

NOTRE DAME HIGH SCHOOL FACULTY HANDBOOK

TABLE OF CONTENTS

MISSION AND PURPOSE OF NOTRE DAME HIGH SCHOOL	I
Definition of the School	7
School Heritage	7
Philosophy	7
Mission	8
Values	8
Vision	8
Mission and the School Community	9
Expected School-Wide Learning Results	9
The Victory March	10
The Alma Mater	10
THE NOTRE DAME FACULTY MEMBER	II
General Expectations	11
Faith Practices	12
Professional Practices	13
FACULTY RESPONSIBILITIES	III
Job Description of the Classroom Instructor	14
Guidelines for Profession Relationships with Students	15
Guidelines for Absences	16
Daily Procedures	17
Classroom Care	17
School Day Supervision	17
Academic Policies and Procedures	18
Grades and Report Cards	18
Philosophy of Grading	18
Online Grade Book Update	18
Grade Reporting	19
Incompletes	19
Changing Grades	19
Grading Scale	20
Teacher Grading Systems	20
Period Grading, Report Cards	20
Parent-Teacher Conferences	20
Semester Final Exams - Conflict Exam Day	20
Faculty Availability After June Grades	21

Grade books	21
Nature and Frequency of Assignments	21
Protocol Regarding Assignments	22
Selection of Instructional Materials	22
Utilization of Instructional Materials	23
Writing across the Curriculum	24
Use of Rubrics for Written Assignments	24
Plagiarism	25
Technology	25
Controversial Issues in Classroom Discussions	26
Guest Speakers	27
Library Policies and Procedures	27
Class Visits	27
Materials on Reserve	27
Major Assignments	27
Make-Up Examinations	28
Meeting Use	28
Circulation Procedures	28
Ordering New Materials	28
Copies	28
Other Resources	28
Electronic Resources	28
Home Access to Library Databases	28
Evaluation of Electronic Resources	30
Student Attendance Policy and Procedures	32
Taking Attendance	32
General Student Attendance Policies	32
Discipline	33
General Policies	33
Classroom Discipline	33
Discipline Procedures	34
Minor Disciplinary Infraction Slip	34
Referral	34
Suggestions for Serious/Chronic Discipline Problems	35
Student Dress Code	35
General Information for Teachers	36
Announcements	36
Break and Lunch Periods	36
Computers and Electronic Communications Policy	37
Social Networking Sites	38
Faculty Lounge	38
Keys	38
Lost and Found	38
Non-Smoking Environment	39
Professional Dress	39

Telephones	39
Use of Copiers	40
Expectations Regarding Fundraising	40
Relationships	40
Resources	40
Gift Acknowledgement	41

PERSONNEL OF THE SCHOOL

IV

General Organization of the School	42
Board of Directors	42
President	42
Principal	42
Organizational Chart	43
Job Descriptions	
President	44
Principal	45
Vice Principal of Academic Affairs	46
Vice Principal of Instruction	47
Vice Principal of Student Life	49
Director of Admissions	50
Director of Advancement & Development	50
Director of Annual Giving	52
Director of Athletics	53
Director of Campus Ministry	54
Director of Counseling	55
Director of Discipline - Dean of Men/Dean of Women	56
Director of Facilities	57
Director of Finance/Controller	58
Director of Information Services and Technology Planning	59
Director of Mission Outreach & Parent/Volunteer Programs	60
Director of Technology	61
Academic Counselors	62
Academic Department Chairperson	63
Educational Technology Coordinator	64
Forensics Director	64
Librarian	65
Assistant Library	65
Assistant Athletic Director	66
Athletic Trainer	66
Coach - General	67
Assistant Campus Minister	68

Christian Service Coordinator (All Grades)	68
Kairos Retreat Coordinator	69
Associate Director of Alumni Relations and Publications	69
Lunch/Nutrition Period Proctor	71
Human Resources Administrator	71
Band Director	71
Assistant Band Director	72
Director of Theatre	72
Intramural Coordinator	73
Mission Moderator	73
Moderator Coordinator	73
Freshman Class Moderator	74
Sophomore Class Moderator	74
Junior Class Moderator	75
Senior Class Moderator	75
Club Moderator	76
Newspaper Moderator	76
Yearbook Moderator	77
Committees	77
Academic Council	77
Administrative Council	78
Holy Cross Ministry Team	78
Discipline Board	79

BENEFITS AND PERSONNEL POLICIES **V**

Benefits	80
Tuition Benefits	80
Tuition for Dependents	80
Tuition Reimbursement for Professional Development	80
Professional Development Program	80
Medical Benefits, Disability, and Insurance	81
Sick Leave	81
Group Health Insurance	82
Unpaid Leaves of Absence	83
Bereavement	85
Retirement Policy	85
Personnel Policies	86
Compliance with Federal and State Laws	86
Nondiscrimination Policy	86
Criminal Record Summary	86
Reporting Child Abuse	86
Employment Eligibility Verification	87
Tuberculosis Examination Requirements	87
Archdiocese of Los Angeles HIV/AIDS Infection Policy	87

Employment	88
Terms of Employment	88
Responsibilities	88
Issuance of Contract	88
Personnel Files	88
Credential and Certification	89
Termination of a Teacher during the Year	89
School Day and School Term	89
Outside Employment	89
Jury Duty	89
Evaluations	90
Informal/Formative	90
Summative	90
Misunderstandings and Grievances	90
Harassment Policy	91
Non-Fraternization Policy	92
Immigration Compliance	92
Alcohol and Drug Policy	92
Fraud Policy	93
Accident Procedures	95
Transporting Students and Use of School Vehicles	96
Employee Automobile Insurance	96
Reproduction and Use of Copyrighted Materials	97
(Print and Non-Print)	97
Off-Air Video Taping	97
Letters of Request for Information to Major Networks or Producers	98
Requests for Permission to Tape or Retain Copyrighted Works	98
Computer Software Copyright Regulations	98
Reproduction of Printed Materials	99
Books and Periodicals	99
Reproductions of Works by Libraries	100
Duplicating Music and Recordings	100
Educational Performances and Displays	101
Violation of Copyright Laws	101
Financial Issues	101
Fundraising	101
Approval for Expenditures	102
Reimbursement for Expenses	102
Procedure for purchasing student “Spirit Packs”	102
Use of Purchase Order	104
Employee Travel Reimbursement	104
Reporting & Safety Rules for all employees	104

STUDENT SERVICES

VI

Counseling and Guidance	105
Services Available	105
Procedures	105
Student Activities Program	106
Value of the Student Activities Program	106
Faculty Responsibility to Promote Extra-Curricular Participation	106
General Policies for All Extra-Curricular Programs	107
Athletics and Extra-Curricular Activities	107
Policies Covering Athletic Programs	107
Travel Limitations for Student Activities	108
Field Trips	109
Policies and Procedures	109
Supervision	109
Chaperone Expectations for a Notre Dame Overnight Trip	110
Field Trip Dress	110
Transportation Policy	110
Non-Notre Dame Trips	111

APPENDICES

VII

Appendix A - Bylaws
Appendix B – Child Abuse Policy & Form
Appendix C – Employment Eligibility
Appendix D - Employment Agreement
Appendix E – California Clear Credential Renewal Requirements
Appendix F – Professional Development Program
Appendix G – Salary Scale
Appendix H– Required Attendance
Appendix I– Field Trip Information
Appendix J – Emergency Procedures
Appendix K – Return to Work Program
Appendix L – Travel Approval – Reimbursement Voucher
Appendix M – School Vehicle Management Program
Appendix N – Catholic ID Statement

MISSION AND PURPOSE OF NOTRE DAME HIGH SCHOOL

Definition of the School

Notre Dame High School is a private Catholic secondary school open to qualified young women and men of diverse backgrounds, abilities, and beliefs. Founded by the Congregation of Holy Cross, Notre Dame exists to provide a Catholic education based upon the teachings of the Roman Catholic Church as set forth by the Archdiocese of Los Angeles.

The Heritage

The heritage of Notre Dame High School can be traced to the aftermath of the French Revolution. Because of the erosion of religious values following the attack on God and the Church in early nineteenth century France, many religious groups were established to address the critical task of re-evangelizing young people. One of these groups was the Congregation of Holy Cross founded in 1837 by Father Basil Moreau. To the Priests and Brothers were later added a group of Sisters to educate girls. One of the first and most important foundations of the Congregation was a first class secondary school in Le Mans called Notre Dame de Sainte Croix (Our Lady of Holy Cross).

On the invitation of the Bishop of Vincennes in Indiana, Father Moreau sent a group of Holy Cross Brothers to start a technical school in his diocese. By late 1842, they had arrived at a spot in northern Indiana, which was to become the University of Notre Dame.

It was from the University of Notre Dame that several Brothers of Holy Cross were sent to found Notre Dame High School in Sherman Oaks, which opened its doors in 1947 with 125 ninth grade boys. Notre Dame High School has the unique distinction of sharing the name of its rich historical antecedents Notre Dame de Sainte Croix in Le Mans, France, and the University of Notre Dame here in the United States. However, the links are stronger than in name only. From its founding and long association with the Congregation of Holy Cross it has acquired distinctive characteristics including the courage to take risks, an international perspective, the commitment to provide educational opportunities to all those with potential, and a faith community with a prevailing family spirit.

Since its founding, Notre Dame has always sought new ways to respond to the changing needs of the Catholic families it serves. The school is now coeducational. Most of the faculty and staff are laymen and laywomen who participate fully in the task of Christian formation with the religious on the staff. An independent governing board has been empowered to operate the institution consistent with its heritage and mission.

Philosophy

We can state in a word the kind of teaching we wish to impart. We do not want our students to be ignorant of anything they should know. To this end, we shall avoid no sacrifice. We shall always place education side by side with instruction; the mind will not be cultivated at the expense of the heart. While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for eternal life.

-Fr. Basil Moreau,
Founder of the Congregation of Holy Cross

Mission

Notre Dame High School, a Catholic, college preparatory school in the Holy Cross tradition, educates the hearts and minds of students who are diverse in talent, ethnicity and society. As a faith community, Notre Dame strives to provide each student with a rich academic background, an appropriate sense of self, an opportunity for growth, a commitment to family, community, nation and world, and a respect for the spiritual dignity of all persons.

Values

Integral to the Holy Cross educational philosophy is the formation of the whole person. In keeping with this philosophy, Notre Dame bases its mission on these shared values: Spiritual - We strive to give students a comprehensive understanding of the Catholic faith, a respect for the value of the individual, and the experience of a faith community, lived out through liturgy, prayer, and service. Intellectual - We seek a curriculum, which meets the highest standards of accreditation and society, which prepares students for college and post-secondary pursuits, and which fully develops students' skills for communication and critical thinking. Personal - Notre Dame seeks to mold students who value themselves and others, who apply Gospel values in moral decision-making, who have a strong aesthetic sense, and who exhibit self-discipline and a cooperative spirit. Communal - Notre Dame aims to promote an active interest in the well being of others, understanding and acceptance of diverse cultures, and an awareness of the responsibilities of citizenship.

Vision

Based on our Mission and Values, Notre Dame will be the school of choice for students and families seeking an institution that:

1. Maintains a strong Catholic identity and sense of faith community in the Holy Cross tradition
2. Enjoys a reputation for academic excellence, curricular innovation, and state-of-the-art technologies in and out of the classroom
3. Offers an experientially-based and diverse extra-curricular program
4. Seeks and retains faculty who enhance the Mission of the school
5. Provides safe, modern, and well-maintained facilities
6. Develops the resources necessary to fund a growing endowment program
7. Keeps the Notre Dame education as an accessible option to the deserving population of diverse backgrounds and academic statures
8. Ensures the vitality of the school through aggressive marketing, recruitment and retention
9. Invites, encourages, and facilitates active participation by alumni and past parents in the school community

Mission and the School Community

The mission of Notre Dame High School is accomplished through a structured and sequential curriculum and through the lived example of the administration, faculty and staff. The school's programs and services, including campus ministry, guidance and counseling, the library, discipline, student activities, and interscholastic athletics, are designed to this end. The parents, directors, faculty, staff and alumni witness to Notre Dame's mission in their relationships with one another and thereby provide example and encouragement to students.

Expected School-Wide Learning Results

Notre Dame High School graduates will be educated in heart:

- They will have a comprehensive understanding of the Catholic faith and an appreciation of the search for truth by all religions.
- They will demonstrate an understanding of the importance of a personal relationship with God through service, prayer, and participation in the faith-based activities of the school community.
- They will draw upon an informed conscience and a passion for justice rooted in the gospel values in order to make decisions.
- They will demonstrate the capacity for developing mental, physical and emotional wellness in themselves.
- They will exercise the virtues of civility, respect, integrity, and honesty.
- They will be responsible stewards of the community and the environment through giving of themselves to improve the quality of life for others.

Notre Dame High School graduates will be educated in mind:

- They will be knowledgeable individuals who have the intellectual, creative, technological and organizational aptitudes necessary to succeed in the academic environment and in the work world.
- They will be effective communicators who have the skills necessary to interact in a global society.
- They will be critical thinkers who are able to examine a situation and respond appropriately.
- They will be conscientious individuals who can prioritize options, access and process information, manage time, and fulfill requirements.
- They will be collaborative workers who employ appropriate communicative and leadership skills to be productive contributors in a variety of settings.
- They will be concerned citizens who recognize their duty to participate in the democratic process.

The Victory March

Cheer, cheer for old Notre Dame
Wake up the echoes cheering her name
Send a volley cheer on high.
Shake down the thunder from the sky.
What though the odds be great or small
Old Notre Dame will win over all.
While her loyal sons and daughters
March on to victory.

The Alma Mater

Notre Dame, our Mother,
tender, strong and true.
Proudly in the heavens,
gleams the gold and blue.
Glory's mantle cloaks thee,
golden is thy fame.
And our hearts forever,
praise thee, Notre Dame.
And our hearts forever,
love thee, Notre Dame.

GENERAL EXPECTATIONS OF NOTRE DAME FACULTY MEMBERS

The expectations of the Notre Dame faculty are formulated in accord with principles as stated and clarified in the following:

- Second Vatican Council, Declaration on Christian Education, Rome, 1966;
- National Conference of Catholic Bishops, To teach As Jesus Did, Washington, DC: USCC, 1973;
- National Conference of Catholic Bishops, Basic Teachings for Catholic Religious Education, Washington, DC: USCC, 1973;
- National Conference of Catholic Bishops, Teach Them, Washington, DC: USCC, 1976;
- Sacred Congregation for Catholic Education, The Catholic School, Rome, 1977;
- National Conference of Catholic Bishops, Sharing the Light of Faith; National Catechetical Directory, Washington, DC: USCC, 1979
- Sacred Congregation for Catholic Education, Faith, Rome, 1982;
- The Congregation for Catholic Education, The Religious Dimension of Education in a Catholic School, Rome, 1988.

The importance of the faith and life of the teacher in the Catholic school is stated in **The Catholic School**, document of the American bishops:

The Achievement of the specific aim of the Catholic school depends not so much on the subject matter or methodology as on the people who work there. The extent to which the Christian message is transmitted through education depends to a very great extent on the teachers. The integration of culture and faith is mediated by the other integration of faith and life in the person of the teacher.

The nobility of the task to which teachers are called demands that, in imitation of Christ, the only Teacher, they reveal the Christian message not only by word but also by every gesture of their behavior. This is what makes the difference between a school whose education is permeated by the Christian spirit and one in which religion is only regarded as an academic subject like any other. (#43)

Teachers are expected to strive toward the ideals and qualities that describe the type of personnel desired in our educational program.

FAITH PRACTICES OF NOTRE DAME FACULTY MEMBERS

The Faculty Member:

- Reflects commitment to Gospel values and the Catholic tradition;
- Integrates faith and prayer that is living, conscious and active in private and professional life; teachers who are members of the Catholic Church are expected to live in accord with the teachings and precepts of the Church, and teachers who are not Catholic are expected to live according to Gospel values that apply to all Christians;
- Understands teaching in a Catholic school as participation in the Church's ministry of education rather than as a job to be done;
- Understands and accepts that the school is operated in accordance with the philosophy of Catholic education and publicly expressed commitment to Catholic education;
- Accepts and supports faith community as a reality to be lived in worship, service, and interpersonal relationships;
- Takes responsibility for providing an atmosphere which fosters the development of the faith of the students;
- Is committed to personal, professional, and spiritual growth for self and others;
- Exhibits personal commitment to social justice and service of others, and practices Christian justice in the classroom and school community;
- Acknowledges that faith is a free gift of God that is both a personal relationship and an intellectual assent.

PROFESSIONAL PRACTICES OF NOTRE DAME FACULTY MEMBERS

The Faculty Member:

- Recognizes and respects the primary role of the parents in the education of their sons and daughters;
- Integrates Christian truth and values into all courses and realizes that the integration of faith, culture and life in Catholic education is permeated by the integration of faith and life in the person of the teacher;
- Exhibits professional standards of attendance, punctuality, grooming, language, preparation, and relationship to students as both an adult example and member of a faith community;
- Possesses a Bachelor's degree with evidence of adequate educational background for the assignments given him/her and has, or is working toward, the California credential or its equivalent for Religion teachers;
- Has an understanding of the goals and objectives of the entire school program;
- Is open to continuous progress using contemporary approaches of instruction, technology and methodology;
- Strives for continual professional growth;
- Is accountable to and accepts professional evaluation of performance;
- Is aware of and observes the legal obligations of a teacher as a caretaker of minors;
- Is aware of and enforces disciplinary procedures as established by school policy;
- Exercises mature judgment in forming relationships with students, recognizing that some types of interaction appropriate to adult relationships are inappropriate in the context of a faculty/student relationships;
- Must refrain from public criticism of administration, faculty, students or parents.

JOB DESCRIPTION OF THE CLASSROOM INSTRUCTOR

Responsibilities:

- Assists in the implementation of the Mission of Notre Dame High School.
- Teaches classes as assigned in accordance with the mission of Notre Dame High School, course outlines, departmental policies and goals, school and departmental grading policies, as well as other school regulations.
- Respects the verbal or written confidences of students, except in cases where the health or safety of the student or others is involved. In these cases the appropriate administrator should be notified immediately.
- Is obligated to read assignments given to students in a timely manner.
- Handles routine discipline problems within the classroom and makes referrals to the Deans for serious infractions in accordance with school policies.
- Carries out extra-curricular assignments as specified in the employment contract.
- Participates in both formative and summative evaluations and makes good faith efforts to follow through on professional development strategies identified in these evaluations.
- Keeps classrooms neat, orderly, and able to be used by other teachers assigned to share the room.
- Interacts with students and colleagues on a professional basis in accordance with the policies specified in this hand book.
- Reports unsafe building conditions or other safety hazards to the Director of Facilities or to the Principal.
- Attends all department and faculty meetings and in-services, participates in the review and ordering of instructional materials in relevant subject areas, and performs other services for the department as requested by the chair.
- Adheres to all institutional policies and procedures as specified in this handbook, departmental handbooks, the Student-Parent Handbook, and with other directives as issued by the Principal.
- Arranges for guest speakers, films, field trips, special activities, and other educational experiences which will enrich the subject area for which he or she is responsible with the approval of the administration.
- Is punctual at all class meetings, parent conferences, faculty meetings, supervisory assignments, and student assemblies as required. Only the Principal can excuse attendance from any of these functions; permission to miss any event is to be obtained well in advance.
- Teachers are to conform to professional standards of dress, language, and conduct in accordance with the policies specified in this handbook.
- Teachers are strongly encouraged to participate in workshops, to join professional organizations, to visit other schools and to seek additional formal training. Requests for time off to pursue such activities should be made at least two weeks in advance.

GUIDELINES FOR PROFESSIONAL RELATIONSHIPS WITH STUDENTS

All those employed by Catholic schools should recognize that while on campus or at any school related event they are role models who are called to treat each student with respect and care. Faculty and staff members must maintain professional relationships with students both on and off the campus.

- A faculty or staff member may not associate or be present with students or be party to activities where civil law and/ or school rules are violated.
- Students must be viewed as the “restricted individuals” they are, that is, they are not independent. Wherever they are and whatever they do should be with the explicit knowledge of the parents or guardian. They are not adults and are not permitted independent decisions. All involvements/interactions should be approached from this premise.
- Caution and professional attitudes are to be observed in all interactions with students.
- Students are never allowed to go to a faculty/staff member’s home unless it is a school-sponsored activity. Such activities would require the written permission of the parents, other adult chaperones, and the expressed and detailed knowledge/permission of the school administration.
- Driving students is prohibited unless it is to or from a school-sponsored activity, which requires parental permission slips that indicate that the transportation is by the faculty/staff member’s personal vehicle. The school administration must approve any use of personal vehicles to transport students.
- Student trips must have a sufficient number of adult chaperones to preclude the appearance of inappropriate personal involvement with students.
- Games or sports activities with students should be engaged in only in the presence of others, or in a place openly accessible/visible to others.
- A faculty or staff member may not date a student. A breach of this code will result in immediate dismissal.
- Faculty and staff members must avoid assuming the role of a “father or mother figure”, which tends to create an excessive emotional attachment for all parties.
- Faculty and staff must never exploit their authority in their dealings with students.
- While in a room with a student/students present, the door should remain open, or there should be clear visibility through door windows.
- Discussions of a sexual nature must always take place in an appropriate educational context. Sexual jokes, slang or innuendo must be avoided when interacting with students.
- Topics or vocabulary, which could not comfortably be used in the presence of parents or the school principal, should not be employed with students.
- Alcohol should not be consumed in the presence of students, unless the administration has authorized its use at a school-sponsored event, nor should it be used irresponsibly prior to attending school events.

- Teachers/staff members must respect the physical boundaries of their students. Students must never be touched punitively, nor should they be touched in any way that could be construed as inappropriately affectionate.
- All employees and volunteers working with children must be certificated by the Archdiocese of Los Angeles as VIRTUS-trained.

GUIDELINES FOR ABSENCES

- Full-time faculty and administration members are required to be on the Notre Dame High School campus from 7:30 a.m. to 3:00 p.m. daily.
- If a teacher or administrator knows he/she will be absent for any school-related reason he/she must fill out the gold “Faculty Off-Campus Request” form and submit it to the Vice Principal of Instruction with as much advance notice as possible. For personal absences the form must be submitted directly to the Principal.
- In addition, if a teacher or administrator will be absent from campus for more than 90 minutes during the school day, even if he/she will not need a substitute for a class, he/she must fill out the gold “Faculty Off-Campus Request” form and submit it to the Vice Principal of Instruction.
- A teacher or administrator may occasionally need to leave campus for less than 90 minutes, but these instances should be rare in their occurrence and brief in their duration.
- The blue substitution form should be filled in (including room number, seating chart and assignment return location) by all faculty members who know ahead of time that they will be absent and miss a class; this form should be submitted to the Vice Principal of Instruction a minimum of one day prior to the absence.
 - Faculty members who are ill and will be absent from school must let the principal’s administrative assistant and the VP of Instruction know by 7 am, or earlier if possible. You may call to leave a message.
 - The message must include teacher’s name, periods the teacher will need a substitute for that day, room number(s) where classes meet, the location of the seating chart, and the location where the substitute may leave the finished student work.
 - An assignment for the classes to be missed must be submitted (preferably by email) to the principal’s administrative assistant and the Vice Principal of Instruction. Assignments should include a written component and should occupy the entire period. If hand-outs need to be copied for a class, the amount for each class must be included in the assignment.
 - Teachers are discouraged from asking a substitute to accompany a class to the lecture hall or to supervise the handling of dangerous supplies.
 - An emergency lesson plan assignment must be filed with the Vice Principal of Instruction at the beginning of the school year in case of an unexpected absence.

DAILY PROCEDURES

- Faculty members who teach a class during the first block of the day must be in their classrooms by 7:30 a.m.
- Faculty members who substitute during the first block of the day (first or fifth periods) must check for a substitution assignment before 7:30 a.m.
- Faculty cell phones must be silenced during class time unless an exception is made by the administration.
- Each faculty member will check his/her mailbox, email, and voice mail before beginning school and before leaving campus in the afternoon.
- Faculty members will take attendance each period of the school day in accordance with the school's attendance policy.
- Faculty members will begin each class with prayer.
- Faculty members will check the students' dress and appearance and distribute dress code violation slips if necessary.
- Faculty members must use the school-wide Aeries program daily to take attendance, post student assignments, record and submit grades.
- At a minimum, faculty members must update their online grade books weekly
- Faculty members should be in professional dress from 7:30 a.m. – 3 p.m.
- Prep periods should be used for Notre Dame business.

Care of the Classrooms

The lights in the classroom are to be turned off when the classroom is not in use. The teacher of the last class for the day should turn off the lights, close the windows, and lock the doors.

All staff members should report, in writing, or e-mail any maintenance and/or janitorial needs to the Director of Facilities immediately. All such requests are to be given to the Director of Facilities; no staff member is to give directions to the janitorial or maintenance staff.

Care should be taken to leave the classroom neat and orderly after each period because many classrooms are used by more than one teacher.

School-Day Supervision

No student or group of students may be left unattended in a classroom, the gym, the locker room, or any other area of the Notre Dame campus. Faculty members are to supervise their classrooms and the corridor areas near their classroom between periods.

At the beginning of the school year, every faculty member is assigned a specific location to proctor at each of the following activities:

- Lunch/Nutrition
- Mass
- Rally

Faculty members are required to report to the scheduled area in a timely manner and remain for the duration of the activity. Each faculty member will actively supervise their area and correct any inappropriate behavior when it occurs. In addition to addressing the inappropriate behavior directly, the faculty member will inform the appropriate Dean of all extraordinary discipline problems.

At various times throughout the school year, Faculty members may be assigned other supervisory duties (i.e., standardized testing, special class meetings, special events, etc.) by the Administration. Every attempt will be made to publish these special proctoring assignments sufficiently in advance.

Faculty members automatically assume supervisory responsibility when they open any school facility for students, graduates, or outsiders.

All student meetings for co-curricular activities before, during, or after school must have the coach or faculty moderator present. No group of students may be allowed to use any school facility without a faculty member being present.

No teacher is allowed to keep an entire class after school without specific and prior permission of the Deans' office. Individual students may be asked to remain after class or after school for specific reasons, for any reasonable length of time

ACADEMIC POLICIES AND PROCEDURES

This section of the Faculty Handbook should be considered in the context of the Student-Parent Handbook and the Course Catalog, which are both published annually. Additionally, there are handbooks for each academic department.

Grades and Report Cards

Philosophy of Grading: A teacher expresses his/her evaluation of a student's achievement in a class through grades. Although "percentage grades" and various types of point systems can be used to objectify the teacher's grading system, it should be remembered that the teacher's judgment is used in selecting the materials upon which the percentages and point system are based. These premises should be kept in mind when assigning a grade and when discussing a grade with either a student or a student's parent. Grades should be as "fair" as possible and should reflect primarily the teacher's judgment of a student's academic achievement, although the student's progress and effort may be taken into consideration.

Online Grade Book Updates: Notre Dame High School uses the Aeries system for grade reporting. Parents are given log-in credentials in order to view their child's grades online through the ABI component of Aeries. Teachers are required to use this system as their electronic grade book and as a place to post assignments daily. Teachers are expected to update grades weekly.

Grade Reporting

Notre Dame High School uses the Aeries system for grade reporting at the end of each grading period and each semester. Teachers are required to accurately complete and submit grades according to deadlines listed in the school calendar. Electronic grade reporting, verifications sheets, and any other required reporting forms must be returned on or before the deadlines specified in advance. **There can be no extension of these deadlines.**

Incompletes: Grades of I (Incomplete) can only be issued with the approval of the Principal, Vice Principals of Academic Affairs, or the Vice Principal of Instruction.

Changing Grades: In the event a grade needs to be changed after verification sheets have been handed in, the teacher must submit the grade change to the Vice Principal of Academic Affairs guidelines listed in the Notre Dame High School Student-Parent Handbook. Any changes must be completed within 14 calendar days of the date that grade verifications are submitted by the teachers.

Grading Scale

Final course grades in all classes at Notre Dame have the following uniform grading scale:

<u>%</u>	<u>Grade</u>	<u>Grade Points</u>
93 – 100	A	4
90 – 93	A-	4
87 – 89	B+	3
83 – 86	B	3
80 – 82	B–	3
77 – 79	C+	2
73 – 76	C	2
70 – 72	C–	2
67 – 69	D+	1
63 – 66	D	1
60 – 62	D–	1
59.99 and below	F	0
Incomplete	I	

Teacher Grading Systems

Each teacher must construct a grading system for his/her class in accordance with and compatible with our reporting systems and policies. He/she must also keep in mind the following principles in constructing a system for a particular class:

- Grades should indicate *ACADEMIC* achievement only, behavioral issues should be handled by the dean's office.
- F grades in all graduation requirements must be remediated in order for the student to return in the fall. Units lost through failure in electives must also be made up during the summer in order for the student to return in the fall.
- D grades in college admission requirements must be remediated for college admissions purposes.

Period and Semester Grading

Each semester is divided into three grading periods. This is not by chance and reflects an important aspect of the grading philosophy at Notre Dame High School. Each six week progress report (along with regular updates in Aeries) provides for an early warning for students in terms of their progress. Progress report grades and final semester grades reflect the cumulative work of the student for that semester. The progress report grades are snapshots of the student's performance at that time.

A letter grade is assigned at the end of each grading period. This grade must reflect the actual grade a student has earned up to this point in the semester. Teachers must be able to account for assigned grades on the basis of graded work, (exams, quizzes, homework, etc.) and **NOT** on what the teacher "anticipates" or "thinks" the students might earn at a later time or even on what the students "should have" earned.

A letter grade is given at the end of the semester. It is the only mark that is entered on the student's official academic record. The grade **MUST** be based on all work done over the entire semester and a semester final exam.

Parent-Teacher Conferences

Parent-Teacher Conferences take place twice per school year, at approximately the mid-point of each semester. All faculty members are required to be present for Parent-Teacher conferences. A faculty absence would be considered comparable to an absence on a school day.

Semester Final Exams – Make-up Exam Day

Semester Final Exams will be given on the published day and time only. Students may only make up semester Final Exams on Make-up Exam Day. Faculty cannot make private schedules or arrangements for students to take final exams. Students who do not avail themselves of the opportunity to make up missed Final Exams on Make-up Exam Day will not have further

opportunities to make up exams. Any exceptions to this policy must be approved by the Vice Principal of Instruction.

Faculty Availability after June Grades

Students and parents often have questions about June grades. In order to respond to any questions, faculty should regularly check Notre Dame email and voicemail through the end of June. If summer commitments or other situations prevent this, notification should be given to the Vice Principal of Instruction.

Grade books

Electronic and print grade books are legal documents, therefore, teachers are to keep an accurate record of all items, which comprise a student's grade. This information is to be available to the Department Chairs, Administration, and parents during a conference. Faculty need to adhere to the grade posting dates found on the school calendar.

A copy of all semester exams and the percentage the exam counts toward the final grade shall be filed with the department chairperson and the Vice Principal of Instruction at the end of each semester.

Nature and Frequency of Assessments:

Methods of assessment should reflect the outcomes we want students to obtain. Since we want students to be able to use knowledge creatively and to communicate about their learning, our assessments should require them to do so. Objective tests and quizzes are tools for determining knowledge of course content, but they are not the only, nor always the best, way to assess students.

Assessments should be sufficiently diverse in character that students with different learning styles all have an opportunity to succeed. Assessments should be sufficiently frequent that students have many opportunities to perform.

Based on these considerations, teachers should observe three policies concerning assessment:

- Within each six-week grading period, a minimum of six minor assignments (e.g., homework, quiz, etc.) shall be administered and graded.
- For each six-week grading period, a minimum of two major assignments (e.g., project, exam, essay) shall be administered in each class. All tests/exams shall have a written component.
- A total of eight assessments will be found in the grade book for each six-week grading period (two major and six minor).

Protocol Regarding Assignments

Class assignments need to be varied within the block period. No teacher should engage a class in a single activity (i.e., lecture, worksheets, etc.) for the entire 90-minute period. Exceptions to this policy would be a “hands-on” class like art, acting, physical education, or band.

“Extra Credit” may be offered at the discretion of the teacher but should never replace the original stated objectives. Extra credit should adhere to the stated scope and sequence of a course, and it must be available to all students in a given course.

If “participation” is a factor in determining grades, the basis for said participation must be substantiated or documented. A teacher who plans to include “participation” must delineate to students in the course expectation sheet the way(s) in which it will be quantified. Students must be made aware of their achievement in participation throughout the semester.

Written work should be returned to students within the grading period during which it was assigned. Assignments should be posted in ABI as they are given and must include date assigned and date graded. All assignments must be graded in a reasonable amount of time. This policy reinforces the idea that assignments are also teaching tools for students; i.e., assignments should be assessed and returned to students with ample time to give them the benefit of learning from them for future exams or assignments. No test should be given and no project assigned that is not graded, corrected and returned to the student.

Selection of Instructional Materials

Teachers are encouraged to keep up with the newest textbooks coming from publishers by reading professional journals, attending conferences, and visiting displays of educational materials. Since most courses of study require materials other than textbooks to help the students meet the objectives of the course, teachers are encouraged to explore and incorporate any/all resources that can supplement their texts.

No teacher is permitted to require that students purchase supplementary texts or materials other than notebooks and the like, without the explicit approval of the department chairperson and the Academic Council or the Vice Principal of Instruction. Once a text has been adopted for a course, an instructor is required to make use of the text.

Individual teachers, as well as departments, are asked to think out their needs for instructional materials and textbook changes as far as possible in advance. If the school cannot plan textbook changes ahead of time, the cost of books and the unavailability of used texts can be prohibitive for students some years. The cost of instructional materials other than text must be carried by the department’s annual operating budget according to the guidelines established.

If a teacher finds some text that might be useful for a class, the teacher should send for an examination copy. If, after study and analysis, the teacher is convinced that it would benefit the implementation of goals in the course and the department, adoption of the textbook should be

requested at a department meeting. The department chairperson and other members of the department must examine the text under consideration. If the text is considered to be the best possible to implement the objective of the department, the department chairperson should present a request for its adoption to the Academic Council.

The chairperson of a department is responsible for notifying the Vice Principal of Academic Affairs of texts to be used for a given school year.

Utilization of Instructional Materials

Instructional materials are defined as all print and non-print instructional materials used in the school. They include books, magazines, newspapers, pamphlets, films, audio and visual tapes, records, pictures, slides, transparencies, microfilms, websites, databases, podcasts, blogs, and other instructional resources.

The administration of Notre Dame High School believes in the appropriate instructional use of print and non-print materials and encourages the utilization of the same. Although the administration delegates authority for the selection and use of these materials, it is school policy that the use of any instructional resources by faculty and staff will conform to the regulations of this policy.

It is also the policy of the school that every reasonable effort will be made to protect students from inappropriate use of instructional materials not currently owned by the school. Violation of the policy will be deemed to be outside the employee's scope of employment. If the school is found liable for any damages as a result of litigation arising out of this policy, the employee will be required to remunerate the school for all legal fees and other associated court costs in addition to any monetary loss for general or punitive damages due to litigation.

The following general regulations must be followed:

- Teachers will make every effort to protect students from conditions harmful to learning or to physical/emotional health and safety.
- Teachers will not intentionally expose students to embarrassment or disparagement.
- Teachers will conform to current Archdiocesan and school policies, education codes, and federal guidelines when using sex education materials.
- The foremost consideration in the use of instructional materials is whether they contribute to the fulfillment of the curriculum and whether the teacher is knowledgeable about the materials and has thoroughly considered their potential effect on students.

Video Materials

- Teachers will not use televised programs that have been aired on subscription/pay channels (e.g., HBO, Cinemax, Showtime, Disney, etc.) unless authorized in writing by the subscribing agency.

- Teachers should show no more than two (2) full length films a semester including those used by their subs.
- Students will not be exposed to “X” rated films or videotapes. Materials designated with an “R” rating may only be used under the following conditions:
 1. The materials must be approved by the appropriate department chairperson, and the Vice Principal of Instruction, prior to their use.
 2. Parents will be notified of the intended use of these materials and given the opportunity to remove their student from the presentation (Ed. Code 51240).
 3. Attention will not be called to students whose parents have excluded them from a presentation. These students will receive an alternate assignment to be completed in a place outside the setting where these materials are being shown.
 4. The materials must be relevant to the curriculum being studied and appropriate for the students being taught.
 5. The materials must be thoroughly reviewed by the instructor prior to use.

Instructional materials not currently owned by the school:

- Will be used in compliance with the provisions listed in the general regulations section of this policy. Every reasonable effort shall be made to protect the students from use of inappropriate instructional material not currently owned by the school;
- Will conform to the United States copyright laws and guidelines and school policies regarding use of copyrighted materials.

Violation of this policy and regulations may result in disciplinary action.

Writing across the Curriculum

As writing is both an expressive skill as well as a critical thinking tool, it is an integral part of the Mission of Notre Dame High School. Teachers are encouraged to assign writing tasks where appropriate in their curriculum. When including formal writing tasks (e.g., paragraphs, reflections, essays), teachers should be aware of the level of writing ability of each grade.

Use of Rubrics for Written Assignments

Teachers who assign formal writing tasks should always use a rubric or scale to facilitate the understanding of objectives and grading procedures for students and parents as well as the actual grading of the essay by the teacher. Since each teacher will have his/her own objectives in mind when assigning an essay, a rubric should be as detailed as the teacher deems necessary. As a general guide, teachers might consider the following factors when drawing up the rubric:

- **Communicability and Organization:** Is the paper fluent and coherent? Is its purpose/main idea clear to the reader? Does it have problems with paragraphing/logical sequencing/cohesion between parts of the paper?

- **Content and Development:** Are the ideas presented relevant to the assigned topic? Is there adequate support for the main idea? Is there an adequate balance between concrete support and analysis?
- **Style:** Are the writer's stylistic choices appropriate for the aim, audience and occasion of the essay? Is there a generally consistent voice or point of view?
- **Grammatical Conventions:** Is there generally good control of grammatical conventions?
- **Mechanics:** Are there errors in spelling, capitalization, punctuation, indentation, etc.?

