



**FACULTY AND STAFF  
HANDBOOK  
2017-2018**

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## MISSION STATEMENT

St. Patrick's Episcopal Day School strives to create a diverse learning community of students, teachers, and parents who recognize the infinite value of every participant as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence in our students in order to prepare them to live with integrity, compassion, and purpose.

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## STATEMENT OF PHILOSOPHY

St. Patrick's Episcopal Day School educates students in Nursery through Grade 8. Believing that all of the individuals within the St. Patrick's community—teacher and learner, adult and young person—are active, growing, and changing, we work to challenge and support them in what we understand to be a lifelong process. In particular, we strive to create an atmosphere of trust and cooperation in which to nourish each student's growth toward personal integrity and a lifetime of service.

We encourage our students to extend their fascination with the world, to gain confidence about their roles in the world, and to understand the world more fully through others. We believe that when young people first enter school, they bring with them a deep interest in the world around them, a tremendous appetite for learning, and a real need to make sense of the world in the present, characteristics that we must engage across their time with us. As their world increasingly opens up to and embraces others in the learning community, we encourage them to work collaboratively as well as independently, to take other perspectives, and to understand and value the range of differences—of race, culture, creed, age, gender, and circumstance—that enrich humanity.

We recognize that all of our students benefit from the high standards of a varied, challenging academic program that expects each individual to take increasing responsibility for meeting those standards while also helping each individual to discover and to develop his or her own unique talents. Recognizing young people's wonderful enthusiasm for pursuing what interests them, we must shape the learning process in a manner that sparks fresh interest and reveals unrecognized gifts. By varying teaching styles and activities, we honor students' diverse learning styles. We encourage habits of diligence and perseverance, believing that a positive spirit of determination and appropriate risk-taking are essential to intellectual growth. We also recognize that we need not choose between being a warm, nurturing, joyful place—where students see that they are known, respected, and loved—and one that sets challenging standards for students' academic work, for their sense of responsibility, and for their behavior.

We dedicate ourselves to each student's moral and spiritual growth, a commitment evident in an abiding concern for the quality of our shared life in this place and for service to the wider communities of which St. Patrick's is a part. As a parish day school, our relationship with St. Patrick's Episcopal Church is a central, distinguishing feature of our school life and the foundation of the system of values we embrace. At the same time, we recognize in students, families, and faculty and staff of other faith traditions sources of great richness and strength in our community. Through the lessons and experiences of religion classes, shared worship, varied opportunities to serve others, and attention to the quality of the relationships that shape young people's school lives, we believe that students can develop for themselves the values that will guide them in their lives beyond the school. A particular benefit of an Episcopal school education is learning that we are all part of something larger than ourselves. In recognition of the many gifts and opportunities with which we are blessed, we strive to cultivate grateful hearts and habits of service among all members of our community.

We commit ourselves to promoting each student's physical development, believing that lifelong habits of fitness, health, and wellness must be established early, with the proper education and support. Recognizing that solid foundations of knowledge and skills, as well as positive attitudes, are precursors to involvement and success in physical activities, we begin physical education classes in Nursery School and add intramural and then interscholastic athletics in our Upper School. In these classes and during less-structured recess and playground times, students have opportunities to discover the joy of movement, the challenge of acquiring mastery, and the rewards of teamwork. Classroom instruction in health, nutrition, and decision-making also contributes to each student's ability to make healthy and responsible personal decisions.

St. Patrick's Episcopal Day School and the parish that brought the school to life fulfill their sense of purpose in the acceptance, the care, and the nurture of God's children. Through our efforts within a Christian community we enable young people of all races, creeds, and cultural backgrounds to achieve wholeness in their intellectual, social, emotional, moral and spiritual, and physical lives, in the present and well into the future.

\*\*\*\*\*

## THE CREED

We believe that all people are created in the image of God and so we are called Children of God.

We believe that  
**Honesty**  
**Responsibility**  
**Kindness**  
**and**  
**Respect**

are essential to caring for ourselves, other people, and the world around us.

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## MISSION STATEMENT FOR EQUITY AND DIVERSITY

St. Patrick's Episcopal Day School recognizes the infinite value of every individual as a child of God. Our community is committed to embracing, respecting, and honoring differences in religion, ethnicity, race, economic background, age, family configuration, sexual orientation, gender, physical ability, and learning style. It is within a diverse community that we are best able to educate ourselves and one another to live in a global society, to actively and effectively promote justice, and to oppose prejudice and bias.

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## GUIDING PRINCIPLES FOR EQUITY

St. Patrick's Mission Statement closes with the assertion, "Through our efforts within a Christian community we enable children of all races, creeds, and cultural backgrounds to achieve wholeness in their intellectual, social, emotional, spiritual, and physical lives, in the present and well into the future." The faculty Equity Committee has developed a set of principles to guide St. Patrick's in achieving these goals in all aspects of school life. The faculty in full has adopted these Guiding Principles for Equity.

It is St. Patrick's intention that these Guiding Principles should serve not just as a statement of conviction but also as a basis for evaluating our progress as an effective, equitable, just, and inclusive community.

**I. Understanding** As a community of valued individuals, we celebrate our differences and appreciate our commonalities as children of God.

*Areas of measurement:*

- Our school environment—visually, aesthetically, programmatically, and in all other ways—represents, and is accessible to, all children.
- Our curriculum emphasizes the educational value of seeing issues from multiple points of view and fosters critical thinking about bias.
- Our curricular materials are up-to-date. They value difference in culture (including geographical and historical setting), religion, socio-economic status, family configuration, gender, sexual orientation, age, and physical and cognitive abilities.

**II. Inclusion** An inclusive community is one that represents a diverse population, embracing people of varying ages, abilities, ethnicities, family configurations, genders, sexual orientations, races, religions, and socio-economic backgrounds. Each member of the St. Patrick's community is responsible for promoting equal access and equal respect in the school setting and in the greater St. Patrick's community.

*Areas of measurement:*

- Our school has admission policies and processes that promote inclusion.
- Our school actively seeks faculty and staff who come from diverse backgrounds.

- Our school reaches out to all parents and includes them in the life of the school in meaningful ways.
- Our school is a place that reflects and represents the diversity in our community and beyond.

**III. Honesty** It is our ongoing responsibility to represent St. Patrick’s accurately as we clarify who we are and who we want to be and to be aware of our own biases and prejudices.

*Areas of measurement:*

- Assessment is valued as a continuous process in the classroom and in the community and is recognized as a way to promote responsiveness to change.
- Assessment is included as a formal part of the faculty evaluation process.
- Ongoing education is a premise and a reality for faculty, administration, staff, parents, and board members.

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### SCHOOL SONG

#### THE LIGHT OF ST. PATRICK’S

Let the light shine before us;  
 let the light shine within.  
 Let the light that is St. Patrick’s  
 bring us safely home again.  
 May its glowing warmth surround us  
 as the shore surrounds the sea.  
 May the light that is St. Patrick’s  
 be a light for all to see.

\*\*\*\*\*

#### THE ST. PATRICK’S WOLFHOUND

St. Patrick’s has adopted as its mascot the Irish Wolfhound. These majestic animals, known to the ancient Celts as Cú, have been bred as warriors and hunters for more than 2,000 years. Over the centuries, Wolfhounds came to symbolize great size and strength, ferocity in battle, and loyalty such that the prefix Cú (hound) was bestowed upon the great warriors and kings of ancient Ireland.

Embodying a number of qualities to which our own athletes aspire, ancient Wolfhounds were not only warriors but also exceptional hunters, with a keen intelligence and the ability to think independently that made them effective even working at great distances from their masters.

Today’s Wolfhounds retain the strength and loyalty of their forebears. They are described by the American Kennel Club as superb athletes and endurance runners. More than guard dogs, Wolfhounds are true guardians, fearless when they perceive danger or aggression toward themselves or their loved ones. Joseph A. McAleenan, writing in 1920, described the Wolfhound thusly: “[A] giant in structure, a lamb in disposition, a lion in courage; affectionate and intelligent, thoroughly reliable and dependable at all times, as a companion and as a guard he is perfection.”

Go, Wolfhounds!

## BENEFITS

### RETIREMENT PLAN

**Eligibility:** All contracted salaried employees who are employed at least 1000 hours per year are eligible for participation in the TIAA-CREF retirement plan upon completion of their first month of employment by the school.

**Plan Contribution:** Contributions under this retirement plan, referred to hereafter as "Plan Contributions," will be made on a monthly basis during years of participation as a percent of regular salary in accordance with the following schedule.

<u>By the Participant</u>	<u>By the School</u>	<u>Total</u>
2.5%	7.5%	10%

Contributions by participants will be deducted from salary and wage payments or, if elected by the participant, will be made on a tax-deferred basis under an agreement for salary reduction executed in accordance with Section 403(b) of the Internal Revenue Code.

Plan Contributions shall be forwarded to TIAA-CREF to be applied as premiums on retirement annuity contracts owned by the participant and may be allocated between TIAA and CREF in any proportion elected by the participant.

**Annuity Contracts:** The participant shall complete a TIAA-CREF application form in order for the annuity contract(s) to be issued. Each TIAA/CREF and/or CREF annuity contract issued under this plan is for the sole purpose of providing a retirement or death benefit and is solely the property of the individual participant. Provisions of regular TIAA and CREF annuity contracts are described in the booklet, "Your Retirement Annuity," which is distributed to each participant as part of the description of this plan. All benefits under this plan are provided solely through individually owned, fully-funded annuity contracts and therefore are not subject to, nor covered by, federal plan termination insurance.

**Repurchase:** In the event a participant in this plan terminates employment for reasons other than retirement or disability and requests that TIAA-CREF repurchase his or her annuity, the school will approve such repurchase provided it meets the conditions under which TIAA-CREF will repurchase annuities.

Upon repurchase, accumulated contributions will be payable by TIAA-CREF to the participant. Amounts paid to the participant upon repurchase shall be in full satisfaction of the participant's rights to retirement and/or death benefits attributable to such amounts repurchased. A participant initiates procedures for receipt of retirement income benefits by writing directly to TIAA-CREF.

**Death Benefits:** In the event a participant dies prior to commencement of retirement benefit payments described in Section X, the full current value of the annuity accumulation, including the portion attributable to Plan Contributions made by the school, is then payable to the beneficiary or beneficiaries named by the participant, in a single sum or under any one of the income options offered by TIAA-CREF. These income options are described in the booklet, "Your Retirement Annuity."

**Plan Year:** The "plan year" is January 1 through December 31 of each year. Records for each participant to whom annuity contracts have been issued are maintained on the calendar year basis. TIAA-CREF sends each annuity owner a report of premiums and benefits summarizing the status of his or her annuity contracts quarterly. Similar reports or benefit illustrations may be obtained by a TIAA-CREF annuity owner upon termination of employment or at any other time by writing directly to TIAA-CREF.

**Application for Benefits:** Benefits provided by TIAA and CREF annuities to which plan contributions have been applied will be payable by TIAA-CREF upon receipt by TIAA-CREF of a satisfactorily completed application for benefits and supporting documents. The necessary forms will be provided to the participant or beneficiary by TIAA-CREF.

**Amendment:** While it is expected that this plan will continue indefinitely, the Board of Trustees of the school reserves the right to modify or discontinue the plan at any time. The board may also delegate any of its powers and duties with respect to the plan, or amendments, to one or more officers or other employees of the school. Any such delegation shall be set forth in writing.

**Benefits at Retirement:** An employee has a choice of several options at retirement. Both the school and the employee's contributions toward TIAA can be used to purchase annuities that provide a fixed income at retirement. Contributions toward CREF purchase annuities that provide a variable income at retirement, reflecting primarily changes in market values and dividend earnings of common stock investments. Several options are available as to the type of annuity desired and a

selection must be made by the employee just prior to retirement.

All participants have the right to examine copies of the retirement plan and the latest TIAA-CREF annual report. Participants are also entitled to receive copies of the plan and the annual report on proper written notice.

### **SUMMER EMPLOYMENT**

The school offers two summer programs—Summer at St. Patrick’s and Horizons Greater Washington—that begin in mid-June and run through late July/early August. Classes and activities are offered for children beginning at age three. The school looks first to its regular faculty and staff to offer this additional employment to those who are interested. Job descriptions and salaries are developed individually, reflecting needs of the program and the contribution of the teacher. No contribution to the retirement fund is made for summer program employment, except for St. Patrick’s teachers in summer supervisory positions, and there is no provision for leave with pay. Children of faculty and staff who teach in these programs are eligible to receive assistance for the summer program.

### **STIPEND PROGRAM**

In 1979, the Board of Trustees established a formal stipend program, designed to compensate faculty and staff for certain tasks they perform in support of the school's program. In some instances, faculty members carry over stipend activities from the prior year(s). Otherwise, all faculty receive notice of stipend opportunities. Rates of compensation are based on the level of responsibility (teacher/leader, assistant) and time commitments. There remain many ways in which faculty and staff are involved in the life of the school outside class hours which should be considered part of one's commitment to the school and for which no additional compensation is provided.

### **CHILDCARE**

Faculty children who are St. Patrick’s students may participate and in the Extended Day Program without charge when their use of either program results from the faculty member’s professional duties, including planning, faculty meetings, and parent conferences. In addition, the school will provide childcare at no charge to faculty members when classes the children would otherwise attend at St. Patrick’s are not in session because of meetings or conferences.

### **INFANT-TODDLER CENTER**

St. Patrick’s employees may enroll children too young for the Nursery School in the school’s Infant-Toddler Center. **The center operates from late August until mid-June on all days that teachers are required to be at school. Hours of operation are 7:30 am to 4:00 pm (5:00 pm on Thursdays for faculty members attending either divisional or full faculty meetings and with the option of extending care to 5:00 pm on the other days).** Children must be at least six weeks old before entering the program. The maximum capacity of the center is established by the District licensing agency. Enrollment is available only on a full-time, full-year basis, although the Head of School may make adjustments to that latter requirement, depending on when the child is born and subsequently enters the Infant-Toddler Center. Contracts are available during the spring of the year preceding enrollment, and spaces are awarded on a first-come, first-serve basis. Parents pay tuition, set on an annual basis, covering the salaries of caregivers and certain expenses. The school covers additional expenses such as rent, housekeeping services, benefits for caregivers, insurance, and equipment. Parents are expected to assist in management of the center by participating in periodic meetings.

### **FLEXIBLE SPENDING PLAN**

**Introduction:** St. Patrick’s School’s Flexible Spending Plan, approved by the school’s Board of Trustees on January 9, 1989, is a benefit for employees that allows them to shelter income and decrease income taxes owed under certain specific conditions. Employees designate amounts to be withheld from their gross salaries to reduce their taxable income and to pay for out-of-pocket medical and dental expenses and dependent care expenses without paying federal, state, or FICA taxes on these amounts.

**Eligibility:** All employees who work at least half-time for the school are eligible to participate.

**Plan Year:** July 1 to June 30.

**How to Participate:** To enroll in St. Patrick’s Flexible Spending Plan an employee must complete a salary reduction agreement, specifying the amount the employee wishes to shelter from taxation. This amount may be allocated between non-reimbursable medical/dental expenses and child care/qualified dependent care. Once an employee has designated the amount

to be withheld, the amount is divided into twelve equal portions to match the employee's pay periods and an equal portion is taken from each paycheck. (The amount withheld for dependent care is divided into 10 rather than 12 equal portions.)

**Limitations:** Most of these limitations are provisions of the Internal Revenue Code and are not subject to change by the school.

