### **DRIVER EDUCATION**

If a public school district provides a program it must provide it for all residents of the district, including those in nonpublic schools. The classroom portion can no longer be taught in our buildings. Arrangements must be made with the local district.

### **SCHOOL HEALTH SERVICES (S.1402 of the School Code)**

School district nurses provide vision, hearing, and TB testing, as well as height and weight measurement, some immunizations, medical examinations/comprehensive health appraisals, dental examination, and maintain the student's comprehensive health record. School districts employ one nurse for every 1500 students. School health services are provided through the local public school district.

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Office of Non-Public Education  
U.S. Department of Education  
Director  
400 Maryland Avenue, S.W.  
Washington, DC 20202  
(202) 401-1365  
**Email:** [onpe@ed.gov](mailto:onpe@ed.gov)

*Handbook on Serving Private School Children With Federal Education Programs  
The Regulation of Private schools in America*

PA Department of Education  
Division of Nonpublic and Private Schools (717) 783-6788  
Bureau of Community and Student Services  
333 Market Street  
Harrisburg, PA17126-0333

PA State Programs:  
Act 89 A Handbook of Services to Nonpublic School Students in Pennsylvania  
Act 195/90/35 Guidebook for Ordering Textbooks and Instructional Materials and Equipment

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