Obviously, all teachers would not be expected to grade writing tasks with the kind of detail expected in English classes. It is hoped, however, that teachers would evaluate form as well as content so that students realize the importance of writing skills across the curriculum.

Plagiarism

The definition of plagiarism is the following:

"To use another person's ideas or expressions in your writing without acknowledging the source is to plagiarize...A writer who fails to give appropriate acknowledgment when repeating another's wording or particularly apt term, paraphrasing another's argument, or presenting another's line of thinking is guilty of plagiarism." (1996 MLA Handbook)

Teachers are expected to enforce these guidelines. Any teacher with a question regarding the teaching or evaluation of plagiarism or possible plagiarism should see the Vice Principal of Instruction.

Technology

The school has a substantial collection of computer equipment, audio-visual equipment, and other technology. This includes, but is not limited to:

- Computers located in classrooms.
- SMART Boards located in most classrooms
- The "Smart Box" located most classrooms.
- Mounted projectors in most classrooms
- Laptop, notebook, and tablet computers
- Computers located in the computer labs.
- Mobile laptop racks
- Projection and data facilities in the Lecture Hall
- Language Lab
- Department-specific equipment.
- Public Address systems

Any equipment housed in a department belongs to it and is under the control of the department chairperson. Any faculty member having need of equipment from the department is to make arrangements with the chairperson. Some technology and equipment is shared by all departments.

Individual teachers wishing to use shared equipment or resources should make prior arrangements according to established procedures.

Procedures for use:

- The use of shared equipment or resources should be scheduled as far in advance as possible.
- Equipment, videos, and picture sets are checked out *only* to teachers, not to students.
- Everyone shares a finite amount of equipment so please return items promptly. Your colleagues will appreciate your consideration.
- Any operating problems or damage should be reported to the appropriate member of the technology team so that proper corrective steps and repairs may be made prior to the next use.
- Any borrowed equipment becomes the responsibility of the person borrowing it. Equipment should never be left in a classroom unless it is secured.
- Certain equipment may be assigned to a teacher for the full school year. Arrangements for such long-term loans should be made through the technology department.
- Students are not to operate school equipment until the teacher has determined that the student knows and understands the proper and full operation of the equipment. If a teacher needs assistance in proper use of equipment, the appropriate member of the technology team will provide support.
- Faculty must adhere to the school policy on films and video in the classroom. No audio-visual material should be used in the classroom without prior previewing by the teacher, appropriate approval by the department chair and/or the Vice Principal of Instruction. Any DVD, video, or film must be in conformity with the school policy on utilization of instructional materials.
- Computers are available for faculty use in the faculty room, faculty resource center, classrooms, and library. School computers run the Microsoft Windows operating system and include Microsoft Office and Internet access. School computers and technology should only be used for school-related purposes.
- Teachers wishing to bring their class to the computer labs or lecture hall during the school day must sign up in advance according to established procedures. In order to provide the most opportunities for everyone, teachers may only reserve the computer lab for one-half of a class period (45 minutes) at a time.

Microphones, amplifiers, and other sound equipment are the responsibility of the Vice Principal of Student Life. A request for use of sound amplification equipment must be submitted in advance to the Vice Principal. After use, equipment must be returned immediately.

CONTROVERSIAL ISSUES IN CLASSROOM DISCUSSIONS

The school and classrooms ought to be true “market places of ideas” allowing for the discussion of controversial topics in an open and intellectual fashion. The faculty member must avoid taking advantage of his/her position in the classroom by suppressing student views, which differ from the teacher’s own. Nor may the teacher promote positions on ethical/moral questions, which would be opposed to those promulgated by the Catholic Church. Early notice should be given to the Principal if a teacher anticipates negative parent or student reaction to a topic studied in class.

GUEST SPEAKERS

Faculty members are encouraged to invite qualified persons to address their students to supplement and enrich their courses. In this context, the following procedures must be observed:

- Two weeks in advance, the instructor will obtain approval for the prospective speaker from the Vice Principal of Instruction by submitting the guest speaker form which may be found in the Main Office.
- On the day of the visit, the guest speaker is required to check in at the Main Office and receive a nametag. The speaker should check out in the Main Office before he or she leaves.

LIBRARY POLICIES AND PROCEDURES

The library is here to support your teaching and research needs. Please come to the library for a quick review of its resources and how the librarian can help you and your students. A few minutes of collaboration makes a huge difference in the quality and success of your students' experience.

Class Visits:

- Please discuss library assignments with the librarian in advance and schedule class visits beforehand. The calendar can fill up quickly and it works best to have only one class at a time in the library.
- Please forward a copy of all assignments that might require research (print, Internet, etc.) to the library. It helps the librarian help your students.
- A note or phone call is required when you send students to the library during the class time.
- Classes must always be accompanied by a teacher.
- Please keep classes quiet and on task when in the library.

Materials on Reserve

If a faculty member so desires, books may be placed on reserve. These books may be a faculty member's personal copy or from the library holdings.

Major Assignments

The librarian should be informed of major assignments that require library research before these are given to the students so that the librarian can see if there will be enough information available.

Make-Up Examinations

Because of the layout of the library and the nature of the librarian's work, the librarian cannot adequately monitor students taking make-up exams nor can the librarian promise a quiet atmosphere; therefore make-up examinations may not be given in the library.

Meeting Use:

- Please schedule any needed meetings or activities as far in advance as possible.
- Please try not to eat in the library at any time. The librarian wants to keep our library clean and odorless. However, if you do eat or drink in the library, please clean up before you leave.

Circulation Procedures:

- Staff may check out circulation materials for the semester.
- Students check out books for 2 weeks at a time, or, if you let the librarian know in advance overnight only.
- If many students need to share a few resources, please give the librarian advance notice before making the assignment. The books will be put on reserve, and students will be able to make print or digital copies at no cost.
- If several classes or grades are using identical materials, the librarian will temporarily put the items on reserve. Reserve materials are not circulated in order to provide availability to every student.

Ordering New Materials:

- Help the librarian improve the library's collection. Familiarize yourself with what the library has and suggest additional material needed by your students.
- It takes time to order, receive, and process materials so please plan ahead.

Copies:

The library does not provide free copies for the teachers. Copies are \$.10 cents each

Home Access to Library Databases:

We are proud to provide 24/7 access to our library catalog and a collection of academic research databases used on college campuses. Our collection of databases includes the following:

FOR ENGLISH CLASSES:

[Bloom's Literary Reference Online](#) (Facts on File)

Find literary criticism and essays approved by the industry authority, Harold Bloom.

User Name: ndhs_sa Password: library

JSTOR

Over 700 scholarly journals covering every academic area, some going back as far as the 17th century. Juniors and seniors will be prepared for college level research with JSTOR.

Username: ndhs Password: zugabale

Note: Please register online with JSTOR if you want to save your research results on their system.

Literary Reference Center (EBSCO)

Find articles, essays, audio, and video about literature and authors.

User ID: moreau Password: knights

Project Muse

Contains articles from high quality humanities, arts, and social sciences journals from 60 scholarly publishers. Juniors and seniors will need this for their English papers.

Only accessible from NHDS. No home access available at this time.

FOR DEBATE/CURRENT EVENTS:

Lexis-Nexis Scholastic Universe

Another standard resource for journalists and college students.

- Legal Research
- Statistical Research
- Newspaper and Magazine articles

Username: ndhslibrary Password: library07

Issues & Controversies (Facts on File)

Find news articles, primary source documents, and statistics on issues and controversies in today's news.

User Name: ndhs_sa Password: library

Issues & Controversies in American History (Facts on File)

User Name: ndhs_sa Password: library

Points of View Reference Center (EBSCO)

User ID: moreau Password: knights

FOR RELIGION CLASSES:

World Religions Online (Facts on File)

An Objective, Comprehensive Guide to the World's Major Religions and Spiritual Traditions. Find essays and videos for your assignments.

User Name: ndhs_sa Password: library

Religion & Philosophy Collection (EBSCO)

User ID: moreau Password: knights

FOR SCIENCE CLASSES

Science Reference Center (EBSCO)

User ID: moreau Password: knights

ALL SUBJECTS:

Questia

Our new favorite. This is research made easy - search through magazine articles and e-books to find exactly what you need. Highlight, make notes, and save to your personal collection.

Questia passwords are individual and follow the pattern described below:

Example: Kate Bishop, student #100156

User name: *100156kb* (student number + initials)

Password: *bishop* (last name)

EBSCO Student Research Center

Find newspaper and magazine articles, primary sources, and audio/video on any subject.

User ID: moreau

Password: knights

Encyclopedia Britannica

General reference source with encyclopedia articles, educational videos, news articles, and statistics.

User name: ndhs

Password: tigers

Gale Virtual Reference Library

Search through 21 e-books that cover:

- American History
- World History
- Religion
- Literary Studies
- Shakespeare
- Science
- Biographies

Library ID: notredame

Evaluation of Electronic Resources

When using electronic resources for research, students need to learn to make informed decisions about what is an appropriate website to cite, and what is not. In using electronic resources students should address three criteria:

Authority: A source that supplies reliable information. (The author provides the information in the document; the publisher makes the information available to the public.)

Objectivity: A source that engages the topic factually and impartially.

Accuracy: A source that has correct, up-to-date information.

1. Authority of Web Documents (Note: Any personal website or blog is not considered a reliable source.)
 - Who is the author and what are his/her qualifications? The author should have the credentials to support the information he is providing.
 - Who is the publisher of the document? What is the domain (.com= commercial, .edu= educational institution, .gov= government, .org= organization)? Is the domain relevant to the topic that you are researching?

2. Objectivity of Web Documents

- What is the objective of this website? Is its purpose to educate or advertise?
- Is the author/publisher part of a larger organization? Will this company be biased regarding the information it is providing? For example: If you need information on the health effects of smoking, you might go to lungusa.org, the website for the American Lung Association. You may not want information from philipmorrisusa.com, a cigarette manufacturer.

3. Accuracy of Web Documents

- Consider the timeliness of the information. Is the information timeless or ever-changing due to advances in the field of study?
- When was the website created? Updated?

If students can determine that the information on a website is accurate, objective, and published by a credible institution, they have found a website that is appropriate to use in their research. The library is here to support your teaching and research needs. Please come to the library for a quick review of its

STUDENT ATTENDANCE POLICY AND PROCEDURES

Taking Attendance

All faculty members are expected to adhere to the following procedures when taking student attendance:

- Complete the attendance-taking process on Aeries within the first ten minutes of the block.
- Mark “absent” any student not seated in class when the second bell rings.
- Do not correct the attendance when a student enters class late. The Attendance Office keeps account of all tardy slips, hall passes, etc., and will adjust the official record accordingly.
- Do not allow students to take attendance.

General Student Attendance Policies

All faculty members are to adhere to the following general policies on student attendance:

- No student is to be admitted to any class after the second bell rings unless the student has a hall pass, tardy slip or detention slip. No teacher is to make exceptions to this policy.
- Students are to be taken out of class for counseling or administrative purposes only. Exceptions to this rule must be cleared by an administrator in advance. Unless a counselor or administrator must see a student immediately, teachers may require a student to remain in class if their leaving will cause the student to miss very important material (i.e., quiz, test, presentation, etc.). As a courtesy, the teacher will contact the counselor or administrator in this regard.
- Under no circumstance is a student to miss class time to work on an assignment for another class (even with the permission of both faculty members involved!)
- A student who suffers a minor illness or injury while in the classroom is to be sent to the Attendance Office accompanied by another student. The teacher must contact the Attendance Office so they are aware of the situation and will be expecting the student.
- If a student is injured during class an injury report must be filed in the Controller’s Office
- If a student is seriously ill or injured while in the classroom, the teacher should immediately contact the Attendance Office, which will take appropriate action. Do not send a seriously ill or injured student out of class.
- Physical education accidents and athletic injuries may be handled by instructors and coaches concerned, but an injury report must always be filed in the Controller’s office.
- Requests from parents that their son/daughter be excused from school for an extended period of time are to be approved by the Principal. If the student or parent first contacts a faculty member instead of the Principal, the faculty member will inform the student/parent of the appropriate procedure.
- Students should always receive academic credit for work missed and made up because of an excused absence. No credit is to be given in the case of unexcused absence.
- Classroom instructors should bring to the attention of the Deans any attendance problems that they may notice.

DISCIPLINE

General Policies

Discipline is essential to the school since without it, the proper functioning of the school is impossible. Basically, discipline signifies good order, as dictated by common sense. The burden of discipline lies not with the Administration in general or the Deans in particular, but is the mutual responsibility of all faculty members.

Each faculty member has the right and obligation to correct any student who disregards school or class regulations. Since all faculty members are responsible for enforcement of regulations, they should familiarize themselves with these rules and regulations as printed in the Student-Parent Handbook.

Faculty members are to follow the school policies and procedures related to discipline. Any deviation from established school policy must be cleared with the Deans' office prior to implementation.

Faculty members should demand of themselves the same degree of consistency in following regulations that they demand of their students in following their own classroom procedures; example is the best teacher of all.

Faculty members should never allow a student to draw them into a situation in which they must take a stand against another faculty member or the Administration. Since the guiding principles of charity and justice are usually forgotten in these situations, more is lost than is gained, whatever the outcome.

Striking a student is forbidden by the Administration. Therefore, it will be impossible for the Administration to defend the faculty member, or to justify such action. Moreover, the faculty member is liable for termination of contract and possible legal action.

Students may never be sent off campus without the permission of one of the Deans or an Administrator and written permission of the parent or guardian. Failure to observe this policy can lead to legal complications and may result in the dismissal of the faculty member.

Classroom Discipline

Classroom behavior expected of all students is listed in the Student-Parent Handbook. In addition, at the beginning of the school year, each faculty member is responsible for distributing to each student in his or her class a "Course Expectation Sheet" which summarizes the particular course's policies and procedures. Students are expected to adhere to both the standard classroom policies and the instructor's special rules throughout the academic year.

Discipline Procedures

The individual faculty member is the primary disciplinary authority in the school. Any student, who in the opinion of a faculty or staff member, violates class or school rules are liable for disciplinary action. The student may be verbally corrected at the time of the incident and may be asked to discuss the situation with the faculty member later in the day. The teacher may also find it helpful to contact the student's parents directly to discuss the situation. Teachers may also fill out either a "Minor Disciplinary Infraction Slip" or a "Major Infraction Slip" depending on the circumstances.

Minor Disciplinary Infraction Slip

A teacher may give a student a Minor Disciplinary Infraction Slip when the teacher observes the student committing any of the infractions listed on the slip (i.e., talking). The teacher may give the student this slip directly or may turn it into the Deans' Office, which in turn, will see that the student receives the slip. Upon receiving the Minor Disciplinary Infraction Slip, the student serves a one-hour detention after school on the next school day.

Referral

A teacher may give a student a major infraction slip when he/she observes the student violating a "major" class or school rule or when the student has continued to violate "minor" class or school rules after having been warned previously or has become a major distraction to the learning environment. The teacher may give the student this slip directly or may turn it into the Deans' Office, which in turn, will see that the student receives the slip. All academic dishonesty issues must be referred to the deans, either by writing a major infraction slip or contacting the appropriate dean.

A teacher may send a student with a major disciplinary infraction to the dean immediately if the teacher believes this action essential to maintain good order in the classroom or if the student's action was potentially serious enough to warrant possible suspension. Students sent from class will go directly to the dean's office. If the dean is not available, the student will report to the attendance officer and remain outside of the office. A teacher who sends a student to a dean must call the attendance office immediately to notify them that the student has been sent.

When writing a major infraction, the faculty member should keep in mind the following guidelines:

- Make your explanations concise
- Avoid "editorializing"—stick to explaining specific observable behavior such as "throwing chalk" as opposed to "messing around."
- Avoid characterizations that have negative connotations such as "cheating"—use phrases like "violating testing procedures" which can be attached to a concrete act (i.e., talked during a test, entered a test situation with an advantage, etc.)
- Don't "threaten" a punishment for which a Dean may not be able to deliver. It puts the Dean in an awkward situation and may diminish your credibility with the student.

- Don't let a student talk you out of writing a referral. If you thought they deserved one at the time, they probably did. You're only postponing the inevitable. The behavior probably won't get better and you'll be seen as someone the students can bargain with.
- Don't discuss a student's disciplinary record with anyone except the student's parents or a school official who is in a "need to know" situation (i.e., counselor, administrator, etc.)
- Document everything—this includes all communications with parents, counselors, administrators, etc., and any proactive steps to help alleviate the problem.

Suggestions for Serious/Chronic Discipline Problems

When dealing with a student who is seriously disruptive in the classroom environment you might find it helpful to...

Talk to the student outside of class time about the problem being caused in his/her class. It is best that the teacher not refer to information he/she may have on the behavior elsewhere.

Try to find out why the student is not sufficiently occupied with the learning activities going on in the class. This can be done by talking with the student, by consulting the record, and by talking to the staff members who have worked with the student before. These problems can be:

- **Academic:** The student may suffer from an insufficient foundation for the class (often true in mathematics) or weakness in basic skills, such as reading (this often contributes to inattention in history or other reading-oriented classes); on occasion students may even be bored because they have already mastered a particular subject area.
- **Motivational:** The teacher may find that the student who did not choose to be in the course, but has been placed there because of overall scheduling necessities. The teacher should try to work out difficulties with the student's academic advisor.
- **Social:** The student may be distracted by friends seated nearby.

The faculty member should take immediate steps to resolve the problem after determining to the best of his/her ability what the problem is. Contact the staff member best able to help and work out concrete and specific plans to help the student correct the behavior.

Present this program to the student and offer to adjust it to any positive suggestions he/she may offer. The faculty member should implement the program and give the student a standing offer to help, whenever there is need.

STUDENT DRESS CODE

Faculty members are to review the regulations concerning school dress and appearance in the Student-Parent Handbook. Faculty members are to check student conformity with the school's dress and appearance code at the beginning of each block. If a student is violating a dress and/or appearance regulation, the faculty member will complete a Minor Disciplinary Infraction Slip, give

the student one copy and send the other copy to the Deans' office. Individual faculty members are not free to make exceptions in enforcing the student dress and appearance code. Students should be in uniform on all school days unless otherwise specified by the school administration.

GENERAL INFORMATION FOR FACULTY MEMBERS

Announcements

All announcements on the public address system are to be made at the specified times. The text of the announcement should be printed, typed or emailed and signed by the faculty member involved and given to the receptionist in the Attendance Office or emailed to miller@ndhs.org. Announcements received after 7:15 AM will be read as part of that day's announcements only if necessary.

Announcements that pertain to the school community as a whole will be read via the public address system. Copies of the announcements will be available in the faculty room or in the hallway outside the Attendance Office. The announcements will also be e-mailed to all faculty.

It is sometimes necessary for "special" announcements to be made over the public address system. During school hours, an Administrator must first approve these announcements. The following guidelines must be adhered to:

- Announcements should be made at the very beginning or at the end of class so as to be the least disruptive to the learning process.
- Announcements made during break times must be made so that they do not interfere with the passing bells.
- No announcements should be made during standardized testing, AP testing, Final Exams, etc.
- Announcements regarding activities listed on the weekly calendar are not to be made unless there has been a change and then only with the approval of the appropriate Administrator.
- Announcements will run no more than three days, after three days they will be deleted.
- Keep the announcements as short as possible.
- If there is a deadline for an event, please include it in the announcement.
- Please do not include student names in the announcements unless the recognition is for a significant accomplishment (e.g., CIF, statewide or national recognition).
- If you have a question about an announcement that was not read please do not ask Mary Miller about the announcement, instead please see Rob Thomas.

Break and Lunch Periods

Break and lunch periods for teachers are to be at scheduled times. There is to be no eating in the buildings, other than in the cafeteria or the faculty lounge. Teachers are not to take coffee or sodas from the faculty lounge or cafeteria to their classrooms; water is permissible.

Computers & Employee Electronic Communications Policy

School computers are the property of Notre Dame High School. They should be used for school business with no expectation of privacy.

Notre Dame adheres to the Archdiocese of Los Angeles Secondary Schools Employee Electronic Communication Policy.

Electronic communications systems include, but are not limited to, electronic mail, voice mail, facsimiles, computers, the Intranet, the Internet and World Wide Web. All users of electronic communications systems must comply with this policy.

Electronic correspondence with students shall be limited to purposes related to education. Fraternalizing/socializing between faculty and students is not permitted as it may compromise the school as well as the student/teacher relationship. If the school provides the employee with an e-mail account, then no other e-mail account may be used in communicating with students or parents. School personnel are expected to maintain their professionalism and act responsibly. The moral, legal, and ethical considerations need to be considered in any e-mail activity. A violation of this policy may result in disciplinary action, up to and including termination of employment.

- All systems, all information stored on them, and all work performed on them, are school property.
- All systems are to be used primarily to conduct school business, not personal business. Employees using the Internet for personal business and web exploration may do so outside school hours or during class breaks. Employees are expected to conform to appropriate web surfing guidelines, whether during school or outside school hours.
- Communications on school systems are not private, and security cannot be guaranteed. Passwords and user IDs are designed to protect confidential information, not to provide employees with personal privacy. All passwords should be on record.
- The school reserves the right to monitor, access, retrieve, read and disclose all messages created, sent, received, or stored on the systems (including connections made and sites visited) to law enforcement officials or others, without prior notice.
- Staff members should use care in creating e-mail messages. The contents of e-mail cannot be considered private or confidential. Even when a message has been deleted, it may still exist on a backup system, be restored, be printed out, or may have been forwarded to someone else without its creator's knowledge.
- As with paper records, proper care should be taken in creating and retaining electronic records, which can affect the reputation of the school and which the school may some day have to produce in connection with a lawsuit.
- All personal postings to "All Employees" on the Intranet or the World Wide Web must be approved by the principal.
- Any files downloaded from the Internet and any computer disks received from non school sources must be scanned with virus detection software; immediately report any viruses, tampering or other system breaches.

Users of the school electronic communication systems may not:

- Post or distribute communications which may contain content that any person, according to the teachings of the Roman Catholic Church, would consider to be defamatory, offensive, harassing, disruptive, or derogatory, including but not limited to sexual comments or images, racial or ethnic slurs, or other comments or images that would offend someone on the basis of race, creed, gender, national origin, sexual orientation, political beliefs, or disability;
- Upload, download, view or otherwise transmit copyrighted, trademarked, patented, or indecent material, trade secrets, or other confidential, private, or proprietary information or materials to which staff members does not have access rights;
- Damage, alter disrupt, or gain unauthorized access to computers or other systems;
- Enable unauthorized persons or access or use school systems, provide access to confidential information, or otherwise jeopardize the security of the electronic communications systems (e.g. by unauthorized use or disclosure of passwords).
- Transmit confidential, proprietary, or sensitive information.
- Introduce a virus, attempt to breach system security or tamper with the system.
- Violations of this policy, including breaches of confidentiality or security, may result in suspension of electronic communication privileges disciplinary action up to and including termination.

Social Networking Sites

Faculty and staff need to remember that the World Wide Web is a public forum, any use of social networking sites (Facebook, My Space or similar sites) should reflect Catholic principles and teachings. What you may publish on the internet should reflect your position as a mature, professional educator.

Faculty Lounge

Faculty lockers, computers, workstations and lunch facilities are located in the faculty lounge. Students are not permitted in the faculty lounge and ordinarily should not be sent there to pick up mail or articles left behind.

Keys

A teacher is never to give school keys to anyone except another member of the faculty or staff. Teachers may be held responsible for loss or damage resulting from access to that teacher's keys. Lost or stolen keys should be reported to the Director of Facilities immediately.

Lost And Found

Faculty members should send all books, gym clothes, etc., left around the campus or in their classrooms to the Attendance Office.

Non-Smoking Environment

The School desires to provide a work environment that is both healthy and comfortable for all. Therefore, all of the School premises are designated as non-smoking areas. Faculty/Staff who desire to smoke must do so during rest and lunch breaks away from School premises.

The term “smoking” shall include the carrying or holding of a lighted pipe, cigar, or cigarette of any kind, or any other lighted smoking equipment or the lighting or emitting or exhaling the smoke of a pipe, cigar or cigarette of any kind.

Professional Dress

Faculty members will dress in a manner appropriate to their professional status, so that the image they project will be in keeping with the dignity of their profession. They will be in professional dress from 7:30 a.m. – 3 p.m. Specifically, faculty members will adhere to the following policies for dress:

Men and Women:

- No jeans, T-Shirts or athletic shoes (exceptions will be specified by the administration)
- No casual sandals (i.e., Birkenstocks or flip-flops).

Men’s Recommended clothing:

- Collared shirt (dress shirt or polo shirt)
- Turtle-neck
- Slacks (dress slacks or casual, i.e., “Dockers”)
- Socks
- Tie optional

Women’s Recommended Clothing:

- Appropriate dresses, skirts or slacks; no jean cut pants.
- Women should not wear tanktops.

Exceptions may be made in the case where particular clothing may not be appropriate for the particular job being done. For example, coaches, PE teachers, acting teachers, etc., may require other clothing for purposes of the task at hand. These exceptions apply only when the circumstances force them and every effort should be made to comply with the dress when entering the classroom environment.

Telephones

Faculty members are requested to make school calls brief. Personal long distance calls should be written down and turned in to the Controller. The telephone located in the faculty lounge is especially for faculty use. Students are generally not permitted to use school phones.

Use of Copiers

School copy making equipment may be used for school business only. The Principal must approve any use of copiers for personal reasons. The legal guidelines for copying copyrighted material (as posted in the photocopy room) are to be respected. Departments shall be charged for each copy made on the photocopy machine.

EXPECTATIONS REGARDING FUNDRAISING

The Advancement Office as directed by our president, Brett Lowart, seeks to advance the mission of Notre Dame High School through the cultivation of relationships and resources, both of which are necessary and critical to support our work with the students entrusted to us. Faculty and staff members are expected to support these efforts through attendance at events (if required or requested), as well as positive encouragement and communication with students, parents, and the greater community for participation in activities and programs related to these purposes.

Relationships

Successful advancement work is greatly dependent on building relationships. Faculty and staff are needed to assist in the cultivation of relationships to benefit the global school environment, not only individual programs. One important contribution that can be made is in providing information to Advancement staff. For example, if a parent expresses to you the desire to make some type of contribution to the school, the Advancement Office should be informed. In some cases, you may be asked to assist in the solicitation of gifts, financial or otherwise. The Advancement Office's function is to cultivate these relationships in support of our school. Developing relationships with individuals and learning about them and their special interests may lead to greater charitable investment in our school.

Alumni relations are vital to Notre Dame. The Class of 2011 will increase the total number of graduates during the 64-year history of the school to over 13,000. Maintaining communication, encouraging visits to campus (i.e. games), and providing opportunities for alumni-to-alumni contact through reunions, class representatives and web site opportunities are the foundation to building charitable support from our alumni population. If alumni feel connected, they will be more favorably disposed to offering charitable support and advancing the mission of ND.

Resources

Funds must be raised for facilities improvement, financial aid, and to build endowment for the future. Funds are generated in a variety of ways, including: events, the ND Annual Fund, foundation grants, corporate gifts, planned giving, etc.

The major fundraising events on the 2011-2012 calendar include:

First Semester: Auction

Second Semester: Band Pancake Breakfast
Hall of Fame Ceremony
Student Walkathon
Holy Cross Mothers Guild Fashion Show
Alumni Golf Tournament

Any on-campus or off-campus fundraising event that will benefit Notre Dame High School must be directed by a faculty or staff member AND be approved by the Advancement Office. This includes any time there will be a solicitation of a gift or direct donation for a particular program or activity. A written proposal must be submitted prior to setting a date, preparing for an event, or engaging in any fundraising activity or promotion. Immediate approval for smaller activities may be granted. In other cases, an informational meeting will be scheduled to determine how the event will support the mission of Notre Dame.

The ND Annual Fund is the easiest way for parents, alumni, alumni parents, and friends to support ND and help make a financial difference. It is the foundation of our advancement program. Gifts are 100% tax-deductible. Donors can direct unrestricted or restricted gifts to the school. Unrestricted gifts are used for ND's greatest needs. Restricted gifts can be directed by a donor for any specific purpose (e.g. academic programs, athletics, clubs, scholarships, capital improvements, etc.) and used immediately by that program.

Gift Acknowledgement

Charitable contributions given to faculty and staff should be forwarded to the Advancement Office immediately (no later than three days) after they are received. Gifts are then recorded and formally acknowledged by the office of the president for the donor's tax purposes. This is a very important part of our work. All donations must be accounted for and recognized in the annual report.

Non-cash gift items such as equipment or furniture are considered a gift-in-kind. This type of contribution, too, will be acknowledged. Should a donor wish to remain anonymous, we will respect those wishes, but the gift will still be recorded in our database and acknowledged via a thank-you letter.

All gifts and donations are recognized in the school's annual report published in the fall. This is a way to publicly acknowledge our donors and assure that all contributions were used properly. Your partnership with the development office is essential in cultivating relationships and securing resources for our school.

GENERAL ORGANIZATION OF THE SCHOOL

Notre Dame High School is a non-profit corporation organized under the California Nonprofit Public Benefit Corporation Law for charitable, educational, and public purposes. Its specific purpose is to operate and conduct a secondary school, which will provide an education to its students with emphasis on the teachings and disciplines of the Roman Catholic Church. Moreover, the school in its policymaking draws on the rich tradition and expertise of the Brothers of Holy Cross who founded the school in 1947.

Board of Directors

The Board of Directors has and exercises the corporate powers prescribed by the laws of the State of California. The essential functions of the board are policy making, the assurance of sound management, and active participation in the provision of necessary funds for the school. In addition, the Board has primary responsibility for maintaining and cultivating the sponsorship of the Brothers of Holy Cross and the ongoing relationship between the school and the Brother's. The Board has initial and ultimate responsibility in determining general, educational, financial, and related policies deemed necessary for the administration and development of Notre Dame High School in accordance with its stated purposes and goal. Except for the three Brothers of Holy Cross who are appointed by the Provincial of the South-West Province, the board is self-perpetuating. The Bylaws of the Board of Directors are found as Appendix A to this handbook,

President

The President is appointed by the Board of Directors as the chief executive officer of the school and, is ultimately responsible for the financial stability and strength of school operations, as well as working with the Board of Directors to establish and achieve future goals that perpetuate the school mission. The President is responsible to the Board of Directors. To assist in this responsibility, the President in consultation with the Board appoints the Principal to administrate the school.

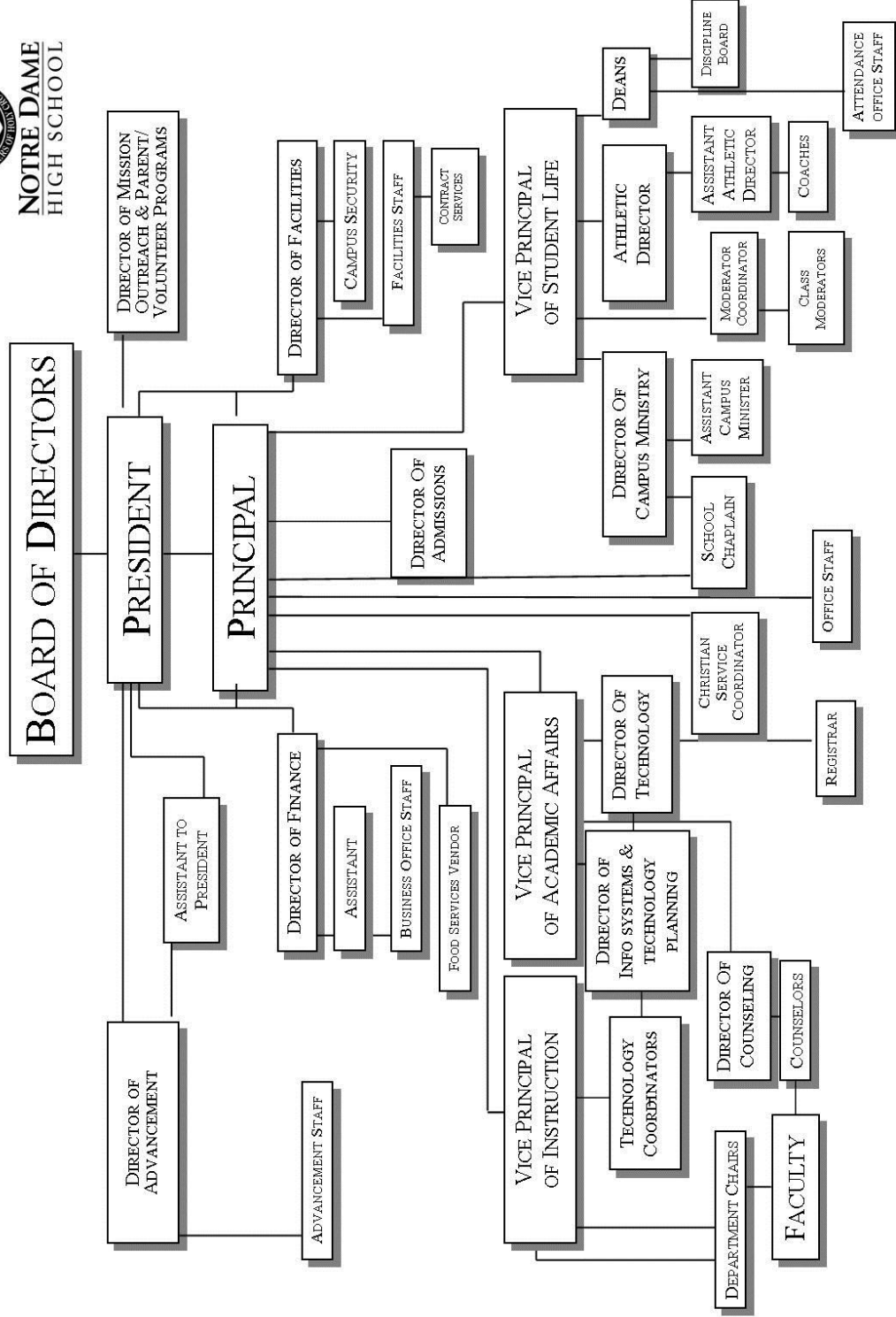
Principal

The Principal is appointed by the President, following approval by the Board, as the chief operating officer and, as such is responsible for administrating the school and its programs. To assist in this responsibility the Principal appoints other administrators and instructors as appropriate to conducting the best possible college preparatory curricular and co-curricular programs in keeping with the mission statement.



NOTRE DAME
HIGH SCHOOL

2011-2012 Notre Dame High School Organizational Chart



JOB DESCRIPTIONS

PRESIDENT

Responsibilities

The President of Notre Dame High School is the School's chief executive officer and is ultimately responsible for the institutional safety and oversight of the physical facility and the successful operation of the school, the advancement of the school's mission, and maintaining and cultivating the sponsorship of the school by the Brothers of Holy Cross. The President is appointed by and subject to supervision and oversight of the Board of Directors (Board). The President serves as a non-voting member of the Board.

Development of Policy

The President develops and recommends to the Board policies, procedures, programs, and plans to ensure the educational, financial, and physical development of the school.

Responsiveness to the Board

The President promptly and effectively executes all resolutions, policies, rules and regulations adopted by the Board and performs all duties prescribed by the Board.

Chief Spokesperson

The President serves as the school's chief spokesperson to all its constituencies.

Financial Support

The President takes a leadership role in developing and obtaining financial support for the school from all appropriate sources.

School Mission

The President communicates the school's Catholic educational mission to all members of the school community; oversees the effective implementation of the mission; builds and maintains positive relationships among the internal and external constituencies which comprise the school community.

School Organization

The President, in consultation with the Principal, establishes and maintains a written organizational plan for the school which implements the policies of the Board and seeks to accomplish the school's mission. This plan is reviewed and approved by the Board periodically.

Principal, Administration, Faculty, and Staff

The President, with the Board, shall jointly select the Principal. The President supervises the Principal's performance of his or her duties, which are specified by the Board, and submits to the Board an annual evaluation of and recommendations with respect to the Principal. After the evaluation of the Principal, the executive committee of the board shall be consulted before any action with regards to the Principal may be taken. The President determines the duties of and supervises the performance of such duties by the school's Controller and Director of Community

Relations and Resource Development. The President, in consultation with the Principal, ensures that the school is properly staffed with competent faculty and administrative personnel.

Annual Budget

The President, in consultation with the Controller, prepares and presents to the Board a proposed budget for the ensuing fiscal year and ensures that the adopted budget is enforced. The budget includes recommendations for, among other things, tuition and salary and benefits for administration, faculty, and staff personnel.

Fiscal Planning and Resource Development

The President plans, implements, and supervises the school's fiscal development programs including endowment and capital funding to support the sustained growth of school facilities and resources. The President also approves and oversees school fund raising activities, other than those which are internal to the Student Body, which are approved and overseen by the Principal.

Strategic Planning

With the Board of Directors and Principal, the President facilitates strategic planning to ensure the long term vision for the school and to secure its future. The President shall report annually to the Board the progress of the strategic plan.

Reports to Board

The President prepares and submits to the Board such periodic or special reports as the President may determine are necessary or advisable or as may be required by the Board. In addition the President will submit an annual self evaluation to the board.

PRINCIPAL

Responsibilities

The Principal is the chief operations officer of the school and, as such, is primarily responsible for direction and oversight of day-to-day school operations, educational and extra-curricular programs, and administration. The Principal is a non voting member of the Board of Directors. The Principal reports to and is subject to supervision by the President. The duties of the Principal, which are determined by the Board of Directors, include the following:

School Mission

The Principal implements the school's Catholic educational mission throughout the curriculum, extra-curricular programs, and day-to-day operation of the school. Part of this mission is to maintain and cultivate the sponsorship of the Brothers of Holy cross in conjunction with the President and the board.

Administrative Responsibilities

The Principal oversees school operations and ensures compliance with policies and procedures established by the President and the Board. The Principal is responsible for submitting an annual self-evaluation to the President.