The portion of one's salary not subject to taxation of income is also not subject to Social Security taxes. Therefore, the income reported to the Social Security Administration and the amount contributed to Social Security are lower than they would be if no FSP election were made. This will have the effect of lowering somewhat the Social Security benefits one receives when one retires. The amount of this reduction in Social Security benefits is not readily predictable. (Note: If one's salary after reduction is above the maximum amount subject to Social Security taxes, no diminution of benefits will occur.)

No employee may designate more than the maximum stipulated in current IRS regulations to be free from taxation.

With regard to Healthcare Spending Accounts, these points are important:

- a. Employees may reduce their salary to pay for expenses not covered by insurance, such as deductibles, co-pays, eyeglasses, contact lenses, root canals, orthodontia, and co-insurance.
- b. Employees elect annually the total amount to be set aside for their families' unreimbursed expenses.
- c. Amounts are withheld in equal increments through payroll reductions.
- d. The reductions provide a tax savings for all employees since most people do not qualify for the federal healthcare deduction.
- e. Employees who are not participating in the school-sponsored medical and/or dental plans(s) are still eligible to participate.
- f. Employees can receive the maximum elected benefits by maintaining a negative account balance; this means that an employee may be reimbursed the entire amount of his election upon providing proof of qualified expenses, even though his/her reductions have not yet reached the maximum elected.
- g. Premiums paid for school-sponsored medical and dental insurance plans are automatically included with the school's Flexible Spending Plan. Employees need not make an election to include these premiums. Employees who enrolled health and dental plans outside of St. Patrick's may not elect to include the cost of their premiums in the St. Patrick's Flexible Spending Plan.

With regard to Dependent Care accounts these points are important:

- a. The account provides a maximum of \$5,000 in benefits for one or more dependents; dependents are children or disabled adult family members.
- b. Employees can choose between the federal child care tax credit and the school's Dependent Care plan.
- c. Employees cannot maintain a negative account balance; this means that an employee may be reimbursed for qualified dependent care expenses only to the amount already withheld.
- d. Employees can change election within 30 days of a change in provider or cost of provider.
- e. This election is available only to an employee provided that the employee is single or that both employee and spouse are employed and that someone other than a dependent family member is paid to provide child or disabled adult care.
- f. Tuition for preschool and prekindergarten is considered a childcare expense; Kindergarten is **no longer** an allowable expense. Summer day camp expenses and early drop-off and after-care, which includes After-School Activities, are also eligible up to your dependent child's 13th birthday.

The total amount to be sheltered through the Flexible Spending Plan must be designated *in advance* prior to the plan year. Changes to the designated amount may be changed only under specific circumstances, such as birth, death, adoption, marriage, divorce, or change in employment status of a spouse.

If during the course of the plan year an employee incurs expenses eligible for reimbursement that are less than the amount designated for reduction in the salary reduction agreement, *the employee forfeits the difference*. Forfeited amounts will be used to partially underwrite the cost of the plan. *It is extremely important that employees exercise great care in estimating the amount of eligible expenses to be incurred in order to avoid forfeiting unused, designated amounts.*

Each participating employee may make only one salary reduction agreement for any one plan year. Each employee must execute a new salary reduction agreement for each subsequent year; reductions do not carry over from one year to the next.

**Reimbursement:** Reimbursement is made to enrolled employees through PayFlex, an outside vendor responsible for processing St. Patrick's employees' FSP claims. Claim forms may be submitted by mail, by fax, or electronically. If mailed, claims should be sent to PayFlexSystems USA, Inc., P.O. Box 981158, El Paso, TX 79998-1158; if faxed, claims should be faxed to 855-703-5305; if electronically, online at [www.payflex.com](http://www.payflex.com). Appropriate supporting documentation must

accompany the claim form. Supporting documentation includes the insurer's explanation of benefits, itemized receipts from physicians and other health care providers; cancelled checks are not proof of service for FSP purposes. The web site for PayFlex is [www.payflex.com](http://www.payflex.com), and individual account information will be available to enrollees at that site.

### **HEALTH INSURANCE**

Health insurance with the advantages of group rates is available through the school for all employees who work at St. Patrick's at least half-time. Care First Blue Choice, Inc. provides both an HMO plan and a Point of Service plan. The school pays 50% of such insurance premiums.

### **LIFE INSURANCE**

St. Patrick's Episcopal Day School provides a non-contributory Group Life and AD&D benefit for all employees employed at least half-time. The death benefit provides two times salary up to a maximum of \$200,000 to the beneficiary designated by the employee. A copy of the policy is provided to all employees at their date of hire.

**Voluntary Benefit Options:** All employees of St. Patrick's Episcopal Day School have access to an employee benefit option of Accident, Critical Illness, and Universal Life. During your eligibility month, you will have the opportunity to review the plans, ask questions, receive personal rate quotes, and enroll or waive via a call with a benefits counselor at a scheduled time. A counselor will contact you directly during your enrollment week,

### **TUITION AID**

St. Patrick's encourages its employees to improve their job effectiveness through training and education and offers employees tuition aid according to the following guidelines:

- If an employee requires special training, a specific course, or a seminar and is asked by the school to enroll in such a program, the full cost of the course (including tuition, books, and necessary materials) will be paid by the school at the time of enrollment.
- If an employee wishes to participate in a course or workshop that is work-related, tuition aid may be granted, subject to the approval of the Head of School prior to enrollment.

An employee is required to submit a request in writing for reimbursement for professional study before s/he will receive any funds from the school.

### **MASTER'S DEGREE PROGRAM**

**Faculty members must seek approval of the Head of School before applying to a master's program with the expectation that the school will fund a portion of the costs. The Head of School must keep the number of participants and the amount of reimbursement consistent with the level of funding available in any particular year, with preference given to individuals who are already enrolled and who have completed the most coursework. In some cases, school reimbursement will become available only after one or more participants have completed or left their programs.**

#### **Guidelines:**

1. Participant will be reimbursed up to 75% of the cost of a graduate degree course to a maximum of \$1,200.00 per course.
2. Participant will be reimbursed only after successful completion of the course and having earned credit. Participant must submit a transcript to Head of School for verification and must maintain a "B" or better average in the course to receive compensation.
3. Participant will be awarded grant only if entered in a graduate degree program which has been approved by the Head of School. Degree programs must be directed towards the professional improvement of the individual teacher and must be directly related to his/her field of teaching.
4. Participant is allowed to take a maximum of one 3- or 4-credit course per semester during the St. Patrick's academic calendar year. During the summer, reimbursement for coursework may be limited by the availability of funds.

Participants who are planning to take more than one 3- or 4-credit course during the summer should seek prior approval from the Head of School to ensure availability of funds.

5. There are limited funds and the awards will be given on a first-come, first-serve basis to faculty members enrolled in a degree program who intend to return to teach at St. Patrick's for the following year. If a teacher, on his/her own volition, leaves at the end of an academic year and has received funding, s/he will be expected to reimburse St. Patrick's for the grants allocated during that academic calendar year.
6. All requests for funding of degree courses must be in writing to the Head of School with proof of enrollment.
7. Upon completion of the degree program and upon earning a master's degree, the participant will move into the master's degree step scale for faculty salaries.

## **VACATION**

### **Vacation - Administration**

*This category includes the Head of School, Assistant Heads of School (for Academic Affairs; for Equity, Diversity, and Inclusion; for Finance and Operations; and for Development), Division Heads, Day School Chaplain, Director and Associate Director of Admission and Financial Aid, Director of Auxiliary Programs, Director of Communication, Director of Development, and Facilities Director.*

Four weeks during the summer, *except Director of Auxiliary Programs, who may take some of these weeks during the school year with the prior approval of the Head of School.*

Christmas and spring breaks

All national and school-related holidays

All vacation dates must be approved ahead of time by the Head of School to ensure administrative coverage of the school throughout the year.

*Vacations must be taken in the year in which they are due. Vacation time does not accrue and does not carry over to subsequent years. Employees do not earn compensatory time.*

### **Vacation - Administrative Staff**

*This category includes, but need not be limited to, the following positions: Business Office personnel other than Assistant Head of School for Finance and Operations and Facilities Director, Development Office personnel other than Assistant Head of School for Development and the Director of Development, the Extended Day/Summer Program Coordinator, School Office Managers, and School Receptionist/Admission Associate.*

**Eligibility:** Regular members of the staff whose terms of employment are for 12 months are eligible for vacation after six months of employment. Part-time employees working at least 50% time are eligible for vacation. Their leave is determined by the percentage of time worked multiplied against the full-time employee allowance.

### **Vacation Allowance for Full-Time Employees**

*At least five years' service prior to July 1:* Four weeks during the summer\*, reduced time during Christmas and spring breaks at discretion of Head of School.

*At least three years' service but less than five years' service prior to July 1:* Three weeks during the summer\*, reduced time during Christmas and spring breaks at discretion of Head of School.

*At least one year's service but less than three years' service prior to July 1\*:* Two weeks during the summer, reduced time during Christmas and spring breaks at discretion of Head of School.

*At least six months' service but less than one year's service prior to July 1\*:* One week during the summer, reduced time during Christmas and spring breaks at discretion of Head of School.

\*The Extended Day/Summer Program Coordinator may take some of his/her vacation time during the school year rather than during the summer with the prior approval of the Head of School.

Staff members who need to take a longer vacation must make arrangements with the Head of School; additional vacation days will be without pay.

The following holidays are scheduled vacation days for all administrative staff:

**Labor Day**  
**Columbus Day**  
**Thanksgiving, Wednesday preceding, and Friday following**  
**Christmas**  
**New Year**  
**Martin Luther King Jr.'s Birthday**  
**Presidents Day**  
**Memorial Day**  
**Fourth of July**

*Employees who have not completed six months of service as of July 1 may not take their vacation until six months of employment have been completed.*

Employees are generally expected to take their vacations between June 15 and the reopening of the School Office for administrators and administrative staff. However, the Chief Financial Officer and/or Head of School will schedule vacations in a manner best suited for the operation of the school. Employees' preferences will be observed as far as possible.

*Vacations must be taken in the year in which they are due. Vacation time does not accrue and does not carry over to subsequent years. Employees do not earn compensatory time.*

#### **Calculation of Years of Service for Vacation Eligibility**

*Paid absence:* Credits toward years of service will be accumulated during periods of sick leave and other short-term absences as long as the contracted salaried employee is being paid.

*Unpaid leaves of absence:* No accumulation of credits toward years of service.

*Partially paid absences, such as jury duty and military duty:* Credits toward years of service will be accumulated.

*Absence covered by worker's compensation and disability insurance:* Credits toward years of service will be accumulated up to a maximum of three months.

#### **Vacation - Maintenance Staff** (hourly employees)

The vacation year shall begin on July 1.

**Eligibility:** Regular members of the staff whose term of employment is for 12 months are eligible for vacation leave after six months of employment.

#### **Vacation Allowance for Full-Time and Part-Time (half time or more) Hourly Employees**

*At least five years' service prior to July 1:* Four weeks in the next 12 months.

*At least three years' service but less than five years' service prior to July 1:* Three weeks in the next 12 months.

*At least one year's service but less than three years' service prior to July 1:* Two weeks in the next 12 months.

*Less than one year's service prior to July 1:* One day for each full month of service prior to July 1.

*Employees who have not completed six months of service as of July 1 may not take their vacation until six months of employment have been completed.*

Part-time employees are eligible for vacation; their leave is determined by their percentage of time worked multiplied against the full-time employee allowance.

**Vacation Schedule:** Employees are generally expected to take their vacations between June 15 and August 30 or during Christmas or spring vacation. However, vacations will be scheduled by the Assistant Head of School for Finance and Operations/Chief Financial Officer in a manner best suited for the operation of the school. Employees' preferences will be observed as far as possible and where conflicts exist, preference will be accorded by seniority.

*Vacations must be taken in the year in which they are due. Vacation time does not accrue and does not carry over to subsequent years.*

## **LEAVE**

St. Patrick's offers flexibility in the taking of leave based on the principle that salaried employees will be at work on each teaching or working day, yet illnesses, personal family emergencies or milestones (weddings, funerals, graduations, etc.), or other considerations may dictate that an individual take a day off.

St. Patrick's respects the fact that individuals generally will not abuse the rights accorded them in this policy; however, concern over possible abuses will be referred to the Head of School. When an employee is sick or otherwise unable to be at school because of a family emergency, s/he must inform the Assistant to the Head of Lower School in Kindergarten through Grade 8 or the Head of Nursery School to ensure the necessary coverage. If an employee plans to be away for any other reason, s/he must seek the approval of the Head of School or appropriate Division Head.

In the event that an employee becomes ill at home or has an emergency that requires substitute coverage, s/he must phone the Assistant to the Head of Lower School in Kindergarten through Grade 8 or the Head of Nursery School **AT HOME**. Calls should be made before 9:00 pm in the evening or as early as 6:00 am in the morning.

**Extended Illnesses and Emergencies:** Any employee absent from work, due to a medical problem, for a period of time exceeding three consecutive work days may be required to provide written information from a physician regarding the cause of absence. Sick leave for an extended illness beyond ten days may be granted at the discretion of the Head of School. Sick leave cannot be carried year to year and is not compensated upon termination. If an employee's medical problem forces him or her to miss more than 180 calendar days, the school's long-term disability plan will be enacted at 60 percent of base pay.

**Other Leave:** School employees who plan to take a day of leave for reasons other than illness or emergency, including professional development, must seek the approval of the Head of School and, upon approval, inform the appropriate Division Head, who will arrange substitute coverage.

The Head of School may deny a request for leave if the administration believes that the individual's presence at school is essential during the time requested or if that individual's request is inconsistent with the school's mission of providing a coherent, on-going educational program in all areas.

Leave will not be approved for a day of special importance (e.g. Parents Visiting Day) or for any of the three school days immediately preceding or following a scheduled holiday, except in extraordinary circumstances. Faculty members are requested not to take leave days after May 15, except for family milestones.

All employees must complete the Request for Leave form and submit it to the Head of School if requesting a day in advance, including leave for professional development. A copy of the leave form is included in this handbook. When a need for leave is anticipated, the employee is expected to arrange for a substitute through the appropriate Division Head. For teachers, lesson plans are expected to be available for use by the substitute.

The Head of School may grant leave without pay in extraordinary circumstances.

**Long-Term Disability Leave:** Further leave shall be granted according to the terms of our Long-Term Disability Insurance for which all employees (both contracted and hourly employees) who work more than twenty hours per week are eligible. This plan picks up payments after 180 calendar days of medical leave have been used. All covered losses are payable under the long-term disability plan as defined in St. Patrick's plan with Sun Life. A copy of the disability policy is provided to all eligible employees and a copy is maintained in the Business Office.

## **ST. PATRICK'S EPISCOPAL DAY SCHOOL FAMILY AND MEDICAL LEAVE POLICY**

### **GENERAL**

The Federal FMLA entitles eligible employees to take up to 12 weeks of leave in a 12-month period, and the District of Columbia FMLA entitles eligible employees to take up to 16 weeks of family leave and 16 weeks of medical leave in a 24-

month period when the eligibility criteria have been met for a qualifying reason as described below. The Federal National Defense Authorization Act expands the Federal FMLA to include military families, including up to 26 weeks of leave in a 12-month period to care for an injured service member, as outlined below. Eligible employees may also take up to 12 weeks of leave in a 12-month period to address certain qualifying exigencies. St. Patrick's Episcopal Day School (the "Day School") will apply federal and District of Columbia FMLA concurrently, when applicable, and comply with the law that provides the greater amount of leave depending on the individual circumstances.