Administrative Programs

The Principal oversees the effective implementation and operation of programs for school admissions, curriculum development, supervision of students, academic programs and records, counseling, campus ministry, and extra-curricular activities, including athletics among others. In addition, the Principal partners with the President to support development and school fundraising.

Personnel

The Principal, in consultation with the President, hires, supervises, evaluates, and provides and promotes opportunities for the professional development of all certified and classified faculty and staff, other than staff personnel who report directly to the President.

Safety and Facilities

The Principal monitors the general safety and order of the campus and day-to-day management of school plant and property and, as and if necessary, makes recommendations or requests for action or resources to the President

Parent Relations

The Principal works with school parent, teacher, and student organizations, appoints faculty or staff moderators and provides appropriate administrative support. The Principal provides opportunities for positive parent involvement.

School Representation

The Principal represents the school at meetings and other activities of the archdiocese, the California Interscholastic Federation, and other organizations in which the school participates

Admissions

The Principal oversees the admission and recruiting process of the school.

Membership

Board of Directors – non voting member

Administrative Team

Academic Council

Administrative Council (Chairperson)

VICE PRINCIPAL OF ACADEMIC AFFAIRS

Responsibilities

- Works with the Principal in the implementation of the Mission;
- Assists the Principal in the daily operation of the school
- Prepares the master schedule
- Coordinates SAT/PSAT/PLAN test preparation
- Oversees student registration for classes
- Oversees academic records
 - Is responsible for student schedules and grades
 - Notifies parents of academic deficiencies

- Generates the Academic Probation list
- Is responsible for Honor Roll
- Is responsible for CIF ineligibility list and notification
- Evaluates the course of study for transfer students and students with academic deficiencies
- Is responsible for UC, AP and Honors course approval process and updates
- Is responsible for Student/Faculty surveys
- Is responsible for Valedictorian and students not graduating
- Supervises the Counseling Department in advising of students with regard to their academic program
- Supervises counselors follow-up on students taking courses at other schools
- Oversees technology information and services
 - Plans for and implements state-of-the-art technology and its inclusion in all areas of the school
 - Develops and oversees technology budget
 - Works with technology team to insure smooth running of current technology systems
- Attends Catholic School Vice-Principal's meetings, as needed.
- Freshman registration presentation
- Spring Honors Night
- In coordination with the President and Principal, leads the school community in implementing the recommendations of the WASC/WCEA report and prepares the school community for the next WASC/WCEA evaluation

Membership

Administrative Council

Academic Committee of the Board of Directors

Administrative Team

Academic Council

Admissions Committee

Discipline Board

To Whom Responsible

Principal

VICE PRINCIPAL OF INSTRUCTION

Responsibilities

- Works with the Principal in the implementation of the Mission;
- Assists the Principal in the daily operation of the school;
- Oversees the academic and instructional program of the school;
 - Develops curriculum in coordination with department chairs
 - Oversees content standards and course standardization
 - Prepares the course catalog
 - Collects expectation sheets, final exams, emergency lesson plans and grade book checks
 - Analyzes AP Statistics
 - Approves guest speakers and the use of full length movies

- Coordinates the recruitment and interviews of prospective faculty
- Coordinates Back to School Night and Parent-Teacher Conferences
- Oversees new faculty orientation
 - Assigning mentor teachers
 - Weekly new teacher meeting
 - Collecting weekly lesson plans
- Handles parent concerns according to outlined procedures
- Coordinates X-Period tutoring room assignments
- Coordinates field trip planning with Vice Principal of Student Life
- Coordinates Professional Development Program
- Coordinates AP Audit and Maintains AP Statistics
- Oversees department budgets
- In coordination with the President and Principal, leads the school community in implementing the recommendations of the WASC/WCEA report and prepares the school community for the next WASC/WCEA evaluation
- Chairs the Academic Council
- Assists the Principal
 - In assigning teacher substitution and tracking faculty attendance
 - In supervising, observing and evaluating the faculty
 - In monitoring ABI/Aries
 - In planning in-service programs
 - In ensuring library services are coordinated with curriculum and instruction needs
 - In revising the Faculty Handbook
 - In choosing graduation speaker
- Works with the Counseling Office to insure that Notre Dame graduation requirements are in line with college admissions requirements
- Assists the Vice Principal of Academic Affairs with master schedule
- Organizes and runs summer school
- Freshman registration presentation
- Attends Catholic School Vice-Principal meetings, as needed.
- Tracks faculty attendance
- Coordinates the on-going WASC/WCEA process
- Oversees Substitutions
- Books

Membership

Chair, Academic Council

Administrative Council

Discipline Board

Admissions Committee

Academic Committee of the Board of Directors

To Whom Responsible

Principal

VICE PRINCIPAL of STUDENT LIFE

Responsibilities

- Works with the Principal in the implementation of the Mission;
- Assists the Principal in the daily operation of the school;
- Assist the Principal in overseeing the effective operation of the Deans Office, the Athletic program, Campus Ministry program, Communications Department and the Visual and Performing Arts Department.
- In coordination with the President and Principal, leads the school community in implementing the recommendations of the WASC/WCEA report and prepares the school community for the next WASC/WCEA evaluation
- Assists the Principal;
 - In observing the Student Activities Program
 - In revising the Student-Parent Handbook
 - In preparing the master calendar
 - In developing the master schedule
- Oversees the Emergency Procedures
- Oversees Student Activities;
 - Supervises the student activity program of the school and ensures that school procedures are followed by the various clubs and other activities, including student government
 - Maintains files on all clubs and activities;
 - Coordinates all activities of the classes;
 - Submits to the Principal any recommendations regarding assignment and performance of activity and class moderators;
 - Approves and coordinates all fund raising activities by clubs and classes.
- Supervises budget activities for co-curriculum programs
- Coordinates the activity calendar;
 - Oversees student activity communication;
 - Approves, edits, and supervises daily announcements;
 - Approves and edits all posters and notices regarding student activities;
- Coordinates Graduation

Membership

Academic Council

Administrative Team

Admissions Committee

Holy Cross Mission Team

Administrative Council

Discipline Board

To Whom Responsible

Principal

DIRECTOR OF ADMISSIONS

Responsibilities

- Coordinates with the Principal the admission of all students to the school;
- Organizes recruitment materials
- Coordinates recruiting days with feeder schools and organizes faculty/student recruiters
- Organizes admissions files
- Oversees Entrance Exam
- Organizes interview days and coordinates faculty interviewers
- Oversees the Admissions Team
- Oversees notification of acceptance to Notre Dame High School
- Organizes Freshman Placement Exam
- Oversees transfer student admissions, registrations, interviews and orientation
- Oversees admissions related events on campus;
 - Freshman Parent Orientation
 - Eighth Grade Articulation Meeting
 - Open House
 - Eighth Grade Visit Days
 - Spirit Events
 - Freshman Registration Day
 - Freshman Parent/Student Reception

Membership

Administrative Council
Chair, Admissions Committee

To Whom Responsible

Principal

DIRECTOR OF ADVANCEMENT/DEVELOPMENT

Position Summary

The Director of Advancement/ Development is part of the Notre Dame Administrative Team and responsible for creating a vision, direction and an annual comprehensive Advancement/Development plan in coordination with the President, Board of Directors and Development/Advancement Committee. The Director should spend a majority of time soliciting major gift/planned giving donors and prospects, and working with Board members and Development staff to maximize major gift and planned giving potential. Duties of the Director of Advancement/ Development are organized into three areas: solicitation, program development and program management.

Duties and Responsibilities

Solicitation (50% of time)

- Identify, cultivate and solicit at least 150 current and potential President's Club level donors annually (\$1,200 minimum) as part of an Annual Fund and/or Capital Giving Campaign.
- Develop strategies to promote, solicit and encourage parents to participate in the program which pays the Gap between tuition and actual cost of education.
- Identify and solicit sponsors for fundraising events. Supervise such events.
- Coordinate major gift and planned gift contacts by the President and Board and Development Committee members. Assist with solicitation visits as needed.
- Identify, cultivate and secure new Legacy Society donors annually. Where possible, seek verbal or written documentation of the estimated value of planned gift commitments.
- Prepare individual communication, cultivation and solicitation plans for each major gift donor/prospect to include gratitude phone calls, personal notes, invitations to special events, timing and approach of next cultivational contact or ASK.
- Develop with the President strategies to engage the Board in the identification and solicitation of major gift and planned giving prospects.

Program Development (30% of time)

- Prepare a comprehensive development plan that addresses annual appeals, special events, President's Club, major sponsorships, and planned giving. Include an activity timeline.
- Establish Advancement/Development goals with collaboration of the President, Board and Development Committee. Monitor progress in meeting goals against periodic benchmarks.
- Supervise the creation of marketing materials and web site content to keep donors informed of needs, development programs and activities, and opportunities to give.
- Work with the President to prepare an annual major gifts plan or case statement and distribute promotion materials for major gift/planned donors.
- Coordinate annual mail appeals. Prepare appeal letters for President approval and solicitation package. Conduct telephone solicitation follow-up as appropriate.
- Research, initiate contact with and prepare grant proposals to foundations. Involve administration and faculty in determining needs for grant proposals.

Program Management (20% of time)

- Prepare the annual Development income and expense budget in collaboration with the President and Board.
- Monitor major gift progress reports that include # of contacts and results; # of major donors by category (\$1,000 - \$2,499; \$2,500 - \$4,999, etc.), # of major donors by constituent group (Board members, Parents, Alumni, Corporations, Foundations, Friends, etc.); major donors by giving interest (unrestricted annual giving, endowment, capital equipment, etc.).
- Enter Call Reports into computer of personal contacts made that describe significant family, education, asset and personal/giving interest information learned from donors during visits and phone conversations.

Membership

Board of Directors Development Committee

Administrative Council

To Whom Responsible

President

DIRECTOR OF ANNUAL GIVING

Responsibilities

To serve as the Director of Annual Giving for Notre Dame High School overseeing alumni and parent giving programs (50% or more of time must be directed to Annual Fund activities);

To organize, manage and implement the alumni program for the advancement of the NDHS mission and to increase the financial resources of Notre Dame High School;

To organize, manage, and implement the Annual Giving program and class representatives system;

To collaborate with the Advancement Team in the organization, management, and implementation of fundraising programs/events and the school's volunteer groups.

Specific responsibilities include, but are not limited to, the following:

ALUMNI

- Work with the Advancement Director, the Director of Alumni Relations & Publications, the Special Events Coordinator and the Assistant to the President to facilitate events such as the Alumni Golf Tournament, Homecoming Post-game Social, Knights of Honor, etc.;
- In consultation with the President and Director of Advancement, organize, manage and implement the school's alumni giving program to serve as a resource to program of the school and for resource gathering;
- Maintain regular correspondence with the general alumni population, and in particular, the Alumni Council, Alumni Class Representatives and key alumni identified as charitable prospects in the NDHS community;
- Coordinate and facilitate annual class reunions with the Director of Alumni Relations.

DEVELOPMENT

- Organize, design, manage, and implement the Annual Fund program, including solicitations, class representative follow-up, and acknowledgments;
- With assistance from the President and Director of Advancement, identify, cultivate, and solicit donor prospects;
- Serve as a resource to programs and activities of the advancement program;
- Assist with the recruitment, development, and assignment of volunteers who serve the various functions of the Advancement program.

PUBLIC RELATIONS

- Assist the Director of Alumni Relations & Publications in the development of the *Knight Letter* and alumni web page by producing material for the alumni section, i.e. alumni updates, event dates, etc.;
- Represent Advancement Office at meetings and events of the school, as needed.

Membership:

Alumni Association

Board of Directors' Development Committee

To Whom Responsible:

Director of Advancement

DIRECTOR OF ATHLETICS

Responsibilities

- Coordinates the activities of the Athletic Department and various sports events sponsored by the school:
 - Coordinates boys' and girls' sports activities with other student activities;
 - Prepares the schedule of games for various teams;
 - Arranges for assignment of officials for athletic contests;
 - Supervises the preparation of facilities for all home athletic contests and arranges transportation for away games;
 - Manages all games: gates, parking, and seating.
- Coordinates personnel development in the department:
 - Holds periodic coaches' meetings to evaluate and promote good programs;
 - Acts as a consultant and recruiter in assisting the Principal in securing competent coaching personnel;
 - Submits written evaluations of all coaches to the Principal.
- Oversees the inventory of athletic equipment and makes arrangement for cleaning and repair through the Assistant Athletic Director;
- Oversees the budget of the department:
 - Prepares and submits the annual budget to the Principal;
 - Approves internal budget requests by coaches.
- Represents the school at all meetings of Athletic Directors;
- Enforces all athletic regulations and policies of the school regarding the athletic program and participation in it;
- Oversees public relations and publicity connected with the athletic program and department;
- Responsible to oversee the safety of athletic venues and athletic equipment.

Membership

Academic Council

Administrative Council

Athletic Booster Club - Moderator

To Whom Responsible

Principal

Vice Principal of Student Life

DIRECTOR OF CAMPUS MINISTRY

Responsibilities

- Coordinates the work of all personnel in Campus Ministry:
 - Works with the Assistant Campus Minister in overseeing liturgical/Para liturgical activities;
- Works to create a vibrant spiritual life, which serves the faith, needs of the entire Notre Dame school community.
 - Defines the responsibilities of the Liturgy and Student Spiritual Life Team Coordinator in implementing the overall campus ministry program;
 - Defines and oversees the responsibilities and work of the Assistant Campus Minister;
 - Coordinates the Campus Ministry Team,
- Works with the Vice Principal of Student Life, Director of Mission Outreach & Parent Volunteer Programs & Assistant Campus Minister to coordinate and supervise Immersion Trip.
- Oversees the Retreat Program
 - Schedules off-campus retreats at a retreat location;
 - Organizes a team to assist with the retreat days (students & faculty);
 - Recruits students to participate in the retreats;
 - Directs the retreat experiences.
- Directs retreats for any school group requesting a retreat experience.
- Presides, or arranges for another presider, at school services and organizes such events:
- Provides pastoral services:
 - Is available for pastoral counseling;
 - Assists with daily school prayer and provides resource materials to assist teachers in classroom prayer;
 - Develops and implements a means of keeping students and staff aware of the sick and dying connected with the school community;
 - Works closely with the Religious Studies Department to implement the Mission of the school.
- Assists administratively:
 - Prepares the schedule for Campus Ministry activities and implements the activities into the school year;
 - Prepares the annual budget for Campus Ministry Department;
- Teaches one class
- Coordinates recruitment of students for Christian Leadership Class

Membership

Administrative Council

Campus Ministry Team

To Whom Responsible

Principal

Vice Principal of Student Life

DIRECTOR OF COUNSELING

Responsibilities

- Responsible for all the duties of Academic Counselor for the assigned grade level (see specific job description of “Academic Counselor”)
- Acts as chairperson and supervisor of the Counseling Department;
- Provides support and training to the counselors as necessary;
- Verifies the work of the counselors as necessary;
- Assists the Principal and other administrators in the administration and supervision of the school by exercising such authority as appropriate for the counseling chairperson to exercise;
- Compiles and publishes a Counseling Handbook;
- Provides opportunities for personal interviews with students, parents, and teachers for educational and personal counseling;
- Coordinates Parent Education Programs/Meetings;
- Provides resources for faculty in-service programs when called upon to do so;
- Conducts an evaluation of the Counseling Program with the assistance of department members, faculty, and students;
- Prepares and maintains budgetary records;
- Keeps a current file of resources and referral agencies available in the local community;
- Makes appropriate appointments within the department;
- Establishes department policy after consultation with the department members;
- Arranges for outside consultation when necessary;
- Confers and advise department members when requested;
- Is available for counseling when students, parents, or faculty members request such counseling;
- Is available to counsel with students who are referred by teachers, parents, administration members and/or the students’ friends;
- Arranges for counseling sessions with parents, faculty, and the referred student when appropriate.
- Conferences with students and parents on how and where to make up D’s and F’s at the end of each semester, timeframe to be arranged by administration.
- Documents student’s plans to make up D’s and F’s and provides Vice Principal of Academic Affairs with report of plans.

Membership

Academic Council

Administrative Council

To Whom Responsible

Principal

Vice Principal of Academic Affairs

Vice Principal of Instruction

DIRECTORS OF DISCIPLINE - DEAN OF WOMEN/DEAN OF MEN

Responsibilities

- Supervises the order and discipline in the school;
 - Deals with student discipline problems referred by faculty and staff members;
 - Informs faculty and staff what specific steps have been taken to deal with individual discipline problems referred to him/her;
 - Determines consequences (not including expulsion) for students who violate class and school regulations;
 - Supervises the daily and Saturday detention prefects;
 - Ensures that the student regulations regarding behavior and appearance are followed at all times during school and school activities;
 - Supervises student behavior at dances, athletic events, and other school activities;
 - Investigates all “exceptional” disciplinary situations;
 - Sends students to the Discipline Board for chronic discipline problems or “exceptional” situations;
 - Suspends students and puts students on disciplinary probation;
 - Notifies the Principal, Vice Principal of Student Life, attendance office, and appropriate faculty members of all student suspensions;
 - Meets regularly with students on disciplinary probation;
 - Is available for students who wish counseling or wish to discuss a rule or punishment imposed by a faculty member;
 - Works with parents of students with chronic behavioral issues to identify causes and attempt to find solutions;
 - Maintains a discipline record for each student and a file of all written detention slips;
 - Counsels faculty members who are having student discipline problems.;
 - Proposes policies and procedures deemed necessary to ensure the good order of the school.
- Oversees the Attendance Office:
 - To enforce absentee and tardy policies;
 - To determine which absences are “excused,” “unexcused,” and “truant”;
- To investigate attendance discrepancies.
- Supervises student parking and registers all cars parked on campus;
- Reinstates credit in appropriate cases when a student has exceeded the six (6) allowable absences per semester;
- Refers exceptional cases to principal
- Maintains annual records of students on probation or expelled

Membership

Administrative Team
Administrative Council
Discipline Board

To Whom Responsible

Principal
Vice Principal of Student Life

DIRECTOR OF FACILITIES & SECURITY

Responsibilities

- Supervises day-to-day operations of assigned plant crew;
 - Schedules and coordinates work of assigned employees by prioritizing and distributing Work Order requests generated through ABI.
 - Maintains all required records for CAC titles generated as a result of work, inspection or testing done by employees assigned to him/her;
 - Does performance appraisals of assigned employees, with input from lead men and other supervisors;
 - Ensures accurate and proper reporting of time on both time cards and work orders by assigned employees;
 - Does employee counseling and necessary paperwork to document counseling; makes recommendations to controller for discipline that justifies days off without pay or termination of employment.
- Assures the continuous, safe, economical operation of all electrical, mechanical, and utility systems of facility;
- Schedules and coordinates all systems and equipment shutdowns necessary for repair, replacement and/or modification done to facility's systems or equipment;
- Is responsible for supervision of hazardous materials and products usage and disposal within the maintenance setting, following applicable standard administrative policies;
 - Supervises administration of all work done under Environmental Services contract;
 - Supervises all on-site asbestos abatement work and all associated paper work and materials disposal.
 - Ensures a functional, fully operational preventative maintenance (PM) program;
 - Ensures the program is at all times in place and working;
 - Takes all reasonable and normal steps to ensure the intent of preventive maintenance is not thwarted within the facility;
 - Supervises maintenance of all preventive maintenance records, vendor files and plant files;
 - Sets levels of materials needed on hand, in storeroom, to ensure that corrective, preventive, and emergency maintenance repair work can be done in a timely manner.
- Manages school security services
- Prepares and manages capital and plant budgets
- Supervises all preventive and corrective maintenance programs to provide economical, reliable, continuous operation of equipment; implements all needed or necessary changes to maintain maximum performance and reliability;
- Budgeting;
 - Controls current spending and prepares annual budget recommendations with support documentation and submits to Controller;
 - Develops budgets for construction work and designs workable "Project Management" schedules for assigned projects;
 - Monitors and audits all categories of budget for assigned unit or crew to ensure adequate and proper control of available funds;
 - Locates areas for cost containment and submits proposals to implement containment efforts when ways of reducing cost are identified.

- Monitors, audits, reports, and controls consumption and costs of all utilities; makes recommendations for and identifies materials, processes, and equipment to be used in changes or modifications to systems or equipment that yield energy savings in plant utilities;
- Supervises, coordinates, and schedules assigned in-house construction, cabinet work, painting, locksmithing, and interior design work;
- Ensures all laws, codes, policies, and procedures are observed by assigned employees and contract employees at all times on site;
- Works with architects, engineers, and design staffs on assigned projects;
 - Ensures valid permits are issued and on site before start of work;
 - Designs requirements of projects that can be implemented as reflected on drawing;
 - Coordinates and schedules necessary and required inspections for all permitted work being done.
- Supervises all aspects or work on grand master keying system;
- Coordinates and supervises all grounds and landscape maintenance;
- Manages Injury and Illness Prevention Program (IIPP) per Cal/OSHA Requirements and the California Private Schools Self-Insurance Group.
- Oversees the maintenance and care of school vans
- Oversees the maintenance and care of school rental real property
- Manages Pool as a public facility per LA County Public Health , Environmental Health, and Public Swimming Pool Program

Membership

Administrative Council

To Whom Responsible

President

Principal

DIRECTOR OF FINANCE/CONTROLLER

Responsibilities

- Supervises the Business Office, payroll, bookstore operations, general supply purchasing and purchasing for events, the student financial aid program, cafeteria operations, tuition, billing and collection, and disbursements;
- Supervises the day to day operations of the Business Office including receipts and disbursements;
- Supervises staff benefit programs, enrollments, costs, and administration;
- Coordinates supply distribution and purchasing of supplies for offices, teachers, and events;
- Administers the student financial aid program in cooperation with the Principal and President;
- Negotiates vendor contracts for cafeteria and business office as needed;
- Works with Facilities Manager;
- Prepares tax reports; corporate reports & files tax exemption documents;
- Prepares the annual school budget using guidelines and policies provided by the President in consultation with the Principal and the Board of Directors;

- In consultation with the Principal, coordinates annual budget input from department heads and administrators and submits budget and analysis reports to the President.
- Monitors the annual school budget;
- Prepares timely monthly & quarterly financial reports for the Board of Directors, administrators, and department heads;
- Supervises accounting records and preparation and distribution of computer financial reports to the President, Principal, administrators, and department heads;
- Maintains appropriate controls over leases, rental agreements, and investments;
- Coordinates the annual audit with the school's external auditors
- Recommends appropriate policies consistent with sound fiscal practice and mission of the school.
- Attends Board meetings and works with finance and investment committees.
- Represents NDHS on the CAPS-SIG Board
- Manages the school's accounting software, student billing information, etc.
- Oversees the school's self insurance health plan, retirement and benefit plans.
- Reviews and manages business insurance, reports claims, and co-ordinates certificates of insurance requests
- Manages cash flow and short term investments
- Maintains relationships with LOC bank, bond trustee, legal consultant on bond issue matters and does necessary transferring of funds for principle and interest payments on bonds and SWAP

Membership

Administrative Council

Board Finance Committee

Board Investment Committee

CAP-SIG Representative

SCISBOA

Member of IIPP Committee (Injury & Illness Prevention Program)

To Whom Responsible

President

DIRECTOR OF INFORMATION SYSTEMS AND TECHNOLOGY PLANNING

Responsibilities

- Manages the school's information and data, including oversight, support, maintenance, security, upgrades, updates, and troubleshooting of the various information systems at Notre Dame High School.
- Working with school administration, is responsible for technology planning and special projects.
- Works closely with the Technology Team and Administration to develop strategies, policies, budgets, and plans to establish a cost effective information technology department within the budget guidelines approved by the Board of Directors.

- Works closely with the Technology Team and Administration to recommend technology and computer purchases for the School in order to determine the quality of the acquisition as well as the level of support needed.
- Responsible for the Technology Plan.
- Chairs the Technology Committee.
- As the school's webmaster, will coordinate and manage information and materials on the school's website and alumni online community
- Supervises the student web team.
- Provides training support for new data and information systems and applications.
- Responsible for the "e-rate" application and follow thru process.
- Responsible for updates, upgrades, and license renewals for the various school information systems and specialized applications.
- Working with the Technology Team, evaluates and recommends upgrades, modifications, or changes to information systems and specialized applications.
- Provides advice and consultation about the application of technology as it relates to the school's present and future needs.
- Works closely with and supports other members of the school's technology team as needed.
- Performs other related duties as assigned by the Principal or Vice Principal.
- Teaches one class

Membership

Administrative Council

Academic Council

Technology Committee (Chair)

To Whom Responsible

Principal

Vice Principal of Academic Affairs

DIRECTOR OF MISSION OUTREACH AND PARENT/VOLUNTEER PROGRAMS

Responsibilities

The Director of Mission Outreach and Parent/Volunteer Programs is primarily responsible for planning, organizing and implementing programs for mission effectiveness and outreach, as well as the supervision, management and direction of parent programs, volunteer events and the volunteer staff.

Specific Duties

- With the President and Principal, plan, organize and implement programs to promote, strengthen and enhance the school's mission as well as chair its mission effectiveness committee.
- Plan, organize and implement student immersion programs.
- With the Vice Principal for Student Life and Director of Campus Ministry, plan, organize and direct the annual freshmen Heritage Seminar program.

- With the President, Principal and Director of Development and Community Relations, supervise, manage and direct parent volunteer groups, their activities in keeping with the mission of the school.
- Supervise, manage and direct the Parents' Association, Holy Cross Mothers Guild, Band Boosters and Athletic Boosters
- For mission effectiveness, provide support and direction to the moderators of parent groups.
- Supervise, manage and direct the volunteer office, its staff and programs.
- Assist the President and Director of Development and Community Relations in carrying out the school's Advancement Program.
- With the Director of Facilities, direct, manage and schedule the use of the Residence Building and its equipment.

Membership

Chair, Mission Effectiveness Committee
Administrative Council

To Whom Responsible

President
Principal
Director of Development and Community Relations

DIRECTOR OF TECHNOLOGY

Responsibilities

- The Director of Technology functions as the school's Network Administrator, providing oversight, support, and troubleshooting for network and system operations, remote communications, hardware maintenance and upgrades, and software maintenance and upgrades for school-wide systems of the school's computing environment.
- Works with the assistance of the school's technology consulting firm to ensure the security and integrity of data stored on servers and individual workstations by implementing documented security and backup procedures and through the implementation of the latest firewall, virus protection, content filtering, spam filtering, and other threat-prevention strategies.
- Develops and maintains a disaster recovery plan for the network, network resources, and school data.
- Works closely with the Technology Team and Administration to develop strategies, policies, budgets, and plans to establish a cost effective information technology department within the budget guidelines approved by the Board of Directors.
- Works closely with the Technology Team and Administration to recommend technology and computer purchases for school in order to determine the quality of the acquisition as well as the level of support needed.
- Works closely with the faculty and administrative staff to ensure high quality delivery of a broad range of technical support services.

- Responsible for updates, upgrades, and license renewals for network systems, operating systems, and system-wide applications.
- Working with the Technology Team, evaluates and recommends upgrades, modifications, or changes to network systems, operating systems, and system-wide applications.
- Maintains a current technology inventory.
- Provides advice and consultation about the application of technology as it relates to the school's present and future needs.
- Works closely with and supports other members of the school's technology team as needed.
- Performs other related duties as assigned by the Principal or Vice Principal.

Membership

Administrative Council

Technology Committee

To Whom Responsible

Principal

Vice Principal of Academic Affairs

ACADEMIC COUNSELORS

Responsibilities

- Meets with each student in his/her grade level individually at least one time a semester
- Advises students assigned during the school year;
 - Discusses current academic progress and/or problems;
 - Discusses course selection for the following year;
 - Discusses student future plans and goals.
- Reviews students' schedules and transcripts to ensure that the appropriate classes are being taken and graduation requirements are being met;
- Makes student schedule changes when necessary;
- Regularly monitors students' grades and progress;
- Meets regularly with students on academic probation;
- Proactively meets with students in danger of being placed on academic probation;
- Recommends tutoring or other academic intervention as necessary;
- Informs parents of assigned students when and where they will be available for consultation;
- Reviews report cards and standardized test results of assigned students and interprets these results to students and/or parents when necessary or requested;
- Communicates to the Vice Principal of Academic Affairs any serious problem regarding the assigned student's academic progress;
- Recommends to the Vice Principal of Academic Affairs appropriate change of assigned student's program of studies;
- Conference with students and parents on how and where to make up D's and F's at the end of each semester, timeframe to be arranged by administration;
- Documents student plans to make up D's and F's and provides Vice Principal of Academic Affairs with report of plans and "F" contracts before leaving for summer break.

Membership

Counseling Department

To Whom Responsible

Director of Counseling
VP of Academic Affairs
Principal

ACADEMIC DEPARTMENT CHAIRPERSON

Responsibilities

- Conducts department meetings when indicated on the master schedule, and at other times as necessary;
- Supervises the revising, updating and completing of all components of the department handbook, and ensures that all department members are familiar with its contents and abide by its policies;
- Attends all meetings of the Academic Council, presents departmental concerns, suggestions, and proposals to that group, and relays pertinent information back to department members;
- Fosters interdisciplinary cooperation with other departments;
- Reviews the textbooks used in departmental courses and finalizes departmental textbook choices in consultation with the Vice-Principal of Academic Affairs;
- Conducts the initial screening of candidates for faculty positions in the department, and participates in the subsequent interview process;
- Supervises both new and returning members of the department, offering content-area expertise and support, including informal classroom visits, and provides input to the administration in the formative development of faculty;
- Regularly ensures and evaluates the department's commitment to the institutional policy of "writing across the curriculum";
- Prepares and administers the departmental budget;
- Makes teaching assignments for departmental courses in consultation with the Vice-Principal of Academic Affairs;
- Reviews the content of departmental courses to ensure their fidelity to Catholic teaching;
- Assumes responsibility for tasks and projects assigned by the Principal, and the Vice-Principals.
- Fulfills department responsibility in preparation for WASC/WCEA
- Maintains & updates Curriculum Maps for department
- Oversees quality of final exams
- Oversees use of films
- Formally observes all faculty members in the department at least one (1) time per semester.

Membership

Academic Council

To Whom Responsible

Vice Principal of Instruction

EDUCATIONAL TECHNOLOGY COORDINATOR

Responsibilities

- Is available as the primary technology support contact for teachers.
- Will be the leader in guiding and supporting the faculty in the integration of technology into the curriculum.
- Works with school administration and faculty to plan, develop, and deliver professional development and in-service programs at least once a month that enable the faculty and staff to effectively integrate and utilize technology in the classroom.
- Researches and shares information regarding outside workshop, seminars, and other training and development opportunities for the faculty to assist in the integration of technology into the classroom.
- Works closely with faculty to encourage the use of educational technology tools that enhance learning.
- Keeps current with various educational technologies and tools and makes recommendations for software, application, and hardware purchases.
- Responsible for training and supporting the faculty in online grade book maintenance and grade reporting in the Aeries system
- Works closely with and supports other members of the school's technology team as needed.
- Performs other related duties as assigned by the Principal or Vice Principal.
- Teaches two classes

Membership

Academic Council

Technology Committee

To Whom Responsible

Principal

Vice Principal of Instruction

FORENSICS DIRECTOR

Responsibilities

- Recruits students in sufficient numbers to maintain a viable forensics program;
- Organizes and conducts practices both for debate and for individual events on a regular, scheduled basis;
- Affiliates personally with any organization of forensics coaches, local or national, that will further the program and/or personal development;
- Enters members of team in as many tournaments as practicable; accompanies students to all inter-scholastic tournaments, congresses, etc.;
- Recruits, prepares and arranges to accompany contestants for all local speech competitions held by service clubs, fraternal organizations, etc.;
- Organizes and directs all campus forensics events;
- Prepares an annual budget and submits it to the Principal & the Communications Department Chairperson
- Teaches 4 classes

To Whom Responsible

Communications Department Chair
Vice Principal of Student Life

LIBRARIAN

Responsibilities

- Provides and maintains quiet, attractive library with all physical facilities that are necessary for and conducive to reading, study and research;
- Selects, processes and makes readily available books, periodicals, AV materials, current technology resources and other library collections, as well as maintaining them in good physical condition, and keeping up-dated inventories;
- Provides bibliographic and reference service for teachers and students;
- Provides instruction for students in the use of library resources;
- Maintains a circulation system that insures the prompt return of materials and their immediate availability to other borrowers;
- Arranges for such assistance as is needed to keep the library functioning proficiently;
- Arranges to keep the library open from 7:30 a.m. to 5:00 p.m. for student use on school days;
- Prepares and submits the library budget to the Principal.
- Utilizes various means for supplementing library financial resources: ESEA Title VI, donations, Maintains up-to-date listings of all ESEA books and materials.

Membership

Academic Council

To Whom Responsible

Vice Principal of Instruction

ASSISTANT LIBRARIAN

Responsibilities

- Assists the Librarian in daily operations;
- Attends circulation desk;
- Sends out overdue notices;
- Processes new materials;
- Performs annual inventory;
- Maintains vertical files;
- Assists students and staff as needed;
- Creates and maintains up-to-date list of all films and software; distributes the list to the faculty
- Coordinates the use of shared equipment by the faculty and staff;
- Performs other duties as requested

To Whom Responsible

Librarian

ASSISTANT ATHLETIC DIRECTOR

Responsibilities

- Oversee and coordinate the issuance and collection of all athletic equipment and uniforms;
- Store all uniforms at seasons end with inventory;
- Collect all funds for non-returned uniforms and/or equipment;
- Coordinate with coaches and athletic director needs for next season;
- During football season, be available each day at the beginning of practice to deal with equipment problems and keep a record of lost equipment;
- Keep records of purchase dates for all uniforms and equipment;
- Inspect facilities and field or gym equipment regularly for potential hazards or other problems;
- Assist in football, basketball, and volleyball game management;
- Assist in management of athletic packet clearance for athletes;
- Assist at athletic booster club meetings and functions where necessary;
- Assist in welcoming opponents to Notre Dame for athletic contests;
- Assist in other duties as the athletic director or Principal may direct;
- Financial reports for CIF contests;
- Assists the Athletic Director in overseeing the safety of athletic venues and athletic equipment;
- Communicate scheduling changes/difficulties for facilities use with off-campus coaches.
- Teaches 3 classes

To Whom Responsible

Athletic Director

ATHLETIC TRAINER

Responsibilities

- Provides evaluation, care, treatment and rehabilitation of athletic injuries. Administers first aid to athletes and makes referrals to physicians;
- Provides coverage for athletic practices from 1:00 to 9:00 p.m. daily and when appropriate in August, Saturdays and school holidays;
- Responsible for athletic training coverage of all home athletic events and away events when feasible. Responsible for coverage of all football games;
- Consults with parents, athletes, coaches, and physicians when appropriate;
- Coordinates pre-season medical clearance process for athletic teams;
- Maintains records of athletic injuries and rehabilitation;
- Consults with Athletic Director on the athletic training budget;
- Recruits student athletic trainers and oversees student athletic trainer program;
- Works with Business Office and coaches coordinating Insurance coverage.
- Responsible to maintain the safety of football equipment
- Teaches 4 classes

To Whom Responsible

Athletic Director

COACH - GENERAL

Responsibilities

- Cooperates in the implementation of the entire program by participating in the growth of the school's athletic philosophy, coordinating their program with those of other coaches and assisting in the general evaluation of programs and other coaches;
- Promotes highest level of sportsmanship by fully supporting and enforcing all CIF, Catholic Athletic Association (C.A.A.) and Notre Dame High School athletic regulations;
- Assists the Athletic Director in fulfilling the eligibility requirements of the CIF by reviewing those requirements with their team, submitting accurate lists of names and grade levels of their squad to the Athletic Director, and observing training rules that fulfill requirements of these organizations;
- Assists with athletic awards program;
 - Determines trophies and awards for participants in their sport and for the athletic program as a whole;
 - Assists in the athletic awards ceremonies
- Notifies Principal of any harassment
- Matches participants of equivalent size and strength
- Holds appropriate opening of the season meetings with parents and athletes to communicate school philosophy policies and expectations concerning sportsmanship safety, playing time, transportation, practices, etc.
- Supports the public relations activities of the Athletic Director by submitting entry lists and seasonal information as requested, cooperating with school publications, and cooperating with other news media regarding his/her sport;
- Knows what the rules of their sport requires in terms of legal and illegal on safety techniques and works to ensure through instruction that their student athletes know the difference as well
- Keeps current on sport skill education
- Supervises individual sports;
 - 1) Requires all students to have required physical examination, with verification by parents and physicians, Makes sure he/she has the medical release forms for team members.
 - 2) Supervises locker rooms for their team, walks through area and/or observes through window of coach's office, checks to see that all equipment, towel, paper, etc., are in proper receptacles;
 - 3) Sees that no spikes of any kind are worn in the locker room or exterior tiled surfaces
 - 4) Is the last person to leave the locker room.
 - 5) Supervises student athletic travel, accompanies squad at all times
 - 6) Requires proper athletic dress;
 - 7) Pays officials on days of event.
- Alerts student athletes to potential risks involved in their sport
- Instructs athletes in their responsibility in using and keeping equipment in good repair and reporting damaged or ineffective equipment to coaches for replacement
- Seeks to provide athletes with equipment that meets or exceeds basic safety requirements and keeps it in good repair
- Supervise safe use of equipment and gear, routinely checks equipment and facilities to maintain safety. Documents and reports unsafe equipment or facilities to Athletic Director

- Surveys the playing area before any event to identify and address any potential hazard
- Submits accident reports, within twenty-four hours, to the athletic trainer who presents the report to the business office;
- Ensures that a first aid kit, ice and water are available at all athletic contests
- Ensures proper medical treatment in a timely manner
- Knows where to access a telephone during all games and practices
- Complies with school safety plans
- All employees and volunteers working with children must be certificated by the Archdiocese of Los Angeles as VIRTUS-trained.

To Whom Responsible

Head Coaches: Director of Athletics

Assistant Coaches: Head Coach

ASSISTANT CAMPUS MINISTER

Responsibilities

- Organizes and orchestrates liturgical/Para liturgical activities.
- Coordinates and oversees the spiritual life student team.
- Assists with the Retreat Program & the LA Immersion
- Assists with pastoral services.
- Assists in preparing the schedule for Campus Ministry activities and implementing the activities into the school year.
- Participates in the Campus Ministry Team.
- Teaches three classes

Membership

Campus Ministry Team

To Whom Responsible

Principal

Vice Principal of Student Life

Director of Campus Ministry

CHRISTIAN SERVICE COORDINATOR

Responsibilities

- Prepares, distributes, and explains packet of information on the Christian Service Program;
- Compiles a list of appropriate Christian Service facilities;
- Supervises student service projects in the community;
- Collects permission forms;
- Approves student placement at appropriate Christian Service facilities;
- Communicate with students throughout the year regarding services opportunities and due dates.
- Collects and reads the reflection papers and alternate creative reflections completed by the students;

- Submits the names of students who have completed the Christian Service requirement to the Principal for graduation clearance.
- Nominates Seniors for various Christian Service Awards;
- Attends annual Archdiocesan Christian Service Award liturgy and ceremony.
- Works with the Campus Minister to coordinate and supervise the Immersion Trip.

To Whom Responsible

Principal

KAIROS RETREAT COORDINATOR

Responsibilities

- Schedules and leads adult and student team meetings for each Kairos retreat.
- Directs and develops the student leadership team
- Handles necessary paper work involved with the retreat such as applications, parent meeting letters and packets, database of retreatants, overnight field trip and medical release forms, insurance rider for retreat house and inventory and ordering of all necessary supplies and polo shirts for the retreat
- Selects the student team with the input of former adult and student leaders and makes requests of the faculty and staff to participate in the retreat as adult leaders or observers
- Acts as liaison between the Kairos program and the administration and faculty
- Acts as liaison between Notre Dame High School and the retreat center
- Coordinates, schedules and assigns responsibility for Parent Kairos meeting prior to each retreat, Parent Prayer Service, Kairos Alum prayer service, and Homecoming activities
- Delivers a short reflection on the retreat at the closing/homecoming
- Does any task necessary for the continual development of the Kairos retreat program.

To Whom Responsible

Principal

Campus Minister

Memberships

Core Campus Ministry Team

ASSOCIATE DIRECTOR OF ALUMNI RELATIONS & PUBLICATIONS

Responsibilities

The Associate Director of Alumni Relations works closely with the Associate Director of Alumni Relations & Annual Giving reporting to the Director of Development & Community Relations. This position also coordinates with the Volunteer & Special Events Coordinator and the Assistant to the President regarding the maintenance of the database, donor records, gift acknowledgement, mailing lists, and publications. The Associate Director of Alumni Relations is responsible for the production of the Knight Letter. This position also assists with proofreading and editing as required.

Specific responsibilities include, but are not limited to, the following:

Alumni Relations Support:

- Work closely with the Associate Director of Alumni Relations & Annual Giving and the Assistant to the President to produce the class reunions and Golf Tournament.
- Work with the Donor Records Manager to maintain accurate data in the database in regards to alumni and donors and their giving records for Notre Dame High School and the Associate Director of Alumni Relations & Annual Giving to coordinate and successfully execute the annual fund mailings.
- Act as recording secretary at the Alumni Council meetings.
- Maintain alumni e-mail addresses and respond to requests as needed.
- Maintain general files in the Development Office as they relate to the duties of this position.

Community Relations Support:

- Work with the Director of Development & Community Relations to create, write and oversee production of the Knight Letter, Neighborhood News and ancillary publications.
- Manage photo files and archives on server. Prepare photos as needed for the publications & web site and maintain the existing traditional photo archive for Notre Dame High School.
- Coordinate event, solicitation, recognition of support and other mailings as required. Provide assistance as needed in regard to computer database support.
- Support the writing efforts of the office as needed in regard to letters, flyers, web site, newsletters and publications.
- Work with the Volunteer & Special Events Coordinator to cultivate and maintain Development volunteers, supervise student volunteers.

Development Office Support:

- Work with the Volunteer & Special Events Coordinators and Assistant to the President to maintain and create mailing lists, data, etc. in regards to the constituents of Notre Dame High School.
- Coordinate acknowledgements of gifts and gifts in kind with the Assistant to the President and the Volunteer & Special Events Coordinators.
- Act as liaison to the mailing house and coordinate mailings on behalf of Notre Dame High School.
- Keep a pleasant and inviting atmosphere and maintain office areas of the reception area, copy room, service areas and storage room.
- Serve as liaison to the main office and the copy center of the school.
- Coordinate mail pick-up and distribution in-house.
- Attends events sponsored by the Development Office

To Whom Responsible:

Director of Development & Community Relations

LUNCH/NUTRITION PERIOD PROCTOR

Responsibilities

- Reports immediately at the beginning of lunch/nutrition period to the area assigned and remain until the bell rings signaling the end of the period.
- Is responsible for the cleanliness and good order of the area under supervision.
- Moves around and avoids lengthy conversations with students or faculty;
- Corrects students violating school regulations;
- Ensures that students obey the closed campus, off limits, and no smoking regulations;
- Reports any injury as soon as possible to the Attendance Office and is responsible for filling out the accident report form (insurance).
- Informs the appropriate Dean of any exceptional disciplinary problem.

To Whom Responsible

Deans' Office

HUMAN RESOURCES ADMINISTRATOR

Responsibilities

- Prepares the monthly journal entries
- Prepares the bi-monthly payroll for transmission to ADP
- Maintains records on staff vacation and sick hours
- Prepares the various monthly payroll reports for 403(b) retirement funds, LTD, etc.
- Administers employee benefits such as health insurance and 403b retirement plan
- Reconciles the various school bank accounts
- Prepares various schedules for the annual audit
- Manages the bookstore operation
- Assists the Controller with many of the responsibilities listed for the Controller's position
- Tracks faculty attendance of faculty and staff in conjunction with Vice Principal of Instruction

To Whom Responsible

Controller

BAND DIRECTOR

Responsibilities

- Promotes the band program;
 - Recruits students yearly for the band;
 - Develops public relations activities for the band;
 - Organizes and administers Elementary Band program as part of the feeder system.
- Directs band practices and performances;
 - Organizes and supervises practices, including any sectional practices;
 - Directs the band in representing the school in any parades, etc.;

- Organizes, in conjunction with the Athletic Director and the Vice Principal of Student Life, band participation in football games;
- Organizes a pep band for home basketball games;
- Oversees and administers the tall flag unit organized as part of the band program and coordinates Dance-Tall Flag class.
- Handles band finances;
 - Prepares and submits to the Principal the band budget;
 - Develops a program of intra- and extra-budgetary support, i.e., donations for the band, and submits these for approval to the Principal.
- Oversees the band room and all of its facilities; approves any outside use of the facility.

Membership

Moderator of the Band Booster Club

To Whom Responsible

Principal

VP of Student Life

ASSISTANT BAND DIRECTOR

Responsibilities

- Teach Band IV – Percussion ensemble
 - Manage all percussion equipment
 - Select and instruct music for percussion performances
- Assistant in class with Band II – Concert Band
- Assist in class with Band III – Wind Ensemble
- Attend all night rehearsals and performances
- Full participation in Band Camp (starts two weeks before classes begin)

To Whom Responsible:

Band Director

DIRECTOR OF THEATRE

Responsibilities

- Meets with the Principal prior to the beginning of the school year to determine the plays that will be presented during the current school year;
- Sees that the plays are scheduled and placed on the Master Calendar;
- Serves as director of the three plays chosen for the theatrical season;
- Acts as producer in hiring support personnel and supervising each phase of production;
- Submits an annual budget to the Principal.
- Approves & oversees all theatre productions.

To Whom Responsible

Principal

Vice Principal of Student Life

INTRAMURAL COORDINATOR

Responsibilities

- Assists Vice Principal of Student Life with the coordination of intramural activities;
- Supervises all intramural competitions;
- Works with the Activities Commissioner to plan lunch-time intramural activities;
- Obtains supplies for intramural activities.

To Whom Responsible

Vice Principal of Student Life

MISSION MODERATOR

Responsibilities

- Raises the consciousness of the Notre Dame community to the year-round needs of the poor of the world - both near (in Los Angeles and the San Fernando Valley) and afar (foreign and domestic);
- Conducts periodic mission collections, tabulates the results, and publishes an up-to-date record of the total contribution as well as the total from each class and the individual class standings;
- Organizes the Mission Helpers - a group primarily concerned with counting and recording the money collected from the weekly mission collections;
- Conducts two food drives for the poor of the greater Los Angeles area. One is to be held during the month of October and will primarily utilize the efforts of the juniors and seniors. The other is to be held during the month of February and will primarily utilize the efforts of the freshmen and sophomores.

To Whom Responsible

Principal

Vice Principal of Student Life

MODERATOR COORDINATOR

Responsibilities

- Coordinates a calendar of Class and club activities with the Vice Principal of Student Life.
- Aids the class moderators in the planning and supervision of class activities
- Aids the club moderators in the planning and supervision of club activities
- Insures that class moderators meet regularly with class officers
- Assists the Vice Principal of Student Life with the coordination of student elections.
- Assists with Freshman Orientation.
- Coordinates chaperones for all dances

To Whom Responsible

Vice Principal of Student Life

FRESHMAN CLASS MODERATOR

Responsibilities

- Holds monthly meetings with class officers and representatives, holds class meetings once per semester;
- Aids the class officers in the planning and supervision of class activities assigned to it by the Student Council;
- Moderates and assists the class officers in completing any project assigned to it by the Student Council;
- Consults the Vice Principal of Student Life for dates of class activities;
- Sponsors fund raising events for the class;
- Supervises and attends all class-sponsored events;
- Assists in the planning and organization of Spirit Week;
- Assists in the planning of the Frosh Box Social;
- Assists with Freshman Orientation;
- Helps to promote class/school spirit by helping students learn cheers, Fight Song, Alma Mater.

Membership

Freshman Class meetings
Student Council meetings

To Whom Responsible

Vice Principal of Student Life
Moderator Coordinator

SOPHOMORE CLASS MODERATOR

Responsibilities

- Assists with Freshman Orientation;
- Holds monthly meetings of class officers and class representatives during X-period;
- Aids the class officers in the planning and supervision of class activities;
- Moderates and assists the class officers in completing any project assigned to it by the Student Council;
- Consults the Vice Principal of Student Life for dates of class activities;
- Sponsors sophomore class fund raising events;
- Supervises and attends all class sponsored events;
- Sponsors a class service project;
- Assists in the planning and organization of Spirit Week.

Membership

Sophomore Class meetings
Student Council meetings

To Whom Responsible

Vice Principal of Student Life
Moderator Coordinator

JUNIOR CLASS MODERATOR

Responsibilities

- Holds monthly meetings of class officers and representatives during X-period
- Aids the class officers in the planning and supervision of class activities;
- Moderates and assists the class officers in completing any project assigned to it by the Student Council;
- Assists with Freshman Orientation;
- Assists in the planning and organization of Spirit Week;
- Consults the Vice Principal of Student Life for dates of class activities;
- In the fall, works with the Vice Principal of Student Life to organize the junior class Unity ceremony and reception;
- Sponsors junior class fund raising events;
- Sponsors the Winter Semi Formal Dance and Coffee House;
- Assists the Vice Principal of Student Life with elections in the spring;
- Supervises and attends all class sponsored events;
- Plans and implements a class-wide service project.

Membership

Junior Class meetings

Student Council meetings

To Whom Responsible

Vice Principal of Student Life

Moderator Coordinator

SENIOR CLASS MODERATOR

Responsibilities

- Holds monthly meetings of the class officers and representatives during X-period;
- Aids the class officers in the planning and supervision of class activities;
- Moderates and assists class officers in completing any project assigned to it by the Student Council;
- Consults the Vice Principal of Student Life for dates of class activities;
- Is responsible for organizing the Senior Beach Trip, Homecoming Dance, Jester's Court, Prom, Used Uniform Sale, Grad Nite and Senior Social;
- Supervises and attends all class sponsored events;
- Holds class meeting each semester;
- Assists with Freshman Orientation;
- Assists with the planning and organization of Spirit Week;
- Plans and implements a class-wide service project.

Membership

Senior Class meetings

Student Council meetings

To Whom Responsible

Vice Principal of Student Life

Moderator Coordinator

CLUB MODERATOR

Responsibilities

- Insures that the organization is officially chartered by the student government;
- Plans and supervises regular meetings;
 - Conducts organization meetings early in school year;
 - Holds meetings on designated club days and at other times as needed.
- Plans and implements appropriate activities for club;
- Schedules all meetings and programs through the master calendar;
- Insures that the following records are kept and copies are given to the Vice Principal of Student Life;
 - Roster of membership;
 - Minutes of each meeting;
 - Constitution;
 - Evaluates each activity
- Encourages the group to participate in at least one service activity;
- Directs the club in the development and presentation of a major project within the year. Details of this project should be made available to the Vice Principal of Student Life as directed;
- Supervises and attends all club-sponsored events.

To Whom Responsible

Vice Principal of Student Life

Moderator Coordinator

NEWSPAPER MODERATOR

Responsibilities

- Supervise the general activities of “The Knight” newspaper and assists in planning each newspaper issue;
- Gives final approval for articles and photographs which appear in the “The Knight”, making sure that these are in conformity with the educational philosophy and mission of the school and the norms of good taste;
- Makes sure that all deadlines are met;
- Supervises expenditures, making certain that the total cost of the publication does not exceed the budget approved by the school and the supplementary funds raised through advertising and other approved means;
- Presents a yearly budget to the Principal;
- Responsible for the receipt and account of all newspaper funds;
- Directs relationships with vendors.

To Whom Responsible

Vice Principal of Student Life
Communications Department Chair

YEARBOOK MODERATOR

Responsibilities

- Supervises and works closely with the editorial staff in both the planning and production phases of each section of the yearbook;
- Directs relationships with the commercial cover, printing and binding firms, as well as the commercial photographers.
- Submits budget each year to the Principal;
- Develops supplementary financing for each edition of the yearbook;
- Supervises the expenditures and makes certain that the cost remains within the budget;
- Assists the business manager in the planning and conducting of strong advertising campaigns, the collection of funds, the selling of ads, etc.;
- Makes sure that all deadlines, production as well as financial, are met;
- Supervises the receipt of and accounting for all yearbook funds and the deposits of these funds with the treasurer, the prompt approval and payment of all yearbook bills and the general financial integrity of the entire operation;
- Makes sure that all aspects of the yearbook operation, editorial, operational, and financial, are in conformity with the Christian educational philosophy and mission of the school and the norms of accepted good taste.

To Whom Responsible

Communications Department Chair
Vice Principal of Student Life

COMMITTEES

ACADEMIC COUNCIL

Responsibilities

- Serves as an advisory group on all matters pertaining to the academic program of the school, making recommendations to the Principal;
- Evaluates the curricular needs of the institution and makes recommendations for changes in curriculum;
- Serves as the general steering committee for the on-going process of educational improvement at Notre Dame High School;
- Assists the Vice Principal in preparing the WASC/WCEA report and implementing WASC/WCEA recommendations.

Members:

Chairperson: Vice Principal of Instruction
Principal
Vice Principal of Academic Affairs

Vice Principal of Student Life
Director of Technology
Director of Information Systems and Technology Planning
Directors of Counseling
Educational Technology Coordinator
Senior Counselors
Department Chairs
Librarian

ADMINISTRATIVE COUNCIL

Responsibilities

- Serves as an advisory group on all matters pertaining to the day to day operations of the school, making recommendations to the Principal;
- Makes recommendations to the Principal regarding school policies and procedures;
- Meets weekly to plan weekly calendar.

Members:

Directors
Controller
Vice Principal of Academic Affairs
Vice Principal of Instruction
Vice Principal of Student Life
Principal (Chairperson)

HOLY CROSS MINISTRY TEAM

- Serves as an advisory group on all matters pertaining to the Campus Ministry Program
- Evaluates the spiritual needs of the Notre Dame community and makes recommendations for changes in the Campus Ministry program

Members

President
Principal
Vice Principal of Student Life (Chairperson)
Director of Mission Outreach and Parent/Volunteer Programs
Director of Campus Ministry
Assistant Director of Campus Ministry
Chaplain
Christian Service Coordinator
Kairos Coordinator
Religion Department Chair
Liturgical Music Director

DISCIPLINE BOARD

Responsibilities

- Acts as a hearing board and determines consequences for students with chronic and/or exceptional disciplinary issues referred by the Deans.

Members:

Dean of Women (Chairperson)
Dean of Men
Vice Principal of Academic Affairs
Vice Principal of Instruction
Vice Principal of Student Life
Two faculty members elected by the faculty
Two faculty members elected by the students

BENEFITS AND PERSONNEL POLICIES

Tuition Benefits

Tuition for Dependents

Dependents of employees are eligible for financial aid to cover full tuition and registration fees while the student is enrolled at Notre Dame High School and when the employee is employed full time by the school. This financial aid does not cover related school fees or textbooks.

Tuition Reimbursement

The school will reimburse the faculty member for 50% of the cost of tuition for course work related to teaching area at Notre Dame. This course work must be verified by a transcript or records from an accredited institution of higher education.

Employees who voluntarily terminate their employment with Notre Dame, or whose employment is terminated for good cause, will be required to refund all reimbursement payments they have received within a one year period from the date of their termination.

Reimbursement shall not exceed \$1,500.00 in a given year.

Professional Development Program

A serious commitment to professional development is one hallmark of an effective school. Professional development is the force that stimulates the intellectual growth of faculty, nurtures creativity in the school community, and keeps staff members current in their fields. Professional development is also one way in which faculty model the habits of life-long learning that we seek to instill in students.

In furtherance of these goals, all faculty members will participate in the following experiences in 2011 - 2012:

- On-site in-service on topics in teaching and learning, adolescent development, and other areas of interest to educators. For these in-services, all faculty will gather at the same time.
- Content-area in-services for each department. These in-services will be arranged by department chairs, and may be scheduled at different times and places depending upon the needs of the department. Every effort will be made to build these in-services into the daily schedule so as to minimize the disruption to class time and people's personal schedules.

Notre Dame High School seeks to encourage and reward faculty who pursue additional professional development. To accomplish this aim, Notre Dame High School will compensate faculty for time spent. For every hour of professional development activity beyond the in-services described above, bonuses will be paid in the following amounts:

- \$20 for each hour of approved professional development up to a maximum of \$1000.

These hours will be logged with the Vice Principal of Instruction. Hours spent in courses leading to a preliminary or clear teaching credential do not count toward these totals. In order to encourage a focused view of “professional development” any of the following activities could qualify for the bonuses listed above, provided that the professional development experience is directly aimed at improving instruction and student learning.

- Off-site conferences and workshops
- Organizing a faculty colloquium on a content-area or educational topic
- Organizing an in-service for faculty
- Site visits to exceptional programs at other schools

A complete explanation of the Professional Development Program at Notre Dame High School is in Appendix E in this handbook.

Medical Benefits, Disability, and Insurance

Sick Leave

A full-time employee is entitled to ten (10) days of sick leave. Any request for absence must be approved in advance by the principal. Sick leave is paid only for days on which the employee would otherwise have worked a regular schedule, and not for absences on Saturday, Sunday, or school holidays. Unused sick leave may accumulate to a maximum of thirty (30) days – a maximum of twenty (20) unused sick leave days may be carried over from previous years to be used for extended illness plus the allotted ten (10) sick leave days *for any* new school year. To use sick leave, the *employee* must be absent because of a bona fide illness or injury and must present proof of illness or injury on request

Any false claim for or fraudulent use of sick leave constitutes a breach by the employee of his/her employment agreement.

To be eligible for sick leave you must call the Principal’s Administrative Assistant by 7:00 a.m. to report your illness. Thereafter, you must report your progress to the Principal’s Administrative Assistant’s office every day until you recover. The phone call(s) may be combined with assignments sent via email to the Principal’s Administrative Assistant; an email by itself, however, is insufficient notice of the absence.

Payment of sick leave is not considered as time worked in the computation of overtime. Employees may not receive sick leave for any days for which they receive State Disability Insurance or Workers’ Compensation payments; however, they may use accrued sick leave to supplement State Disability Insurance or Workers’ Compensation payments up to their base salary to the extent that this is permitted by law or regulation.

Sick leave will not be granted when illness occurs on a scheduled day off, during vacation, or when absent from work for reasons other than illness.

Part-time employees receive a pro-rata share of this benefit. Temporary employees are not eligible for this benefit.

Group Health Insurance

The school pays part of the monthly premium for a group health insurance plan for full time employees. However, there may be a circumstance where the school will ask for additional contributions to the monthly premium from staff. The current plan includes hospitalization, surgical, medical, dental, vision, life and long-term disability insurance. Coverage for dependents is available at an additional cost to the employee.

Employees are eligible for insurance coverage on the first day of the first full month of full-time employment. Those who want to participate should advise their supervisor at the time of hire, who will provide the necessary information. If you are granted any kind of leave of absence, you may be required to pay the entire premium for this health insurance. Please refer to the Leave of Absence policy in this handbook.

The Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) provides that following termination of employment, employees and certain family members may be able to continue health care coverage under the school's group health plan provided that the employee is willing to pay 102% of the monthly premiums. For further information, contact the Controller. Part-time and temporary employees are not eligible for this benefit.

Additional Insurance Protection

Included are the following four types:

Workers' Compensation Insurance: If an employee is injured on the job, the related medical, surgical and hospital expenses are covered by insurance that is entirely paid for by the school. Further, if the employee's injury causes loss of work for more than three working days, this coverage currently pays a percentage of the employee's average weekly earnings. Therefore, if an employee is injured on the job, even slightly, it is extremely important that you report it immediately.

State Disability Insurance (S.D.I.): This state-operated plan pays the employee directly if he/she is out of work due to a non-occupational illness or injury. This protection is provided through employer contributions.

State and Federal Unemployment Insurance: This program provides income to staff who are out of work through no fault of their own. The premiums are paid for entirely by the school.

Social Security Benefits: This long-established federal program provides payments to eligible staff when they retire or become totally disabled, or to their survivors in the event of the employee's death. This program is financed by deductions from each employee's wages (the F.I.C.A. deduction on your payroll check stub) and matching payments by the school. Since eligibility and benefit amounts are determined by each employee's individual social Security Account Number, the controller must have your correct number.

Life Insurance and Accidental Death & Dismemberment Benefits Summary

This summary provides a general description of your life Insurance and Accidental Death & Dismemberment benefits. It does not list all benefits. The Plan contains limitations and restrictions that could reduce the benefits payable under the Plan. Please read entire booklet for details about your benefits.

Life Insurance Benefits

Eligible Employees

Benefit equal to twice Salary

Accidental Death and Dismemberment (AD&D) Benefits

(As defined in the
Policy Book)

Reductions in Life Insurance and AD&D Benefit

The amount of an Employee's Life Insurance and AD&D Benefit in effect at the time the Employee reaches age 65 will reduce by 35% at age 65, 60% at age of 70, 70% and at age 75, 75%.

Unpaid Leaves of Absence: Employees may be eligible to take a leave of absence without pay. However, employees must comply fully with this policy. This policy contains very important information that affects your eligibility for a leave of absence. Therefore, it is important that you carefully read the entire policy.

There are three types of leaves of absence:

Unpaid Personal Leave: A personal leave of absence may be granted upon a written request provided that employees advise their supervisor as soon as they learn that they require such a leave. Employees will be required to take accrued vacation time as part of their personal leave. Extensions may be granted at the discretion of management. Personal leaves include military leaves. To request a personal leave the employee must submit the following written information to the principal:

- The date the leave will begin;
- The estimated date of return to work;
- The reason for the leave.

Family Care and Personal Medical Leaves: Employees are entitled to take family care and personal medical leave in accordance with the provisions of federal and state laws. This section of the handbook describes generally the family care and personal medical leave benefits available. If the employee has any additional questions about such benefits, the employee should contact the Business Office. Employees, who want to take a family care or personal medical leave, should advise the Principal and Business Office. Further information with regard to employee rights will be provided.

An employee may take an unpaid leave of absence for the birth or adoption or foster care of a child, to take care of a child, parent or spouse with a serious health condition, or because the employee's own health condition prevents the employee from performing his/her job duties. Employees may

take this leave for a total of 4 months within a 12-month period. Under California legislation an employee may receive up to 6 weeks of paid leave per year by applying to the State Disability Insurance Fund. Paid Family Leave insurance benefits are based on the claimant's (care provider's) past quarterly earnings. For more information regarding maximum benefit amounts paid, view the link to the Disability Insurance (DI) & Paid Family Leave (PFL) Weekly Benefits Amounts in Dollar Increments form, DE 2589, at www.edd.ca.gov. Employees will be required to take accrued vacation time as part of their family care leave and both accrued vacation and sick time as part of their personal medical leave.

An employee who wishes to take a family care or personal medical leave must submit the following written information to his or her supervisor:

- If the leave is because of the employee's own health condition, a written request for the leave must be accompanied by a medical certification that specifies the date the serious health condition commenced and the probable duration of the condition.
- The medical certification must include a statement that the employee is unable to perform the functions for his/her position.
- If the leave is to take care of a sick child, spouse, or parent, a written request for the leave must be accompanied by a medical certification that specifies the date the serious health condition commenced and the probable duration of the condition. The medical certification must also include a statement that it is necessary for a family member to participate in the care or treatment of the sick individual, and an estimate of the time necessary for the employee to provide such care.
- If the need for leave is foreseeable, employees must submit a request at least 30 days prior to the commencement of the leave. If the need for leave is not foreseeable, employees must submit the request for leave as far in advance as practicable.

Unpaid Pregnancy Leave: Employees who are temporarily disabled and unable to work due to a pregnancy related medical condition will be granted a leave of absence for the period of their disability up to a maximum total leave of 12 weeks for each pregnancy. Employees shall be required to take accrued vacation time and accrued sick time as part of their pregnancy leave of absence.

To obtain a pregnancy leave, employees must submit to their supervisor a letter from their attending physician as soon as they learn that they are, or will become, temporarily disabled and unable to work due to a pregnancy condition. The letter must contain the following information:

- The date the leave will begin;
- The estimated date of return to work;
- The reason for the leave.

General requirements for family care, personal medical, pregnancy and personal leaves of absence:

Family care, personal medical and pregnancy leaves will be granted in segments of not more than 30 days. Extensions will be granted when appropriate if they are requested in writing and received by the school at least one week before the expiration of the approved leave and include a physician's statement verifying continued need for the leave.

While an employee is on family care, personal medical or pregnancy leave, the school will continue to pay the health insurance premium of the employee for up to 12 workweeks. The employee is still responsible for paying the employee portion of their health insurance premium. If the employee does not return to work from the leave, the employee may be required to reimburse the school for the cost of his/her medical benefits during the leave.

A physician's release will be required prior to the employee's return to work from a personal medical or pregnancy leave of absence. The school reserves the right to have any employee examined at the school's expense by a physician of its choice to verify fitness for work, to verify the existence of a disability, to verify fitness for work following a disability, or for any other reason the school deems necessary.

When required by law, the school will place the employee in the same or comparable position at the same rate of pay and same benefits when the employee's leave expires. A leave of absence does not guarantee in every situation that the prior position, a comparable position, or that any position will be available at the conclusion of the leave.

Returning employees retain all benefits they had accrued at the start of their leave but do not accrue any benefits, including vacation, holidays, or seniority, while on leave. Employees cannot be employed elsewhere or apply for unemployment benefits while on leave.

While leaves of absence require prior management approval in writing, in an emergency, a verbal request can be made of and granted only by the Principal. Thereafter, the employee must submit a written request within 5 working days and follow all the procedures in this policy.

An Employee Will Be Considered To Have Abandoned His Or Her Job If Either Of The Following Occurs:

- The employee starts a leave of absence without following these procedures for having a leave of absence properly approved.
- The employee does not return from a leave of absence on the stated return date.

Bereavement

Employees are granted three days paid leave for the death of an immediate family member.

Retirement Policy

On September 1, 1993, Notre Dame High School established a 403(b) Tax Sheltered Annuity Plan for the benefit of its employees and their beneficiaries. The ING Retirement Plan is a voluntary savings plan that allows you to set aside pre-tax money for retirement. Each eligible employee may elect to contribute to the fund via salary reductions up to the IRS maximum amount. Eligible contributions to your 403(b) reduce your current federal and state income tax because they are excluded from your gross income and they are tax-deferred until you withdraw them.

Notre Dame High School will match salary reductions for each participant up to 5% of the employees' compensation.

The plan year is September 1st to August 31. Any full time employee, who has completed one year of service as of the first day of the plan year, is eligible to participate in the plan. All full-time employees are allowed to make elective salary deferrals upon employment while waiting for the schools matching contribution to begin.

PERSONNEL POLICIES

Compliance with Federal and State Laws

Notre Dame High School must comply with the following provisions of federal or state law:

Nondiscrimination Policy

Notre Dame High School will in no way discriminate against an applicant for employment on the basis of sex, age, handicap, race, color or national and/or ethnic origin.

Criminal Record Summary

Any person employed or volunteer who has contact with students at Notre Dame High School to is required to provide the school with a criminal record summary from the California Department of Justice. Classified staff members may not begin work until clearance notification has been received from the Department of Justice.

Reporting Child Abuse

It is a crime for certain professionals not to report suspected child abuse to the proper authorities. Failure to report by telephone and in writing within 36 hours, the observation of a "minor who has physical injury or injuries which appear to have been inflicted upon him or her by other than accidental means by any person, that minor has been sexually molested or that any unjustifiable pain or mental suffering has been inflicted upon the minor... to both the local police authority having jurisdiction and to the juvenile probation department (or in the alternative, either to the county welfare department or to the county health department)..." is a misdemeanor, punishable by six months in jail or a \$1000 fine or both. Those professionals required by this law to report include school principals, teachers, supervisors of child welfare and attendance, and certificated pupil personnel employees. These persons are not liable for either civil damages or criminal prosecution as a result of making a report unless it is proven that they made a false report with malice.

If any employee at Notre Dame High School observes or becomes aware of what appears to be child abuse, that person must contact one of the Deans or the Director of Counseling immediately.

All employees of Notre Dame High School will be required to sign an affidavit verifying knowledge of the provisions of Section 11164 in the Penal Code and willingness to comply with its provisions. (Appendix C)

Employment Eligibility Verification

All employees hired by the school must complete Form I-9, Employment Eligibility Verification, as a condition of hiring. This is to be in compliance with The Immigration Reform and Control Act of 1986. (Appendix D)

Tuberculosis Examination Requirements

The tuberculosis examination requirements for faculty, staff, and volunteers became effective on January 1, 1987. The initial examination must consist of a Mantoux skin test (not a chest X-ray) unless the employee can document, in writing, history of previous positive skin tests. All persons with a negative skin test history must have repeated skin tests at least every four years. The skin test must be an Intradermal Mantoux 5 TU (.0001mg) PPD. All persons with a negative skin test history who convert to a positive skin test or those who have a history of a positive skin test must provide a certificate from a health provider stating that they are free from communicable disease. The health provider may or may not choose to use a diagnostic chest X-ray.

Archdiocese of Los Angeles HIV/AIDS Infection Policy

All school personnel are strongly encouraged to read the document, "The Many Faces of AIDS: A Gospel Response," as adapted for use by the Archdiocese. HIV/AIDS is not spread by casual, everyday contact, therefore, barring special circumstances; persons infected with HIV/AIDS may be employed in Catholic schools. Usually, these employees are entitled to all rights and services accorded to other employees. Their situation will be responded to as their circumstances require. Decisions regarding these employees must take into account Christian concern and compassion, community health and well-being, and individual privacy and needs. The schools will undertake an educational effort to inform staff, and parents about serious communicable diseases in general and acquired immune deficiency syndrome (AIDS), in particular.

Should any school employees be diagnosed with HIV/AIDS, those employees should inform the principal, as they should in case of any other serious communicable disease. Employees should also keep the principal informed about the progress of treatment.

Subject to the requirements of the law and archdiocesan guidelines, the school will keep in strict confidence all information it receives from any source regarding employees with HIV/AIDS infection. Any school employee who learns of a breach of confidentiality must immediately report that information to the principal and, in turn, maintain confidentiality.

EMPLOYMENT

Terms of Employment

Nothing in this handbook nor in the teacher's contract shall in any way be deemed to affect or limit the right of the Board of Directors to withhold the offer of a contract to any teacher for the coming academic year. The Board of Directors of Notre Dame High School does not recognize tenure and no contract shall be deemed to imply any obligation of renewal, either on the part of the teacher or the Board. A contract is for a period of one year, unless terminated earlier, and shall not be construed either by its terms or implied to be for a period longer than one year. A copy of the contract is located in Appendix C in this handbook.

Responsibilities

All instructors are accepting employment at Notre Dame High School and thus agreeing to fulfill and maintain all the rules, regulations, policies, and directives which are or may be thereafter enacted by the Board of Directors, the President, or the Principal for the good order and government of this school. They also agree to and accept the specific terms set forth in their AGREEMENT OF EMPLOYMENT (Teacher's Contract). Teachers are expected to uphold moral and religious principles as outlined by the Magisterium of the Roman Catholic Church and to support the programs offered by the Religion Department and the Campus Ministry.

Issuance of Contract

An offer for a renewal of contract will normally be given before the fifteenth of May of each scholastic year. When contracts are prepared they are to be signed and returned to the Principal within ten days from the date of the offer. Any teacher, offered such a contract, who decides to decline is to submit a statement in writing that it is by his/her own choice that he/she is terminating that teaching position and state the reasons for so declining.

Personnel Files

The Principal will maintain personnel files on each teacher. The Principal and the individual teacher have access to the files. The files may be found in the Principal's Office or the Business Office. Each teacher cooperates by providing the following for his/her files:

- Application Form
- Formal Professional Growth Records (Kept in Business Office)
- Professional Growth Hours
- Summative Evaluation Forms
- TB Examination Documentation
- Employment Eligibility Verification (I-9)
- Child Abuse Awareness Form
- Copies of Official transcripts, degrees, credentials

Credential and Certification

All faculty members of Notre Dame High School should hold a valid California Teaching Credential or Master's Degree. In the case of Class A or B status, faculty will be actively engaged in a program to complete either a credential or Master's degree.

Termination of a Teacher during the Year

The Principal retains the right to terminate a contracted teacher for any of the following reasons:

- Incompetence in teaching or in handling other school assignments; (The Principal, in consultation with the department chair and Vice Principals, shall be the sole judge of what constitutes incompetence.)
- Repeated absences or excessive tardiness without just cause;
- Failure to accept or satisfactorily complete any assignment within the job description;
- Conduct that is, in the opinion of the Principal, scandalous to the community of Notre Dame High School or that is contrary to the standards of a Roman Catholic high school;
- Physical abuse of students;
- Conviction of a felony.

School Day and School Term

A school term within the scholastic year will include approximately 36 instructional weeks, which is normally understood to be approximately 180 teaching days. If at any time the Education Code of the State of California modifies either the minimum number of weeks and/or days, the definition at Notre Dame High School will automatically adjust to the new policy statement. The Principal will establish the scholastic year annually. The Principal will establish the length of the school day.

Outside Employment

Faculty members of Notre Dame High School may seek other employment at any time in post-school hours, weekends, vacation periods, or the summer, as long as such employment does not conflict with any of their school obligations, preparations, or duties.

Jury Duty

With the assistance of the Principal, during teaching times, faculty members are to seek exemptions for jury summons. If exemption is not possible, rescheduling should be requested for summer or extended vacation periods. In the event a faculty member is required to serve on a court jury, compensation will continue.

Evaluations

The purpose of the evaluation system is three-fold:

- To promote teaching excellence through the professional development of faculty members,
- To provide a means of accountability for performance in light of the mission, goals, and policies of Notre Dame High School,
- To provide faculty with a record of evaluation this serves as legal insulation in the event of charges of negligence or malfeasance.

Given these three aims, faculty will participate in both formative and summative evaluations.

- **Informal/Formative:** Each faculty member will take part in a minimum of two formative evaluations per year. Administrators and department chairs will conduct these evaluations. A number of informal observations may also be conducted throughout the school year. The purpose of these observations is to promote professional growth in the areas of teaching method, assessment, classroom management, and content-area expertise.

The formative evaluation offers opportunities for feedback and reflection on the craft of teaching. Each formative evaluation should involve the following components:

Pre-observation lesson plan distribution to administrator/department chair;

Post-observation conferences with the faculty member and the observer;

Use of the standard evaluation form, along with supplements reflecting institutional goals and themes;

Agreement on specific areas of need and strategies for growth, including plans for follow-up;

Formative evaluation forms should be signed by the faculty member and returned to the appropriate administrator or department chair within 24 hours of issuance;

It is assumed that faculty will participate in these evaluations in good faith and will follow through on any strategies for growth. Chronic failure to do so may be reported to the Principal.

- **Summative:** The Principal and Vice Principals will conduct a minimum of one summative evaluation each year. This evaluation is formal in character, and will become part of the faculty member's official record. Designed to be the primary vehicle for professional accountability, the summative evaluation is a review of the performance of each faculty member in light of the mission of Notre Dame High School, institutional measures of teaching effectiveness, and the various themes and directives established by the Principal. As such, the summative evaluation is an important component of rehiring and/or termination decisions.

Misunderstandings and Grievances

Any time people work together there are bound to be occasional misunderstandings or grievances. It is the hope that these will be infrequent, but recognized that they may occur. Administration will make every effort possible to resolve them quickly in a manner, which is equitable to everyone.

Any employee who has a complaint should first discuss it with his/her administrator, who will do his/her best to resolve the matter. However, if the employee feels the matter has not been or can not be properly resolved at that level, then he/she should arrange a meeting with the Principal.

If the employee is still not satisfied, the Principal will arrange a meeting with the President who will listen to all sides of the dispute and make a decision which will be final and binding on all parties.