## **POLICY**

### **Eligibility**

To be eligible for Federal FMLA leave, an employee must have worked for the Day School for at least 1,250 hours in the preceding 12 months and been employed for at least 12 months on a consecutive or intermittent basis.

To be eligible for District of Columbia FMLA leave, an employee must have worked for the Day School for at least 1,000 hours in the 12-month period immediately preceding the request for leave without a break in service.

### **Qualifying Reasons for FMLA-Designated Leave**

**Basic Leave Entitlement:** Under Federal and District of Columbia FMLA, eligible employees may take leave for the following reasons:

1. To care for an employee's child after birth or placement of a child for adoption or foster care;
2. When an employee has a "serious health condition" as defined below, which prevents the employee from performing his or her job, including incapacity due to pregnancy, prenatal medical care, or child birth;
3. To care for an employee's family member who has a "serious health condition," as defined below.

**Military Family Leave Entitlement:** Federal FMLA allows eligible employees to take Federal Military Family Leave for the following reasons:

1. Eligible employees with a spouse, son, daughter, or parent on covered active duty (or has been notified of an impending call/order to covered active duty) may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include short-term deployment, attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, rest and recuperation, and attending post-deployment reintegration briefings, and other activities that are agreed to by the Day School and the employee.
2. Eligible employees may take up to 26 weeks of leave to care for a spouse, son, daughter, parent, or next of kin who is a covered service member during a single 12-month leave period. A covered service member is a member of the Armed Forces who is undergoing medical treatment, recuperation, or therapy, or is otherwise in outpatient status, or otherwise on the temporary disability retired list, for a serious illness or injury. A covered service member includes a veteran who was a member of the Armed Forces at any time during the five years preceding the date on which the veteran undergoes the medical treatment or therapy. For purposes of this policy, "serious illness or injury" is any illness or injury incurred by the member in the line of active duty (or that existed before the beginning of the member's active duty and was aggravated by active duty) that may render the service member medically unfit to perform the duties of the member's office, grade, rank, or rating. In the case of a veteran who was a member of the Armed Forces, the serious illness or injury may manifest itself before or after the member became a veteran.

### **Birth or Placement for Adoption or Foster Care**

Leave taken for pregnancy-related conditions during a pregnancy and up to one year immediately following childbirth qualifies for FMLA designation. Leave taken by fathers or mothers to care for a newborn child during the 12-month period immediately following birth qualifies for FMLA designation. Leave taken by parents to complete the adoption or foster care process qualifies for FMLA designation, as does any leave taken during the 12-month period immediately following the completion of the adoption or foster care process.

### **"Serious Health Condition" of the Employee**

Leave taken by an employee who cannot perform his or her job related duties due to a "serious health condition" qualifies for FMLA designation. For purposes of the FMLA, "serious health condition" is defined as an illness, injury, impairment, or physical or mental condition that involves:

- illness or injury that causes more than three consecutive days of incapacity and two or more treatments by a health care provider, or
- inpatient care in a hospital including any period of incapacity or any subsequent treatment in connection with such inpatient care, or
- illness or injury that causes more than three consecutive days of incapacity and involves at least one treatment by a health care provider and a regimen of continuing treatment under a health care provider's supervision, or
- any period of incapacity due to pregnancy, a chronic serious health condition, or a permanent long-term serious health condition, or to receive medical treatment for restorative surgery or a condition that will likely result in a period of incapacity of more than three days.

### **“Serious Health Condition” of an Employee’s Family Member**

Leave taken by an employee qualifies for FMLA designation if the absence is necessary to care for a member of his or her family who has a “serious health condition” as described above. For purposes of Federal FMLA, "family member" is defined as an employee's spouse, child, or parent. Under District of Columbia FMLA, "family member" is a person to whom the eligible employee is related by blood, legal custody, or marriage; a foster child; a child who lives with an eligible employee and for whom the eligible employee permanently assumes and discharges parental responsibility; or a person with whom the eligible employee shares or has shared, within the last year, a mutual residence and with whom the eligible employee maintains a committed relationship. The Day School may require reasonable documentation to confirm that the employee is a primary caregiver when requesting leave to care for a member of their household or immediate family.

### **Employee FMLA-Related Benefits**

**Leave Entitlement:** If the FMLA leave is for the purpose of caring for a spouse, son, daughter, parent, or next of kin who is a covered service member recovering from serious illness or injury, then FMLA leave is limited to a total of 26 workweeks during a single 12-month period. Otherwise, leave under the FMLA for any other reason is limited to a total of 12 workweeks during a 12-month period under Federal law. Federal FMLA leave that is taken for reasons other than for the purpose of caring for a spouse, son, daughter, parent, or next of kin who is a service member recovering from serious illness or injury sustained in the line of active duty will be counted toward the 26-week leave entitlement.

Under the District of Columbia FMLA, leave is limited to a total of 16 weeks of family leave and 16 weeks of medical leave in a 24-month period.

**Leave Taken by Couples/Family Members:** Under certain circumstances, the Day School may limit the leave taken by two family members who are employed in the same organizational section when they have the same or interrelated duties and the absence of both employees would unduly disrupt business operations. Under Federal FMLA, leave taken by a husband and wife who are both employees of the Day School may be limited to a combined total of 12 weeks over a 12-month period if the leave is taken for the birth of the employee's son or daughter, for placement of a foster child, or the adoption of a child, or to care for the employee's parent with a serious health condition. Under District of Columbia FMLA, the Day School may limit family leave taken by two family members who are both employees of the Day School to 16 weeks over a 24-month period, and may limit two family members who are both employees of the Day School to four weeks of simultaneous family leave in a 24-month period.

**Paid and Unpaid Leave:** FMLA-designated leave is unpaid. Available paid leave may not be used whenever workers' compensation wage replacement or long-term disability benefits are available. For employees using Federal FMLA, available accrued paid leave must be exhausted before employees may use leave without pay. Employees taking District of Columbia FMLA may elect to use accrued paid leave during their leave.

During the first 12 weeks of an FMLA-designated absence, an employee may use available maternity, paternity, or sick leave as appropriate. An employee may use available accrued annual leave after the first 12 weeks of absence or after exhausting available sick, maternity, or paternity leave. An employee may be placed on an unpaid leave of absence if all accrued leave is exhausted or the employee is receiving workers' compensation or long-term disability wage replacement.

**Job Protection:** Non-key employees returning from an FMLA-designated absence are entitled to restoration to the position held when the leave commenced, or to an equivalent position with equivalent pay, benefits, and other employment terms. However, an employee on FMLA leave has no greater right to employment than if the employee had not taken leave.

Key employees may be denied job restoration if such denial is necessary to prevent “substantial and grievous” economic injury to the Day School. For information concerning key employees, including a definition, refer to the Other Considerations section further in this policy.

If an employee is unable to perform an essential function of the position because of a physical or mental condition, including the continuation of a “serious health condition” for which the employee is on leave, the employee may not be entitled to restoration of employment under the FMLA.

**Health Insurance Coverage:** Employees who have medical, dental, or vision benefits through the Day School will continue to be covered by the group policy just as if the employee were not on a leave of absence. Therefore, any portion of health plan premiums paid by the employee prior to the designated leave period must continue to be paid by the employee during the absence.

An employee using paid leave from the Day School during his or her FMLA leave entitlement will continue to have premium payments taken through payroll deductions. If the employee uses unpaid leave, receives workers’ compensation wage replacement, or receives a long-term disability benefit, the Day School may request that the employee make premium payments while on leave or choose an alternate payment arrangement that is mutually agreeable to the Day School and the employee. Payment arrangements should be finalized before the employee begins his or her FMLA-designated leave. The Day School will provide the employee with written notice of the terms and conditions under which payments must be made. If an employee’s premium payment is more than 30 days late, the Day School’s obligation to maintain health insurance coverage ceases and the employee forfeits the health plan benefit until employment is reestablished. An employee who fails to return to work after the expiration of leave, may, depending on the circumstances, be required to refund to the Day School any health insurance premiums paid on the employee’s behalf during the leave.

**Other Benefits:** Use of the employee’s FMLA entitlement cannot result in the loss of any employment benefit or seniority that accrued prior to the start of an employee’s leave.

Employees who maintain a Flexible Spending Account through the Day School may elect to either continue or suspend participation during an FMLA-designated absence.

Annual leave and sick leave will not accrue when an employee is using FMLA-designated leave without pay, receives workers’ compensation wage replacement, or receives long-term disability benefits.

### **Requesting and Recording FMLA-Designated Leave**

Employees must complete a Request for Family or Medical Leave form provided by the Chief Financial Officer. The request form should be submitted to the employee’s supervisor and the Chief Financial Officer prior to the beginning of an absence whenever possible.

**Notification Requirement:** If the necessity of leave for medical purposes is foreseeable based on planned medical treatment or supervision, the employee should provide reasonable prior notice of the medical treatment and make a reasonable effort to schedule the medical treatment in a manner that does not unduly disrupt the operations of the Day School. Although the exact dates of the leave period leave for maternity, paternity, or adoption purposes may differ slightly from what was planned, an employee must provide an approximate schedule of time off as early as possible. Thirty days is the minimum notice period where the leave is foreseeable such as planned medical treatment, adoption, or the birth of a child.

However, due to the nature of some medical absences, the need for leave may be unforeseeable and the employee should provide notice as early as practicable. In the event that the Day School is notified after the leave of absence has begun, any FMLA designation will be effective retroactively on the first day of the absence.

**FMLA Leave Extension:** If an employee does not return to work at the conclusion of the planned FMLA-designated absence, the employee should give the Day School reasonable notice of the need for an extension of leave if the full FMLA entitlement has not been exhausted during the period of absence (12 months or 24 months, respectively). If the employee is unable to or does not return to work after the end of the maximum leave entitlement allowed under the FMLA, all entitlements and rights under the FMLA cease and the employee is no longer entitled to any further restoration rights under the FMLA.

**Certification:** If the FMLA-designated absence is needed because of a serious health condition, whether the employee’s or that of a family member, or because of a serious illness or injury of a military service member in the employee’s family, the employee must provide appropriate medical certification when the leave is foreseeable. Leave requests may be denied if the medical certification requirements are not met. The Day School may require ongoing medical recertification to support a request for extended leave because of a serious health condition and may require second or third medical opinions (at the Day School’s expense) and a fitness for duty release from the employee’s physician.

Employees must also provide certification of a qualifying exigency for military family leave.

**Counting the Leave:** When FMLA leave is taken to care for a covered service member, your leave entitlement is based on the 12-month period measured forward from the first day of FMLA leave. When FMLA leave is taken for any other qualifying reason, your leave entitlement is based on a rolling 12-month period (24-month period for DC FMLA) measured backward from the date you use FMLA leave.

**Intermittent or Continuous Leave:** Leave taken to care for a sick family member or because of an employee's own serious health condition may be taken intermittently or on a reduced work schedule when medically necessary and supported by certification from the doctor or other health care professional. In such a situation, however, an employee may be transferred temporarily to a position which, at the discretion of the Day School, better accommodates the leave schedule, but is equivalent in pay and benefits to the position held prior to the leave. FMLA leave taken because of a qualifying exigency, as defined above, may also be taken on an intermittent basis. FMLA leave taken for the birth of a child, or for the placement of a child for adoption or foster care, must be taken as a single block of time, unless otherwise agreed to by the Day School.

**Periodic Reports:** The employee must maintain regular and direct personal contact with his or her supervisor, advising the supervisor of his or her condition and continued intention to return to work on the date specified on the leave request. Supervisors should update the Chief Financial Officer on the employee's status.

## **OTHER CONSIDERATIONS**

### **Key Employees**

A "key employee" is an FMLA-eligible employee who is among the highest paid 10% of all Day School employees. Job restoration to key employees may be denied if such denial is necessary to prevent "substantial and grievous" economic injury to the Day School. As an example, an employer may take into account its ability to replace on a temporary basis (or temporarily do without) the employee on FMLA leave. If hiring a replacement is unavoidable, the cost of reinstating the employee can be considered in evaluating whether substantial and grievous economic injury will occur from reinstating the employee in an equivalent position.

### **Leave Taken by Instructional Employees**

The following special Federal FMLA regulations apply to instructional employees due to the nature of instructional functions. An instructional employee has the primary responsibility of teaching and instructing students in classroom, group, or individual settings. Instructional employees include teachers, coaches, and special education assistants. Instructional employees do not include teacher assistants/aides who do not actually teach, cafeteria workers, bus drivers, maintenance workers, counselors, or curriculum specialists.

**Summer Vacation:** Leave taken for a period that ends with the school year and begins the next semester is considered consecutive rather than intermittent leave. The period over summer vacation when the employee would not have been required to report for duty is not counted against the employee's FMLA leave entitlement. An instructional employee who is on FMLA leave at the end of the school year must be provided with any benefits over the summer vacation that employees would normally receive if they had been working at the end of the school year.

**Intermittent Leave:** If **all** of the following conditions apply:

- the employee requests intermittent leave for the serious health condition of the employee's family, to care for a covered servicemember, or the employee's own serious health condition;
- the absence is foreseeable based on planned medical treatment; and
- the period of absence would be for more than 20 percent of the working days during a period of particular duration,

then the Day School may deny the use of intermittent leave and may require that the instructional employee choose one of the following instead:

- the employee remains absent for a period of a particular duration that would not be greater than the length of any planned treatment, or
- the employee temporarily transfers to an alternative position. The alternative position will offer equivalent pay and benefits and will better accommodate the employee's intermittent leave schedule.

**Leave Near the End of a Term:** The school may require an instructional employee to continue leave until the end of the academic term if **one** of the following conditions apply:

- Leave is requested more than five weeks before the end of the academic term, the absence will last at least three weeks, and the employee plans to return to work during the three-week period before the end of the academic term; or
- leave is requested during the five-week period before the end of an academic term because of the birth of a son or daughter; the placement of a child for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member, the period of absence will last more than two weeks, and the employee plans to return to work during the two-week period before the end of the academic year; or
- leave is requested during the three-week period before the end of an academic term because of the birth of a son or daughter; the placement of a child for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member, and the absence will last more than five working days.

If an instructional employee's FMLA entitlement ends and is followed by a period of involuntary leave, then the Day School will maintain health benefits during the period of involuntary leave under the same conditions as before the absence. The Day School will also reinstate the employee to his or her position and provide other FMLA entitlements at the end of the involuntary leave period.

**Questions:** The provisions set forth above are a summary of the entitlements and requirements under the FMLA. Questions regarding the designation of an FMLA related absence should be directed to the Chief Financial Officer.

### **LEAVE RELATED TO BIRTH, ADOPTION, OR PLACEMENT FOR FOSTER CARE OF A CHILD**

This policy is intended to provide paid time off to eligible employees to bond with a child immediately following the birth, adoption, or placement for foster care of a child ("eligible event"). Under this policy, eligible employees earn two weeks of paid leave for each full year of full-time employment at St. Patrick's, up to a maximum of eight weeks of paid leave. To be eligible to use paid leave under this policy, an employee must have been employed by the school without interruption for one year just prior to the start of the leave and intends to return to St. Patrick's, either at the conclusion of the leave or, if school is on summer break at the conclusion of the leave, at the start of the next school year. This leave is intended to provide pay to employees who would otherwise not receive compensation during their leave. It is not intended to extend paid leave or to provide compensation during a time the employee is otherwise eligible for compensation. Paid leave under this policy begins to run immediately following the birth, adoption, or placement for foster care of a child and runs consecutively until the leave is exhausted. An employee's paid leave allotment is available in full upon each eligible event even if an employee has previously used paid leave earned under this policy.

For instructional employees, paid leave benefits apply only when school is in session and an employee would not otherwise receive compensation during the time away from work. If an instructional employee becomes eligible for paid leave during the summer when school is not in session, the weeks following the birth, adoption, or placement of the child count as part of an employee's paid leave allotment. If the employee remains on leave at the start of the following school year when school resumes, and the employee has remaining weeks of paid leave under this policy, such remaining paid leave will be applied at the start of the new school year once school is in session. Similarly, if an eligible event occurs prior to winter or spring break, paid leave under this policy runs concurrently with winter or spring break and the break does not extend the amount of paid leave. Paid leave must be taken consecutively (e.g. paid leave for the birth of a child would not run for four weeks at the end of one school year and then pick up for four additional weeks at the start of the following school year).

Paid leave taken under this policy will run concurrently with DC and/or Federal FMLA, as applicable.

These paid weeks are part of and concurrent with weeks taken as Family and Medical Leave. A copy of the DC and Federal FMLA is on file in the Business Office for employee review.

**Accommodation for Pregnant/Breastfeeding Employees:** Upon request, the School will provide reasonable accommodation for an employee whose ability to perform the essential functions of the employee's job are affected by pregnancy, childbirth, related medical conditions, or breastfeeding, provided the accommodation does not impose an undue hardship on the School.

### **LEAVE OF ABSENCE**

Leave of absence may be approved for an employee of the school after the completion of eight years of employment. Such leave is without compensation but provides for continued coverage under retirement and health insurance programs without interruption and guarantees employment following completion of the year of absence. It is understood that the leave of absence is requested by an employee who expects to return to his or her employment with the school upon the completion of the leave. At the discretion of the Head of School, an individual faculty member may be given a year's leave of absence prior

to the completion of eight years of employment. An employee is requested to complete the Application for Leave of Absence Form which is included in this handbook when applying for leave.

The guidelines for a leave of absence are as follows:

1. Employees will be eligible after completion of eight years of service (regular full-time or part-time contracted salaried employment).
2. Position or an alternate position will be available to employee at the conclusion of the leave period.
3. Duration of leave of absence will be a maximum of one year.
4. No compensation will be paid unless agreed upon for duties actually performed for the school during the period of leave.
5. The year of leave will not result in additional advancement on the salary scale.
6. The employee will be eligible to continue in the group health insurance program, with continued 50% school funding.
7. The employee will remain in the TIAA-CREF retirement plan, but neither the employee nor the school may make contributions during a leave of absence.
8. Employees on leave may serve as substitute teachers during leave, as appropriate.
9. Teachers on leave of absence must indicate their intention to return to St. Patrick's no later than January 15 of the leave period.
10. Application for leave of absence shall be submitted on the appropriate form to the Head of School not later than March 1 for the following year. See the following Application for Leave of Absence Form.
11. As a general rule, no more than one teacher from each Division will be granted a leave of absence in a given school year. Priority will be determined by the Head of School if there are multiple applications.

### **JURY DUTY LEAVE**

In order to protect a full-time administrator or staff employee against loss of pay while serving on a jury, the school will pay the difference between jury duty compensation and his or her regular wage for the days served on the jury. As a matter of procedure, the school continues regular wage payments to an employee while he or she serves on the jury and the employee signs his or her check for jury duty compensation over to the school. In practice, we do not implement this procedure for short-term (fewer than ten school days) jury service.

St. Patrick's asks each faculty member called for jury duty during the school year to request a delay in serving until the summer.

### **LIABILITY INSURANCE**

All faculty and staff members are automatically covered with personal liability insurance by St. Patrick's Episcopal Day School. This insurance applies to occurrences that may arise out of programs and activities approved and sponsored by the school. The insurance does not cover individual employees in terms of occurrences unrelated to the school. **This policy does not cover instances in which a student is riding in a privately-owned vehicle driven by a member of the school faculty or staff. The practice of a student riding in a faculty or staff member's private vehicle is strongly discouraged.**

### **BUSINESS OFFICE PROCEDURES**

*Procedures in this section apply to all school programs, including normal school-year operations and all auxiliary and extra-curricular programs (e.g. Summer at St. Patrick's, After-School Activities, Extended Day).*

### **BUDGETS**

All spending at the school is controlled through a budgeting process. Division Heads, in conjunction with the Assistant Head

of School for Finance and Operations/Chief Financial Officer, are responsible for monitoring expenditures. However, teachers must be mindful of available funds in their classroom and program budgets. Grade-level budgets include *expense items only, not capital assets* (functionally, capital assets are items costing more than \$5,000 singly). The acquisition of capital assets is regulated by a separate capital budget which is the sole responsibility of the Chief Financial Officer and Head of School. The capital budget is established six to eight months prior to the opening of school. Division Heads should submit requests for capital acquisitions to the Chief Financial Officer in advance. The following discussion of "purchasing" refers to classroom expenditures, not capital acquisitions.

## **PURCHASING**

The Business Office is considered to be the purchasing and receiving department for all orders. Such orders include all books and supplies for all grades and divisions, as well as for the school libraries and administrative offices. All orders are placed through the Business Office and all deliveries are received at the Business Office.

### **Via Purchase Order:**

1. Fill out a Purchase Order (included in this handbook or found on the network). Include a complete itemization with exact prices. Where the exact price is not available, include an estimate (so marked). If you have no information about pricing, please specify a maximum expenditure for the purchase. For all orders except those with School Specialty assume a minimum of 10% (more for furniture) will be added for shipping and handling. **Each Purchase Order must specify the account(s) from which funds will be drawn.**
2. Submit the original form to the Division Head for approval and retain a copy for your records. The Division Head will sign and forward the form to the Business Office. Once in the Business Office, the order will be assigned a purchase order number. One copy will be sent to the supplier and another filed.
3. All shipments are to be addressed to the Business Office.
4. On a limited basis, the Business Office can place same-day, emergency orders approved by the Division Head.

### **Via Cash:**

1. Cash expenditures over \$10 are discouraged but sometimes necessary.
  - In all cash expenditures, faculty should present St. Patrick's tax-exempt number (available in the Business Office).
  - If the merchant declines the tax-exempt number, a maximum of \$3.00 per purchase will be reimbursed towards tax paid in D.C. and Virginia. Tax on purchases in Maryland will be fully reimbursed.
  - Please check with the Business Office before making a large purchase. It is possible to request a St. Patrick's check before making large purchases to avoid paying sales tax in D. C. and Virginia. When using a St. Patrick's check, you must have a copy of the St. Patrick's tax-exempt certificates from D. C. or Virginia with you.
2. Complete a Check Request Form, a copy of which is included in this handbook and on the network. Attach receipts for all expenditures. Receipts must show that payment has been made.
3. Submit completed form (including account(s) to be charged) to the Division Head for signature. Division Heads will forward signed forms to the Business Office for reimbursement.

### **Via Credit Cards:**

There are occasions when employees use Day School credit cards to conduct school business. When this occurs, faculty are required to submit receipts, with purpose noted/explained, to their Division Heads and staff to their supervisors to document all charges. Division Heads must approve all credit card bills and submit the supporting receipts to the Business Office.

The use of personal credit cards is strongly discouraged. When a personal credit card is used to make a purchase, employees use the same reimbursement procedure as for other expenditures over \$10, being sure to attach credit card slips and itemization of purchases.

## **CREDIT CARD USE BY FACULTY AND STAFF**

There are occasions when employees use Day School credit cards to conduct school business. When this occurs, faculty and staff are required to submit receipts, with purpose noted/explained, to their Division Heads and staff to their supervisors to document all charges. Division Heads/supervisors must approve all credit card bills and submit the supporting receipts to the Business Office.

## **CREDIT CARD USE BY DIVISION HEADS/ASST. HEADS OF SCHOOL/HEAD OF SCHOOL**

Division Heads, Assistant Heads of School, and the Head of School have each been issued a Day School credit card for their use in conducting school business. When these individuals, except for the Head of School, use a school credit card, they are required to submit receipts to the Business Office to document all charges. The Business Office will submit the credit card bill and supporting documentation to the Head of School for review.

When s/he uses a Day School credit card to conduct school business, the Head of School must submit receipts to the Business Office to document all charges. The Business Office will submit the credit card bill and supporting documents to the Chair of the Board of Trustees for review.

## **CONTRACTS WITH SUPPLIERS**

All contracts between St. Patrick's suppliers including those for materials, printing, personal services, transportation, and admission to or use of facilities must be countersigned by the Head of School or the Chief Financial Officer. A copy of all contracts is to be on file in the Business Office.

## **REPAIRS AND RETURNS**

**Returns:** Material to be returned for any reason should be prepared for return and brought to the Business Office. A written note explaining the destination and reason for return should accompany the materials. This procedure is essential to ensure proper credit.

**Repairs to Equipment:** In addition to the above, a written note is to be sent to the Business Office explaining the exact nature of the services required.

## **RECEIVING**

The Business Office receives all packages. Each package must have a St. Patrick's purchase order number. The school reserves the right to return any and all merchandise not shipped against said number. Packages will have their contents checked against the packing list. If the contents do not contain a packing list, the receiver will prepare a packing list (signed and dated) for the Business Office files. All packages will be delivered to teachers after checking.

## **REQUISITIONING BOOKS AND SUPPLIES**

This section is designed to cover departmental and divisional responsibilities and should be carefully reviewed by all employees.

1. All requisitions for books, supplies, or work on school property must have the approval of the Division Head who has budgetary responsibility for the items involved.
2. In approving purchases of books or supplies the Division Head will consider whether the item is already on hand in the school, and, if not, whether it is necessary or desirable and its effect on the class or division budget.
3. **Sample textbooks:** Major publishers will often make sample textbooks available. The ordering of sample copies offered by publishers (e.g. free 30-day trial offer) is discouraged as it is uneconomical to handle the returns. When such orders are approved, the cost will be charged to the grade or division concerned and the item will become a part of the faculty reference library.
4. **Textbooks for class use:** These require Division Head approval and should be ordered as far in advance as possible. Books for use in the fall must be ordered before the close of school as publishers schedule summer shutdowns.
5. All orders for textbooks and supplies are placed through the Business Office.

## **MAINTENANCE REQUESTS**

St. Patrick's uses school software from eSpace to manage maintenance requests/work orders. Most of the faculty and staff should navigate to the work order "portal" at <https://app.espace.cool/Woms/Portal/Login/11312> and sign in or sign up using their St. Patrick's address. Some faculty and staff who have access to the event management system (see below) will submit a work order at <https://app.espace.cool>.

Once you sign in to eSpace, creating a work order request is a similar process for both types of users. Creating a work order requires the following information:

1. Location
2. Service Category. Type of service you are requesting. Examples include assembly/installation, ceiling tile repair, light bulb change, etc.
3. Priority. "High" priority is reserved for maintenance that requires a 24-hour turnaround. Most priorities should use "Low," which will be addressed as soon as possible.
4. Description. Include a description of the request that is not captured by attaching a picture (see below).
5. Requested completion date. The preferred date to have the maintenance completed.
6. Attachments. Please include a picture to help provide background on maintenance requests. Examples include pictures of damage or specific locations to install items.

You can sign in to view the status of the maintenance request, which might be "in progress," completed, or "rejected" if additional information is required.

Additional information can be found in the Wolfhound360 library by searching "eSpace."

## **USE OF SCHOOL FACILITIES**

To avoid duplicate scheduling of institutional space and to monitor and control expenses, security, and insurance responsibility, access to Day School facilities and their use must be controlled, and a responsible adult must be present and in charge at all times. A schedule of spaces in use during the day, after school, on weekends, and during vacations is maintained by the Facilities Manager. St. Patrick's uses software from eSpace to manage events and spaces. If you have been given an account with eSpace for event management (as opposed to work orders), please use it to create a request for the use of any space. If you do not have an eSpace account for event management, please contact your supervisor.

For those with access to the eSpace Event Manager, go to <https://app.espace.cool> and sign in with your St. Patrick's email address. Once you sign in to eSpace, creating an event request requires the following information:

1. Details of the event
  - a. event name and description
  - b. location of event
  - c. setup time
  - d. event start time
  - e. event end time
  - f. teardown time
2. Resources needed (examples include risers, podium, laptops, etc.)
3. Services needed (examples include parking, table linens, food services, etc.)

You will be able to check the approval status of the event in eSpace. You will also receive email updates. Upon approval of your request, the faculty member indicated is the responsible adult and must be present throughout the event.

Additional information can be found in the Wolfhound360 library by searching "eSpace."

Please remember:

- Locked offices, storerooms, and the kitchen are not to be opened except by authorized personnel.
- Keys are to be kept by authorized personnel only.
- School facilities are used for school functions only.

## **FACULTY LOUNGE AND WORK ROOM**

The Faculty Lounge and Work Room and its vending machine are for the use of Day School faculty and staff members. Students, with or without their parents, are not permitted to use the Faculty Lounge for any purpose at any time, during or after the school day. Parents may not purchase drinks for their children in the Faculty Lounge at any time.

## **KEYS AND LOCKS**

We all benefit from a secure building. Employees will be asked to sign out necessary keys and proximity cards with the Facilities Manager to spaces they use. Keys will not be given or loaned to students. Please observe the following precautions:

1. Never lend keys to students for any reason.
2. Never leave keys around desks, on hooks, etc.
3. Report lost keys immediately.
4. When you enter school after hours, be sure to lock doors behind you. If you pass through a door that is locked, lock it behind you. If you pass through an unlocked door that should reasonably be locked, lock it behind you.
5. When you leave school after hours be sure you and those with you leave all doors and windows **CLOSED AND LOCKED**.
6. If you find a student with a key, investigate and report this immediately.
7. All keys and proximity cards must be turned in to the Facilities Manager when you terminate employment at St. Patrick's.

All classrooms are equipped with locks. Please lock your room when you leave it. If you forget your keys please ask the Division Head to unlock your door. Please do not call custodians for this purpose. Faculty and staff are expected to obtain their keys through the Facilities Manager. Please do not have extra keys made for school locks.

## **PERSONAL PROPERTY**

Normally all equipment needed for teaching is furnished by the school. Equipment not currently available and deemed necessary for regular and continued usage should be requisitioned in writing through the appropriate Division Head.

The school assumes no responsibility for any personal articles or equipment which may be brought to school by faculty or students for any reason unless the article in question has a value of more than \$1,000 and is properly registered with the Business Office.

Our liability insurance has a \$1,000 deductible, therefore any personal articles or equipment with a value of less than \$1,000 will not be covered under our policy. If the value is more than \$1,000, the insurance will pay for the value over that amount and the employee will be responsible for the first \$1,000.

Registration of personal articles or equipment with the Business Office must be done in writing in advance and contain a full description of the article, its current replacement value, and model and serial number if any.

## **SCHOOL EMPLOYMENT POLICY**

### **STATEMENT OF NON-DISCRIMINATION**

In accordance with applicable laws and in the interest of being an effective, equitable, just, and inclusive community, St. Patrick's Episcopal Day School does not discriminate on the basis of race, color, national origin, religion, creed, gender, sexual orientation, family status, economic status, age, or physical disability in the administration of its admission policies, financial aid programs, educational policies and programs, or other School-sponsored programs and activities, or in the hiring and terms of employment of faculty and staff. As an Episcopal parish day school, St. Patrick's gives special consideration in the admission process to active members of St. Patrick's Episcopal Church.