In addition to complaints about their own circumstances, employees are expected to notify the appropriate administrator if they become aware of any violations of school rules or policies.

The school will not tolerate reprisals or retaliation against any employee who exercises his/her rights under this grievance procedure.

Harassment Policy

The school strongly believes that all people have the right to work in an environment free from all forms of unlawful harassment. Harassment, including sexual harassment of one employee by another employee or supervisor is prohibited by both state and federal law. The purpose of this policy is to assure that no form of harassment occurs at our school. This harassment policy includes, but is not limited to, harassment based on a person's race, nationality, gender, religion, physical or mental disability, age, and sexual orientation.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal or physical conduct of a sexual nature. Sexual harassment includes many forms of offensive behavior. The following is a partial list of the types of behavior that could constitute sexual harassment:

- Verbal harassment such as derogatory comments or slurs, comments about an individual's body, use of sexually degrading words, suggestive or offensive notes, letters, or invitations;
- Physical harassment such as assault, impeding or blocking movement, or any physical interference with normal work or movement when directed at an individual;
- Visual forms of harassment, such as displaying derogatory posters, cartoons or drawings that are offensive;
- Requests for sexual favors or unwanted sexual advances;
- Any other conduct that unreasonably interferes with an employee's performance of his/her job or that creates an intimidating, hostile or offensive working environment.

In keeping with our policy, the school will not tolerate any kind of unlawful harassment, particularly sexual harassment, by any of its employees. Any employee who is subjected to or witnesses possible harassment must immediately bring the incident to the attention of the Principal, President or Controller or any other member of management without fear of reprisal. The matter will be thoroughly investigated, and confidentiality will be maintained to the extent possible. After reviewing all the evidence, a determination will be made concerning whether reasonable grounds exist to believe that harassment has occurred. Appropriate action will be taken to remedy the injury, if any, to the employee subjected to the harassment. The persons involved will be advised of the determination if appropriate.

It is the obligation of all employees to cooperate fully in the investigation process. The school considers any harassment based on unlawful discrimination to be a major offense which can result in disciplinary action for the offender, up to and including discharge. In addition, disciplinary action will be taken against any employee who attempts to discourage or prevent another employee from bringing harassment to the attention of management.

The school wants to assure all of its employees that measures will be undertaken to protect those who complain about harassment from any further acts of harassment, coercion or intimidation, and from retaliation due to their reporting an incident of this type or participating in an investigation or proceeding concerning the alleged harassment. If any employee believes that the above procedure has not resolved his or her situation, that employee may contact the Department of Fair Employment and Housing (DFEH) at (916) 445-9918 to determine the location of the branch of the DFEH that is nearest to you to file a claim within one year of the date that the harassment occurred. The DFEH serves as a neutral fact-finder and will attempt to assist the parties to voluntarily resolve their disputes. In the event that the DFEH is unable to obtain voluntary resolution and finds that harassment has occurred, the DFEH may award reinstatement or monetary damages.

Non-Fraternization Policy

The school desires to avoid misunderstandings, the appearance of favoritism, claims of sexual harassment, employee morale problems and other work related problems that can result from certain relationships between staff. Accordingly, all staff, both management and non-management, are prohibited from fraternizing or becoming romantically involved with the staff when, in the opinion of the school, their personal relationship may create a potential conflict of interest, cause disruption, create a negative or unprofessional work environment, present concerns regarding supervision, safety, security or morale, or cause other work related problems.

Immigration Compliance

The school is committed to full compliance with the Immigration Reform and Control Act of 1986. This law requires that every employee provide valid documentation of his/her identification and his/her legal right to work in the United States no later than three days following the date of hire. Accordingly, all new hires will be required to present the appropriate documentation at the time of hire.

Alcohol and Drug Policy

The principles enunciated in this policy are standard and are included in virtually all alcohol and drug policy statements. Treatment of alcohol and drug dependency is one of the benefits of the school's current insurance program.

Notre Dame High School recognizes chemical dependency as a treatable illness. School employees who are so diagnosed shall receive the same consideration and opportunity for treatment that is extended to employees with other types of illness. On the basis of medical certification, employees

with the illness of chemical dependency shall qualify for the employee benefits and group insurance coverage that are provided for under the school's group health and medical insurance policies.

The school's responsibility for chemical dependency is limited to its effect on the employee's job performance. For purposes of this policy, chemical dependency is defined as an illness in which an employee's consumption of mood altering chemicals repeatedly interferes with job performance and adversely affects health.

The Principal will implement this policy in such a manner that an employee with chemical dependency will not have job security or promotional opportunity affected by the diagnosis itself or by the employee's request for treatment. If the employee refuses to accept diagnosis and treatment, or fails to respond to treatment, and the result of such refusal or failure is such that job performance continues to be affected, it will be handled in the same way that similar refusal or treatment failure would be handled for any other illness. Implementation of this policy will not require or result in any special regulations, privileges, or exemptions from the standard administrative practice applicable to job performance requirements. The confidential nature of the medical records of employees with chemical dependency shall be preserved in the same manner as for all other medical records.

Fraud Policy

Background

The School's fraud policy is established to facilitate the development of controls that will aid in the detection and prevention of fraud against Notre Dame High School. It is the intent of Notre Dame High School to promote consistent organizational behavior by providing guidelines and assigning responsibility for the development of controls and conduct of investigations.

Scope of Policy

This policy applies to any irregularity, or suspected irregularity, involving employees as well as board members, consultants, vendors, contractors, outside agencies doing business with employees of such agencies, and/or any other parties with a business relationship with Notre Dame High School.

Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship to the Company.

Policy

The Administration is responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intention, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. Each member of the administrative council will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity.

Actions Constituting Fraud

The terms defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Misappropriation of funds, securities, supplies, or other assets
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing services/materials to the high school.
Exception: Gifts less than \$50.00 in value
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment; and/or
- Any similar or related irregularity

Reporting

All irregularities should be reported to the President, Principal, or to a member of the administrative council or in the case of a key administrator, the chairman of the board. If investigation substantiates that fraudulent activities have occurred, the administrator contacted will issue reports to the appropriate designated personnel and, if appropriate, to the Board of Directors through the executive committee.

Confidentiality

Great care must be taken in the investigation of suspected improprieties or irregularities so as to avoid mistaken accusations or alerting suspected individuals that an investigation is under way.

The proper response to any inquiries is: "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime", "the fraud", "the forgery", "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

Do not contact the suspected individual in an effort to determine facts or demand restitution.

Do not discuss the case, facts, suspicions, or allegations with *anyone* unless specifically asked to do so by the administrative council member.

Termination

If an investigation results in a recommendation to terminate an individual, the recommendation will be reviewed for approval by the designated representatives from the administration or the Board of Directors and, if necessary, by outside counsel, before any such action is taken. An administrative council member does not have the authority to terminate an employee. The decision to terminate an employee is made by the Principal, President, or Board of Directors. Should the administrative

council member believe the decision of the Principal or President is inappropriate for the facts presented; the facts will be presented to executive committee of the board for a decision.

Administration

The President and Principal are responsible for the administration, revision, interpretation, and application of this policy. The policy will be reviewed annually and revised as needed.

Accident Procedures

In the event of a student injury:

- The teacher should survey the injury: quickly check for excessive bleeding or impairment of respiration. If either is noted, the teacher should take appropriate first aid measures, if trained to do so. Otherwise, call 911.
 - 1) If any of the vital signs are involved (i.e., excessive, profuse bleeding or respiratory difficulty, etc.) call 911 Fire Department Emergency service.
 - 2) If, in the teacher's judgment, nothing could be gained by transfer to the training room and immediate transfer to an emergency facility is indicated because of severity of pain, impending shock or possible complication, call 911 and the injured student should be taken to the hospital.
- The teacher should stay with the injured student and have some other responsible person call 911.
- Accepted first aid procedures must be followed at all times. The teacher should make the student as comfortable as possible; keep the student warm; and remain calm himself/herself. This is most reassuring to the injured student.
- The teacher should notify the school Main Office, explaining who was injured, type of injury and the disposition of the case.
- The parents should be notified of the injury (the school secretary or some other responsible person may do it). He/she should explain to them, very calmly, the apparent nature of the injury and the action being taken.
- The teacher (or some responsible person) will follow the ambulance to the hospital unless the parents are present.
- Complete the accident report as soon after the accident or injury as possible, while details are still familiar and witnesses are still present. Forward the report to the Controller's office within 24 hours.
- If an injury occurs when the Controller's office is closed, the Principal or some member of the administration should be informed.

Summary of Emergency Procedures - The Teacher Should:

- 1) Survey injury and check the student's condition.

- i. Stay with the student and have some responsible person call 911 Fire Department Emergency service.
- 2) Follow the accepted first aid procedures.
- 3) Notify the school Main Office.
- 4) Complete the accident report as soon as possible.

Transporting Students and Use of School Vehicles

Employees will not be allowed to operate any school vehicle or transport any student in any way if their Department of Motor Vehicles check shows that the employee:

- Had three or more preventable accidents within a three year period;
- Had three or more moving violations within a three year period;
- Had a total of three or more preventable accidents and moving violations within a three year period;
- Knowingly participated in the illegal manufacture, transportation, distribution, possession, sale, or use of alcohol or illegal drugs, and/or;
- Has been convicted of operating a vehicle while under the influence of alcohol and/or illegal drugs.

No applicant whose record shows he/she left the scene of an accident resulting in personal injury or death can be hired for a position requiring the use of a school vehicle or the transporting of students.

If an employee is involved in a situation similar to the one described above while authorized to operate a school vehicle, the school will temporarily suspend his/her school vehicle and transporting privileges until all information has been researched and a decision has been made by the school. Employees may not take Notre Dame High School students on a non-Notre Dame High School sponsored overnight trip during the school year or during the summer.

Employees Automobile Insurance

If employees or volunteers are using their own cars on school business, they must have their own insurance. If the car is damaged, the employee must look to his/her own insurance to take care of that damage. If the individual is involved in a serious liability claim while driving on behalf of the school, the school's insurance does provide \$2,000,000 excess liability coverage to the employee or volunteer. The employee must have his/her own primary insurance, which meets the state financial responsibility limits, however, in order to take advantage of this excess insurance from the school's policy.

If while on a business trip a vehicle is rented, it is not necessary to purchase the rental company's collision damage waiver, because our policy covers the damage to rental cars used on school business. There is a \$500 deductible on this coverage.

Reproduction and Use of Copyrighted Materials

In compliance with the federal Copyright Revision Act of 1976 (PL94-553), which is designed to protect the creative works of authors, artists, and others, including the producers of instructional media, the administration of Notre Dame High School recognizes the legal and moral responsibility involved in the use of such works. Therefore, it is the intent of said administration to enforce and abide by the provisions of the current copyright laws as they affect the school, faculty, and staff. All copyrighted materials, print and non-print, may not be duplicated without first receiving written permission from the copyright holder or complying with the guidelines of this policy.

The school does not sanction illegal use or duplication in any form. Employees who willfully violate the school's copyright position do so at their own risk and assume all liability responsibilities.

The Principal, as chief administrator, is responsible for the enforcement of the provisions of this policy. He/she will identify an individual to act as a liaison for staff information, control of the approval process (verbal and written), and the maintenance of records relative to the duplication and the distribution of copyrighted materials.

Off-Air Video Taping

To help prevent problems involving copyright violations on the part of the school or staff, off-air taping of audio-visual materials shall be accomplished under the following conditions:

- An individual may use video programs taped at home as long as he/she complies with this policy, and the "Utilization of Instructional Materials" policy.
- Unless otherwise authorized by the Principal or his/her designee, all video tape recordings of network programs shall be erased no later than 45 days after the taping of the requested program.
- Individuals who wish to retain programs beyond the 45 day retention period must request permission of the appropriate copyright holders.
- Copyright law does not allow off-air video-taping of programs from subscription/pay channels such as HBO, Disney, Showtime, etc., unless there is a negotiated contract between the user and the owner of such a service.
- Use of off-air video tape recordings from a satellite dish must conform to the 45 day retention period.
- A taped program shall not be used for public or commercial viewing.
- A taped program shall be used only for the specific curriculum application for which the request was made.
- Off-air recordings need not be used in their entirety, but may not be altered from their original content. They may not be physically or electronically combined to constitute teaching anthologies or compilations.
- Video tape recordings available for rent or sale from video stores labeled "For Home Use Only" is permitted in a classroom or similar place devoted to face-to-face

instruction. The “Utilization of Instructional Materials” policy in the faculty handbook must also be followed.

Letters of Request for Information to Major Networks or Producers

A request for information as to the availability of a television presentation, which has been determined to be of educational value for classroom use through teacher preview, shall be made to the appropriate major television network (e.g., NBC, CBS, ABC, etc.). Information requested will include the following:

- Agency holding distribution rights to educational institutions;
- If and when the program will be available to the educational market;
- Type of film or video format to be used;
- Procedure for purchase, rental, or lease agreement.

Requests to Networks or Producers for Permission to Tape or Retain Copyrighted Works

Although some producers allow nonprofit organizations to reproduce their materials, they must first review the status of their copyright to determine whether or not they have the power to grant permission. Regardless of the standard policy a producer may have regarding the granting of duplication rights, each request requires a careful checking of the exact materials to be duplicated. Therefore, requests to producers for permission to duplicate copyrighted audio-visual materials shall include the following information:

- Correct title of the material;
- Exact description of the material to be used (i.e., text, visuals, soundtrack, etc.);
- Type of reproduction;
- Number of copies to be made;
- Use to be made of reproduced materials. (If the material is a video cassette, specify whether the intended use involves receiver playback or multiple receivers.)

Computer Software Copyright Regulations

It is the intent of Notre Dame High School to adhere to the provisions of the copyright laws in the area of microcomputer programs. Computer software is protected by copyright and unauthorized copying is prohibited by law.

The provision of Public Law 96-517, Section 7 of Title 17 does allow the making of another copy or adaptation if:

- The new copy or adaptation is created as an essential step in the utilization of the computer program;

- The new copy or adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the entire program should cease to be legal;
- When copyrighted software is used on a disk sharing system, efforts will be made to secure this software from copying;
- Illegal copies of copyrighted programs may not be made or used on school equipment;
- No employee of Notre Dame High School shall encourage or allow any student to surreptitiously or illegally duplicate computer software or access any data base or electronic bulletin board;
- No employee of Notre Dame High School shall illegally access any data base or electronic bulletin board;
- The legal, ethical, and practical problems caused by software piracy will be taught in Notre Dame High School.

Reproduction of Printed Materials

No employee of Notre Dame High School shall duplicate in any manner, any printed copyright material unless such duplication and its use falls within the boundaries of the “fair use” doctrine.

The Copyright Act attempts to define “fair use” and establishes fixed limitations on duplication for schools and libraries. The law codifies four standards for determining fair use:

- The purpose and character of the use including whether such use is of a commercial nature or for non-profit educational purposes;
- The nature of the copyrighted work;
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole;
- The effect of the use upon the potential market for, or value of, the copyrighted work.

A copy of the “Printed Materials” section of this policy will be posted in the immediate vicinity of each copy machine. The following guidelines for duplication of printed copyright materials will be observed by all faculty and staff.

Books and Periodicals

A teacher or designee may make a single copy of any of the following for use in teaching or preparing to teach:

- A chapter from a book;
- An article from a periodical or newspaper;
- A short story, short essay or short poem, whether or not from a collective work;
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

A teacher may make multiple copies (not to exceed more than one copy per pupil in a course) of any of the following:

- Poems or excerpts of poems of less than 250 words;
- Complete articles, stories, or essays of less than 2,500 words;
- Prose excerpts of 1,000 words or 10% of the work, whichever is less;
- One chart, graph, drawing, etc., per book or periodical issue.

A teacher may not make multiple copies of the following:

- Works that have been copied for other courses in the school;
- More than one work or two excerpts from one author in one term;
- More than three works or excerpts from one anthology or periodical volume in one term;
- Works more than nine times in one term.

In each instance where multiple copies are allowed, each copy must include a copyright.

Reproductions of Works by Libraries

The Copyright Act imposes major restrictions on reproduction of works by school libraries. Systematic duplication of multiple copies is forbidden by law with the exception of the following carefully defined exceptions:

- Inter-library loan arrangements are permitted, provided that copying is not done to substitute for subscriptions to or purchase of a work.
- Libraries may make up to six copies of the following:
 - A periodical article published within the last five years;
 - Excerpts from longer works;

Libraries must keep detailed records of all inter-library loan requests;

Libraries may make single copies of articles or excerpts of records or longer works for students, provided the articles become the property of the student;

Libraries may make copies of unpublished works for preservation, published works to replace damaged copies, and out-of-print works which cannot be obtained at a fair price.

To avoid liability for copyright infringement on the part of the library or an employee as a result of unsupervised duplicating, libraries must display notices to the effect that making a copy may be subject to the copyright law.

Duplicating Music and Recordings

As with guidelines for books and periodicals, duplicating copyrighted musical works is prohibited to replace collective works or “consumable” materials. In addition, music educators may not copy such works for the purpose of performance or to substitute for the purchase of music.

- A music educator may copy printed music in the following circumstances:
 - Emergency copying to replace purchased copies which are needed for a performance;

Copying of excerpts of works for non-performance purposes, if they do not comprise performable units (e.g., a movement), and are less than 10% of the works;

Copying of complete works if out of print or unavailable, except in large works and used for teaching purposes.

- Schools are permitted to retain single copies of the following recordings;
Performances by students for evaluation or rehearsal purposes;
Recordings made for the purpose of constructing aural exercises or examination.

Educational Performances and Displays

The Copyright Act defines fair use of copyrighted material in classroom teaching and educational broadcasting. Teachers may use such material in “face-to face” teaching activities. Such protection does not extend, however, to the knowing use of unauthorized reproductions of works.

Non-profit instructional broadcasts are given limited protection from infringement claims. An exemption is granted to works used in regular instructional programs for both closed and open circuit in-school reception. In such situations, broadcasters need not obtain permission to perform non-dramatic literary or musical works, but must receive permission to act out dramas or musicals or show motion pictures and slide shows.

Violation of Copyright Laws

The legal or insurance protection of the school will not be extended to employees who violate copyright laws. In the event an employee is found guilty of violating existing copyright laws in a court of law, he/she will be required to remunerate the school for any loss due to litigation.

Financial Issues

Fundraising

The Principal must approve all fundraising projects done by or with students for the benefit of school-sponsored activities. At the beginning of the school year, plans for such events must be submitted first to the Vice Principal of Student Life for review and endorsement.

Money Collected During School Hours

Money collected during school hours should be turned in daily to the Business Office. Faculty and or Staff should not keep any money in their classrooms or offices overnight. Fill out a cash remittance form and deposit in the Business Office.

Special arrangements need to be made with the Business Office if you need to hold checks or cash.

Money Collected After School Hours

The school has a night deposit safe in the Copy Room for the deposit of all cash and checks taken after school hours. It is the responsibility of the person designated to handle cash, to see that the cash is counted and deposited in this school safe on the night of the event. Cash should not be taken home and returned to the school on the day following the event; this puts both the school and the person involved at risk.

When it is not possible to count the deposit before dropping it into the safe, the responsible party should request that the Business Office personnel open the safe with a witness present. The cash should then be counted and turned in immediately to the Business Office.

Approval for Expenditures

The Department Chairperson and the Controller must sign purchase orders over \$500.

Any purchase of goods and services in excess of \$2,500 or which have not been included in the approved annual budget, require the signature of the Department Chairperson, the Controller, and the Principal.

Three written bids from vendors must be obtained for purchases in excess of \$500.

Reimbursement for Expenses

All requests for reimbursement of personal funds disbursed on behalf of the school should be submitted on the appropriate form obtained from the Controller's office.

These expenditures must be fully documented by receipts or other proof of purchase. Department head approval should be obtained on the reimbursement form.

Procedure for purchasing student "Spirit Packs"

Coaches desiring to purchase "spirit packs" (sportswear) for athletic teams need to clear the purchase and sales with the athletic director. Students participating in sports should not be required to purchase merchandise for every sport. The athletic director monitors purchases and sales to assure that students are not feeling obligated or pressured into purchases.

The school's representative should get quotes from at least two vendors before deciding where the merchandise will be purchased. In calculating the price charged to students the state tax and shipping charged should be added to the quote. Normally money should be collected from students before the order is placed to determine the correct quantity to order.

A purchase order should be used when placing an order. The use of purchase orders is explained in the faculty handbook and reproduced below.

Use of Purchase Order

A purchase order must be issued and approved before an order is placed. It should be determined if the expenditure falls within budgetary constraints.

- Amounts of \$500 or more require the signature of the Department Chairperson and the Controller.
- Purchase orders over \$2,500 or unbudgeted items need to be signed by the Department Chairperson, the Controller, and the Principal.

Accounts Payable issues and records the purchase order number and the purchaser for control purposes in a logbook. The purchase order is sequentially numbered and is comprised of three parts to be distributed as follows:

- White copy:* For Vendor: either faxed or mailed. The vendor should reference the purchase order number on the invoice. The purchaser should keep an extra copy or the original white for their records.
- Yellow copy:* For Accounts Payable who matches the purchase order to the invoice before payment. Original invoice & yellow purchase order are attached to check copy and filed after payment.
- Pink copy:* For Accounts Payable to file numerically.

Employee Travel

Employee travel shall be for the following purposes:

- School or corporate business;
- Education programs or training;
- Program evaluation, development or research;
- Evaluation or assessment of equipment or facilities.

Travel authorization:

- All travel must be approved in advance by the Department Chairperson responsible for the department and be within budget.
- Travel out of the Los Angeles area must be approved in advance by the Principal.
- All air travel is to be at tourist or economy class.

Travel reimbursement:

- For travel requested by the school or by department or individual employee, reimbursement will be made for preapproved transportation, lodging, food, tips, and registration. Reimbursement for lodging should not exceed \$175.00 per night unless approved in advance. The maximum food allowance is \$40 per day; amounts spent beyond this limit will be the responsibility of the individual unless approved through a “travel approval voucher” by the President or Principal. One personal telephone call to maintain family contact is

allowed once each day of absence. Entertainment expense is authorized only when incurred for the specific benefit of the school and must be separately identified and approved.

(See appendix for Travel Approval – Reimbursement Voucher)

- Use of employee automobile is reimbursed at the IRS standard mileage rates used to calculate the deductible costs of operating an automobile for business purposes. MapQuest or Google Maps should be submitted to verify mileage.
- An expense statement is to be submitted within 10 days after return from a trip with receipts attached. It should be signed and forwarded to the appropriate department chairperson.

Reporting and Safety Rules for All Employees

We strive at all times for an excellent safety record. Good safety practices must be followed at all times and include, but are not limited to, the following rules. Failure to observe these rules could result in discipline, including discharge.

1. Walk; do not run on School premises.
2. Horseplay is forbidden, as it may be a danger to you or other staff.
3. Do not lift or push objects that are too heavy or awkward for you to handle. Ask for help. To lift correctly you should bend your knees, keep your body erect, and push upward with your legs.
4. Do not stand on chairs, desks, tables, etc. to perform tasks above your reach. If your department does not have a ladder, facilities will perform the task for you.
5. If you department has a ladder or a lift, familiarize all users with ladder and high reach safety procedures.
6. Use only the equipment assigned to your department. Facilities will not loan tools or equipment.
7. Encourage your co-workers to follow safety practices.
8. Good housekeeping in your work area is essential. The vicinity surrounding your area must be kept clean and orderly. Remove all waste debris. Keep equipment and safety devices free from obstruction and easily accessible.
9. Know the location of fire extinguishers in your work area.

Reporting procedures:

- All injuries-no matter how slight-must reported immediately to your supervisor. The supervisor will forward the report to the business office per Cal/OSHA and Worker's Compensation requirements.

Property damage, unsafe conditions and health hazards must be reported to your supervisor who will contact the Facilities Dept. for immediate correction.

COUNSELING

Counseling and academic advisement is a direct service to individual students and is available to all students of Notre Dame High School. Emphasis is on the intellectual and emotional integration of each student. Counseling is focused on helping students become inner directed, self-actualizing persons capable of moving toward sound decision making and a healthy, well integrated life-style.

The Counseling Department, in partnership with the faculty and staff, exists to assist students with their personal, academic and career choices and concerns.

Services Available

- All department members are available for consultation with students, faculty and family members.
- Academic advisement on college placement and career possibilities is also available.
- Personal counseling is available at any time through department members.
- The faculty is encouraged to use the department members as a resource to assist in helping with classroom management and concerns about an individual student.
- Faculty should also feel free to refer parents to the counselors when appropriate.

Procedures

In the event that a counselor requests to see a student, or a student fills out a request slip to see a counselor, a pass will be issued. It is the student's responsibility to show this pass to the teacher. Teachers are requested to sign the student out of class by filling in the appropriate time of exit and their initials. When a student leaves a counselor's office, the counselor will fill in the appropriate time and initial it. The student should show the teacher the pass when returning to class.

In the event that a student is to take a test, quiz, or make some type of presentation in class, the teacher is NOT obligated to release the student for a counseling interview. Always, a student's freedom to leave class to see a counselor is at the discretion of the teacher. The counselors will respect this exercise of the teacher's discretion.

In some cases, students will be participating in a special interest support group. In that case, the counselor in charge of the group will identify the participants of the group to the teacher. Each time a group meets, the participants will be sent a pass to excuse them from class. Again, it is the teacher's discretion as to whether or not they will be dismissed from class.

STUDENT ACTIVITIES PROGRAM

Value of the Student Activity Program at Notre Dame High School

Participation in student activities plays an important role in the education of the Notre Dame High School student. It is through these activities that the school attempts to supply experiences that meet the immediate needs of the maturing individual, as well as aiding in the development of ideals, skills, and attitudes that are necessary for success as an adult. In particular, the activities program at Notre Dame High School seeks to achieve the following goals:

- The feeling of acceptance and value gained through working with a group;
- Promotion of friendly relations within the student body and between the student body and the faculty;
- Development of responsible leaders;
- Opportunities for the exploration of activities outside the sphere of classroom experience;
- Development of mental, physical, spiritual, and social aptitudes not directly promoted by the academic program;
- Development of school spirit
- Fulfilling the mission of “Educating Hearts and Minds.”

Faculty Responsibility for Promotion of Extra-Curricular Participation

Faculty members should encourage participation in some form of sponsored extra-curricular activity for most students. Given the values of the peer group within which a student must work out high school development, most students need the self-respect, and respect of others, that comes with having well-developed social and physical skills.

General Policies for All Extra-Curricular Programs

The following are general policies for all extra-curricular programs:

- All meetings or other activities must be under the immediate and direct supervision of the coach or moderator at all times.
- All group or club activities (with the exception of inter-scholastic competitions) must be held on campus. Permission for an off-campus meeting must be obtained in advance from the Vice Principal of Student Life.
- No organization or club funds are to remain in the custody of any student.
- All requirements of the California Education Code in regard to the required supervision of school-sponsored activities and meetings, the prevention of harassment, secret societies and hazing, and the various fire and safety regulations are to be strictly observed by all school organizations.

- Membership lists for all school-sponsored activities are to be given to the Vice Principal of Student Life at the beginning of each semester. Revisions of these rosters and lists are to be prepared as required.
- Moderators of the various activities are directly responsible to the Vice Principal of Student Life for proper supervision, encouragement, and operation of the activities under their supervision. All organizations and groups shall conduct their activities in a manner that is representative of the Notre Dame High School philosophy.
- Parents should be encouraged to participate in the sponsoring and operation of school-related activities in all ways possible, e.g., judges for speech tournaments, timers at track meets, etc.
- The activities of all organizations and clubs are to be listed with the Principal's secretary, giving day, date, and time. Permission to miss class time for these activities, unless already covered by school policy, must be obtained.
- The use of school facilities is to be cleared with the Vice Principal of Student Life and the Director of Facilities as well as with any facilities moderator or teacher who might be involved.
- A specific checklist for moderators of dances is available from the Vice Principal of Student Life. It is to be picked up at least two weeks before the dance is held.

Athletics and Extra-Curricular Activities

An integral part of a Notre Dame High School education is the provision for a strong comprehensive athletics and extra-curricular program. It is basic to the philosophy of Notre Dame High School that valid learning can occur outside the classroom. Moreover, a student's sense of ownership for the school can be enhanced if he/she finds some opportunity to participate in the life of the school outside the classroom.

Policies Covering Athletic Programs

There is a separate Athletics Department Handbook, which specifies in detail the responsibilities of the coaching staff. The following items are meant to highlight certain policies:

- All athletic programs are under the general supervision of the Athletic Director. All budget requests, special permissions, etc., are to be requested from the Athletic Director and/or the head coach of the specific sport.
- Rosters of team memberships, together with the required athletic eligibility information, are to be turned in to the Athletic Director as required. These rosters should always be kept up to date.
- At no time is any team to be left unsupervised. Not to have a coach in active supervision at the time of an accident leaves the school and the coach criminally negligent and subject to a lawsuit.
- Active supervision is defined by laws as follows:

A coach must be physically present and in immediate control of the activities. He/she must be able to maintain eye contact with all participants, even if they are broken up into small groups.

This supervision requirement extends into the locker room as well. Any negligence in this regard, when brought to the attention of the administration, will be considered a serious breach of contract by the coach concerned.

- All budget requests, referee, police, and supplementary remuneration's, etc., and all other financial transactions involved in athletics are to be handled according to the policies set down in the General Section of this handbook under Financial Policies and Procedures.
- All athletic programs within the school structure are to be conducted in accordance with the various regulations of the school, the CAA code, and CIF regulations. All athletic personnel have an obligation to familiarize themselves with these regulations and to see to it that they are fulfilled.
- Coaches are responsible for supervising their squad at all times when a team travels. Therefore, from the time the team boards the vehicle at school until it returns to school, the coach is responsible for the actions and the safety of the entire group.
- Coaches should be prepared ahead of time for the day's athletic practice and be ready when the students arrive. This means that a definite program is to be worked out for the practice of drills scheduled for that day.
- Coaches are responsible for seeing that students are able to get needed academic materials from their lockers after games or a late practice. Any coach opening a building for this reason assumes responsibility for the students while they are in the building and is to make sure that all of the doors are locked and the lights are turned off before the coach departs. The same applies to the gym if a coach uses it outside of normal hours.
- It is the coach's responsibility to make certain that managers and players take proper care of equipment and store it away after practice ends.
- Coaches may not leave campus after a practice or game until each of his or her players has been picked up unless campus security is present.

Travel Limitations for Student Activities

It is the general policy of Notre Dame High School that no school organization, activity, or team travels more than 500 miles from the school in order to participate in any form of competition. Such trips within this distance limitation shall be restricted so as to avoid loss of class instructional time as much as possible and should not exceed two class days. Additional restrictions placed upon such activities by the sponsoring group shall be observed, such as the CIF regulations in athletic teams.

Exceptions will be granted by the Principal in the case of regional or state athletic playoffs under the jurisdiction of the CIF and competitions in regional, state or national forensic and journalism activities. Any other exceptions are to be specifically approved by the Principal.

FIELD TRIPS

Policies and Procedures

Faculty members must adhere to the following policies and procedures regarding student field trips:

- A field trip must have an educational purpose;
- At least one month prior to a trip, faculty members must submit to the Vice Principal of Instruction a completed “field trip request form” detailing the trip’s particulars (i.e., time, place, method of transportation, students involved, substitution needed, etc.). Field trip requests are reviewed by the Administrative Council. If permission is granted, the faculty sponsor must submit a list of students who will miss class to the attendance office and main office. The faculty sponsor must take attendance before the students leave the Notre Dame campus (discrepancies must be reported to the attendance office immediately).
- Each student must have a release signed by his or her parent/guardian. If the student is 18 years old or older, he/she must also sign the release.
- No field trips are allowed during school hours during final exams and the months of May and June.

Supervision

Faculty members must adhere to the following policies regarding supervision:

- There must be one chaperone for each twenty students.
- If students will be swimming, adequate supervision would require the presence of a qualified lifeguard.
- Adult chaperones must be with the students at all times. Students are not allowed to go off to restaurants, etc., unaccompanied.

Chaperone Expectations for a Notre Dame Overnight Trip

Faculty members are appreciated for their time and dedication to the Notre Dame students.

To ensure the safety of our students, it is expected that:

- Give travel arrangements to the Principal, appropriate Vice Principal, Attendance Office and the Main Office.
- Chaperones will be responsible for a group of students at all times.
- There will be a chaperone on duty all night.
- Chaperones must carry permission slips and information sheets with them.
- Chaperones will always be available to students
- Chaperones will not drink any alcohol in the presence of students or “while on duty”.
- Chaperones will contact Mrs. Connelly or appropriate Vice Principal if a serious incident occurs.
- Any discipline problems will be reported to the Deans on your return.

- Secure “Overnight Field Trip/Emergency Form” & “Overnight Field Trip Medical Information Form” from the appendix of the Faculty Handbook.

Field Trip Dress

As representatives of Notre Dame High School, it is important that students dress appropriately while they are on a field trip. Ordinarily the school uniform is the appropriate dress for school field trips. Faculty should remind the students that the uniform is the expected dress on field trips. Should there be a need for non-uniform dress faculty members should request approval for alternate dress from the Principal as is necessary.

The following items may be worn on field trips when approved by the Principal:

- **Shirts:** Collared polo style shirts or collared dress shirts.
- **Shorts:** Solid color shorts which are not torn or baggy and fit to the waist.
- **Pants:** Pants, which are not torn or baggy and fit to the waist.
- **Socks:** Socks or hosiery must be worn at all times and are not permitted to be ripped or contain holes.
- **Shoes:** Tennis shoes, leather oxfords, topsiders or loafers may be worn.
- **Sweaters:** Solid color sweaters may be worn.
- **Sweatshirts:** Solid color sweatshirts may be worn.
- **Jackets:** The jacket must conform to the normal dress code requirement.
- **Dresses and Skirts:** Appropriate for the occasion may also be worn.

The following items may not be worn on field trips (unless otherwise stipulated):

- Pants that sag
- Jeans
- T-shirts
- Hats, bandanas, etc.
- Boots of any kind
- Excessively revealing clothing
- any article of clothing inconsistent with the values of a Catholic school (i.e., modesty, etc.)

Any student who is not dressed appropriately will not be permitted to participate in the field trip, and will be subject to disciplinary action. Faculty are expected to enforce these field trip dress policies.

Transportation Policy

Although Notre Dame High School has a transportation policy which allows students to travel in vehicles other than Notre Dame High School vehicles, the use of these vehicles must be with discretion. The guidelines to follow are:

- Large groups should use rented buses.

- For small groups, the faculty sponsor may use his/her own automobile, or a van rented by the school. In either case, the following must be assured:
 - i. The driver has a valid California license
 - ii. The vehicle is adequately insured.

The Principal should be consulted for any needed clarification of this policy.

Non-Notre Dame Trips

Any employee who wishes to take Notre Dame High School students on a non-Notre Dame High School sponsored overnight trip (during the school year or during the summer) must submit a proposal to the Principal for approval at least three months before the planned departure.

Appendix A - Bylaws

Appendix B – Child Abuse Policy & Form

Appendix C - Employment Agreement

Appendix D – California Clear Credential Renewal Requirements

Appendix E – Professional Development Program

Appendix F – Salary Scale

Appendix G – Required Attendance

Appendix H – Field Trip Information

Appendix I – Emergency Procedures/Instant Alert Instructions

Appendix J – Return to Work Program

Appendix K – Travel Approval - Reimbursement Voucher

Appendix L – Employee Counseling Notice

Appendix M – School Vehicle Management Policy

Appendix N – Catholic ID Statement

Appendix A – Bylaws

BOARD OF DIRECTORS
NOTRE DAME HIGH SCHOOL
BYLAW

Board Action Taken:

Approved: October 20, 2009

Revised: August 9, 1987
Revised (1): March 31, 1995
Revised (0): October 20, 2009
Approved: October 20, 2009

BOARD OF DIRECTORS

NOTRE DAME HIGH SCHOOL

BY-LAWS

OF

NOTRE DAME HIGH SCHOOL, SHERMAN OAKS, CALIFORNIA

(Approved October 20, 2009)

SECTION 1. PREAMBLE

1.1 Notre Dame High School, Sherman Oaks, California (the "School") is a non-profit California corporation established to maintain and operate a private, college preparatory Catholic high school in the Holy Cross tradition and under the sponsorship of the South-West Province, Congregation of Holy Cross ("Brothers").

SECTION 2. OFFICES

2.1 Registered Office. The registered office of the School shall be located at 13645 Riverside Drive, Sherman Oaks, California 91423.

2.2 Other Offices. The School may have such offices at such other places as the Board of Directors may from time to time determine as the business of the School may require.

SECTION 3. MEMBERSHIP

3.1 The Corporation shall have no members. Any action which would otherwise require approval by a majority of all members or approval by the members shall require only approval of the Board of Directors as provided in Section 4 below. All rights which would otherwise vest in the members shall vest in the Board of Directors.

SECTION 4. ROLE OF BOARD OF DIRECTORS

4.1 General. The Board of Directors shall have and exercise the corporate powers prescribed by the laws of the State of California. The essential function of the Board of Directors (the "Board") shall be policy making, the assurance of sound management and active participation in the provision of the necessary funds for the School. The Board has ultimate responsibility in determining general, educational, financial and related policies necessary for the administration and development of the School and for oversight of the School Mission (and Mission effectiveness), as well as maintaining the School relationship and sponsorship

with the Holy Cross Brothers (“Brothers”) and Holy Cross Institute consistent with the Document of Understanding between the Brothers and the Board.

The Board holds in trust the School's future and the Board's collective judgment is to focus on how the School can best serve the constituencies yet to come. As such, the Board's efforts are directed toward the strategic and long-term issues of policy and mission. The implementation, execution and administration of policy are the roles of the President, the Administration and Faculty.

4.2 Duties. The Board shall be responsible for the following:

- (a) The Board shall plan, develop and establish policy and guidelines and assess the performance of the School regarding its mission, strategic plan, educational goals, financial objectives and policies with the mission of the School and the tradition of Holy Cross.
- (b) The Board shall select the chief executive officer of the School who shall be the President (the "President"). The Board shall work in partnership with that individual. The Board delegates administration of the School to the President and shall assess the administration of the School annually through the President's evaluation process. The evaluation process shall include the establishment of goals and objectives, jointly between the Board and the President, as the primary basis for the evaluation.
- (c) The Board shall confirm the election or reelection of members of the Board of Directors before they may take office and confirm the appointment or reappointment of the President as chief executive officer, before he or she may take office.
- (d) The Board shall approve sale, lease, or encumbrance on any immovable assets belonging to or acquired by the School.
- (e) The Board shall approve any merger or dissolution of the corporation and designate the transfer of assets of the corporation in case of dissolution.
- (f) The Board shall enter into, make, perform and carry out contracts of every kind in furtherance of the purposes of the School.
- (g) The Board shall be responsible for the School's financial condition and its physical plant. In furtherance thereof the Board shall:
 - (1) Approve and adopt the annual operating budget, including a tuition schedule;
 - (2) Review the School's performance relative to its annual budget;
 - (3) Appoint independent auditors, require an independent certified audit (or audit review) annually and review and approve the annual audit/review;

- (4) Approve plant maintenance, capital improvements and additions, and;
- (5) Assure funds necessary to operate the School.

SECTION 5. ROLE AND DUTIES OF INDIVIDUAL DIRECTORS

5.1 General. Because of the natural closeness of individual Board members to the School community as parents or alumni, Directors must separate Director decisions from personal or family interests and act to support the authority of the President and the School as a whole.

5.2 Duties. The Directors shall perform the following duties:

- (a) Attend new Director orientation(s).
- (b) Attend Board and Committee Meetings.
- (c) Attend School functions designated by the Chairman of the Board, the President or the Board, and be a visible presence in the School's community.
- (d) Serve on Board Committees.
- (e) Assist with fund raising and make charitable contributions according to personal ability.
- (f) Act as an advocate and ambassador for the School to the community and its constituencies.
- (g) Keep abreast of enrollment, budget, capital, and strategic plans and other issues identified by the Chairman of the Board or the President.
- (h) Identify candidates for Director positions.
- (i) Advise the Chairman of the Board or the President of serious concerns raised by parents, administration, faculty, alumni or other constituencies of the School.
- (j) Refer matters involving curriculum, discipline, and administration to the President, while focusing on broader issues of the School's mission, policy, planning, budgets, and funding.
- (k) Recognize and maintain the confidentiality of individual Director opinions, Board discussions, and other sensitive Board matters.
- (l) Execute a policy statement of understanding of the School's conflicts of interests policy (Section 11); avoid conflicts of interest as provided in the statement; and request guidance from the Chairman of the Board if potential conflicts arise.

(m) Be mindful of the Board's obligation to assure sufficient financial resources to meet the School's future goals as well as the School's immediate needs.

(n) Advance the mission of the School and be mindful of the Board's responsibility as stewards of the ideals expressed in the mission statement and the sponsorship of the Congregation of Holy Cross.

SECTION 6. BOARD OF DIRECTORS

6.1 Directors. The power of the School to do all acts, except as may be otherwise required by law, the Articles of Incorporation or these By-Laws, shall be vested in, and the business and affairs of the School shall be managed by a Board of Directors of not less than fifteen (15) or greater than twenty four (30) natural persons. The Board shall act collectively. No Director standing alone and without delegated authority shall ever act an agent or a representative of the School.

6.2 Term of Office. The Directors shall be nominated in June of each year by the Executive Committee and elected by the Board at the June meeting. Each Director shall hold office for three (3) years and until his or her successor is chosen and been elected. No Director shall hold office for more than three consecutive terms, unless that Director is also serving concurrently as an officer of the Board in which event such Director may not hold office for more than twelve consecutive years. The Executive Committee shall maintain three (3) equal classes of Directors insofar as possible through appointments of less than three years and may make special appointments as it deems necessary that extend terms or years of service. The term for all Directors shall begin on July 1.

6.3 Vacancies. If the office of a Director is vacant, the remaining Directors may fill any vacancy on the Board for the unexpired term, subject to nomination by the Executive Committee.

6.4 Attendance. If a Director does not attend at least two-thirds of the meetings of the Board or misses three consecutive meetings of the Board, that Director shall be a candidate for replacement and his or her position may be declared vacant by the Executive Committee, after reviewing the attendance with the Director in question.

6.5 Removal of Director. The Board, with a vote of 75% of the Directors present, at any special meeting called for the purpose, may remove from office any one or more of the Directors, with or without cause, notwithstanding that his or their term of office may not have expired, and may at such meeting elect one or more successors, as the case may be, for the unexpired term.

6.6 Eligibility for Nomination or Election. No individual shall be eligible for nomination or election to the Board for a period of one (1) year after retiring from the Board. No spouse of

a current Director shall be eligible for nomination or election to the Board. A majority of Board membership shall be practicing Catholics.

6.7 President. The President shall be an *ex-officio* member of the Board.

6.8 Provincial Membership. The South-West Province, Congregation of Holy Cross shall have the right to appoint three members to the Board.

6.9 Compensation of Directors. Members of the Board shall serve without compensation, but they may be reimbursed by the School for all legitimate and necessary expenses incurred by attendance at regular or special meetings of the Board or committee meetings, or incident to the performance of any proper function or duty authorized by the Board or any committee thereof. All such reimbursements must be approved jointly by the Treasurer and Chairman of the Board, except that requests for reimbursements by the Treasurer and Chairman of the Board must be approved by the Executive Committee.

SECTION 7. MEETINGS OF THE BOARD

7.1 Location. Meetings of the Board shall be held at the School's principal office or at such other place within or without the State of California as a majority of the Directors may from time to time designate.

7.2 Regular Meetings. In addition to the Annual Meeting, regular meetings of the Board shall be held at least six (6) times throughout the year, at a time established by the Chairman of the Board in consultation with the President, upon notice given to each Director of record by the Chairman, not less than two (2) or more than twenty (20) days before such meeting, either personally or by mail, telephone, facsimile, e mail or otherwise. All notices of meetings shall set forth in reasonable detail the purpose or purposes of such meeting.

7.3 Annual Meeting. An annual meeting of the Board of Directors shall be held in August of each year at a time fixed by the Executive Committee in consultation with President for the transaction of such other business as may properly be brought before the meeting.

7.4 Special Meetings. Special meetings of the Board may be called, by the Chairman of the Board upon notice given to each Director of record by the Chairman, not less than two (2) or more than twenty (20) days before such meeting, either personally or by mail, telephone, facsimile, e mail or otherwise. All notices of meetings shall set forth in reasonable detail the purpose or purposes of such meeting. Special meetings shall be called by the Chairman in like manner and on like notice on the written request of a majority of the Directors, and if the Chairman fails or refuses or is unable to call a meeting within two (2) days after being requested by a majority of the Directors, then the majority of the Directors may call the meeting on 48 hours written notice given to each Director as provided above.

7.5 Voting. At all meetings, each voting member of the Board shall be entitled to cast one vote. Votes by proxy shall not be allowed. Cumulative voting shall not be allowed.

7.6 Quorum. The presence of a majority of the voting members of the Board shall be necessary to constitute a quorum for the transaction of business, and, except as otherwise provided by law, the Articles of Incorporation or these By-laws, the acts of a majority of the Directors present at a meeting at which a quorum is present shall constitute the acts of the Board. If a quorum is present when the meeting is convened, the Directors present may continue to do business until adjournment, notwithstanding the withdrawal of enough Directors to leave less than a quorum as fixed hereby or the refusal of any Director present to vote.

7.7 Organization of Meetings. At all meetings of the Board, the Chairman of the Board shall preside. In the absence of the Chairman of the Board, the Vice Chairman of the Board shall preside. In the absence of both the Chairman of the Board and the Vice Chairman of the Board, any voting Director designated in writing by the Chairman, or in default of such designation, any member chosen by a majority of the voting Directors present, shall act as Chairman. The Secretary of the Board, or in his or her absence, any person designated by the Chairman, shall act as secretary of the meeting. The order of business at all meetings of the Board shall be as set forth in the notice of the meeting.

7.8 Notices. Any written notice required or permitted by law, the Articles of Incorporation or these By-Laws to be given to any Director shall be deemed to have been given to such Director when such notice is placed in the United States mail, postage prepaid, addressed to such Director at his or her last known address as shown in the records of the School maintained in the President's office. Any such notice so sent shall be conclusively presumed to have been validly and properly given and to be sufficient notice of the meeting, and the affidavit of the Secretary of the Board concerning the circumstances under which notice was given shall be prima facie evidence of such circumstances.

7.9 Waiver of Notice. Whenever any notice is required by law, the Articles of Incorporation or these By-Laws to be given to any Director, a waiver thereof in writing signed by the person or persons entitled to said notice, whether before or after the time stated therein, shall be deemed equivalent thereto.

7.10 Action without Meeting. Any action which may be taken at a meeting of the Board or any committee thereof may be taken by consent in writing signed by all of the Directors or by all members of the committee, and filed with the records of proceedings of the Board or committee.

7.11 Participation in Meetings by Telephone Conference Calls. Members of the Board may participate at and be present at any meeting of the Board or any committee thereof by means of conference telephones or similar communications equipment if all persons participating in such meeting can hear and communicate with each other.

7.12 Minutes, Confidentiality. The minutes of all meetings are owned by NDHS. All matters of the Board are to be considered as information held in confidence. The Board may take formal action to release, share or make public any or all of its meeting information, including minutes of meetings and all actions. Board meeting minutes are the responsibility of the President or his/her appointed recording secretary and will be disseminated for Board approval as soon as possible following each meeting (by e-mail or at the subsequent meeting). If approved for public review by the Board, the President is responsible for posting said minutes.

7.13 Executive/Closed Session. For especially sensitive matters, e.g. legal issues, personnel matters, etc.; the Board may choose to defer such matters to the Executive Committee of the Board or convene in "Executive" or "Closed Session." All matters discussed therein must be held in the strictest confidence and are not privy to public release or public discussion.

7.14 Spokesperson(s) for the School/Board. The primary spokesperson(s) for the School or the Board are the President or the Chairman of the Board, who are charged with the duty of representing the School and making any necessary public statements on its behalf. The President and Chairman of the Board may, in certain cases, need to make representative public statements in the absence of full Board consultation. In such cases, the President and/or Chairman of the Board will seek full Board consultation at the earliest possible opportunity. The President or Chairman of the Board may also appoint legal or other representatives to make public statements on the School's behalf. No other

administrators or Board members shall make public or legal representations on behalf of the School without the authorization of the President or Chairman of the Board.

SECTION 8. STANDING COMMITTEES OF THE BOARD

The Board may designate one or more standing committees and delegate to such committees any authority of the Board except as provided herein. Such committee or committees shall have such name or names as may be stated in these By-Laws, or as may be determined, from time to time, by the Executive Committee with the approval of the Board. The Chairman of the Board shall appoint the chairpersons and members of all committees at the annual meeting of the Board for terms of one (1) year after receiving recommendations from the Executive Committee. Each committee shall meet at least three (3) times a year at the call of the chairperson with at least seven (7) days notice. Annual goals shall be established for each committee prior to the first meeting of each year by the Executive Committee and the Chairman of each committee. The Chairman shall assure that the discussions and actions of each committee are properly recorded and promptly distributed to its members and to all Directors as may be appropriate. Each chairperson shall assure that his or her committee becomes thoroughly familiar with policies, procedures, functions, staff, faculty, and students appropriate to the committee. The President shall appoint a staff member of the School to serve as staff and secretary to the committee, and under the supervision and coordination of the President. The President may invite a faculty or staff representative to sit with a voice at appropriate meeting of the standing committees.

The following standing committees are hereby established:

8.1 **Executive Committee.** The Executive Committee shall consist of the officers of the Board and the President. Any other members of this Committee may be appointed by the Chairman of the Board, and ratified by majority vote of the full Board. The Chairman of the Board shall be the Chairman of the Executive Committee. The Executive Committee shall nominate to the Board proposed officers of the Board. The Executive Committee shall meet as necessary in order to perform the duties provided for in this Section 8.1. The Executive Committee shall have and may exercise any of the powers of the Board during the intervals between meetings of the Board, and the Executive Committee shall be empowered to take all such action as the Board itself could take, except:

- (a) The Executive Committee shall not have the power to alter or revoke any previous order, resolution or vote of a meeting of the Board unless specifically granted such power by the Board.
- (g) The Executive Committee shall not have the power to alter or amend the Articles of Incorporation, or these By-Laws.
- (h) The Executive Committee shall serve as the ad hoc Nominations Committee and is responsible for encouraging the nomination from the Board of candidates for service and the election/filling of vacancies on the Board.
- (i) The Executive Committee may suspend, revoke or remove any officer of the Board or the Corporation as special circumstances warrant.

- (j) The appointment of other committees of the Board or members thereof with the understanding that Board membership is not an exclusive condition for committee service and persons with special talents or experience that can benefit the School can be invited to Board committee service as approved by the Executive Committee.
- (k) Any action taken by the Executive Committee shall be reported in writing to the Board at the next regular meeting which report shall be sent to the Directors at least seven (7) days prior to such regular meeting.

A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business, and the act of a majority of the members of the Committee present at a meeting of the Committee at which a quorum is present shall constitute an authorized act of the Committee. The organization, place, call, time, notice, and waiver of notice of meetings of the Executive Committee shall be the same as is set forth in Section 4 of these By-Laws with respect to meetings of the Board; except that:

- (a) The words "Executive Committee" shall be substituted for the words "Board " in applying such provisions to meetings of the Executive Committee,
- (b) The Executive Committee shall meet upon notice given to each member of the Committee by the Chairman, and
- (c) Notice may also be given by telecommunications.

The Executive Committee shall perform such other duties and exercise such other powers as may be delegated to it expressly from time to time by the Board except as provided herein. The Committee shall not act on matters properly the first responsibility of standing committees for review, study, and recommendation to it or to the Board. The Committee shall actively maintain a list of Director candidates that would be best able to serve the School at the Director level. It shall continually assess and appraise Board organization, operation, composition and attendance to assure maximum effectiveness.

8.2 Development Committee. The Development Committee shall study, develop, and recommend to the Board the appropriate policies, strategies, programs and leadership requirements for fund raising and related public relations among all school related constituents. These include the following primary responsibilities:

- (a) To guide and advise the President on policy development relating to endowment, capital fund raising, event fund raising and volunteer resources;
- (b) To guide and advise the Director of Development on strategy cultivation of alumni affairs, volunteerism and annual community fundraising;
- (c) To assist the Director of Development in maintaining viable endowment and donor prospect lists;
- (d) To aid the Development Office by encouraging existing and prospective donors to visit the campus and support related activities administered by the Development Office;
- (e) To collaborate with the Development Office on the proper strategies for the execution of the assessed school needs as defined by the Planning Committee and approved by the Board.

(f) To review and make appropriate recommendations to the President on the annual fund raising summary report.

(g) To assist in public relations and marketing programs of the school and in the development and maintenance of a School public relations and marketing plan.

This Committee may have subcommittees as appropriate. The Director of Development shall serve on this Committee.

8.3 Finance Committee. The Finance Committee is charged with maintaining a thorough knowledge of the funds, finances and resources of the School. It is the duty of this Committee to oversee the financial affairs of the School. Oversight of the School's finances shall include, but not be limited to, the following elements:

(a) To assure that there is a current financial plan for the School projected out at least three (3) years and based on the mission, educational goals, assumptions and requirement of the School.

(b) To review and recommend the approval of the annual budget of the School, including the establishment of tuition levels;

(c) To consider requests for approval of expenditures or the incurring of obligations which are not included in the annual budget and to make recommendations to the Board;

(d) To recommend to the Board such action as it may be advisable to improve the financial condition of the School, including recommendations of investments, audit, insurance, legal and retaining financial counselors;

(e) To recommend policies and procedures to the Board with respect to all physical and financial resources and investments of the School;

(f) To recommend policies and programs for the financing of benefits for faculty, staff and students;

(g) To review annually all appropriate insurance coverage for the physical plant, personal, director indemnity and any other liability;

(h) To establish requirements for appropriate fidelity bonding of such officers and employees and in such amounts as deemed advisable;

(i) To require and present to the Board quarterly reports on the School's financial condition and affairs;

(j) To recommend to the Board the person or persons authorized to sign checks and related documents;

(k) To evaluate continuously the condition of the physical plant, equipment, allocation of space, and to report on and make recommendations at least annually concerning the condition and required maintenance thereof; and

(l) To oversee plant construction and improvements, and to recommend the retention of special consultants, personnel and firms as required.

This Committee may have subcommittees as appropriate. This Committee shall keep the Board informed in all financial matters and shall be charged with the responsibility for recommending to the Board proposals pertaining to the above. This Committee shall require from the Treasurer at the end of each School year a complete, audited financial statement of the School, including, but not limited to, a statement of financial position, a statement of activities, and statement of cash flows as rendered by a certified public accountant selected by the Board.

8.4 **Academic Committee**. It shall be the duty of this Committee to develop extensive knowledge of the entire educational program of the School. This Committee will consult with the Principal and School administrators and staff as necessary regarding curricular and co-curricular programs, religious education, community service, and participation in spiritual activities. This Committee's duties shall include the following:

- (a) Ensure that the entire Board has adequate knowledge of the educational requirements and programs of the School.
- (b) Advise the President and Principal regarding concerns related to the curriculum and effective communication with parents and students regarding the educational program
- (c) Receive regular reports from department heads regarding departmental philosophy, course of study, pedagogy and requirements.
- (d) Make recommendations to the Board regarding major changes in educational programs and academic requirements for graduation.
- (e) Maintain regular contact and conversation with the Academic Affairs Council of the School.
- (f) Review and make recommendations to the Board on admission policies
- (g) Review faculty professional policies and procedures.
- (h) Review curricular and co-curricular programs including Academic Bulletin, Student-Parent Handbook, and the Faculty Department Handbook.
- (i) Review the School Technology Plan annually and make recommendations for its implementation and continuing development.
- (j) Review and awareness of accreditation documents (WASC) and participation as necessary in the accrediting process.

The Committee shall perform these functions on a quarterly basis and establish goals at the beginning of the academic year. The Principal shall serve on this Committee.

8.5 **Planning Committee** The Planning Committee shall study, develop, and recommend to the Board the long term policies, strategies, programs and leadership requirements for execution and communication of the mission and philosophy of the School. These include the following primary responsibilities:

- (a) To recommend to the Board a strategic plan that proposes a School vision for long term policies, strategies, programs and leadership requirements for the execution of the mission and philosophy.
- (b) To recommend to the Board policies, strategies, programs to enhance the sponsorship of the School by the Brothers.
- (c) To recommend to the Board long term policies, strategies, programs and leadership requirements necessary to perpetuate School Holy Cross and Catholic Identity and to participate in the programs of the Holy Cross Institute.
- (d) To recommend to the Board a Master Plan for the development of facilities and the campus and to review or update the Master Plan annually.
- (e) To aid the Development Office by encouraging existing and prospective donors to visit the campus and support related activities administered by the Development Office.
- (f) To review and make appropriate recommendations to the Board and the President on the effectiveness of the execution of the mission and philosophy in the Holy Cross tradition.

8.6 **Other Committees** In addition to the aforementioned standing committees, other committees may be established by the Board. The Executive Committee may recommend the formation of other committees to the Board, and such other committees shall be established upon the approval of the Board. The Executive Committee shall have full authority to designate the Chairman and members of such other committees. The Chairman of the Board shall have full authority to establish an *ad hoc* committee for a limited purpose, the purpose of which shall be defined by the Chairman, at any time.

8.7 **Encouraged Membership.** Non-Directors are eligible to be members of Board Committees and may be appointed by the Committee Chairperson in consultation with the Board Chairperson and school President. Each Board Committee shall establish an appropriate liaison with faculty or staff members of the School.

8.8 **Ex-Officio Members of Committees.** The Chairman of the Board, and the President are *ex officio* members of all Board Committees.

8.9 **Emeritus Board Membership.** The Board, or the Executive Committee on behalf of the Board, may extend “Emeritus” status for distinguished service to any member upon completion of or retirement from Board service. All former Chairpersons of the Board shall receive the “Emeritus” distinction by virtue of that service. Emeritus Board members will be invited to attend an annual meeting of the Board and will continue to serve as lifetime friends of the School and advisors to the President and Board.

SECTION 9. OFFICERS OF THE BOARD OF DIRECTORS

9.1 **Officers.** Every two (2) years in June, the Board shall elect as officers of the Board, a Chairman of the Board and a Vice Chairman, and shall also elect a Secretary and a Treasurer. The immediate past Chairman of the Board shall also be considered an officer of the Board. The officers shall be nominated by the Executive Committee subject to election by the Board. The Board may appoint such other officers as it shall deem necessary, who shall hold their offices for such terms and shall exercise such powers and perform such duties as shall be determined from time to time by the Board. Any officer may be removed by the Board with or without cause at any time, without prejudice, however, to any contract rights of the person so removed, subject to the provisions of Section 6.5 or Section 8.1 (i).

9.2 **Chairman of the Board.** The Board shall elect a Chairman who shall be a Director and shall preside at all meetings of the Board and the Executive Committee at which he is present. The Chairman or his designee may enter into any contract or execute any certificate or instrument in the name and on behalf of the School that has been approved or authorized by the Board or Executive Committee, except in cases where the authority to enter into such contracts or execute such instruments or certificate, as the case may be, has been otherwise expressly delegated by the Board. The Chairman shall give, or cause to be given, notice of meetings of the Board. The Chairman shall be the official spokesperson for the Board. The Chairman of the Board will be the official liaison between the Board and the President. The Chairman of the Board shall negotiate the contract and salary of the President with concurrence by the Treasurer. The Chairman of the Board shall coordinate the annual evaluation of the President and review said evaluation with the Board. The Chairman shall

perform all duties incident to the office of Chairman as herein defined, and all such other duties as may from time to time be designated by the Board.

9.3 Vice Chairman. The Vice Chairman of the School shall be vested with full power to exercise the functions of the Chairman of the Board at any meeting of the Board, in the absence of the Chairman. The Vice Chairman may execute contracts or other formal documents on behalf of the School as authorized by the Board or Executive Committee. Normally, but not exclusively, the Vice Chairman is considered to be the Chairman-Elect and is expected to assume the role of Chairman upon the completion of the term of the Chairman.

9.4 Secretary. The Secretary shall attend all meetings of the Board and record all votes and serve to review minute drafts as presented by the President or his/her appointed recording secretary. The Secretary shall present said minutes for Board approval accordingly by e-mail, phone or personal meeting correspondence.

9.5 Treasurer. The Treasurer shall be an active member of the Finance Committee responsible for insuring proper custody of the corporate funds. The Treasurer shall work directly with the President and Controller to insure proper accounting and auditing procedures are in effect and disbursement of school funds are solely for proper corporate purposes. The Treasurer and Finance Committee shall render reporting to the Board, at the regular meetings of the Board, or whenever they may require it, an account of the financial condition of the School or relevant financial issues.

SECTION 10. PRESIDENT, CHIEF EXECUTIVE OFFICER

10.1 General. The President shall be the chief executive officer of the School. The President shall have charge of the School under the direction of the Board. The President shall abide by policies, rules, regulations and procedures as established by the Board of Directors and shall conduct the operation of the School consistent with all applicable external laws, rules and regulations. The implementation, execution and administration of policy are the roles of the President, the Administration and Faculty. The President shall sit with voice and vote on all standing and *ad hoc* committees and subcommittees.

10.2 Duties. The President shall have the following duties:

- (a) Oversee all operational aspects of the School, including planning, budget, curricular and co-curricular programs, personnel, admissions, student discipline, institutional advancement, legal affairs, and facilities management. Delegate daily responsibility for these areas as needed.
- (b) Serve as liaison to the Holy Cross Institute and promote and facilitate the School Holy Cross/Catholic Identity and mission effectiveness.
- (c) Select and supervise all other senior administrators of the School to oversee curricular and co-curricular operations of the School.
- (d) Inform the Board in timely fashion regarding significant School issues and events. Seek the Board's counsel regarding decisions as appropriate and necessary.
- (e) Collaborate closely with the Chairman of the Board in the leadership of the Board.
- (f) Articulate the mission and vision of the School for internal and external constituencies.
- (g) Serve as the educational leader of the School and its principal spokesperson.
- (h) In consultation, with others, regularly assess and develop procedures for the proper and effective internal operation of the School.

- (i) Participate in appropriate professional organizations and in regular professional development activities.
- (j) Serve as the court of final appeal regarding administrative decisions.
- (l) The President or his designee may enter into any contract or execute any certificate or instrument in the name and on behalf of the School that has been approved or authorized by the Board or Executive Committee, except in cases where the authority to enter into such contracts or execute such instruments or certificate, as the case may be, has been otherwise expressly delegated by the Board.

SECTION 11. CONFLICT OF INTEREST

11.1 Conflict of Interest Policy. Board members are usually drawn from the broad Notre Dame community. Many are alumni, alumni parents or have some other close relationship with the institution. Further, Board members frequently are involved in professional pursuits which benefit the board such as education, finance, law or institutional development. On occasion, a Board member's professional interests, relationship with the school's present or past faculty or staff, or other personal interest may present an actual or potential conflict of interest with a matter under Board consideration. In such cases, the Board member who has an actual or potential conflict of interest, or any other Board member who is aware of a potential conflict, has an affirmative responsibility to disclose that conflict to the Board of Directors or its Executive Committee prior to Board consideration of the matter. Otherwise, the conflict shall be presented to the full Board for consideration and, if the Board determines that a conflict exists, the Board member(s) in conflict shall be excluded from discussion and decision making relative to the issue in conflict. Failure to disclose even a potential conflict constitutes a serious breach of Board expectations and will generally be resolved through the immediate removal of the offending Board members(s) and the Board's reconsideration of the matter with which its member(s) had a conflict. At its first meeting each year the Board shall review this Conflict of Interest policy statement and require completion of a "Disclosure Form" by all its members.

SECTION 12. BOARD REPRESENTATIVES

12.1 Board Representatives. Each year the Executive Committee of the Board of Directors, in consultation with the President, will designate which support groups of the School may have a representative present at the meetings of the Board of Directors. These individual representatives shall not be considered Directors, shall be non-voting, and shall not participate in executive discussions of the Board, unless invited by the Chairman of the Board or the Executive Committee.

SECTION 13. MISCELLANEOUS

13.1 Checks. All checks or demands for money and notes of the School shall be signed by such person or persons as the Board may from time to time designate.

13.2 Fiscal Year. The Board may adopt for and on behalf of the School its fiscal year, which shall, until changed, be July 1 through June 30 of each year.

13.3 Seal. The Board may adopt a corporate seal, which seal shall have inscribed thereon the name of the School. Such seal may be used by causing it or a facsimile thereof to be impressed or

affixed or reproduced. Failure to affix the seal shall not, however, affect the validity of any instrument.

13.4 Gender. All pronouns and variations thereof used in these By-Laws shall be deemed to refer to the masculine, feminine or neuter gender, singular or plural, as the identity of the person, persons, entity or entities referred to require.

13.5 Robert's Rules of Order. All meetings of the Board of Directors shall be conducted in accordance with Robert's Rules of Order.

13.6 Effective Date. These By-Laws shall become effective immediately upon adoption by the Board of Directors.

13.7 Distribution. A copy of these approved By-Laws affixed with the seal of the School shall be provided to each Director when he or she joins the Board. A copy shall be placed in the library of the School.

13.8 Director's Manual. The Board of Directors shall cause to be prepared and maintained a Board of Directors Policy Manual to contain policies, rules, regulations and procedures not covered in detail in these By-Laws.

13.9 Administrative Manuals. The President is authorized to cause to be prepared and maintained appropriate administrative manuals containing policies, rules, regulations and procedures concerning all faculty, staff, students, and employees.

SECTION 14. INDEMNIFICATION [Review current language]

The School shall indemnify its officers and Directors, and may indemnify its employees and agents, and may procure insurance on behalf of its officers, Directors, employees and agents to the full extent permitted by Section 5233 of the California Nonprofit Corporation Law, as amended, provided that no indemnification payment or advancement of expenses shall be made unless it is approved by the Board.

SECTION 15. AMENDMENTS

These By-Laws may be amended or repealed or new By-Laws may be adopted by the Board at any meeting of the Board of Directors if notice of such action is contained in the notice of such meeting, provided, however, that no notice shall be necessary for any proposed amendment adopted at any regular or special meeting of the Board of Directors by a vote of more than two-thirds of the Directors present.

SECTION 16. PURPOSES AND DISSOLUTION

The property of the School is irrevocably dedicated to educational, charitable and religious purposes and no part of the income and assets of the School shall ever inure to the benefit of any Director, officer, member thereof or private individual. Upon winding up and dissolution of the School, its assets remaining after payment of, or provision for payment, of all debts and liabilities of the School, shall be distributed to a nonprofit fund, foundation or association which is organized and operated exclusively for educational,

religious and charitable and which has established its tax exempt status under Section 501 (c) (3) of the Internal Revenue Code.

SECTION 17. LIMITATIONS AND RESTRICTIONS

Notwithstanding any other provisions in these By-Laws, the School shall be subject to the following limitations and restrictions:

- (a) It shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986 (“Code”) or amendments thereto.
- (b) It shall not engage in any act of self dealing as defined by Section 4941(d) of the Code or amendments thereto.
- (c) It shall not retain any excess business holdings as defined by Section 4943(c) of the Code or amendments thereto
- (d) It shall not engage in any act of self dealing as defined by Section 4941(d) of the Code or amendments thereto.
- (e) It shall not make any taxable expenditures as defined to subject it to tax under Section 4945 (d) of the Code or amendments thereto.

CHILD ABUSE POLICY

Child abuse is a reality of our society. Child abuse includes physical injury, which is inflicted on a child by other than accidental means, sexual exploitation or assault and child neglect. Out of concern for abused children and their families, California State Law requires that known or reasonably suspected incidents of child abuse must be reported immediately, or as soon as practically possible, by telephone to a child protective agency by a child care custodian or health practitioner. A “child care custodian”, includes a teacher, a principal, a teacher’s aide, or an administrator of day camps. A “health practitioner” includes a social worker, a psychologist, a licensed nurse, and marriage, family and child counselor. “Reasonable suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse. After the initial report by telephone, a written report must be sent to the child protective agency within 36 hours of receiving information concerning the incident. For the purposes of this reporting statute, “child” means a person under the age of 18 years. To obtain a report form and require help in completing the form, contact a counselor in the Counseling Center.

Child Abuse Form on reverse side.

Section 11166 of the Penal Code requires any child care custodian, medical practitioner, nonmedical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

"Child care custodian" includes teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; licensed day care workers; administrators of community care facilities licensed to care for children; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel or residential care facilities; and social workers or probation officers.

"Medical practitioner: includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.

"Nonmedical practitioner" includes state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; marriage, family or child counselors; and religious practitioners who diagnose, examine, or treat children.

This is to verify that I have knowledge of the provisions of Section 11166 of the Penal Code and that I will comply with its provisions.

NAME OF EMPLOYEE (please print) _____

SIGNATURE OF EMPLOYEE _____

DATE _____

PLEASE RETURN THIS FORM TO THE PRINCIPAL'S OFFICE AS SOON AS POSSIBLE.



**NOTRE DAME
HIGH SCHOOL**

EMPLOYMENT AGREEMENT

This agreement is entered into by and between Notre Dame High School (hereinafter “School”) and

«*FirstName*» «*LastName*» (hereinafter “Teacher”).

TERMS: *August 16, 2011 - June 30, 2012*

POSITION: «*JobTitle*»

BASE SALARY:

Scale:

A supplementary letter will be issued for increments due any extracurricular assignments which may or may not carry additional salary.

FOR AND IN CONSIDERATION of employment of the Teacher by the School and for other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties hereto agree as follows:

I. TEACHER RESPONSIBILITIES

The Teacher shall perform such services and duties as may be reasonably assigned or delegated to him/her from time to time by the Principal of the School. The Teacher shall follow the directions of the School’s Principal in carrying out his/her duties and will conform to the School’s established method of conducting its business.

Additionally, the Teacher’s duties shall be those of a full-time (5 periods) or part-time faculty member as specified in the Faculty Handbook which is an integral part of this Agreement. A full-time teacher will be assigned a substitution period as well as supervisory duties. You shall use your best professional efforts and skills to perform your duties in a diligent, energetic, competent, and ethical manner, consistent with the School’s established philosophy and its policies, directives and expected practices. Your duties shall include careful preparation

Employment Agreement

Page 2

and planning for each class consistent with School and departmental curriculum; diligent review and evaluation of student work and related communication to students and parents; and conferring with students, the administration, and parents as needed regarding each student's progress and development. You also shall attend faculty/staff meetings and conferences, including those prior to and following the School's regular academic year, participate in School activities including School liturgical activities, as requested, and complete other duties as assigned. Additionally, the Teacher is to involve himself/herself in the moderation of some facet of the School's extracurricular program.

The Teacher is to be knowledgeable of the Notre Dame High School philosophy and objectives and is to perform within the framework of said philosophy and objectives. The teacher understands that the primary mission of Notre Dame High School is to develop and promote a Catholic Faith community based on the American Catholic Bishop's letter, "To Teach as Jesus Did", and that all duties and responsibilities of the Teacher shall be performed with this primary purpose in mind. The Teacher shall conduct himself/herself with due regard to public conventions and morals as well as those basic tenets of the Roman Catholic Church.

The Teacher shall attend all in-service meetings, workshops and other professional gatherings during the school year as requested by the Principal of the School or subsidiary authority.

The Teacher shall devote his/her entire time, energy and skill to teaching during the School day and to the promotion of the interests of the School. The Teacher shall not, without the express written consent of the School, engage in any activity competitive with or adverse to the School's interests, whether alone, as a partner, or as an officer, director, employee or shareholder of any other corporation, or a trustee or fiduciary or any other representative of any other entity. However, the Teacher may make passive or personal investments in companies which might be in a competitive business or have competitive business practices with that of the School.

The Teacher agrees to observe and comply with all the School's policies, procedures and rules including those set forth in the Notre Dame High School Employee Handbook and the Faculty Handbook, which are incorporated herein by reference. The Teacher further agrees to abide by and enforce all policies, procedures and rules applicable to students and to maintain a high standard of instruction, discipline and personal conduct as set forth in the Faculty Handbook.

II. CONTRACT TERM

The Teacher agrees to perform services for the School for the academic year of 2011-2012. A School year shall commence with faculty meetings prior to the opening of classes in August and shall continue to the end of June. The attendance by the Teacher prior to the opening of class in August until the end of June shall be in accord with the schedule prepared at the sole discretion of the Principal of the School.

This contract is for the term specified herein unless terminated earlier and shall not be construed either by its terms or implied to be for a period longer than the term specified herein. Notre Dame High School does not recognize tenure and this contract shall in no way be deemed to imply any obligation of renewal either on the part of the Teacher or of the School.

III. COMPENSATION

The School agrees to pay to the Teacher during the term of this Agreement a total salary as listed above, subject to customary withholding tax and any other payroll taxes that are required with respect to compensation paid by an employer to an employee. At the School's discretion, said salary may be increased for additional services.

Other benefits available to the Teacher are contained in the Notre Dame High School Employee Handbook. The Teacher agrees to abide by the General Salary Principles as outlined in the School Salary Schedule in effect during the term of this Agreement.

IV. TERMINATION

This Agreement shall terminate upon the occurrence of any one of the following events:

- A. Whenever the School and the Teacher shall mutually agree to termination.
- B. Upon the death, incapacity, or disability of the Teacher.
- C. At the School's option, without notice, when the School determines that the service of the Teacher is no longer satisfactory or necessary to the School, in the School's sole discretion.

- D. At the School's option, without notice, if the Teacher violates any School rule, policy or procedure including those set forth in the Notre Dame Employee Handbook and the Faculty Handbook which are incorporated herein by reference. The School shall be the sole judge as to whether a violation has occurred.

- E. Upon the occurrence of circumstances that make it impossible or impractical for the business of the School to be continued.

Upon termination for any of the foregoing causes, the Teacher shall be entitled to receive only the compensation earned but unpaid as of the date of termination and shall not be entitled to additional compensation unless expressly provided for in this Agreement.

V. MISCELLANEOUS

- A. This Agreement is drawn to be effective in and shall be construed in accordance with the laws of the State of California.

- B. This Agreement contains the entire agreement of the parties hereto, and supersedes all other and (or) written agreements and understandings and prevails where conflicts occur.

- C. No Amendment or variation of the terms of this Agreement shall be valid unless made in writing and signed by the Teacher and a duly authorized representative of the School.

- D. If any term, provision, covenant or condition of this Agreement is held by an arbitrator or a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining terms and provisions of this Agreement shall remain in full force and effect and shall in no way be affected, impaired, or invalidated.

- E. No waiver of any of the provisions of this Agreement shall be deemed or shall constitute a waiver of any other provision, whether or not similar, nor shall any waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

- F. Either party's failure to enforce any provision(s) of this Agreement shall not in any way be construed as a waiver of any such provision(s) or prevent that party thereof from enforcing each and every other provision of this Agreement.

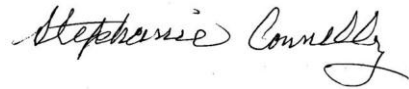
- G. Failure by the Teacher to execute this contract within ten days of receipt may be interpreted by the School as a rejection of the position offered.

Offered By:

Notre Dame High School

Brett Lowart
President

Date



Stephanie Connelly
Principal

Date

Accepted By:

Teacher

Date

SUMMARY OF THE CALIFORNIA CLEAR CREDENTIAL RENEWAL REQUIREMENTS

INTRODUCTION

The Education Reform Act of 1983 contained two provisions that affect the recipients of clear multiple of single subject credentials. First, there have been no Life Credentials issued after September 1, 1985. Secondly, the Reform Act established professional renewal requirements for initial clear multiple and single subject teaching credentials issued after September 1, 1985.