### **EMPLOYEE BACKGROUND CHECKS**

St. Patrick's Episcopal Day School recognizes the importance of maintaining its integrity and safety as a school and as a workplace. Toward this end, the school seeks employees who are honest, trustworthy, qualified, reliable, and nonviolent, and who do not present a risk of harm to fellow employees, students, parents, and visitors. Therefore, effective September 1, 1999, before hiring an individual, the school will investigate the individual's prior employment history, personal references,

educational background, driving record, and criminal record (if any). (For candidates for positions with financial responsibility, the school will also conduct a credit check.) Consistent with these practices, all applicants to become faculty and staff of St. Patrick's Episcopal Day School will be asked to complete and sign an application of employment and supporting forms that allow the background investigation to proceed. The school reserves the right to exclude any applicant from consideration for employment and/or to revoke any offer of employment if the applicant knowingly provides false or misleading information on the application for employment or refuses to sign the appropriate forms. The school also reserves the right to exclude any individual from consideration for employment and/or to revoke any offer of employment when the findings of the background check and employee investigation process indicate that the employment of the individual is inconsistent with the goals of the school, as determined by the Head of School. The School reserves the right to conduct background and credit checks on an annual basis.

### **EMPLOYEE HARASSMENT POLICY**

St. Patrick's Episcopal Day School faculty and staff are expected to accomplish their work in a professional manner and show the proper concern for the well-being of co-workers. Harassment of employees by fellow employees is not permitted.

Specifically forbidden is harassment of a sexual, racial, ethnic, or religious nature. Such harassment includes unsolicited remarks, gestures, physical contact, display or circulation of written materials or pictures derogatory to either sex or to racial, ethnic, or religious groups, or basing personnel decisions on an employee's response to sexually oriented requests. Any employee who experiences conduct of this nature should bring it to the attention of the Head of School.

Harassment in violation of this policy will provide grounds for disciplinary action. Such action may include instant suspension and/or eventual termination, depending on the severity and extent of the problem.

The school observes the Equal Employment Opportunity Commission Sex Discrimination Guidelines in these matters.

In order to increase school employees' knowledge of, and sensitivity to, issues of harassment involving fellow employees or the children under our care, the school will require all employees to complete sexual harassment protection training approved by the school on a periodic basis.

### **POLICY AGAINST HARASSMENT**

St. Patrick's Episcopal Day School is committed to fostering in each child an understanding and acceptance of all human beings, without regard to gender, race, color, national origin, personal appearance, physical ability, age, sexual orientation, or religion. In addition, the School views as an important precept the maintenance of a learning environment that permits students of diverse backgrounds and characteristics to develop their unique potential.

Accordingly, the School will view as a serious disciplinary infraction any conduct by a student which is motivated by or relates to another student's gender, race, color, national origin, personal appearance, physical ability, age, sexual orientation, or religion, where such conduct has the purpose or effect of unreasonably interfering with that student's individual work performance, or creating an intimidating, hostile, or offensive school environment. All allegations of such harassment will be thoroughly investigated by the Head of School and appropriate disciplinary action will be taken.

We expect all members our school community—including parents and faculty and staff—to demonstrate conduct consistent with this policy.

### **POLICY AGAINST SEXUAL HARASSMENT**

**Policy:** It is the policy of St. Patrick's Episcopal Day School to maintain a working environment for our employees and a learning environment for our students that is free from sexual harassment. Sexual harassment in any manner or form is expressly prohibited. All reported or suspected occurrences of sexual harassment by St. Patrick's employees will be promptly and thoroughly investigated in the strictest confidence and, when necessary, promptly reported to the appropriate authorities. Where sexual harassment has occurred, the school will take appropriate action against the offending employee.

**Definition:** It is not easy to define precisely what harassment is, but sexual harassment is harassment that would not occur but for the sex of the victim. Sexual harassment in the workplace has been defined by the Equal Employment Opportunity Commission to be any unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature when:

1. submission to such conduct is made on explicit or implicit condition of employment;

2. submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such an individual;
3. such conduct has the purpose or effect of:
  - a. unreasonably interfering with an individual's work or performance;
  - b. creating an intimidating, hostile or offensive work environment

Moreover, the U.S. Department of Education has defined sexual harassment in an educational institution like St. Patrick's to be any verbal or physical conduct of a sexual nature or imposed on the basis of gender that denies, limits, provides different, or conditions the provision of aid, benefits, services or treatment provided by the institution. Such harassment includes actions by any school employee or agent that emphasizes the sexuality or sexual identity of the student in a manner which prevents or impairs that student's full enjoyment of education benefit, climate or opportunities.

Sexual harassment ranges from unwanted sexual innuendos made at inappropriate times, perhaps even in humor, to coerced sexual relations. Sexual harassment can embody many forms: verbal harassment such as sexual comments or name calling; leering or ogling; jokes or pictures of a sexual or gender-biased nature; unnecessary touching; sexist remarks about a person's clothing, body, or sexual activities; constant brushing up against a person's body; subtle or overt pressure for sexual favors; physical assault; and rape.

### **Responsibilities of the School**

St. Patrick's has an obligation to ensure that its actions, the actions of its agents and employees, and the school environment are free from sexual harassment, and to take appropriate corrective actions in instances in which it has knowledge of sexual harassment.

In order for the school to fulfill its obligations, it is necessary for all school administrators and supervisory employees to realize that they are responsible for:

1. affirmatively assuring employees that all forms of sexual harassment are expressly forbidden by School policy, that School administration and/or the Board will conduct a prompt and thorough investigation in the strictest confidence of reported and suspected occurrences of sexual harassment, and that the school will take appropriate corrective action;
2. informing the Head of School, their Division Head, or one of the members of the Board's Executive Committee of all reported or suspected occurrences of sexual harassment; and
3. rejecting any offer or promise of sexual favors made by any employee or applicant for employment, in anticipation of or in exchange for some employment decision, and concurrently advising such employee or applicant that such exchange violates School policy and will not be condoned.

Employees, both faculty and staff, have an obligation to avoid behavior constituting sexual harassment, to report observed or suspected instances of sexual harassment in the School, and in all respects to foster an atmosphere in the School that is free of sexual harassment.

The School will provide to the faculty and staff appropriate information concerning the recognition and handling of sexual harassment issues. Personnel who should receive regular special training in the handling of sexual harassment issues include the Head of School, Division Heads, Chaplain, school nurse, the PE staff, and the Director of Extended Day. All employees must receive periodic training on issues of sexual misconduct.

We expect all members our school community—including parents and faculty and staff—to demonstrate conduct consistent with this policy.

### **Procedure for Complaints Against School Employees and Other School-Related Individuals**

Any employee, applicant for employment, or student who feels sexually harassed by a school employee, or who knows of or suspects the occurrence of such harassment is responsible for informing the Head of School, the appropriate Division Head, a member of the Board's Executive Committee or, in the case of a student, a trusted adult in the school community of the facts regarding such harassment. The person reporting an occurrence of sexual harassment will be informed that a thorough investigation will be conducted and that appropriate corrective action, if warranted, will be taken by the School.

### **Investigation Procedure**

All reported or suspected occurrences of sexual harassment will be promptly investigated in a thorough, fair, and confidential manner, as follows:

1. Upon receiving notification of a suspected occurrence of sexual harassment, the Head of School will promptly alert the Board Chair (in all instances), the parents (if a student), and/or the Board's Executive Committee (if an employee). The Head will also inform the alleged harasser that a complaint has been made and that an impartial, confidential investigation will ensue.
2. A three-person team will be assigned to investigate each complaint. The team will consist of the Head of School, an appropriate Division Head or supervisor, and a representative of the Board's Executive Committee. A team will include women if the complainant is female and men if the complainant is male. At no time should the alleged harasser be part of the investigating team.
3. During the investigation, the complainant, the alleged harasser, and any witness will be interviewed and asked to give written statements. These statements will not become a part of any employee's personnel file or any student's file and will be kept in a separate investigation file.
4. If the complainant is a student, her/his parents will be permitted to be present during all of the student interviews.
5. The investigation team will prepare a written report of its findings and a summary and analysis of the evidence, attaching copies of all written statements. The report will be given to the Head of School for determination of any discipline, including suspension or termination of employment, with notice to the Board of Trustees.
6. The Head of School may designate a qualified, independent person to participate in the investigation for the purposes of fact-finding, the preparation of the investigation report, or making recommendations whenever circumstances warrant. The Diocesan Chancellor is an appropriate source to recommend a qualified person.
7. No employee will be subject to retaliation for participating or assisting in an investigation into a report or complaint of sexual harassment.

### **Suspension Pending Investigation**

Pending the outcome of any investigation, the School may suspend an employee with pay. Where the complaining party is a student, the alleged harasser must be suspended with pay pending the outcome of the investigation.

### **No Violation**

In the event that thorough investigation of a reported or suspected occurrence of sexual harassment reveals that an employee has not engaged in any form of sexual harassment, the Head of School will inform both the employee and the complaining party that a thorough investigation has been conducted and that there exist no grounds or basis to substantiate such report or suspicion of sexual harassment.

### **Violation**

In the event that a thorough investigation of a reported or suspected occurrence of sexual harassment reveals that an employee has engaged in a form of sexual harassment, the Head of School shall warn such employee that additional or further acts of sexual harassment will result in further disciplinary action, including possible temporary suspension or termination of employment. The employee may also be required to receive appropriate counseling as a condition of further employment. However, in instances in which thorough investigation determines that an employee has engaged in sexual harassment constituting a **SERIOUS** violation of this policy, then such an employee may immediately be subject to disciplinary action, which may include suspension or termination. Examples of **SERIOUS** violations of this policy include, but are not limited to:

1. using the power of authority of one's position to condition explicitly an employment decision upon the response of an employee or applicant for employment to a request for sexual favors;
2. abusive physical actions to obtain sexual favors; or
3. any sexually abusive actions directed against a student.

The Head of School must act deliberately to ensure that the disciplinary action taken with respect to each violation of this policy is commensurate with the seriousness of the particular offense.

### **SUSPECTED CHILD ABUSE PROCEDURES**

*(Policy to protect students from neglect and physical, sexual, emotional, domestic violence-related abuse)*

Any employee of the Day School who knows or suspects that a child has been or is in immediate danger of being a physically or mentally abused or neglected child must report it to his/her Division Head or supervisor, who will in turn inform the Head of School. Any employee also must make a report if s/he knows or has reasonable cause to suspect that a child has been

sexually abused, regardless of whether such person knows or believes that the child has sustained any apparent injury as a result of such abuse. The Day School requires all Day School employees, contractors/subcontractors, volunteers, and other adults at the Day School to abide by this policy. The Division Head and Head of School will assist the reporting employee in the proper documentation of the suspected abuse and in contacting the District of Columbia Child and Family Services Agency or the Metropolitan Police Department of the District of Columbia.

Reporting abuse or neglect to an employee's supervisor, Division Head, or Head of School does not relieve the employee of the duty to promptly make an oral report to the District of Columbia Child and Family Services Agency or the Metropolitan Police Department. If for some reason an employee is not able to promptly report abuse or neglect to a Day School official, the employee must contact Child and Family Services or the Metropolitan Police Department directly. If an employee makes such a direct report, the employee must notify the Head of School as soon as practical after making the report.

In all cases, except for notifying the appropriate Day School officials and District authorities, employees must keep any information related to a report of child abuse, neglect, or sexual abuse confidential to the extent possible.

Day School employees and officials will not contact the child's family or any other person to determine the cause of the suspected abuse or maltreatment. It is not the responsibility of the Day School official or employee to prove that the child has been abused or maltreated before making a report. Day School officials will decide whether to contact the parent(s) or guardian(s) of the child.

When suspected abuse is reported, St. Patrick's will cooperate with authorized child protective services workers in any subsequent investigation. These efforts will be coordinated by the Head of School, Assistant Head of School for Academic Affairs, or a Division Head who will make all official contacts with child protective services.

#### **USE OF PHOTOGRAPHS/IMAGES OF STUDENTS**

Frequently faculty and staff take videos or photographs of students for school purposes such as use in classroom displays or projects, school publications, and parent presentations. As part of the student enrollment contract, parents agree to allow the school to take and use such images in publications, school videos, and website content; however, some parents request that their child's/children's images not be used. The Admission Office and Office of Communication maintain a list of such requests on an annual basis.

Faculty and staff must always check with their Division Head or supervisor before using any child's image in any manner other than for school purposes. Under no circumstances may faculty or staff use video, photographic, or any other form of images of students taken while they are/were enrolled at St. Patrick's for any personal or otherwise non-school-based purpose, without written permission from the Day School AND the child's parent. Non-school-based uses include, but are not limited to, personal videos, personal web pages, social networking sites, marketing materials for private entrepreneurial ventures undertaken by faculty and staff, photography for public display, and any other use not associated with St. Patrick's School, whether in a digital or hard-copy format. The Division Head or supervisor will work with the faculty or staff member to determine the appropriateness of using student images in professional publications, presentations, workshops, or training where the intended audience goes beyond the St. Patrick's community.

#### **NEPOTISM POLICY**

The school shall not give preference in hiring or promotion to a person related by birth or marriage to another person already employed by the church or school or already serving as a Trustee of the school or as an officer, Vestry member, or Warden of the church. However, in the event that the Head determines that a qualified person for a position in the school is a person related by birth or marriage to another already employed by the school or serving as a Trustee to the school, the Head may extend an offer of employment or promotion to that person, provided that the Head gives advance notice of his decision to the Executive Committee and the Executive Committee ratifies the Head's decision.

#### **APPOINTMENTS AND CONTRACTS**

Faculty and staff members are hired with full anticipation that their training and experience will allow them to be successful in their position and the school as a whole. All faculty members hired as of September 1985 must have a B.A. or equivalent degree from a certified four-year institution. Proof of this degree and a copy of one's college transcript are necessary before the school can issue an appointment as a member of the staff. Generally speaking, all members of the faculty and staff have one-year appointments, although the Head of School may offer appointment for a period longer than one year. Reappointment for the following year shall be by mutual consent upon terms agreed upon. The faculty employment contract for any given year is **not** a guarantee of future employment with the school. The School may decide at any time, and for any reason, not to renew the contract of a staff or faculty member for an additional year.

The school conducts background checks for new faculty and staff and, over time, for returning faculty and staff. The successful completion of a background check will be a condition of continued employment.

By January of each year, the Board of Trustees adopts a schedule of compensation for faculty based on a series of steps. Generally speaking, a teacher moves up one step yearly, but the Head of School may advance a faculty member more quickly, based on performance of one's professional duties or other considerations. Progression through the schedule of compensation and renewal of the employment contract depend on conscientious and successful performance and genuine commitment to the "whole school." Effective and supportive interrelationships among members of the faculty and staff, students, and parents are very important. The Head of School has the authority to freeze an individual faculty member at his or her present step if his or her performance during the preceding year was lacking. There is a master's salary scale compensating faculty with a master's degree at a higher level than a faculty member with a bachelor's degree and the same number of years of teaching experience.

### **SEVERANCE POLICY**

1. When the school severs an employee, not on yearly contract, for a cause over which s/he has no reasonable control, such as a layoff, extended illness, etc., at least one month's notice will be given, or the equivalent pay in lieu of notice.
2. In the case of discharge for "cause," the school is not obligated to give notice or other benefits, and reserves the right to base its decision on the particular circumstances surrounding each case. The decision to terminate will be made by the Head of School.

### **USE OF ALCOHOL OR DRUGS**

The use of alcohol or illegal drugs on campus or during the work day by an employee of the school is absolutely forbidden and is grounds for immediate dismissal. Possession of any illegal drugs on the campus by an employee of the school is also grounds for dismissal.