CREDENTIAL RENEWAL REQUIREMENTS

Credentials that are subject to the requirements are called Professional Clear Teaching Credentials, which are valid for five years. To renew a Professional Clear Teaching Credential, the holder of the credential must fulfill four requirements at five-year intervals.

1. Complete an individual program of professional growth that consists of a minimum of 150 clock hours of participation in activities that contribute to competence, performance, or effectiveness in the profession of education.
 - a. The credential holder must plan a program of professional growth activities in consultation with a professional growth advisor who has been designated by the agency that employs credential holders (for Archdiocesan/Parish schools this would be the Department of Catholic School; for private high school this would be the local school. The Department is designating the Archdiocesan/Parish secretary school principals who hold a valid California teaching credential to serve as advisors. The private schools may make their own designation but whoever is designated must hold a valid California teaching credential.
 - b. Before the credential holder commences the activities, the advisor must certify that activities satisfy standards (See Professional Growth Manual)
 - c. Once the activities have been completed. The advisor must verify the time spent on them.
2. Serve successfully in a certificated position or another professional capacity in a pre-school, elementary school or secondary school for the equivalent of at least one-half of a school year. The credential holder's service must satisfy the following three provisions:
 - a. The service must be rendered for at least five hours per day for at least ninety days, or the equivalent, after the credential holder for the professional clear credential, or for the most recent renewal of the professional clear credential. For part-time employees and substitute teachers, equivalent service may be calculated by counting all hours rendered on behalf of students at the location of service.
 - b. The service must be rendered in accordance with one of the following two alternatives:
 1. The service was rendered in a position that requires certification in preschool, kindergarten or grades one through twelve during full-time employment, part-time employment, employment as a substitute teacher, or employment under another contractual agreement.

2. The service was rendered on behalf of students and/or certificated personnel in preschool, elementary schools or secondary schools.
- c. The credential holder must not have been terminated for cause by the employing agency after he or she applied for the professional clear credential, or for the most recent renewal of the credential.
 3. Submit to the Commission a credential application form, a Professional Growth Plan and Record and Verification of Successful Service. (see the Professional Growth Manual.
 4. Submit to the Commission documentation and fees.

Appendix E – Professional Development Program

Notre Dame High School's

PROFESSIONAL DEVELOPMENT PROGRAM

- **What is Notre Dame's Professional Development Program?**

This is a voluntary program which creates incentives for faculty to seek professional development experiences. For every hour of professional development activity beyond the regular on-site in-services scheduled during the course of the school year, bonuses will be paid in the following amounts:

- \$20 for each hour of approved professional development up to \$1000.

These hours will be logged in the ways described in this document and turned into the Vice Principal of Instruction. Hours spent in courses leading toward a higher degree or a preliminary or clear teaching credential do not count toward these totals.

In order to encourage a focused view of “professional development” any of the activities described below could qualify for the bonuses listed above, **provided that the professional development experience is directly aimed at improving instruction and student learning.** The school wants to encourage people to try a number of different kinds of experiences in the school year.

Participation in the program is completely voluntary on the part of each faculty member.

GOALS OF THE PROFESSIONAL DEVELOPMENT PROGRAM

1. To nurture the professional growth of faculty.
2. To foster student achievement through the increasing adoption of active learning strategies.

In furtherance of these goals, teachers are asked to reflect upon their professional development experiences by writing a one-half page analysis which they will include with any additional paperwork required (see below).

- **Who will pay for these professional development experiences?**

Initially, it is important to notice that many of the professional development experiences described in this plan do not really cost any money. When there is a cost, Notre Dame assumes the financial responsibility for workshops & in-services approved by department chair.

- **Why don't credential or master's courses count toward the bonuses?**

Notre Dame already provides a financial incentive for acquiring a teaching credential or a master's degree, namely, moving to a different ladder on the salary scale. Teachers who acquire a teaching credential or a master's degree earn a jump in salary approximately equivalent to the highest bonus in this program.

In addition, Notre Dame reimburses teachers 50% of the cost of a teacher's tuition after the course has been completed for the semester, to a maximum of \$1,500 per year. Further, acquiring the appropriate teaching credential is a condition of contract at Notre Dame, and is expected of every teacher within five years from the date they are hired.

The Professional Development Process

In order to receive credit for your professional development hours, the following process must be followed:

- During the school year teachers need to individually monitor their professional development, keeping all pertinent documentation.
- Teachers must gain approval for any Professional Development activities for which they would like to receive a bonus before pursuing the activity. Activities not approved before completion are not guaranteed to be eligible for the Professional Development bonus.
- When each activity is completed, the teacher will fill out a professional development completion slip and attach the documentation requested (detailed in the next section). This will be turned in to the Vice Principal of Instruction to be placed in the teacher's professional development file.
- When the teacher is finished accumulating professional development hours for the school year, they will fill out the professional development "tally sheet" and notify the Vice Principal of Instruction who will turn in their total hours to the principal.
- TOTAL HOURS CAN BE TURNED IN ANY TIME THEY HAVE BEEN COMPLETED BUT MUST BE TURNED IN BY MAY 1ST IN ORDER TO RECEIVE COMPENSATION. Once the principal gives the final approval, the professional development compensation bonus will be issued.

Professional Development Options

1. OFF-SITE CONFERENCES/WORKSHOPS

Notre Dame encourages faculty to take advantage of the numerous conferences and workshops available in the Los Angeles area in both content areas and educational theory/practice. Attendance at these events is normally approved by the department chair.

- Workshops/conferences which take place during normal school hours are not eligible for the professional development bonus. This is because in such an instance the school pays for the conference, pays the teacher's normal salary and pays a substitute.

Hours will accrue in this fashion:

- 1 hour for every actual hour spent in the workshop or conference (e.g., a 6-hour workshop = 6 hours; two 8-hour days at a conference = 16 hours)
This does not include time spent in travel or on lunch/dinner.

*Those who attend the annual Religious Education Conference will receive 20 hours MAXIMUM for the entire weekend.

*Coaches must complete a MINIMUM of 50% of their hours in workshops for their academic classes.

FOR COMPENSATION, TURN IN THE FOLLOWING:

- A copy of the registration materials and schedule for the workshop or conference
- A one-half page reflection for each event commenting on the key learning and insights gained by the faculty member
- A log of time spent in the workshop

2. ORGANIZING A FACULTY COLLOQUIUM

As opposed to a formal in-service or faculty meeting, a colloquium is an informal gathering of faculty who share a common area of interest, organized by a faculty member rather than an administrator or department chair. An example of a colloquium topic would be "integrating science and social studies." For such an event, only those interested in the topic would attend. A colloquium might be scheduled over lunch, in the afternoon after school, or on an evening or weekend. It might involve a guest speaker, it might involve faculty responding to a certain reading, or it might simply involve a guided conversation on the topic.

Hours will accrue in this fashion:

- 1 hour for every hour spent organizing the event (arranging speakers, identifying readings, etc.)
- 1 hour for every hour spent in the event itself

FOR COMPENSATION, TURN IN THE FOLLOWING:

- A one-half page reflection on the key learning and insights gained from the event
- A log of time spent organizing and/or attending the colloquium.

3. TEAM-TEACHING A UNIT

Collaboration among faculty models the sort of collaboration we seek to encourage in students. Further, it's a great way of playing to each person's strengths and ensuring that students get the best possible instruction in a unit of study. Team-teaching is also a key way to facilitate interdisciplinary teaching and learning. This kind of cooperation is possible either by switching classes when they meet concurrently, or by having one faculty member help teach the unit during a prep period.

Hours will accrue in this fashion:

- 1 hour for every hour of planning time involved in designing and researching the unit.
- 1 1/2 hours for every class period involved in teaching the unit. (This only applies to the teacher who does not normally teach the class.)
- 1 hour for every hour of follow-up assessment and redesign of the unit.

FOR COMPENSATION, TURN IN THE FOLLOWING:

- A unit outline
- A log of time spent organizing and teaching the unit.
- A reflection on the success of the unit.

4. ACTING AS “LEAD” TEACHER WITHIN A DEPARTMENT

In the event that a course has at least 3 (three) teachers, a department chair may ask an individual teacher within a department to “lead” the others who are teaching the same course. This process helps to insure consistency and fairness within a course. The lead teacher would organize and plan meeting times and topics with the other teachers of the same course.

Hours will accrue in the following manner:

- 1 hour for every hour spent in preparing meetings with fellow teachers of the same course;
- 1 hour for every hour spent in meetings with fellow teachers of the same course.

FOR COMPENSATION, TURN IN THE FOLLOWING:

- A log of the time spent in preparation and in meetings with teachers of the same course;
- A one-half page reflection on the experience of the collaborative work.

5. ORGANIZING A FACULTY IN-SERVICE

Through the course of a school year, our faculty gather several times for in-services. In general, the topics and speakers for these days have been determined by the administration, but there is no reason why individual faculty members can't generate ideas that might turn into productive in-services. The participation of the faculty in making plans for these events will help to ensure creativity in format and content.

Hours will accrue in this fashion:

- 1 hour for every hour spent organizing the event, including speakers, arranging readings, etc.
- 1 hour for every hour spent in follow-up discussion and assessment.

FOR COMPENSATION, TURN IN THE FOLLOWING:

- The agenda for the in-service,
- A log of time spent organizing the event,
- Any strategies or ideas they may have for follow-up.

6. SITE VISIT

Sometimes great ideas for our school come from seeing the way other schools do things. This point is particularly true in the case of programs, curricula, etc., that we are considering adopting. When we know other schools that have these programs in place, it's a great idea to see them in action, and to talk with the people who have experience with them.

Hours will accrue in this fashion:

- 1 hour for every hour spent in arranging the visit
- 1 hour for every hour spent in taking part in the visit
- 1 hour for every hour of follow-up discussion, assessment, etc.

FOR COMPENSATION, TURN IN THE FOLLOWING:

- A summary of their reactions to the visit,
- A log of time spent organizing and taking part in the visit.

Appendix G – Salary Scale

**NOTRE DAME HIGH SCHOOL
Proposed Teacher Salary Schedule
2011/2012 School Year**

2.50% increase if off chart

2.50% increase on A1, B1, C1 etc.

\$575 increase on each step except

\$1,000 increase in year 10, 20, & 30

STEP	A	B	C	D	E	F	G	STEP
	BA	BA+15	CRED OR MA	CRED+15 or MA+15	MA and CRED	MA and CRED+15	MA and CRED+30	
1	43,640	45,123	50,171	51,059	52,841	53,583	54,324	1
2	44,215	45,698	50,746	51,634	53,416	54,158	54,899	2
3	44,790	46,273	51,321	52,209	53,991	54,733	55,474	3
4	45,365	46,848	51,896	52,784	54,566	55,308	56,049	4
5	45,940	47,423	52,471	53,359	55,141	55,883	56,624	5
6	45,940	47,998	53,046	53,934	55,716	56,458	57,199	6
7	45,940	48,573	53,621	54,509	56,291	57,033	57,774	7
8	45,940	48,573	54,196	55,084	56,866	57,608	58,349	8
9	45,940	48,573	54,771	55,659	57,441	58,183	58,924	9
10	45,940	48,573	55,771	56,659	58,441	59,183	59,924	10
11	45,940	48,573	56,346	57,234	59,016	59,758	60,499	11
12	45,940	48,573	56,921	57,809	59,591	60,333	61,074	12
13	45,940	48,573	57,496	58,384	60,166	60,908	61,649	13
14	45,940	48,573	58,071	58,959	60,741	61,483	62,224	14
15	45,940	48,573	58,646	59,534	61,316	62,058	62,799	15
16	45,940	48,573	59,221	60,109	61,891	62,633	63,374	16
17	45,940	48,573	59,796	60,684	62,466	63,208	63,949	17
18	45,940	48,573	60,371	61,259	63,041	63,783	64,524	18
19	45,940	48,573	60,946	61,834	63,616	64,358	65,099	19
20	45,940	48,573	61,946	62,834	64,616	65,358	66,099	20
21	45,940	48,573	62,521	63,409	65,191	65,933	66,674	21
22	45,940	48,573	63,096	63,984	65,766	66,508	67,249	22
23	45,940	48,573	63,671	64,559	66,341	67,083	67,824	23
24	45,940	48,573	64,246	65,134	66,916	67,658	68,399	24
25	45,940	48,573	64,821	65,709	67,491	68,233	68,974	25
26	45,940	48,573	65,396	66,284	68,066	68,808	69,549	26
27	45,940	48,573	65,971	66,859	68,641	69,383	70,124	27
28	45,940	48,573	66,546	67,434	69,216	69,958	70,699	28
29	45,940	48,573	67,121	68,009	69,791	70,533	71,274	29

Appendix G – Required Attendance

REQUIRED ATTENDANCE 2011-2012

<u>DATES</u>	<u>EVENTS</u>	<u>FACULTY</u>	<u>STAFF</u>
8/22/2011	FACULTY/STAFF RETREAT	ALL	ALL
8/23/2011	FACULTY/STAFF MEETINGS	ALL	
8/24/2011	FACULTY/STAFF MEETINGS	ALL	
8/25/2011	FRESHMAN ORIENTATION	FRESHMAN TEACHERS, COUNSELORS & ADMINISTRATORS	NO
8/25/2011	FROSH PARENT ORIENTATION	ADMINISTRATORS & DIRECTORS	NO
9/12/2011	BACK TO SCHOOL NIGHT	ALL	NO
10/24/2011	ARTICULATION MEETING	DEPT. CHAIRS & FRESHMAN TEACHERS, PROGRAM DIRECTORS & ADMINISTRATORS	NO
	PROGRESS REPORT		
11/10/2010	CONFERENCES	ALL FACULTY AND COUNSELORS	NO
11/20/2011	OPEN HOUSE	ALL	ALL
11/30/2010	JUNIOR UNITY CEREMONY	JUNIOR TEACHERS AND COUNSELOR	NO
1/18/2011	FACULTY/STAFF RETREAT	ALL	ALL
	PROGRESS REPORT		
3/10/2011	CONFERENCES	ALL FACULTY AND COUNSELORS	NO
4/13/2011	FRESHMAN RECEPTION	FRESHMAN TEACHERS & ADMINISTRATORS	NO
5/15/2012	HONORS NIGHT - ALL CLASSES	ALL	NO
6/1/2012	BACCALAUREATE MASS	ALL	NO
6/2/2012	GRADUATION	ALL	ALL

It is expected that all faculty members would attend 2 home games and two activities (band concert, dance, play, etc.) to help supervise. Sign ups will be available. Thank you.

**NOTRE DAME HIGH SCHOOL
OVERNIGHT FIELD TRIP
AUTHORIZATION/EMERGENCY FORM**

I request that my child participate in the Notre Dame High School trip and give permission for him/her to travel to, and participate in the activities.

In the event of an emergency, I hereby give Notre Dame High School, through its designated personnel, permission to obtain for my child to obtain for my child whatever medical and surgical care the attending licensed medical authorities judge necessary. I understand that Notre Dame High School will make every reasonable effort to reach me in case of an emergency. This authorization is given pursuant to the provisions of Section 25.8 of the California Civil Code.

I understand that all school regulations are in effect at all times and agree to instruct my child to follow all school regulations and staff instructions concerning schedule and behavior. I understand that if my child fails to follow the instructions given, or violates the rules of behavior to such a degree that the leader of the trip feels it necessary, I will be notified and my child will be sent back home. I agree to assume the cost of transporting my child home (via the most convenient means as determined by Notre Dame) and agree to assume responsibility for my child while in route home.

By signing this form, I agree to release, hold harmless and indemnify Notre Dame High School, the Brothers of Holy Cross, the school staff and any individual operating in conjunction with the school from any financial or other responsibilities in the event of damage or injury suffered by my child as a result of participation in the school trip and assume full financial responsibility for the same. Furthermore, I understand that Notre Dame High School and the trip's chaperones are not responsible for my child's personal property. I understand that normal and prudent supervision will be attempted and that all reasonable precautions will be taken in the interest of personal safety.

Student's Name (*print*)

Home Phone Number

Student's Signature

Alternate Number

Parent/Legal Guardian Signature

Date

Family Physician's Name (*print*)

Physician's Phone Number

Insurance Provider (*print*)

Insurance ID Number

This form can be e-mailed to you so appropriate adjustments can be typed in. See Judy Antoon.

Crisis Management Teams

Operations Center

Crisis Commander: Rob Thomas

Second Commanders: Stevie Connelly
Brett Lowart

Team Members: Judy Antoon
Susan Armendariz
Denny Barrett
Debbie Blu
Lynda Goossen
Rich Klee
Terry McGaha
Paula Sheehan
Stephanie Daniels
Mary Miller

1. Should assess overall condition of the school plant and make the decision concerning activation of the incident command system.
2. If activation is deemed necessary, commander should organize emergency response teams.
3. Commander should assume overall management of the disaster throughout the incident until proclaimed over.
4. Commander should interface with emergency agencies as they arrive on campus. Show map of school, indicate any injuries, and point out any hazards.
5. Commander should make all public statements to the press and disseminate information to the school community

E.O.C. Emergency Operation Center

1. Houses the command team.
2. Serves as the nerve center for operations and a collection point for critical information.

Light Sweep and Rescue

Captain: Kevin Rooney

Alternate: Joe McNab

Team Members: Bill Bedgood
Rebecca Faber
Richard Good
Paul Gross
Alex Hadfield
Shannon Genova
Louis Weiss
Rich Woolery

1. Report to the Commander at the pre-designated E.O.C.
2. Determine the number of missing students.
3. At the direction of the commander:
 - Command search of missing and trapped personnel
 - Avoid going back into the building unless deemed possible and necessary by the commander.
4. When sweep and rescue approach rescue area, team members should separate by 5 to 10 feet and give walkie-talkie to the last member in line.
5. When searching for a missing person, captain should try to identify where missing person was last seen.
6. Captain should keep in constant contact with E.O.C.

First Aid

Captain: Erin Branconier

Alternate: Melanie Frias

Team Members: Jason Bissell
Mandy Cicoria
Nick Kounalis
Bill Kearns
Alec Moss
Pat Thomsen
Dana Vasquez

1. Report to the Commander at the pre-designated E.O.C.
2. When directed by the commander, first aid will join sweep and rescue at the site of injury.
3. The team will triage and administer first aid to the injured on the site.
4. Condition of the injured will be communicated to the E.O.C. by the light sweep and rescue team.
5. Captain of light sweep and rescue should request permission from the E.O.C. to transport injured person, from injury site to hospital center.

Staff Hospital

Captain: Cindy Kramer

Alternate: John Hirn

Team Members: William Barritt
Kristopher Brough
Rob Larson
Bill Lawrence
Eileen McGann
Judy Welden
Brigetta Shelton

1. Report to the Commander at the pre-designated E.O.C.
2. When directed by the commander, set up and maintain the Hospital Center at the pre-designated location. The center should be out of view from students. (See Map).
3. Triage and treat injured students/staff.
4. Once the person enters the hospital center, the team should ID the patient as soon as possible. To ID – on masking tape, write the person’s name, school name, city and time of admission to center. Place tape around wrist or ankle.
5. Maintain a treatment log and communications with E.O.C. Compare names of treated victims with the list of missing students/staff.
 - The decision to move injured victims from structures to the First Aid Center may be a difficult one. A severely injured person normally is not moved. However, in the event of a major earthquake, a second moderate to major after shock may occur, thereby, causing more damage to the structure at the injured student/staff location. This decision is rendered by the Commander.

Utility

Captain: Mary Oyler

Alternate: Br. Lawrence Skitzki, C.S.C.

Team Members: Mike Curiel
Adam Smith
Nicholas Garcia
Scott Hamilton
Dick Hill
Sharon Shaw
Edwin Quijano
Joanne Shumway
Darrell Scott
Cafeteria Staff
Certified Maintenance Personnel
Security Personnel
Valley Crest Personnel

1. The utility team captain, after reporting in to the E.O.C., should immediately gather the utility team and proceed to the storage area. All supplies marked with a P = Priority should be rapidly taken to the Emergency Operations Center to be expedited. Utility team should disperse the night warning system upon orders by the emergency commander.
2. The E.O.C. Commander will direct the team leader regarding the necessity of utility shut-offs.
3. Sweep/shovel glass and other debris from walk/pathways utilized by disaster teams.
4. Transport injured victims to the First Aid Center by stretcher, or other means*
 - The decision to move injured victims from structures to the First Aid Center may be a difficult one. A severely injured person normally is not moved. However, in the event of a major earthquake, a second moderate to major after shock may occur, thereby, causing more damage to the structure at the injured student/staff location. This decision is rendered by the Commander.

Student Control

Student Captain: Tom Dill
Student Captain: Ann McClung
Faculty Captain: Courtney Kassakhian

Team Members:

Reese Abbene-Ingino
Joe Alexander
Margaret Aston
Greg Beckman
John Bonaduce
Miriam Brady
Karen Brown
Danielle Burness
Bridget Cantwell
Sharon Caron
Adrienne Colvin
John Combes
Edith Darling
Diana Enriquez
Charlene Feeney
Bill Gamble
Deneen Grist
Reese Hatcher
Elisia Harkins
Rico Hernandez
Sara Hinds
Paula Hutchings
Shannon Kobielsuz
Sabrina Landinguin
Joseph Lee
Mary Kay Munroe
Kate Nelson
Lisa Nelson
Matthew Pagnotta
Valerie Pantell
Rachel Paul
Kathleen Reichert
Julie Reif
Tully Rosato
Sean Ryan
Sophia Saethang
David Savage
Talin Shahoomian
Kyoko Shoji
Joe Spelta
Christina Tallungan

Joanne Taylor
Matt Toner
Cynthia Torres
Ventura Torres-Ayala
Mary Van de Bovenkamp
Gregory Walker
Beth Wiggins
Kathleen Wolfe
All Substitutes
Off-Campus
Personnel/Coaches

1. To assist in controlling the student body, team members should position themselves at every corner around the student body.
2. Members should identify students in student control who are injured. When injured students are identified, the captain shall immediately report them to E.O.C.
3. Provide continuous emotional support to the students.
4. Dispense water as needed.
5. Escort students to sanitation area as needed.
6. Upon commander's order, student control team shall organize children into family groups by alphabet for expedient release.
7. Team members should make sure all students have their emergency cards on their person for quick release when they are picked up by their parent or guardian.

Reunification/Release

Captain:	Marie Madden
Alternate:	Vera de Artola
R/R Team #1: Lead	Tito Fuentes Bridget Lander Barbara Vining Sue Wellman
R/R Team #2: Lead	Roger DeSilva Katie Feeney Joan Canzone Rhett Santos
R/R Team #3: Lead	Mae Greenwald Pete Cassidy Tracey Adams-Smith Joyce Pruitt

1. Report to the E.O.C. at the pre-designated site.
2. Establish Reunification/Release Center at pre-authorized location, as indicated on the map.
3. Commence releasing students to their parent or a pre-authorized adult.
4. Maintain all records of releases

Reunification/Release Areas

The parent control areas should be controlled by Reunification/Release team members. When parents/guardians come into the area to find their students, a team member should verbally identify the parent/guardian and tell them where to retrieve their student.

When the parent/guardian and student are leaving campus, the Reunification/Release team member should take the students emergency card, have the parent/guardian sign the card and write their destination after they leave campus (for any family members who may show up for that same student), and student should be released.

*Special Note – If the Reunification/Release team member does not recognize the parent/guardian he/she may ask for photo I.D. The team captain and commander should be notified to resolve any conflict questions.

WORKERS' COMPENSATION RETURN TO WORK PROGRAM

We have developed a program that could offer temporary, transitional modified or alternate work to any employee who suffers an on-the-job industrial injury, and who is given work restrictions by the treating physician that exceed the job description duties of the employee's regular position. The process of returning the employee back to work after suffering an on-the-job injury will be handled by a team consisting of the controller, employee, the employee's physician, and employee's Principal/Vice Principal/Supervisor, or other designee and the State Compensation Insurance Fund claim adjuster. This team approach has been proven to be the most effective method for achieving a successful early return to work.

We have developed guidelines to deal with these time loss claims. A temporary, transitional job will be identified after obtaining the injured employee's physical limitations and work restrictions from the treating physician. A temporary, transitional job could be (1) the employee's regular job with modifications or (2) a different regular job currently existing in the workplace or (3) a job that is specifically designed around the employee's physical work restrictions. A temporary, transitional job will be given only if the company has work available on either a part-time or a full-time basis. The temporary, transitional job will end when the employee is released to regular work duties or when the transitional work is no longer available.

This program is available to all of our employees. However, temporary, transitional work may not be available for every time loss claim. Each injury will be assessed on an individual basis. Wages, hours, work location, supervisor, etc for these positions will not necessarily be the same as that of the regular job

RETURN-TO-WORK PROGRAM

POLICY:

We will attempt to provide transitional work to employees who are unable to perform regular duties due to occupational illness or injury as soon as the treating physician deems it medically feasible.

KEY POINTS:

1. **SCOPE:**
This program applies to all employees. However, there may be a limited number of transitional work positions available.

2. **DEFINITION:**

An industrial “injury or illness” for purposes of this program means an injury or disease arising out of the employment with Notre Dame High School and compensable under the Worker’s Compensation Laws of the State of California.

For purposes of this program, an employee who is temporarily totally disabled as a result of an occupational injury or illness is one who is medically incapable of performing any work. A temporarily partially disabled employee is a person whose medical condition permits him or her to perform some occupational functions.

3. **PURPOSE:**

- To provide transitional work for employees with on-the-job injuries or illnesses that restrict regular job performance so they may receive enhanced compensation and benefits while recovering from the injury or illness.
- To assist employees in the transition from injury or illness to recovery while continuing to be a productive part of the work group.
- To provide management with a constructive program to reduce the cost of worker’s compensation.
- To prevent deterioration of employee’s work skills, health and attitude that may result from prolonged work absence.
- To demonstrate the organization’s commitment to the employee’s recovery.
- To minimize the loss of productivity.

4. **ELEMENTS:**

- The transitional work is implemented as soon as medically feasible to avoid lost time and minimize loss of wages due to injury.
- The transitional work is progressive and reflects the increasing level of recovery.
- The transitional work is short term, usually lasting less than 90 days.

5. **ELIGIBILITY QUALIFICATIONS:**

This program will be available to all employees who are recovering from an occupational injury or illness. The employee should have a medical clearance authorization slip from the attending physician specifying work restrictions and abilities.

6. **GENERAL AREAS OF RESPONSIBILITIES:**

Controller:

Has the responsibility for coordinating the program. The Controller will work in cooperation with the school’s principal, vice principal, supervisor, or department head, to achieve maximum acceptance of the program. The Controller will determine the employee’s eligibility for the program, keep all records and oversee the transitional work program with a return to full duty where possible.

Principal/Vice Principal/Supervisor, or Department Head:

- Will review the employee's working capabilities with the employee prior to beginning of the transitional duty assignment. Both the employee and immediate supervisor shall sign an agreement acknowledging any restrictions and forward the original to the Controller.
- Will monitor the injured employee's work area and ensure compliance with the physician's work restrictions.
- Will keep track of hours worked and evaluate work performance of transitional work employees.

7. **PROCEDURES:**

The Controller:

- Will identify departments with transitional work positions available.
- Shall advise each injured employee and his or her physician of the program and provide the necessary forms to the physician for completion.
- Will notify the employee by phone if the treating physician sends work restrictions. The phone call will be followed by an explanation in writing.
- Will make a determination as to whether or not a transitional work assignment can be provided which will be consistent with the treating physician's work restrictions.
- Will assure that all work provided will be consistent with and not exceed the limitations given by the treating physician. When feasible, every reasonable effort will be made to accommodate the needs of the employee by modifying his or her present work setting.
- If the treating physician determines that an employee is precluded from returning to his or her former position, the transitional duty assignment will be terminated. A modified or alternative position may be considered. Time worked under a transitional work assignment will be considered as any other time worked in determining service credit. Time spent on personal sick or other absence will be treated in the same manner as when on regular duty.
- Will maintain ongoing contact with employees in the program to assess the work process and progress of the employee.

Employee:

- Shall notify the Controller of his or her receipt of work restrictions from the treating physician
- Must report to work in appropriate attire, unless approved by the Controller.
- Employees are encouraged to schedule physical therapy and doctor's appointments around their work schedules to avoid loss of earning power. If this cannot be arranged, appointments should be scheduled at the beginning or end of the workday. All appointments requiring time away from work must have written verification of time in and out of the facility to present to the Controller.

- Will abide by the work/safety rules at the location of their transitional work assignment.
- Must call and report to the Controller and to if unable to report for work for personal reasons.

When an injured or ill employee is offered a transitional job within his or her work restrictions, he or she does not have the option to substitute paid sick leave because he or she does not personally feel ready to perform transitional work.

As long as work can be provided, there is no right of refusal by the employee without jeopardizing benefits. Employees released to their regular job duties by their treating physicians should provide this information to the Controller.

Principal/Vice Principal/Supervisor or Department Head:

- The supervisor of the area where the employee is performing transitional work
- duties will:
- *Initial the hours worked in his or her area.
- *Keep track of the hours worked and evaluate work performance.
- *Designate hours of work.

A status review involving management and the employee will be performed at two-week intervals, or more often if deemed necessary. The purpose of these reviews is to keep management up to date on the employee’s progress. The meetings can be formal or informal, as appropriate.

While in a transitional position, an employee will be evaluated by the supervisor of the area where the employee is performing duties thirty (30) days from the start of the assignment or when maximum medical improvement is reached, whichever occurs first. During this review, the employee’s medical progress, improvements, prognosis and job duties should be reexamined.

RETURN-TO-WORK GUIDELINES

Employee’s Responsibilities

1. Report all injuries to your supervisor immediately. If medical treatment should be required you must go to the medical facility selected by us.
2. Take the “Supervisor’s Referral to a Preferred Provider Network Physician,” the “Description of Employee’s Job Duties” and any other forms provided to you by us to the medical facility. Tell the doctor that your employer has temporary, transitional, modified or alternate work available.
3. You must complete the “Employee’s Claim for Workers Compensation Benefits” as soon after an accident as possible. Your supervisor/company representative will give you this form.

4. If you are released for temporary, transitional work, discuss the possibilities with your supervisor/ company representative. If a physically appropriate job is developed you must report for work at the time designated by the company. Please note that there is no right of refusal for these temporary positions.
5. While working in a temporary, transitional job, you must never exceed the physical work restrictions given to you by your doctor. These are for your protection. Tell your supervisor immediately whenever you are suffering ANY discomfort! Notify your supervisor whenever your work restrictions are changed and give a copy of the new work restrictions/medical release to your supervisor.
6. If you are taken off work completely, or if transitional work is unavailable, you must report your medical condition and your progress to the office manager at least once a week and attend all medical appointments as scheduled. Report in person if possible. Please inform us immediately whenever your mailing address or telephone number changes.

Appendix K – **Travel Approval – Reimbursement Voucher**

Name	Department
------	------------

Event

Location	Date
----------	------

Auto Mileage _____ Miles @ 0.51.0 _____

Air Travel From: _____
 To: _____
 Airline* _____

Parking/Tolls* _____

Telephone* _____

Taxi/Car Rental* _____

Meals* (maximum \$50/day**) _____

Lodging* (maximum \$175/day7**) _____

Other* Explanation: _____

Subtotal _____

**Attach receipts for reimbursement.*

***Amounts beyond the maximum need the approval of the President or Principal prior to travel.*

Total Reimbursement _____

Check Payable to: _____

Address: _____

 Requested By Director/Department Chair Date

For Business Office Use Only	Advance Per Diem Exception Approval
------------------------------	-------------------------------------

Account #	Amount	Item	Amount Approved
		Hotel Accommodation Policy Maximum \$175/day	
		Allowed Meal Maximum Maximum of \$30 per day	

President/Principal Signature _____

EMPLOYEE COUNSELING NOTICE

Employee's Name:

Job Title:

Reason(s) for the counseling notice:

Supervisor's expectations for improvement:

Employee's Comments:

I understand this is a warning notice for failing to perform work as expected. Continued failure to perform could cause further disciplinary action up to and including termination.

Employee Signature

Date

Issued by

Date

Title

Copies to personnel file, employee

School Vehicle Management Policy

General

The school van/vehicle use is for official business only. School vehicles are not permitted to be used for personal use.

Authority to implement and maintain School Vehicle policies is delegated to the Business and Facilities Offices. The policies that govern the use of school vehicles are minimum standards which may not be lessened or waived. These minimum standards will enhance efficiency and effectiveness through consolidation and coordination of the vehicles owned by Notre Dame High School. These policies represent the basic policies that control the use of all school-owned vehicles.

Authorized Drivers

Drivers must be on the Notre Dame High School authorized drivers list in order to drive a school van. Drivers are authorized through the Notre Dame Business Office. To receive authorization to use school or rental vehicles drivers must submit the following to the Business Office at least two weeks prior to scheduled van use:

1. A photocopy of the individual's driver's license
2. Authorization to do a California DMV background check

Upon submission of these documents the Business Office will do a DMV background check to determine eligibility to drive the school vans. Any questions concerning eligibility will be determined by the Principal. Individual driving history reports through the DMV will be updated every two months for drivers to maintain on-going eligibility to drive school vehicles.

Stricter requirements may be established by the school and/or the school's insurance carrier related to the type of vehicles being driven, the number of passengers in the vehicle, special training requirements, or other such situations.

Procedure for Van Use

Reservation requests must be made to the Business Office. To facilitate equitable utilization, drivers must anticipate needed travel and reserve a van two weeks before scheduled need. Use of the vans will be scheduled as available. Conflicts arising from multiple requests will be resolved by appropriate members of the Administrative Council.

A driver must first have authorization from his/her department director or chair to use a school van. This authorization is obtained by completing a Transportation Request through the Business Office.

At the time of pickup, driver is required to inspect the vehicle note any preexisting interior or exterior damage, note cleanliness, verify mileage and sign a Vehicle Checkout Form through the Facilities Department. Facilities will provide the driver with the van keys.

Upon return, the Facilities Department will record the mileage on the Vehicle Checkout Form, receive the keys and obtain the driver's signature on the form. If the van is returned after office hours the van keys must be deposited in the "key drop box" under the visitor bleachers in the baseball facility and the driver will sign the checkout form at the Facilities Office the next business day.

If vehicle problems/damage were encountered, the driver must note the problem/damage on the checkout form at the time of return and present it to the Facilities Office.

All mileage is documented and will be the basis of departmental charges by the Business Office. Mileage is documented by the driver and Facilities Department personnel when vans are checked-out and checked-in.

If a vehicle is not picked up the first day it is reserved, the Facilities Department will make this vehicle available for reassignment through the Business Office.

Cost/Billing for Use of Vans

Departments responsible for use of the school vans will be charged through the Business Office which is why Department Chairs or Directors must initially approve the requested use. The amount billed will be based on a "use charge" as well as a fuel charge.

Use Charge: \$70.00/day

Gasoline/Fuel: Driver will refill tank prior to return using purchase card or credit card provided by school.

Rules for Van Use

1. Drivers are not allowed to use school owned vehicles for personal use.
2. The vans are for use by school employees to transport students or school volunteers. No other riders (ie. Hitchhikers) are permitted in school vehicles.
3. The use of any school vehicle by an employee or approved volunteer who is under the influence of alcohol or drugs is strictly prohibited. Any such vehicle use will be considered a violation of the Personnel Policy and Procedures, and may be grounds for disciplinary action for employees up to and including discharge.
4. All drivers and passengers in school vehicles are required to comply with the California seat belt law.
5. Drivers are personally responsible for the cost of all traffic citations and parking tickets.
6. Smoking is not allowed in school vehicles.

7. Hauling loads (ie. Building materials or firewood) with vans that could structurally damage the vehicle is prohibited.
8. Modifications may not be made to the vans by authorized drivers. If modifications are necessary please submit a proposal to the facilities Office.
9. The installation or use of any radar-detection device in school vehicles is prohibited.
10. Jump starts are not allowed except in emergency situations and then only to start school vehicles.
11. The van must be returned clean and free of debris.
12. The driver should refill the van with gas before check-in.

Accident Procedures

Drivers are responsible for immediately reporting to the Facilities and Business Offices all accidents

or damage to school vehicles. Auto accident kits in each vehicle will contain a vehicle incident form

for this purpose. Drivers must report immediately by telephone any incident with any bodily injury, any collision, any damage, or any theft from a vehicle. Report all incidents to the Business Office. Reports may also need to be completed for local law enforcement personnel. In the event of emergency notify:

Mrs. Stephanie Connelly	818-933-3625
Ms. Mary Oyler	818-933-3607
Br. Lawrence Skitski	818-933-3615

Vehicles shall have a School Vehicle Accident Report kit in the glove compartment which contains forms and instructions for reporting any incident or emergency. Inquire in the Business Office for replacement kits.

Administrators' Responsibility

Facilities

The school vans must be serviced and maintained according to factory recommendations, or the maintenance schedule established by the Facilities Department. The Facilities Director is responsible for scheduling service and maintenance on all school vehicles. All service and maintenance work shall be completed through the Facilities Department. Any vehicle deemed unsafe by the Facilities Department will be removed from usual service.

The Facilities Director is responsible for reviewing mileage records and is directly responsible for ensuring that all mileage is recorded. All mileage must be recorded on departmental use forms or the vehicle maintenance log when mileage is related to vehicle maintenance and upkeep.

The Facilities Director is responsible for ensuring event mileage logs are submitted to the Business Office within forty-eight hours of the vehicle use.

The Facilities Director is responsible for immediately forwarding to the Business Office all accidents or damages reported on the form provided by our insurance carrier within 24 hours after the incident. Reports may also need to be made to local law enforcement personnel.

The Facilities Department Office must issue written directions for drivers to purchase gasoline to replace gas used in the vans. Gasoline purchases will be charged to the individual departments using the vehicles either through direct charge of the purchase or through mileage charges.