### **ALCOHOL, DRUG ABUSE, AND TOBACCO POLICY**

In the interest of providing our students with the safest and healthiest environment possible, no alcoholic beverages may be used on Day School property or at school-sponsored, off-campus events, when children are present. Use of illegal drugs is prohibited at all times. These policies apply to both adults and minors. All St. Patrick's Episcopal Church and Day School buildings are smoke-free.

### **HEALTH FORM**

Faculty and staff must observe the following provisions with respect to physical examinations and health forms:

1. Every **new** member of the faculty and staff is required to obtain a physical examination before the start of the school year and to submit the Health Certificate for Adult (included in this handbook), completed and signed by his/her health care provider.
2. Every **new** member of the faculty and staff must also obtain a test for tuberculosis. *The Health Office provides TB tests at school in early September for faculty and staff at no cost.*
3. All **Nursery School and Infant-Toddler Center** faculty and staff are required to obtain **annual** physical examinations before the start of the school year and to submit the Health Certificate for Adult, completed and signed by his/her health care provider.
4. All **Nursery School and Infant-Toddler Center** faculty and staff must obtain an **annual** test for tuberculosis before the start of the school year. *The Health Office provides TB tests at school in early September for faculty and staff at no cost.*
5. All members of the faculty and staff who are not required to obtain the annual physical examinations required of Nursery School and Infant-Toddler Center employees need physicals every five years. In the event that a faculty or staff member has a physical or mental condition that could compromise his/her ability to teach or work with children s/he must obtain a physician's clearance.

At any time, the District may check the school's faculty health records. Failure to submit the completed health form could result in the temporary dismissal of the faculty member as required by DC law. In addition, all applicable laws, including state and federal, must be complied with.

## **MEDICAL EMERGENCY FORM**

Each faculty and staff member is required to fill out a Medical Emergency Form to be kept on file in the School Office. It must be at the school by September 1.

## **FIRST-AID COURSE REQUIREMENTS**

District of Columbia regulations require that staff of all child development facilities be trained to administer emergency first aid including control of bleeding and CPR. Because St. Patrick's Nursery School falls under these regulations and in order to safeguard the children, designated administrators and staff members are required to hold a valid CPR/First Aid certification. It is the responsibility of each faculty member to submit proof of certification to the Health Office by September 1 and to assure that her/his certification is up to date. The school will provide first-aid training for all faculty and staff free of charge.

## **BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN**

St. Patrick's School, in compliance with the Occupational Safety and Health Administration (OSHA), has implemented an exposure control plan to minimize the risk of transmission of bloodborne pathogens (e.g. Hepatitis B virus and Human Immunodeficiency Virus) to its employees. One important mandate is that universal precautions be followed. This is an approach to infection control where all human blood and certain other human body fluids are treated as if known to be infected with pathogens. One key measure to protect employees from contact with blood and other potentially infectious body fluids is the use of gloves when assisting anyone in an emergency situation where blood is present. Gloves are distributed to all teachers at the beginning of the school year. Additional supplies may be obtained from the school nurse. As required by law, an annual training session is conducted to educate faculty and staff about bloodborne disease and the School's exposure control plan. Copies of the plan are kept in the nurse's office and the Business Office.

## **SCHOOL POLICIES AND PROCEDURES**

### **PROFESSIONAL RESPONSIBILITIES OF TEACHERS**

#### 1. Confidentiality:

- a. To encourage the kind of open discussion that enables us to be helpful to students and to the school, all matters discussed in faculty meetings and conferences must be treated as confidential information (unless designated otherwise). The topics and content of these discussions must never be shared with anyone other than members of the faculty and staff.
- b. Students may, in conversation or in a counseling situation, share information concerning a personal or school problem. Such information should be treated with the strictest confidence. However, you may be given information concerning something for which you cannot remain solely responsible (e.g., something which poses a threat to the life, health, or safety of an individual student or to the well-being of the school as a whole) and which you will have to share with a member of the administration, or with the student's parents. Therefore, it is wise to explain, *before* accepting a confidence, that the above limitations or conditions are necessary and that if you find that you cannot accept sole responsibility indefinitely, you would:
  - i) inform the student first
  - ii) attempt to work together in deciding how and with whom the information must be shared.
- c. The confidentiality of students participating in the Financial Aid Program is to be assiduously maintained. Teachers will not be advised of students' participation in the Financial Aid Program, although teachers may become aware of it. Such information is not to be shared.

2. It is the professional responsibility of a teacher at St. Patrick's to bring problems and concerns to the attention of the administration so that they may be addressed internally. All teachers and employees of the school are expected to support and promote the school in the community.

3. Safety: All members of the faculty should be diligent in watching for any condition or object which could represent a potential source of injury or which could be hazardous in any way to safety. Such hazards on the playgrounds or playing fields, on the grounds, or in a building should be reported immediately to the Division Heads who will notify the school nurse and Facilities Director and, if appropriate, the Head of School. If a hazardous condition exists, steps should be taken to prevent people from using the area or equipment until the condition has been corrected.

Playgrounds: Teachers of students who use the playgrounds should note any potentially unsafe condition and follow the reporting procedures outlined above. Teachers must also be vigilant in supervising children. (See **SAFETY**, below.)

Physical Education: Teachers are responsible for inspecting the entire area being used for a class or game and for ensuring that hazardous conditions are corrected before play commences.

4. Teachers at St. Patrick's are expected to continue to expand their professional knowledge of education through reading, participation in education courses and workshops, and/or attendance at lectures. (See Professional Growth and Development, page 47.)
5. Teachers may not use, or threaten to use, any form of physical punishment or any form of physical coercion of students. (Please consult the Philosophy of Discipline, below.)
6. Faculty are expected to enforce all school rules, regulations, and policies.
7. Faculty should follow all Business Office procedures.
8. **Faculty should read their email and check mailboxes and voicemail for messages at least twice a day and, most important, before the first class of the morning and before leaving school at the end of the day. Classroom telephones should be set to "Send All Calls" to voicemail during the school day. Faculty should read, send, and respond to email during planning periods, not when children are in the classroom. Return all parent calls and emails within 24 hours. We recognize that the timing of some communication might not lend itself to a prompt reply. For example, any phone messages or emails sent after the close of the school day might not be attended to until the following day. Similarly, phone messages and emails sent over the weekend might not be returned until the following school day.**
9. **Guidelines for Faculty Dress:** While the school does not specify a dress code for its faculty, it does ask that teachers dress professionally. We recognize that teachers are often involved in art projects, lunch supervision, outdoor activities, and sitting on the floor; nonetheless, teachers must present themselves to children and parents in a manner that reflects the importance of the work they are engaged in every day.
11. All written communications with our parent body, including emails, must be well written and grammatically correct, with all words accurately spelled. It is an embarrassment to St. Patrick's Episcopal Day School, and to you as a professional educator, to send home any piece with even one error. To avoid such errors, it is imperative that all communications to parents, such as newsletters and other notices and forms, be edited and proofed by at least one other person, preferably the Division Head, before they are sent home.
12. While it is unreasonable to expect this level of additional proofing by others for individual emails, we do expect care in composition and editing. Emails should generally be limited to brief communiques or replies. When there is something important to communicate to parents, a telephone call or face-to-face meeting is preferable.
12. Faculty have an obligation to parents to keep them informed of their child's progress at all times. Communication is essential. If there is a reason to contact parents because of an academic, social, or some other concern, please do so promptly. Our goal is to consistently maintain a strong partnership with families.
8. Follow the responsibilities outlined in Suspected Child Abuse Procedures (page 26).

### **PHILOSOPHY OF DISCIPLINE**

The Day School's philosophy regarding discipline is derived from its Mission Statement, Statement of Philosophy, and School Creed. The Mission Statement recognizes the "infinite value" of every participant as a child of God, thus encouraging all of us to embrace the infinite value that each member of the community—parent, teacher, and child—brings to St. Patrick's. The Statement of Philosophy sets forth our commitment to creating an "atmosphere of trust and cooperation in which to nourish each child's growth" and closes with the assertion that we fulfill our sense of purpose "in the acceptance, the care, and the nurture of God's children." Implicit in these guiding documents is a philosophy of discipline rooted in respect for the individual; in a nurturing approach to helping children become cooperative, caring, responsible members of a diverse learning community; and in a commitment to each child's moral and spiritual growth.

While adult understanding of the Day School's philosophy of discipline flows primarily from the Mission Statement and Statement of Philosophy, the children's starting point is the School Creed. Our School Creed embraces four principles we believe are "essential to caring for ourselves, other people, and the world around us." These four principles—*Honesty, Responsibility, Kindness, and Respect*—direct and guide students' interactions with each other and with their teachers, teachers' interactions with their students, and teachers' interactions with each other and with parents. Together with the children, each teacher develops classroom rules that are founded on the principles of the School Creed and that shape and build caring and effective classroom communities in which learning can thrive. In keeping with our developmental approach to educating young children, teachers recognize and accept that children need varying levels of support in learning to follow rules, to learn in a group setting, and to take responsibility for their behavior.

Teachers implement appropriate, logical consequences—such as time out or loss of privileges—when children do not follow established classroom or wider school rules. Teachers may also involve the appropriate Division Head, the school counselor, and parents of those students whose behavior warrants closer guidance and more frequent monitoring through individual contracts, behavior plans, or daily or other periodic reporting to parents. Working closely with parents in a collaborative and trusting manner is particularly important when young people are having difficulty following established rules. If, after a series of positive interventions have taken place, the student's behavior does not change and remains disruptive to the learning environment, it may be necessary to consider excluding the child from the classroom or other activities until different strategies are implemented. In extreme cases, a student may be counseled out. Such decisions are rare and involve the Head of School, the Division Head, the teacher, and the parents.

### **POLICY AGAINST BULLYING**

Bullying is any repeated, deliberate behavior or activity engaged in by one or more students against another causing fear, harm, or humiliation. Bullying can take many forms:

- Verbal bullying: Teasing, belittling, threatening, or name-calling;
- Physical bullying: Hitting, kicking, poking, shoving, or punching;
- Relational bullying: Excluding, shunning, isolating, spreading rumors, or making mean gestures; and
- Cyber bullying: Sending insulting, threatening, or cruel messages by email, telephone, or any electronic device.

St. Patrick's Episcopal Day School expects all children to follow the principles of the School Creed, which states that "honesty, responsibility, kindness, and respect are essential to caring for ourselves, other people, and the world around us." Every student at St. Patrick's deserves to be treated with respect and kindness. Every student at St. Patrick's is expected to be honest in his or her interactions with others and to take responsibility for his or her behavior. Every student at St. Patrick's has the right to learn and play in a safe environment in the classroom, on the playground, in the hallways, or any place within or outside the school buildings.

Bullying is always a serious offense, interfering with the right of every student to a safe, caring, and supportive learning environment. Any student who engages in bullying as it is defined above will meet with the classroom teacher and the division head to discuss the alleged behavior and to determine the appropriate consequences for that behavior. Parents will be informed of the behavior and the consequences. If the behavior continues, the division head, classroom teacher, the parents, the school counselor, and, when necessary, the head of school, will meet with the student to devise an appropriate response that may include loss of privileges, a behavior plan, suspension from school, or expulsion.

### **ENTREPRENEURSHIP**

While the school generally supports faculty and staff imagination and efforts to supplement their salaries through initiatives that enrich the school community, the school day (Monday through Friday, 7:45 am to 3:45 pm) must remain free from those efforts. Faculty and staff must reserve those hours to conduct their professional responsibilities, including working with children, collaborating with colleagues, attending faculty meetings, developing curriculum, planning lessons, and conferencing by telephone or in person with parents.

Please note that faculty members may not schedule any entrepreneurial activities involving Nursery School students—including tutoring, special individual or small-group projects or lessons, or birthday parties—on Friday afternoons before 3:45 pm. Nursery School teachers have faculty meetings, other shared professional opportunities, or individual planning time on Friday afternoons, while the Lower School and Upper School remain in session.

During school hours, there is to be no planning, marketing, or conducting of entrepreneurial activities, or any other engagement in such activities involving fellow employees, students, or parents. Furthermore, we will restrict the use of the *HoundsTruth* for advertising purposes for such faculty-sponsored, fee-based activities to one page per faculty member per week.

Faculty and staff who are interested in conducting an entrepreneurial activity at school other than a regular After-School Activity must submit a proposal to the Director of Auxiliary Programs and the Assistant Head of School for Academic Affairs at least four weeks in advance of the proposed activity. The faculty or staff member should not presume approval of the proposal and therefore should not begin discussing or marketing the proposed activity with students, parents, or any other parties.

Additional observations:

- The school shall strive for equity with respect to access to special facilities (such as the gym and the science labs) across faculty members. Recognizing the limitations of special facilities and resources, the Head of School shall review access as needed.
- There shall be no sale of goods and services by faculty and staff during the school hours identified above.
- Please see “Tutoring” (page 40) for guidelines regarding tutoring of students.

If there are any questions or concerns about how your current activities or planned activities might be affected by this section, please discuss them with the appropriate Division Head or the Head of School.

### **OUTSIDE EMPLOYMENT, including providing childcare for Day School students**

Members of the faculty and staff sometimes accept employment outside of school. Outside employment is acceptable, provided it does not diminish the employee's effectiveness or interfere with his/her school duties. The Head of School (with the concurrence of the Rector, if shared staff) is the final judge in determining whether any outside employment conflicts with the school's interests or is detrimental to the employee's job performance. If an employee's outside employment affects his/her work at St. Patrick's and the employee is unwilling to modify or terminate the outside employment, the employee is subject to discharge for cause.

We believe that there are serious boundary and liability issues to which individual members of the faculty, staff, and administration and the Day School as an institution are exposed when members of the faculty, staff, and administration babysit or provide any other childcare services for Day School children and families.

Current Day School policy encourages awareness of, and sensitivity to, conflicts that might arise when teachers babysit for students they teach and specifically prohibits homeroom teachers from babysitting students in their classes and discourages all teachers from babysitting students in their classes.

At this time, we do not believe that mix of prohibition and discouragement for a particular category of employees goes far enough to protect either individuals or the institution, and we expect to have in place a more comprehensive statement for the 2018-2019 school year, hopefully developed in partnership with members of the faculty, staff, and administration.

For now, we will add this statement to the existing policy: The Day School strongly discourages any member of the faculty, staff, and administration from providing babysitting or other childcare services to current Day School students or their families. We strongly encourage any member of the faculty, staff, and administration who is tutoring a current Day School student (consistent with the guidelines under "Tutoring" on page 40) to do so here at school, not in the student's home, and to avoid any arrangement that has the member of the faculty, staff, and administration transporting the child in his/her personal vehicle.

### **FACULTY ATTENDANCE**

Attendance is *required* of all full-time and part-time faculty at all faculty meetings and any other meeting/event for which advance notice has been given. Absences must be cleared with the Division Heads.

*All faculty members, including specialists, are expected to attend chapel each week.* Attendance of elementary school teachers at assemblies is expected unless other assigned duties make it impossible to attend.

*Establishing and maintaining community is an important part of the work we do within classrooms, within and across divisions, and throughout the broader St. Patrick's community, including the parent body and other constituencies. It is helpful to our community-building efforts to achieve a strong faculty presence at events outside the regular school day that attract parents and students. Therefore, we strongly encourage faculty attendance at and participation in school-based events. We expect that faculty members will attend at least two of the following events: Nursery School and Kindergarten Parent*

Potlucks, Episcopal Schools Sunday, Family Fun Day, the Auction, and the Upper School Holiday Concert and Spring Concert. In the spring, Division Heads will ask faculty members to identify the events they have attended.