If an accident occurs resulting in the inability of the vehicle to complete a trip driver should contact the Facilities Director for assistance and instruction for repair. For towing, running out of gas, dead battery or other mechanical problems contact the National Automobile Club. The National Automobile Club Card is located in the van.

The Facilities Director is responsible for coordinating the safety checks and authorizing necessary repairs. All vehicles must receive a complete safety check each year.

The Facilities Department is responsible for obtaining estimates and scheduling of vehicle repair when an incident has been reported to their office.

Business Office

It is the Business Office's responsibility to assure drivers have the appropriate license for driving the designated vehicle.

The Business Office will be responsible for processing reservation requests, keep track of reservations, update the NDHS Van Use Schedule on Outlook and notify the Facilities Office of van use.

The Business Office will submit a work order to the Facilities Office for van use.

The Business Office will provide the driver (via the Facilities Office) with the means (with either a purchase card or credit card) to refill the van with gas prior to returning the van.

The Business Office is responsible for submitting insurance claims to the insurance company on vehicle incidents that are reported to their office.

The Business Office will secure and maintain insurance coverage to all vehicles owned by Notre Dame High School

The Business Office will secure and maintain insurance coverage to all vehicles owned by Notre Dame High School

Transportation Request

Today's Date _____

Name: _____ Department: _____

Destination: _____ Travel Dates: _____

Event: _____

Number of Days: _____

of school vans (11 passenger; 2 available) _____

of Vans (**7-Pass Only**): _____ # of Cars: _____

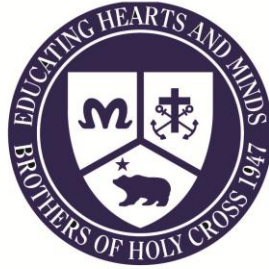
School Bus (approx 52 persons): _____ or Charter Bus (approx 47 persons) _____

NDHS Departure time: _____ Destination Departure time: _____

Other Driver's _____
DMV _____ DMV _____

Signature: _____ Dept. Head Approval: _____

- **Please give a minimum of TWO WEEKS advance notice on all transportation requests. The more advance notice given, the more likely the reservation can be accommodated.**



NOTRE DAME HIGH SCHOOL

Catholic Identity Statement

Living the Holy Cross Mission:

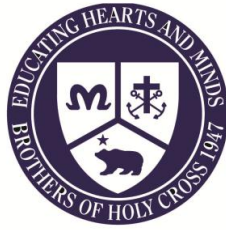
*Carrying the Congregation of Holy Cross'
Philosophy and Legacy in the 21st Century"*

Approved, April 27, 2010, by:

**NDHS Board of Directors
NDHS Faculty & Staff**

Table of Contents

Introduction/Holy Cross Pillars and Themes	3
Pillar One, Message	4
Pillar Two, Family	6
Pillar Three, Service	8
Pillar Four, Prayer	10
Attachments/Suffix:	
Holy Cross Legacy (Attachment A)	12
Holy Cross Mission Themes (Attachment B)	13
Assessment Team & Responsibilities (Attachment C)	19
Assessment Process (Attachment D)	20
WCEA Catholic Identity Rubric	21
Reference Resources (Attachment E)	24



NOTRE DAME HIGH SCHOOL

CATHOLIC IDENTITY STATEMENT

INTRODUCTION

Notre Dame High School plays an integral role within the Archdiocese of Los Angeles to promote Catholic faith and Christian service to its students and community. It is important to formally define the Catholic Identity Statement of Notre Dame High School. The Catholic Identity Statement is endorsed by the Holy Cross Brothers, the NDHS Board of Directors and the faculty and staff of NDHS. The Identity Statement serves as a model that the school aspires to achieve in the spiritual formation of its community. The Identity Statement must be assessed on a regular basis to insure NDHS is achieving the goals outlined in its Identity Statement. The NDHS community will be assured, upon successful and regular assessment of the Catholic Identity Statement, that our school's spiritual traditions, rooted in the Holy Cross Brothers' contributions to NDHS, are continuing today and for future generations.

NDHS, like its sister schools of the South West Province of the Congregation of Holy Cross, has adopted four overarching school year themes that are promoted throughout the school community (Attachment B) and are integral to the NDHS Catholic Identity. They are: 1) Building Respect; 2) Educating Hearts and Minds; 3) Being Family; and 4) Bringing Hope. These themes are rotated annually with a special focus so that students will have an appreciation for the full Holy Cross mission and philosophy during their four-year learning experience.

The NDHS Catholic Identity also incorporates four major sections referred to as "Pillars" following the structure of the Catechism of the Catholic Church. Each pillar is introduced with a quote from United States Conference of Catholic Bishops pastoral letter "To Teach as Jesus Did" and a quote from Holy Cross writings. These anchor each pillar in both the teaching ministry of the Church and the educational charism of Holy Cross. The Catholic Identity Statement was created from the information gathered from the ACRE Test, Holy Cross Mission Visit, "Catechism of the Catholic Church (2nd edition)," "LaSallian Assessment Guide," "To Teach As Jesus Did," National Catholic Directory: Sharing the Light of Faith, and "Constitutions of the Congregation of Holy Cross."

Four Pillars of the Catholic Identity of Holy Cross:

- **Message**
- **Family**

- **Service**
- **Prayer**

Each “Pillar” is followed by “Qualities” with criterion and questions that guide the assessment process.

PILLAR ONE

MESSAGE

To Teach As Jesus Did: The integration of religious truth and gospel values with the rest of life is brought about... not only by its [the school's] unique curriculum but, more importantly, by the presence of teachers who express an integrated approach to their private and professional lives.

Holy Cross, Christian Education, Preface: “We shall always place education side by side with instruction; the mind will not be cultivated at the expense of the heart. While we prepare useful citizens for society, we shall likewise do our utmost to prepare citizens for heaven.”

WCEA Factors: *Indicator 1* – The school has a mission statement and a philosophy statement which indicate the integration of the Roman Catholic Faith into all aspects of school life. *Indicator 3* – The school uses a Religion curriculum and instruction that is faithful to Roman Catholic Church teachings, and meets the requirements set forth by the USCCB. *Indicator 4* -- The formation of teachers for catechetical and instructional competence is ongoing. *Indicator 7* – There is widespread use of signs, sacramentals, traditions and rituals of the Roman Catholic Church throughout the school. *Indicator 8* – All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

QUALITY 1:

Notre Dame High School is committed to living the Catholic, Holy Cross heritage. The school, guided by the Holy Spirit, sees everything through the eyes of faith.

Criterion 1: The school fosters a Catholic Holy Cross identity through its life and activities.

How well does Notre Dame High School develop a Catholic identity through its curricular and co-curricular programs, environment, liturgical celebrations and campus life?

Things to look for...

- *Understanding and awareness of the Catholic tradition.*
- *Visible signs, symbols and practices of Catholic identity on campus.*
- *Catholic faith and tradition made relevant in the daily life of the school.*
- *Opportunities for daily prayer, liturgical celebrations of the sacraments of Eucharist and Reconciliation.*

Criterion 2: The school recognizes its responsibility to the Archdiocese and local parishes to deepen the religious participation and commitment of those in the school.

How well does Notre Dame High School deepen the religious participation and commitment of school members by working with the diocese and local parishes?

Things to look for...

- *Involvement in programs and activities sponsored by the Archdiocese of Los Angeles.*
- *Positive relationship with local parishes and their students.*
- *Student participation in archdiocesan and parish youth ministry programs.*
- *Parish leaders involved in the life of the school.*
- *Advocacy for parish Confirmation programs and attendance at weekly Mass.*

Criterion 3: *The school has visible affiliation and engagement with its Holy Cross heritage woven throughout the life of the school.*

How well does Notre Dame High School weave Holy Cross traditions throughout the life of the school including the demonstration of a common mission among educators rooted in the principles of the Congregation of Holy Cross?

Things to look for...

- *Understanding and awareness of Holy Cross tradition and founders.*
- *Ongoing formation in Holy Cross tradition for students, faculty, staff and parents.*
- *Visible signs, artwork, symbols and practices of the Holy Cross tradition on campus.*
- *Holy Cross tradition in the daily experience of the school.*
- *Curriculum incorporating the history, heritage and worldwide ministry of the Brothers of Holy Cross.*
- *Cooperation with programs initiated through the Holy Cross Institute.*
- Evidence of collaboration among educators.
- Commitment of the school to the development of the Holy Cross educator through the Holy Cross Formation Program and the Holy Cross Associates Program.
- Educators participate in diocesan formation opportunities.

PILLAR TWO

FAMILY

To Teach As Jesus Did: The goal is to make Catholic schools true communities of faith...within such communities teachers and pupils experience together what it means to have a prayer life, personal responsibility and freedom reflective of Gospel values.... Building and living community must be prime, explicit goals of the contemporary Catholic School. The ideal form of community is the selfless “family.”

Holy Cross, “Becoming Part of the Story”: Visit any Holy Cross school and students are likely to tell you, “It feels like a family.” That feeling is part of our legacy. In unifying brothers, priests and sisters, Father Moreau modeled the congregation on the Holy Family. And we sustain this family spirit in our school by praying, playing and celebrating together. Ultimately, this spirit serves to leverage our collective talents and passion for justice and transform the world.

WCEA Factors: *Indicator 5* – The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children.

Quality 2:

Notre Dame is committed to building a safe, just and joyful family that fosters close relationships among all its members. Notre Dame values inclusivity, diversity and respect for the individual and the gifts we are called to share.

Criterion 1: The school values and develops personal, caring relationships throughout the entire school community.

As true followers of Moreau, how well do Notre Dame High School educators demonstrate the spirit of respect, hope, community and integrity toward students?

Things to look for...

- Outreach to students and families in times of need or crisis
- Orientation and welcoming programs for new students
- Parent/student community building activities
- *Active parent and alumni organizations seeking to perpetuate the school mission*
- *Opportunities provided for the spiritual development and direction of faculty and staff.*
- Disciplinary style that treats students with respect and dignity
- Faculty and Staff training that includes recognition of the dignity of the students
- Students have a voice and representation in school life.
- Recognition of student achievement in all aspects of school life: curricular, co-curricular and the wider community

Criterion 2: The school teaches and encourages a sense of respect and hospitality within its community which helps create a welcoming, safe and caring environment

How well does Notre Dame teach and encourage a sense of respect and hospitality within the school community?

Things to look for...

- *Civility, politeness and hospitality of students to fellow students.*
- *Faculty and staff model appropriate standards of conduct.*
- *Clean and attractive campus.*
- *Safe and secure school environment.*
- *Interactions between students and teachers.*
- *Students greet visitors.*

Criterion 3: Educators, with the support of the school's orientation, mentoring and ongoing formation programs, embrace and demonstrate the school's mission.

How well do our educators embrace the mission of the school and seek to educate both hearts and minds?

Things to look for...

- *The school cultivates a comprehensive educational program which seeks to develop the whole person and includes the development of communication skills, critical thinking and problem solving.*
- *The school maintains a high caliber of innovative academic programs which challenge students to develop their intellectual gifts.*
- *The curriculum supports inter-disciplinary coursework.*
- *The school has an activity and athletic program that helps all students to grow in the social aspect of the school's mission.*
- *The overall academic, activity and athletic programs seek to educate students to serve the wider community (educating hearts and minds to serve the world).*
- *Orientation and mentoring programs for new faculty and staff are in place.*
- *Ongoing formation programs are available to faculty and staff through faculty and staff retreats, in-service programs and prayer.*
- *Policies and procedures are in place for hiring faculty and staff who are open and willing to participate in the Holy Cross educational mission.*

PILLAR THREE

SERVICE

To Teach As Jesus Did: The Catholic school has the opportunity and obligation to be unique, contemporary and oriented to Christian Service: unique because it is distinguished by the threefold purpose and operation which fosters the integration of religion and the rest of learning and living; contemporary because it enables students to address with Christian insight the multiple problems which face individuals and society; oriented to Christian service because it helps students acquire life-long skills, virtues, and habits of heart and mind required for effective service to others.

Holy Cross, Constitution #2: “Christ was anointed to bring good news to the poor, release for prisoners, sight to the blind, restoration for every broken victim. Our efforts, which are His, reach out to the afflicted and in a preferential way to the poor and the oppressed.”

WCEA Factors: *Indicator 6* – The school helps students develop service and social action to the Church and civic community after the example of Jesus who said, “I have given you an example so that you may copy what I have done to you.” (John 13:15)

Quality 3:

As a Holy Cross school, Notre Dame is committed to service to the “poor and disenfranchised.”

Criterion 1: The school is committed to teaching and modeling the themes of Catholic Social Teaching as defined by the United States Conference of Catholic Bishops.

How well does Notre Dame High School integrate social justice education and responsibility across the curriculum?

Things to look for...

- ***Courses, texts and student work reflect a comprehensive educational plan that incorporate justice and peace themes and issues and promote social awareness and responsibility.***

Criterion 2: The school has comprehensive social action programs based on Catholic Social Teaching (CST).

“Young people are entrusted in a special way with the task of becoming communicators for hope and workers for peace.” Pope John Paul II

How well does Notre Dame High School integrate Catholic Social Teaching to promote justice education and social action in its co-curricular activities?

Things to look for...

- *A Christian Service Program that exposes all students to charitable service and volunteerism at their school, in their parishes and in their communities.*
- *An Immersion Program that puts students into direct service contact with impoverished/marginalized persons including those that are mentally, emotionally and physically challenged in society.*
- *A Charitable Giving Program that provides students the opportunity to support charities of broader social significance (e.g., Red Cross, Breast Cancer Awareness, etc.).*
- *An integral appreciation for connecting prayer and a life of social action that lasts beyond the Notre Dame High School experience.*
- *An appreciation for the importance of relationships with and service to the oppressed or marginalized of society.*
- *An appreciation for the compassion necessary for making future life decisions based on faith that seek to diminish poverty and injustice in our community and in our world.*

Criterion 3: The school recognizes the diversity of the school community and is accessible and gives special attention to students most in need academically, socially and economically.

How well does Notre Dame recognize and celebrate diversity?

Things to look for...

- Admission policies and practices do not discriminate.
- Diversity is a goal in forming the total student body.
- Activities are hosted that celebrate cultural diversity.
- An atmosphere of respect for and understanding of people from diverse backgrounds.
- Hiring practices for faculty and staff encourage applications from qualified persons of varying backgrounds.
- *A tuition assistance program that allows deserving students to attend the school, purchase learning materials and participate fully in the life of the school.*
- *Admissions and recruitment programs that intentionally seek out qualified students deserving of educational opportunities.*
- *School environment that welcomes and involves students and families from all socioeconomic backgrounds, ethnicities and faith experiences.*
- *School policies and procedures that identify students in need.*
- *The Faculty and Staff understand the diversity of student needs and demonstrate the ability to provide special attention and service.*
- *High rate of retention of students.*

PILLAR FOUR

PRAYER

To Teach As Jesus Did: Christian education is intended to make [people’s] faith become living, conscious, and active, through the light of instruction. The Catholic school is the unique setting within which this ideal can be realized in the lives of children and young people. Only in such a school can they experience learning and living fully integrated in the light of faith. (#24)

Holy Cross, Constitution #3: “Our thoughts are not easily God’s thoughts, nor our will His will. But as we listen to God and converse with Him, our minds will be given to understand and know His designs...It is not merely we who pray but His Spirit who prays in us. And we who busy ourselves in announcing the Lord’s Kingdom need to come back often enough and sit at His feet and listen still more closely.”

WCEA Factors: Indicator 2– The school provides regular opportunities for the school community to experience prayer and the Sacraments.

Quality 4:

Notre Dame High School commits itself to witness the liturgical worship, belief system and traditions of the Catholic Church to encourage its students to develop a lifelong prayer relationship with God.

Criterion 1: The school is committed to teaching the basic beliefs and practices of Catholicism.

How well does Notre Dame High School teach the basic beliefs of Catholicism?

Things to look for...

- The four-year comprehensive Religious Studies program incorporates Church teachings.
- Teachers in all departments support and encourage the school’s Christian Service and liturgical programs.
- Religious Studies Department motivates students to participate in faith-related activities.
- There is a high level of professional cooperation and interaction between Religious Studies and other academic disciplines.
- Importance of religion in the Notre Dame academic program is reflected in budgetary decisions and in the availability of adequate resources.

Criterion 2: The school engages the Holy Spirit through prayer and reflection.

How well does Notre Dame High School engage the Spirit through individual prayer, reflection experiences and the Church’s liturgical tradition?

Things to look for...

- *A conscious and deliberate effort is made to develop a faith community within the school.*

- *A variety of prayer experiences, including daily prayer and prayers to begin classes.*
- *Faculty and staff are offered retreats, prayer services and Masses geared to developing community.*
- *Programs are provided to assist parents in their own faith development and their role as the primary educators of their children.*
- *A school-wide liturgical program, led by the Campus Ministry Team, offers opportunities for participation to all students.*
- *Students are involved in planning Eucharistic and other liturgical celebrations.*
- *The Church's liturgical year is visibly referenced in classroom and school activities.*
- *Sacrament of Reconciliation is made available to the student body as well as the catechesis about the sacrament.*

Criterion 3: The school provides space conducive to various types of prayerful and reflective experiences both individual and communal.

How well does Notre Dame High School build a Holy Cross climate of respect for sacred space?

Things to look for...

- *Dedicated student prayer space is available for individual or group worship experiences.*
- *The school environment encourages prayer and reflection.*
- *Chapel/Grotto space, prayer gardens or outdoor shrines or statues are available for individual and group prayer or reflection.*
- *School day and individual classes begin with prayer.*
- *Lenten worship – Stations of the Cross.*
- *Holy Days of Obligation are emphasized and school Masses offered.*
- *Adoration of the Blessed Sacrament is scheduled and announced to the community.*
- *Students are informed and educated about Vocations and lay leadership programs of the Church.*

Criterion 4: The school is committed to a comprehensive four-year retreat program for students.

How does the school support the retreat program and Christian service program?

Things to look for...

- *Faculty and staff participate or support the student retreat program in a variety of ways (attendance, encouragement, prayer for students on retreat, etc.).*

- *School funding is in place to support the retreat program as well as for other spiritual and/or immersion programs that may enrich the Holy Cross experience for Notre Dame students.*

ATTACHMENT A

The Holy Cross Legacy Continues at Notre Dame High School

Notre Dame High School is proud of its Catholic heritage and its Holy Cross mission and is committed to continuing the legacy of the school and its strong relationship within the Catholic Church and with the Holy Cross Brothers.

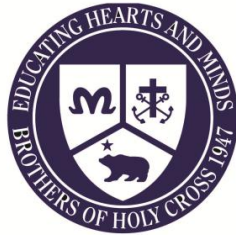
Governance – Notre Dame is a non-profit corporation governed by the Notre Dame High School Board of Directors. The school buildings and properties are owned by the South-West Province of the Holy Cross Brothers and leased (thru 2045) to the Notre Dame High School, Sherman Oaks. The NDHS Board of Directors is committed to maintaining the Holy Cross legacy and continuing to cultivate the sponsorship of the Holy Cross Brothers while ensuring the quality of the Notre Dame mission, “educating hearts and minds.”

Holy Cross Sponsorship – The relationship with the Holy Cross Brothers and the Holy Cross Institute remains strong despite the decline in the number of active religious available for assignment at Notre Dame High School and other Holy Cross schools. The Holy Cross Brothers continue to “sponsor” Notre Dame High School and maintain an active interest in its governance, operation and future progress as follows:

- 1) The Holy Cross Brothers and Notre Dame High School presently operate with a “Document of Understanding” citing a serious mutual interest in the continuance of the Holy Cross traditions at Notre Dame High School.
- 2) This Document of Understanding between the Holy Cross Brothers and NDHS indicates the mutually strong desire to continue the relationship and the operation of NDHS beyond the expiration of the lease agreement (in 2045).
- 3) The Holy Cross Brothers appoint three members to serve on the NDHS Board of Directors.
- 4) The NDHS Board of Directors is committed to maintaining the active sponsorship of the Holy Cross Brothers and perpetuating Holy Cross founding principles.
- 5) The Holy Cross Brothers conduct periodic site visits to support NDHS programs, offer workshops, attend events and provide training or orientation services so that faculty and staff will emulate and perpetuate the founding principles of Blessed Basil Moreau and the Congregation of Holy Cross.
- 6) The Holy Cross Brothers facilitate The Holy Cross Institute, a professional network, whereby administrators and teachers can share information and resources with administrators and teachers at other Holy Cross schools.
- 7) The Holy Cross Brothers host an annual convocation to promote new ideas and mission effectiveness.
- 8) The Holy Cross Brothers host “Table” meetings annually for Presidents, Principals and Board Chairmen to facilitate greater exchange and to promote Holy Cross policies and ideals.
- 9) The Holy Cross Brothers pledge to maintain an active association with the Notre Dame alumni and development program to fulfill the desire of many Brothers wishing to maintain loyal relationships and friendships and to promote philanthropic opportunities that will enhance the future of NDHS.

ATTACHMENT B

Becoming Part of the Legacy



NOTRE DAME
HIGH SCHOOL

*Living Our
Holy Cross Mission*

**A Guide to Understanding Our
Holy Cross Mission Themes**

Prepared by Terry McGaha

Resource: *Becoming Part of the Story: the Legacy of Holy Cross Educators*
Published by the South-West Province, Congregation of Holy Cross

Living Our Holy Cross Mission

A Guide to Understanding Our Holy Cross Mission Themes

Some central themes of a Holy Cross education...

In Spring of 2004, the school principals of Notre Dame High School—Sherman Oaks, Holy Cross School—New Orleans, St. Francis High School—Mountain View, and Moreau Catholic High School—Hayward gave presentations on four themes: Building Respect, Educating Hearts and Minds, Being Family, and Bringing Hope. Previously, they had identified these themes as central to our Holy Cross communities and as a basis for a sequential, four-year mission focus across all the schools. Beginning in Fall 2004 with Building Respect, this focus serves as the inspiration for assemblies, small and large group discussions, Board reflections, faculty retreats and formation experiences, liturgies, and other events.

This experience is vital to our continuing spiritual formation and to our work as lay partners and leaders in sustaining the traditions and values of Holy Cross. Our founding congregation—one of many religious congregations in the Catholic Church—followed the call of Vatican II in welcoming laypersons to administrative and governance roles in our schools. In every decision and action, we strive to give life to the mission by incarnating the spirit of Holy Cross.

These themes also help us serve increasingly diverse populations. As Catholic schools, we view ourselves as part of the mission of our local diocesan Church and live out that identity by teaching Catholic faith, fostering Christian insight into social problems, and engaging in Christian service. At the same time, as growing numbers of non-Catholics join our school communities, we must introduce them to the Gospel values that set us apart as both Catholic and Holy Cross. Father Basil Moreau, the founder of the Congregation of Holy Cross, valued well-organized schools, but even more he emphasized the quality of persons educating our students. By living out these themes, we can learn to fulfill our mission as people of Holy Cross.



Holy Cross Mission Theme:

Building Respect

“Seeing in all the image of God imprinted within them like a sacred seal which you must preserve at all costs.”

Christian Education, Blessed Basil Moreau

Respect can seem like a dusty relic from another age. In a Holy Cross school it must be taken off the shelf and placed where it belongs: between teacher and student, teacher and teacher, student and student, and between community and society.

Our ministry—like the congregation Father Moreau founded—is not leveraged on authority, position, or status. It springs from relationships. Manners, rules and empathy foster our ability to see one another as individuals, and Father Moreau believed that our success grows from nurturing one student at a time. “Address the deepest longings in your students’ hearts,” he tells us. Building respect, relationship by relationship, is a way of building a strong, tensile web of connectedness. When Holy Cross educators model respectful relationships, students learn to align their words and actions with the greater good of our community. As one Holy Cross student observes, “It’s not what you get away with that counts.”

When we’re tired and overworked, Father Moreau’s statement, “education is a work of resurrection,” might seem like a rueful realization that relationships are never done. This work of living Gospel values requires constantly taking a second look at our needs and motivations, at “the other,” and at ways we thread our experience together. It means we see teaching as our mission, not just a job. It means not just “being like Jesus,” but *being Jesus*—especially to those in whom Jesus, as Mother Teresa once said, is in deep disguise.

Building respect begins in the classroom and the faculty room. It ripples out through extra-curricular activities which include “something for everyone,” personal and academic counseling and tutoring, alumni mentoring programs, admissions and hiring policies, and faculty, staff, and student orientation programs. It deepens through faculty inservice, celebration of achievements, and informal and formal employee recognition programs. Ultimately, it returns us to a place where it begins: our core of living, growing faith.

Taken with edit from: *Becoming Part of the Story*
The Legacy of Holy Cross Educators



The key to respect is to see the face of Christ in every encounter.

Holy Cross Mission Theme:

Educating Hearts and Minds

“Education is the art of helping young people to completeness.”

Christian Education, Blessed Basil Moreau

Unlike the founders of some other congregations, Father Moreau did not employ only religious to teach in his schools. He simply went out and found the best educators; and since 1836, lay and vowed men and women have worked side by side in Holy Cross institutions. This holistic approach dovetails with his educational philosophy. He believed by educating minds and hearts we could change a person’s life and thereby change society.

Looking back at Moreau, we might say he “thought outside the box.” Yet he not only envisioned an alternative form of education, he nurtured the kind of communities where it could flourish. Science, music, and fencing were not subjects normally taught in his day, especially to needy children. Yet his radical model of student-centered education treated each student just as Jesus treated each individual He met: with respect for their uniqueness and a willingness to step beyond the business He had planned. “Mission in the image of Jesus,” says Father Thomas W. Smith, CSC, “is love thrusting outward, breaking down the barriers of narrowness, comfort, and prejudice that live within each of us.” (*Basil Moreau: Spirituality of Mission*)

Moreau’s pioneering vision is a call to action. By remaining flexible, we know when to step away from our lesson plans and tend to a student who needs our attention. By turning judgment into compassion, we live out of our hearts and liberate understanding from intellect alone. By embodying our faith, we demonstrate how to face the ambiguities of life with spiritual courage. If we do all this, our work as Holy Cross educators will reflect the ancient meaning of the term, “art”, *to fit together*, by integrating learning and fostering wholeness in our students and ourselves.

Our society, like Father Moreau’s, can seem chaotic and fragmented, a place where standards of integrity, loyalty, quality, and consequences are less and less clear. More than ever, we need the qualities of resourcefulness and adaptability that characterize Holy Cross, and the best source for sustaining these qualities is the wellspring of inner wholeness. Otherwise it would be easy to lose our way—the purpose and meaning of our actions, and their impact on others.

Father Moreau realized that the formation of conscience is a long-term process, and that it cannot flourish if we divide mind and heart.

Taken with edit from: *Becoming Part of the Story*
The Legacy of Holy Cross Educators

***“Believing
mission is
not enough.
Teaching
mission is
not enough.
We have to
model it.”***



Holy Cross Mission Theme:

Being Family

“Union is the powerful lever with which we could move, direct, and sanctify the whole world.”

Circular Letter 14, Blessed Basil Moreau

“It feels like a family.” That feeling is part of our legacy. In unifying brothers, priests, and sisters, Father Moreau modeled the Congregation on the Holy Family, and we sustain this family spirit in our schools by praying, playing, and celebrating together. Ultimately, this spirit serves to leverage our collective talents and passion for justice—and transform the world.

That family feeling begins at the front door. We are the hosts, and the power of our invitation determines the character of our community. Holy Cross educators ask themselves: *How do people know they belong? Do we contribute to faculty inservice and orientation sessions, or do we just show up? How do we create family in the classroom, reach out to parents, or respond when a student is hurting? Can we expect to nourish our students’ spiritual growth if we don’t tend to our own?*

If these questions seem too much to ask, remember Joseph. Patron saint of the Holy Cross brothers, this homeless carpenter took responsibility for another person’s child—and the compassion, hospitality, hope, and calm listening Jesus expressed were all learned at his foster father’s knee. We aren’t just teaching ideas; Holy Cross educators help students “connect the dots” between what we say and do and who we are, to choose when to take risks and learn how to remain faithful in difficult times.

Three of the qualities that distinguish a good teacher, Father Moreau wrote, concern our mentoring. The core of our mission is to develop heart and soul, and **reverence** helps us recognize each person’s gifts and cultivate our unity through mutual respect. Through professional development, teachers can continually acquire new **knowledge**—and model a passion for learning. **Meekness**—the recognition that the work is God’s work and therefore not all up to us—helps breed love and respect between teachers and students.

Because today’s students may not know how to “do family,” we have a tremendous opportunity to model it. At the same time, the growing diversity of our school families requires us to stretch our definitions and learn new traditions from our students. Yet healthy family systems also establish good boundaries: consequences for actions, reasonable expectations. By creating a trusting environment, we can safeguard each other and constantly nourish ourselves. To our educators, being a Holy Cross family is replenishing—and a big part of our identity.

Visit any Holy Cross school, and students are likely to tell you, “It feels like a family.”



Taken with edit from: *Becoming Part of the Story*
The Legacy of Holy Cross Educators

Holy Cross Mission Theme:

Bringing Hope

“I have never lost hope in Providence or in your fidelity to the sublime Vocation which God has given you.”

Circular Letter 14, Blessed Basil Moreau

The hope of a Holy Cross educator is of sterner stuff than the preferred dictionary definition of hope suggests: to wish for something with expectation of its fulfillment. To understand Christian hope we must turn to the second entry which is referred to as the archaic definition: to have confidence, trust. The Christian anchor of hope is about trust, not wishing.

When we hope, we're vulnerable. It makes it impossible for us to dismiss, pigeonhole, patronize, or rescue. At the point of impasse with an intractable student or a fractured community, hope does not allow us to impose judgment. Instead it empowers us to look for the gifts within the “problem” person or the truth within the issue that can be the seed of transformation. Hope nourishes and protects this kernel by helping us see the big picture, ask the right questions, and move out of the comfortable back row and onto the exposed threshold. It challenges us to continue to grow in relationship to our evolving community.

This challenge helps explain Father Moreau's vision of the cross as “our only hope.” The cross is a stark reminder of Jesus' spiritual courage; hope calls us to stand tall in the face of adversity and challenge. The cross bore the weight of profound responsibility; hope draws forth our greatest competence: the ability to transform lives.

Hope, like faith, is real to the extent that it is put into action. Saint James writes, “faith without works is dead” (James 2:26); the same can be said of hope. When we give up on social issues that seem too enormous or people who seem incorrigible, we don't isolate the problem, we isolate ourselves. In contrast, hope *goads* us into action, engagement, connection. It builds up our resilience. And it gives us a reverence for the complexity of our lives, breaking down the compartments where it is easy to demonize what we don't understand.

The redemptive power of hope depends on keeping our feet under the table. Our trust is about staying connected and staying the course—through service projects and immersion programs, networking with other Holy Cross schools, and outreach programs. By working in partnership, we bring the hope that can transform the world person by person.



Hope: not the destination, but the journey. In bringing hope, we also learn to draw hope forth from those we serve.

Taken with edit from: *Becoming Part of the Story*

The Legacy of Holy Cross Educators

ATTACHMENT C

Assessment Team & Responsibilities

The Holy Cross Catholic Identity Assessment Team shall consist of a diverse group of individuals representative of the major constituencies of NDHS, including:

- Team Leader/Director – An appointed member of the administration***
- Teacher(s) and Staff – up to three (3)***
- Student(s) – up to three (3)***
- Parent(s) – up to three (3)***
- Alumni – up to three (3)***
- Board of Directors – up to three (3, including Holy Cross Brothers' appointee)***

The responsibilities of the Assessment Team shall include:

- 1) Meeting at least twice annually to implement the Assessment Process (Attachment D).***
- 2) To report in writing annually to the NDHS administration the findings of the Assessment Process.***
- 3) To report in writing annually to the NDHS Board of Directors the findings of the Assessment Process.***
- 4) To report in writing annually to the Provincial of the South West Province of the Holy Cross Brothers the findings of the Assessment Process.***
- 5) To participate as necessary to fulfill NDHS accreditation requirements as specified by the Western Association of Schools and Colleges (WASC).***
- 6) To review the identity statement and process as necessary.***

ATTACHMENT D

Assessment Process

1. Creation of visiting team in cooperation with the Provincial office, South-West Province.
2. Team assembled comprised of representative from the Provincial office, administrator, representative from activities office, representative from religious studies/campus ministry, teacher.
3. Team members invited from Holy Cross schools in the South-West Province.
4. 1st day... Visiting team meets and prepares for the visit. The team meets with representatives of the Board to introduce the process and gather data.
5. 2nd day... Visiting team meets with staff, introduces process and gathers data.
6. 3rd day... Visiting team meets with representative groups of students as well as the Campus Ministry team to gather data.
7. Visiting team writes a report including best practices and areas of growth.
8. Final report is shared with faculty, staff, school's committee, board of directors and the Provincial office.

Additional questions for Assessment Team that can be addressed to the Campus Ministry and Religious Studies departments:

- Does the Religious Studies program encompass Church dogma and doctrine as presented in the CCC?
- Are effective classroom methodologies and a variety of approaches to religious instruction observable?
- What kind of selection process is utilized for reviewing and adopting religion texts and materials?
- Are Religious Studies Teachers knowledgeable about authentic church teachings and current pedagogy?
- Do the department members participate in appropriate in-service/educational opportunities?
- Is there a vocation awareness program?

ATTACHMENT E

The Western Association of Schools and Colleges partners with and defers to the Western Catholic Education Association for the accreditation process of Catholic schools in this region. This is the rubric used by the WCEA for the purpose of evaluation of the Catholic Identity of its member schools.



WCEA *Western Catholic
Educational Association*

Catholic Identity Rubric

Highly Effective: The factor has a high degree of impact on the school community

The Mission and Philosophy Statements clearly indicate the integration of the Roman Catholic Faith into all aspects of school life.

The total school community is involved in prayer experiences and the reception of the Sacraments on a regularly scheduled basis, and the administration provides other prayer and retreat opportunities for students and school personnel.

The Religion curriculum is aligned with Roman Catholic Church teachings, approved by the local Ordinary and meets the requirements set forth by the United States Conference of Catholic Bishops (USCCB),

There is a definite program of catechetical certification, approved by the (arch) diocese for the ongoing catechetical formation of all school personnel, and all faculty are current with the requirements.

The administration has provided formal and informal opportunities for parents to meet with administration and teachers to keep apprised of the progress of their children in the spiritual and academic education of their children.

The school provides many opportunities for students to be of service to the Church and the civic community.

The use of the Religious signs, sacramentals, traditions, and rituals of the Roman Catholic Church is prominent throughout the school.

All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

Effective: The factor has had a satisfactory level of impact on the school community

The Mission and Philosophy Statements clearly indicate the integration of the Roman Catholic Faith into all aspects of school life.

The total school community is involved in prayer experiences and the reception of the Sacraments on a regularly scheduled basis, and the administration provides other prayer and retreat opportunities for students and school personnel.

The religion curriculum and methods of instruction are current with the requirements of the (arch) diocese and the USCCB.

There is a definite program of ongoing catechetical formation for all school personnel, but not all faculty has kept current with the requirements.

The administration has provided the opportunity for parents to meet with teachers regarding the ongoing spiritual and academic formation of their children.

The school provides some opportunities for service-oriented outreach to the Church and the civic community.

There is the appropriate use of signs, sacramentals, traditions, and rituals of the Roman Catholic Church within the school.

Most school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

Somewhat Effective: The factor has had limited impact on the school community

The Mission and Philosophy Statements indicate an integration of the Roman Catholic faith into the school community but not to a depth level that clearly indicates integration into every aspect of school life.

The school provides prayer experiences and the reception of the Sacraments on a somewhat regular basis. There is not a regular schedule or program for prayer and retreat experiences other than classroom prayer and Eucharistic liturgy on some special occasions.

The religion curriculum and methods of instruction are somewhat current with the requirements of the (arch) diocese and the USCCB.

There is a limited program of ongoing spiritual and catechetical formation for school personnel. Not all faculty and other school personnel make use of the program.

While parents are encouraged to visit with teachers periodically to keep apprised of their children's progress in their spiritual and academic education, the school provides limited opportunities to do so.

There are very limited opportunities provided by the school for service-oriented outreach to the Church and the civic community.

The use of the appropriate Religious signs, sacramentals, traditions, and rituals of the Roman Catholic Church is somewhat evident.

Some school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

Ineffective: The factor has had little or no impact on the school community.

The Mission and Philosophy statements do not reflect a clear integration of the Roman Catholic faith into all aspects of the school community.

While classroom prayer and some opportunities for Eucharistic liturgy are provided, the school community is not actively engaged in providing a variety of prayer experiences, retreat experiences and liturgies on a regular basis.

The religion curriculum and methods of instruction are not current or consistent with (arch) diocesan requirements and those of the USCCB.

There is no formal program of ongoing spiritual and catechetical formation for school personnel.

The involvement of the parents with the administration and faculty regarding the ongoing spiritual and academic formation of their children is very limited. The parents do not seem to know how to communicate with the school.

There is no formal program of service-oriented outreach to the Church and the civic community.

The use of the appropriate Religious signs, sacramentals, traditions, and rituals of the Roman Catholic Church is not evident.

Few school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.

ATTACHMENT F

Reference Resources

Byron, S.J., William J., “Ten Building Blocks of Catholic Social Teaching”; AMERICA for October 31, 1998; America Press, 1998

Connell S.J., Martin, “Creating Effective Service Learning Programs”; NCEA, 2009

United States Conference of Catholic Bishops, Doctrinal Elements of a Curriculum Framework
for the Development of Catechetical Materials for Young People of High School Age, 2007, USCCB Publishing, Washington, D.C.

United States Conference of Catholic Bishops, “To Teach as Jesus Did,” A Pastoral Message on Catholic Education, 1972, USCCB Publishing, Washington, D.C.

Western Association of Schools and Colleges Accrediting Commission for Schools, Focus on Learning, The Accreditation Manual, 1999, 2004, by WASC, ASC, and WCEA