## **PARKING**

The school provides parking for employees and visitors; however, employees and visitors park vehicles on school property at their own risk. The school assumes no liability for damage to vehicles parked on school or church property. Faculty and staff should display their green St. Patrick's parking permit, available from the School Office Manager, at all times. If you have not received one yet—or have lost the one you did receive—please see the School Office Manager for a permit.

### **Whitehaven Campus**

1. Only those faculty and staff who indicate an interest in a space in the gym parking garage and are assigned a space and number in the garage may park there. If you have been assigned a space and number, you **MUST** park there.
2. ALL other faculty and staff **MUST** park in the diagonal spaces. Please back into those spaces.
3. Please leave the first several non-handicap diagonal spaces (identified by special signs) empty for parking by faculty members with young children (through Kindergarten) enrolled at St. Patrick's.
4. **DO NOT** park in the East Lot.
5. **DO NOT** park on Whitehaven Parkway—on either side of the street.
6. **DO NOT** park in front of our gym or further down Whitehaven Parkway toward MacArthur Boulevard.
7. **DO NOT** park in the diagonal spaces on lower Whitehaven Parkway adjacent to the Lab School.

### **MacArthur Campus**

8. Faculty and staff teaching or visiting at the MacArthur Campus must park in either the front parking lot (accessible from MacArthur Boulevard) or rear parking lot (accessible from Elliott Place and the public alley). Faculty and staff may not park on MacArthur Boulevard, Elliott Place, Greene Place, Clark Place, Q Street, Potomac Avenue, or any other neighborhood street, regardless of whether the space is legal. St. Patrick's has pledged to confine school-related parking to the campus lots, which are easily spacious enough for day-to-day use.

## **SAFETY**

All faculty and staff must be concerned with the safety and security of our youngsters. Parents and the school depend upon our constant vigilance and exercise of mature judgment in the prevention of accidents and the handling of situations wherein harm to children is possible.

St. Patrick's embraces the following general points concerning safety in all locations, operations, and activities on the Whitehaven Campus, the MacArthur Campus, and the Foxhall Campus, as well as in all school-sponsored activities that occur off-campus:

1. The safety of students, employees, and the public is paramount in all activities and operations.
2. Employees who observe unsafe conditions shall immediately correct those conditions and/or immediately report them to the administration.
3. St. Patrick's shall not sacrifice safety in the interest of time or money.
4. St. Patrick's shall comply with all applicable safety laws or ordinances as quickly as possible.
5. Employees are responsible for ensuring the safety of fellow employees, students, visitors, and the public.

The following safety and security rules are in writing for your protection as well as for the protection of the children and the school. Current judicial decisions hold the teacher responsible for compliance with written rules, in the event of a legal suit brought by a parent because of an injury to his or her child. Teachers will:

1. Make every effort to see that their class is always attended by an adult. In a real emergency, a neighboring teacher may help with the children. The School Office should be notified immediately of the emergency.
2. Make every effort to see that a child, or a group of young children, is not left alone in the classroom while the teacher and their classmates are elsewhere.
3. Set standards for the children to follow without exception when outside the building and on field trips.
4. Be responsible for **active oversight** of their class on the playground. Free outdoor play must be supervised. Children outside should not be permitted to play in areas beyond the vision of the supervising teachers. Follow and enforce playground rules.
5. Provide close supervision of children at play on any climbing apparatus.

6. Set standards for children to follow without exception in moving about the building independently and reporting back to you.
7. Follow school incident/illness procedures detailed in the following section entitled **Incident/Emergency Procedures**. It is essential that the school administration know how incidents happened.
8. Never excuse a child to wait unattended outside for his/her parents. Parents should pick up their child at the front entrance if the child has written permission to leave early.
9. At all times, including dismissal, release the child only to the rightful parent or person authorized by the parent. If there is a question concerning dismissal of a child, check with the School Office even at the risk of displeasing the person who has come for the child. Do not rely on information a child may provide. *ALWAYS CHECK.*

## **FIRE SAFETY**

Fire drills are intended to teach students proper fire escape behaviors. Drills, therefore, are scheduled that simulate blocked exits, smoke, or other problems. Any drill should be viewed as genuine and should result in the immediate evacuation of the building.

Fire safety is of the utmost importance, and it is imperative that all faculty and staff review the following guidelines. All administrative staff, parents, and guests are asked to leave the building by the nearest exit. Classes are asked to leave by the designated exits assigned and follow the fire drill procedures. In the event that an exit is blocked, the designated alternate exit should be used.

### **Fire Drill Procedures**

1. EVERYONE MUST EXIT THE BUILDING
2. TURN OFF THE LIGHTS
3. SHUT DOORS
4. WALK IN AN ORDERLY MANNER TO SPECIFIED EXIT
5. NO TALKING UNTIL YOU RE-ENTER THE CLASSROOM
6. CALL ROLL AND REPORT TO DIVISION HEAD
7. STUDENTS IN SPECIAL CLASSES AT THE TIME OF A FIRE DRILL EXIT WITH THE SPECIAL TEACHER, WHO WILL THEN ESCORT THEM TO THE ASSIGNED FIRE DRILL DESTINATION FOR OFFICIAL ROLL CALL
8. YOU WILL BE NOTIFIED WHEN YOU MAY RE-ENTER THE BUILDING

### **Crisis Response Drills**

The school conducts periodic drills for emergencies other than fire, specifically those set forth in our Crisis Management Plan. Procedures for these drills are reviewed with all faculty and staff at the opening of each school year. The Crisis Management Plan is regularly reviewed and updated to reflect current thinking regarding the most effective responses to a range of identified events. St. Patrick's plan includes procedures in response to "Outside Threats" (chemical, biological, radiation); "Inside Threats" (gas, explosion, fire); Intruders; and Severe Weather. An Emergency Response Kit is located in each classroom and other locations in which faculty, staff, students, and other occupants of the building might have to respond to such a situation.

## **INCIDENT/INJURY PROCEDURES FOR STUDENTS**

Attention to school incident/injury procedures is important for the protection of the student(s) involved, as well as both the school and the individual teacher/staff member as far as liability is concerned.

1. The teacher or staff member who witnesses an incident or accident should immediately ensure the safety of the scene, render proper first aid, and summon the school nurse or other staff to the scene. Personnel in the School Office should be notified immediately once these steps are taken.
2. Depending on the seriousness of the incident/injury, the following steps should be taken:
  - a. *In the case of a serious injury or illness, 911 will be called immediately.* All decisions about medical management of the child will be left up to the 911 response team and the emergency room physician. Whenever possible, the Emergency Consent Form should be transported with the child. *Under no*

*circumstances should any staff member transport a student to the emergency room or medical care. Once the needs of the victim and the non-injured students are met, the parent or guardian should be notified promptly.*

- b. Where the injury or illness is not serious or life-threatening, the child's parent or guardian will be contacted and, if necessary, arrangements made for the child to be picked up from school. School Office personnel will call the home number first and, if no answer, call the place(s) of business of the father/mother. If they are unable to reach father/mother, school personnel will attempt to reach the contact person listed on the emergency form. If none of these individuals can be reached, the child's personal physician will be contacted to inform him/her of the student's condition and to seek advice as to the best course of action.

3. **EMERGENCY NUMBERS:**

Emergency - POLICE - FIRE - AMBULANCE - **911**

Poison Control Center 1-800-222-1222

MacArthur Boulevard Fire Department 202-673-3329

4. An incident report form must be filed with the Business Office for reporting to the school/student insurance plan. A copy should also be given to the nurse. This should be done within 24 hours. Forms, which are included in this handbook, may also be picked up in the School Office, from the nurse, or from the Business Office.

**INCIDENT/INJURY PROCEDURES FOR FACULTY AND STAFF**

Similar attention is required in the event of an incident or accident involving a member of the faculty and staff.

1. The teacher or staff member who is involved in an incident or accident should immediately ensure the safety of the scene by requesting assistance from another adult or supervisor. The school nurse or other staff member should report to the scene to render first aid and to immediately notify the School Office that these steps have been taken.
2. Depending on the seriousness of the incident/injury, the following steps should be taken:
  - a. *In the case of a serious injury or illness, 911 will be called immediately.* All decisions about medical management of the faculty/staff member will be left up to the 911 response team and the emergency room physician. Whenever possible, the Emergency Consent Form should be transported with the adult. Once the needs of the victim and the non-injured parties are met, the staff member's emergency contact should be notified promptly.
  - b. In addition to completing an incident report, within 24 hours of the injury or at the first available opportunity, the faculty/staff member should also report the injury online at [Accidentfund.com](http://Accidentfund.com) for reporting to the school's insurance plan. To file the claim online, select *Report a Claim*. Then click *First Report of Injury* and complete the questionnaire. Print a copy for the nurse and Business Office to file. Send an additional email confirmation to Minnie Ivery, Assistant Controller, at [iverym@stpatsdc.org](mailto:iverym@stpatsdc.org) who, along with your supervisor, will receive notification that you have reported the injury online.
  - c. Where the injury does not appear to be serious or life-threatening, the faculty/staff member should still complete an incident report and report the injury online.

**ILLNESS PROCEDURES**

1. If a student is not feeling well, s/he is to report to the school nurse for evaluation. *All students should be sent to the nurse's office accompanied by another student or adult.*
2. Absolutely no medication, including aspirin or Tylenol, can be given to a student by faculty/staff members without proper authorization from parent and/or doctor. In no case will we give the first dose of prescription medication. The nurse will safely store medications in a locked cupboard.
3. If the child is to be sent home, the school nurse will make a phone call to the parent's home and/or business number to have the parent arrange for **prompt** transportation from school. A student cannot be excused from school unless a parent or designated person from the emergency card is notified.
4. A parent will be notified immediately when a child manifests signs of severe illness, symptoms requiring exclusion, or any condition that does not resolve promptly with comfort measures or simple first aid treatment.

5. For mild symptoms which interfere with a child's ability to function normally in the classroom, s/he will be sent, accompanied by another student or adult, to the nurse's office. The child will remain under adult supervision there until symptoms completely resolve, or the child's parents or parent substitute arrives.
6. Confidentiality of student and staff medical records must always be maintained. Disclosure or discussion of information contained in these records without written consent of the individual or his parent or legal guardian, is a violation of federal law. Access to these records will be limited to those staff who need information in order to provide care or services to the child. In accordance with federal and local regulations, and with written consent of the individual or his parents, the Head of School will decide who among the staff should have access to health records.
7. Teachers with students having chronic illnesses, a recently diagnosed illness, or special needs should discuss the plan of care with the nurse and the appropriate Division Head.
8. Teachers should advise the nurse of any significant change in health status of students in their classroom.
9. All procedures will be conducted in full compliance with state and federal law for all purposes.

### **STUDENT ATTENDANCE PROCEDURES**

It is important for members of the school community to have a shared knowledge of attendance every day. Homeroom teachers in the Lower School and Upper School (Grades 4 and 5) must report their student attendance to the front desk no later than 8:45 am, at which point all information regarding attendance will be compiled into a single format to be distributed by AllStPatrick's email. Teachers may report their attendance using the attendance sheet provided by the school or by emailing Mrs. Noche at the front desk, who will seek to distribute the attendance list by 9:15 am each day. Amended attendance emails may be sent across the morning should students arrive at school without having given prior notice of their absence for a portion of the day. Upper School students who arrive in class later than 8:05 am and Lower School students who arrive in class later than 8:15 am should be marked tardy.

Teachers in Nursery School should report their attendance to Mr. Giguere by 9:30 am each day.

Advisors in Grades 6, 7, and 8 should report their attendance to Ms. Kloof by 9:00 am each day.

### **POLICY STATEMENT REGARDING EMPLOYEE-OWNED COMPUTING DEVICES**

***Please note: While we have not yet implemented the security software referenced below, all faculty and staff must remain mindful of the need to protect the Day School's information and information systems and agree to take reasonable steps to do so, including prompt notification to the Director of Information Technology of the loss, theft, or breach of any employee-owned device with access to Day School information or information systems.***

As the use of technology has grown, the distinction between personal and business devices has blurred. The Day School is aware that employees find it convenient to use their personal devices to conduct school business and access school systems. The Day School permits all employees to use their own personal mobile devices including, but not limited to, tablets, smartphones, handheld and laptop computers, and wearable technology ("devices"), to perform work for the Day School, or on its behalf. However, to protect the Day School and its employees, any use of a device for business purposes must conform to this policy.

Permitting access to school systems does not mitigate the Day School's obligation to protect sensitive, confidential, and proprietary data. Such data include, but are not limited to, student and family information and the Day School's employee and other business data. In addition, the Day School must protect the overall operation and integrity of its information technology and communications and data systems. In an effort to constantly monitor security, we are committed to making certain that, as security developments and threats arise, we remain attentive and responsive to them and commit to a community effort to stay ahead of and confront a growing and shifting array of threats. Further complicating the situation is the fact that personal devices often do not have the same security measures or practices in place. However, this fact does not relieve each individual of his/her own personal responsibility to protect the Day School's security. Each of us must be extremely conscious of this issue and take reasonable measures to protect the Day School's information and information systems.

***Disclaimer:*** By permitting employees to use their devices, the Day School is not assuming responsibility for the maintenance and repair of, or any other costs associated with, those devices.

***Protecting the Day School:*** To protect the Day School's confidential information from being lost or becoming public, employees must agree to take the following security measures:

- install security software provided by the Day School and not remove or disable it;
- password-protect their personal device(s), including creating and updating passwords as prescribed by Day School policy;
- report any device used for Day School business or on behalf of the Day School that is lost, stolen, accessed by unauthorized persons, or otherwise compromised so that the Day School can assess the damage and, if necessary, remotely erase the entire device; and
- promptly provide the Day School with access to the device when requested or required for the Day School's legitimate business purposes, including in the event of any security incident or investigation.

If an employee possesses any information related to any security incident (e.g., virus, breach), it is essential that s/he report this information to the Day School as soon as possible. Device use that does not conform to these procedures may result in an employee losing permissions or access to the Day School's systems. Further, any employee's failure to provide his/her device upon request, or actions that otherwise hinder the Day School's efforts to keep its information and information systems secure, may result in discipline, up to and including termination of employment.

*School Property/No Expectation of Privacy:* All materials, data, communications, and information related to or used for Day School business or on behalf of the Day School that are created on, transmitted to, received or printed from, or stored or recorded on a personal device are the Day School's property, regardless of who owns the device(s) used. Employees are expressly advised that in order to protect the Day School's information and information systems and to prevent their misuse, the Day School reserves the right to monitor, intercept, review, and erase, without further notice, all content created on, transmitted to, received or printed from, or stored or recorded on the device for Day School purposes or on behalf of the Day School. Therefore, employees should have no expectation of privacy with respect to any Day School content—or application(s) used to produce that content—created on, transmitted to, received or printed from, or stored or recorded on the device for Day School business or on behalf of the Day School. At the same time, employees must recognize that other content, unrelated to Day School business, on a personal device may be affected by the Day School's reasonable efforts to protect its information and information systems.

*Appropriate Use:* The Day School's policies prohibiting harassment, discrimination, and retaliation apply to the use of all devices under this policy. Employees may not use any device in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs, or any other characteristic protected by applicable federal, state, or local law.

Employees are expected to follow all intellectual property laws when using personal devices for Day School business and should not inappropriately download or use content in violation of such laws.

Employees shall not download, onto the hard drive or other local storage of an employee-owned device, confidential or proprietary Day School information including, but not limited to, student grades. Furthermore, the Day School expressly prohibits employees from performing any Day School business on devices on which security software provided by the Day School has not been installed. To the extent that employees do perform any such work on devices without the security software, they should have no expectation of privacy with respect to those documents or communications and a diminished expectation of privacy with respect to other information on those devices.

*Departing Employees:* Any employee who leaves the Day School's employ must allow the Day School to remove any Day School work product or sensitive business content from his/her device(s) and to disable any software or services provided by the Day School on his/her device(s). Employees are further required to return any Day School property, including Day School work product and data, immediately upon termination of employment and must also delete any stored/downloaded Day School data from any device, cloud-based storage, or other device/storage mechanism, immediately upon termination of employment.

*Failure to Comply:* As with all Day School policies, failure to comply with this policy may result in discipline, up to and including termination of employment.

## **TECHNICAL SUPPORT**

Requests for technical should be submitted through the school's electronic mail system and sent to help@stpatsdc.org.

## **STUDENT TECHNOLOGY AND INTERNET USE**

St. Patrick's is an institution that teaches and encourages the informed, responsible, and safe use of computers and related technology. It is also a location for extensive use by children of that technology, including access to the Internet. At the same time that our educational program provides young people with increased knowledge, skills, and opportunities in the use of

technology, we must also educate them in the role of personal responsibility and keep them safe from others who use that technology in irresponsible, and even dangerous, ways. While we cannot monitor Internet use off campus, we do recognize that the effects of Internet use beyond school premises can be seen and felt at school. Whenever the off-campus use of technology and/or the Internet by a student or group of students makes a student or group of students feel uncomfortable, threatened, or unsafe at school, such use will be viewed as a violation of St. Patrick's Policy Against Bullying and/or Policy Against Harassment, as well as our *Technology Use Agreement*.

Our efforts to achieve these goals include deployment of an Internet filter to substantially reduce the possibility that a child will encounter inappropriate material in his or her use of the Internet. However, parents should recognize that Internet filters do have limitations. That is, filters do not provide absolute guards against objectionable material, so that children may encounter such material even when a filter is in operation. Recognizing those limitations, we bolster the use of an effective, widely used Internet filter with teacher supervision of Internet use and a clear statement of responsible student behaviors with respect to the use of technology and the Internet. Good judgment, an essential feature of safe and responsible Internet use as it is of other human activities, will remain a quality that students can develop and apply in their use of technology at St. Patrick's and at home.

St. Patrick's has created three age-appropriate versions of a *Technology Use Agreement*—one each for Kindergarten and Grade 1, Grades 2 and 3, and Upper School (Grades 4 through 8) students—to provide a shared context for the safe and responsible use of computers and related technology and of the Internet. Beginning in Kindergarten, and annually thereafter, students and their parents are asked to sign these agreements in order for students to have continued access to technology at St. Patrick's. Grades 6, 7, and 8 students also sign an addendum covering the use of their school-provided Chromebooks.

The *Use Agreement*, which is available on the website and in the School Office, stipulates that failure to abide by its provisions may result in a student's loss of the privilege of using computers and other technology and other sanctions as appropriate.

#### **FACULTY, STAFF, AND ADMINISTRATOR USE OF SOCIAL MEDIA**

St. Patrick's respects the right of faculty, staff, and administrators to use social media and networking sites, as well as other digital platforms such as personal websites and blogs, but we expect that any such personal use will not damage the Day School's reputation, employees, students, or families and that any such use will be consistent with other policies included in this Handbook—including, but not limited to, those regarding discrimination, bullying, and harassment—and respectful of the confidentiality of student information or any other school-related information gained as a result of their employment by the Day School.

If St. Patrick's faculty, staff, and administrators wish to use social media to discuss what happens in their classrooms, other teaching spaces, or offices—which may include sharing examples of student work or activity with identifying information removed or conversations with colleagues or parents—they may do so (1) only in the context of professional reflection and discussion with other educators, (2) only on social media accounts devoted entirely to professional purposes so that student-related posts do not appear in the same context as personal posts, and (3) only with any and all names or other personal or identifying information removed.

Therefore, Day School faculty, staff, and administrators may not discuss what happens in their classrooms, other teaching spaces, offices, or elsewhere in the school on personal accounts on social media sites such as Facebook, Instagram, Twitter, or any similar personal sites, including blogs, that may also include their personal posts or reflections. If faculty, staff, or administrators have any questions about the permissibility or advisability of any such post, they should probably not proceed. However, they should seek the advice of their Division Head or other supervisor in resolving those questions.

St. Patrick's prohibits online socializing with current Day School students by members of the faculty, staff, and administration. Regardless of the social media, gaming, or other digital platform, St. Patrick's views any such digital communication or interaction with students by members of the faculty, staff, and administration as inappropriate, given the boundary and liability issues inherent in that communication.

There are similar boundary issues inherent in faculty, staff, and administrative social media lives insofar as they intersect with the social media lives of Day School parents. At this time, we urge caution with respect to faculty, staff, and administrative social media activity that may include Day School parents, consistent with the guidelines expressed earlier in this section. We expect to have in place a more comprehensive statement for the 2018-2019 school year, hopefully developed in partnership with members of the faculty, staff, and administration.

St. Patrick's faculty, staff, and administrators should keep in mind that all of their public words and deeds reflect upon the school and the school community and should strive to represent both in a positive light. At the same time, they must

recognize that online activity they regard as personal has the possibility of becoming public, even without their knowledge or consent, and shape that activity accordingly.

## **GUIDELINES FOR CLASSROOM COPYING**

1. **Single Copies:** A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class, including
  - a. a chapter from a book;
  - b. an article from a periodical or newspaper;
  - c. a short study, short essay, or short poem, whether or not from a collective group; and
  - d. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper
2. **Multiple Copies:** Multiple copies (not to exceed in any event more than one copy per pupil per course) may be made by or for the teacher giving the course for classroom use or discussion provided that the copying meets the test of brevity (less than 250 words for a poem and less than 2,500 for an article, story, or essay) and spontaneity as defined below and meets the cumulative effect test as defined below; and each copy includes a notice of copyright.
3. **Spontaneity:** The copying is at the instance and inspiration of the individual teacher (but shall not be used to substitute for purchase of books, publisher's reprints or periodicals, and should not be directed by a higher authority). The decision to use the work and the moment of its use are so close in time that it would be unreasonable to expect a reply to a request for permission.
4. **Cumulative Effect:** The copying of the material is for only one course in the school in which the copies are made. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term. There shall not be more than nine instances of such multiple copying for one course during one class term.

## **FIELD TRIPS**

### **Planning Procedures:**

1. Obtain the approval of your Division Head for the proposed trip in terms of its purpose, the use of class time, and the removal of students from other classes at a particular time, etc. At least two weeks prior to departure, fill out a Field Trip Information Form and give it to the Division Head. The Assistant to the Head of Lower School will arrange transportation and notify the Head of School and the School Office.
2. Obtain a Field Trip Announcement form, a copy of which is included in this handbook. Complete this form and give it to your Division Head for approval at least two weeks prior to departure. Each student is covered by the school's "blanket" permission form on file in the School Office. If this standard form is not on file prior to a field trip, a permission slip must be signed and submitted to your Division Head before the student embarks.
3. The Assistant to the Head of Lower School will give a list of all upcoming field trips to the school nurse and to the School Office as they are scheduled across the year. School Office personnel need to know about field trips if they are to respond to parent questions and they do get a **lot** of phone calls before, during, and after trips.
4. Teachers must inform parents in advance about plans for field trips by sending home copies of the Field Trip Announcement Form as well as through other written communication. This provision includes leaving the campus with a group of children for any reason.
5. The weekly Division Head notes will inform faculty of classes going on field trips, so that they are aware that a scheduled class may not meet.
6. **Minimum number of chaperons:**

N-PK: 1 chaperon for every 4 students

K-1: 1 chaperon for every 6 students

2-3: 1 chaperon for every 8 students

4-8: 1 chaperon for every 10 students

Teachers of younger students should use *more* than the minimum number of chaperons if the nature of the activity calls for increased assistance.

7. Enforce school regulations and behavior throughout the trip; check attendance carefully before departing from the campus, during the trip itself (whenever movement from one area to another is involved), and when preparing to return to the school. Report any discrepancies immediately.
8. **Teachers will ensure that a copy of each student's Authorization for Child's Emergency Medical Treatment form will be transported with the students. These records will remain confidential and in the possession of the faculty member at all times. The teacher will notify the nurse of any students with special needs going on the trip so that appropriate medication, appliances, etc. (e.g. Epi-pen) can be provided and the indications and explanations of their use explained.**
9. Field Trip Dress: Each teacher will identify appropriate field trip attire.
10. Field trip guidelines for parent chaperones may be found in the Room Parent Handbook.

## **SNOW DAY PROCEDURES**

### **Emergency Closing**

- In the event of inclement weather that forces a change in normal school routines—either a school closing or a delayed opening—St. Patrick's will notify families in multiple ways, all of which we will strive to complete by 6:15 am.
  - We post our plans on our website and on our voicemail greeting at 202.342.2805.
  - Parents for whom we have current email and telephone numbers will receive an email and an automated voice message alerting them to the school closing or delayed opening. Parents who have opted out of telephone calls for weather-related school closings or delayed openings will receive emails and text messages alerting them to any such changes.
  - We also rely on five local television stations—Channels 4, 5, 7, 9, and cable News Channel 8—and a local radio station—WTOP 103.5 FM—to convey St. Patrick's plans on days with inclement weather.
- If St. Patrick's has a delayed opening, St. Patrick's will begin classes at 10:00 am and begin receiving students at 9:30 am.
- If St. Patrick's has a delayed opening on a Friday, school will not open for students in the Nursery School (Nursery and PK), except for students enrolled in Extended Day. Those Nursery and PK students may begin arriving at 9:30 am. However, St. Patrick's will begin classes at 10:00 am for students in Kindergarten to Grade 8 and begin receiving students at 9:30 am.
- In all instances, parents can confirm St. Patrick's opening plans on our website and on the voicemail greeting at 202.342.2805.
- St. Patrick's will strive to remain open once the school day has started. Should that become unwise or impossible, we will notify parents with an automated voice message, by email, and on our website. Parents must be sure to maintain current home, office, cell, and emergency numbers and email addresses by logging in to the website and updating their profiles.
- In the case of an emergency or other unscheduled early dismissal, parents should report to the School Office or other designated location—not directly to the classroom—to pick up children. School personnel will coordinate the orderly dismissal of students to parents.

## **REFERRING STUDENTS FOR TUTORING AND EDUCATIONAL/PSYCHOLOGICAL EVALUATION**

**Considerations and Procedures:** As teachers, we have a responsibility to support and promote all students' progress in the subject areas in at least the following ways:

1. We must know each of our students, his/her strengths and areas of need, and the ways in which s/he typically learns. We must accommodate the variety of learning styles and developmental and academic levels in our class groups by creating a learning environment in which a variety of techniques and materials are available to students, including visual, auditory, and kinesthetic.

2. We must make certain that the student understands the kind of work product we expect from him/her—its content, its organization, its manner of presentation, and the degrees of accuracy and detail required.
3. We must make certain that the student understands and has an opportunity to gain practice in the kind of work habits appropriate to the subject area and grade level.
4. To the best of our ability, we must identify ways to motivate our students to understand the ideas and processes of thought basic to the intellectual tradition of the subject area.
5. We must recognize that within any grouping, there will be variations of ability and readiness. To this end, differentiated instruction and expectations must become the responsibility of each teacher. Meeting that responsibility may extend beyond classroom time.

A student should not be considered a candidate for referral for either tutoring or an educational/psychological evaluation until the teacher feels confident that s/he has attempted for a reasonable time period to facilitate the student's progress in mastering material in the ways described above.

**Tutoring:** If as teachers we are conscientious and if both our educational program and our system of student evaluation are appropriate for the population we serve, few students should require the assistance of a tutor. When a teacher feels that a student could benefit from a tutor on a short-term basis, s/he should discuss the matter with the Division Head. If a tutor seems warranted, the administrator will assist parents in the identification of a tutor familiar with our program and expectations. The teacher has responsibility for:

1. Identifying the specific area of weakness and making suitable recommendations and suggestions for the tutor.
2. Maintaining contact with the tutor during the period of time a student receives tutorial assistance.
3. Informing the administrator when the tutorial assistance should and finally does terminate.

**To avoid a conflict of interest or the appearance of such a conflict, teachers will not tutor students they currently teach in any subject area.** (This section regards athletic training as a form of tutoring.) Teachers who work with virtually all students must obtain approval from the Head of School before entering into any tutoring or quasi-tutoring agreements, including athletic training. Teachers cannot tutor during regular hours of employment. All payment terms and collection are matters to be handled directly between the tutor and the parent. Since the school does not normally take part in this aspect of the tutoring arrangement, it accepts no responsibility with respect to payment terms and collection.

### **Educational/Psychological Evaluation**

Evidence supporting the need for an educational/psychological evaluation might appear first to the student's teacher, parents, the Division Head, or some combination of these. When a teacher works, as described earlier, with students who have not been attaining sufficient *academic* success, she/he should attempt to note the presence of any of the following behaviors:

1. Inability to perceive, understand, and remember information presented in one form (for example, oral) as opposed to another form (for example, visual); or inability to produce information in one mode (for example, written expression). This evidence *might* warrant testing of the student for a learning disability.
2. Seeming inability of the student to comprehend or reproduce complex relationships in several different subject areas. This evidence *might* warrant testing of the student for general intelligence and for learning disability.
3. Seeming global disinterest in the student for his or her work or unproductive anxiety in the student about his or her work. These *might* warrant testing for general intelligence, for learning disability, and for psychological distress.

Noticeable negative changes in usual behavior patterns, as well as problems in both relationships with peers and teachers, may also suggest cause for concern and possible referral for further evaluation. Teachers must adhere to the following procedures:

1. Teachers should express their concerns and evidence of the need for testing to the Division Head, who will involve other teachers and/or administrators as needed in the discussion. The Division Head will decide whether and when to refer a student for testing, with permission of his/her parents.
2. If the student is to be referred for evaluation, the Division Head will communicate with the parents and with them will determine who will evaluate the student.

3. The teacher should fill out with accurate detail any referral forms from an evaluator. This detail is of inestimable importance to the psychologist who will do the evaluation.

Regardless of grade level, the teacher's role in the referral process is one of a scrupulously objective observer. Under no circumstances should s/he engage in premature diagnosis, and under no circumstances should the teacher encourage the parent to do so. Diagnosis and prescription are, after the decision to refer, the job of the psychological evaluator or educational diagnostician. Teachers should review written test reports promptly; meet with colleagues, parents, and testers as needed to discuss the reports; and implement recommendations when appropriate.

### **CONFIDENTIALITY OF SENSITIVE STUDENT INFORMATION**

There are times when sensitive information about students or families is shared by parents with particular faculty and/or administrators. The circumstances may require that the information be held with an even greater level of confidentiality to honor the needs of the individuals involved. The information may also be kept more confidential due to legal issues related to the circumstances and the information shared. Any faculty member receiving such sensitive information has an obligation to share it with his/her Division Head in order to determine next steps and so that the faculty member can receive appropriate administrative guidance and support. If an administrator cannot share the information but teachers would require some knowledge of the need for increased sensitivity with respect to particular students or families, an administrator will share a general statement to that effect. At all times, all Day School employees must act in a manner that is consistent with their responsibilities with respect to suspected child abuse. (See "Suspected Child Abuse Procedures," Page 26.)

### **CONFIDENTIALITY OF STUDENT TEST DATA**

- A child's overall success in school depends on a close working relationship between the home and school. Therefore, parents should provide the school with a copy of any report(s) containing the results of outside testing that has been administered. These results help the professionals in the school to more clearly understand a child's learning profile and to plan and tailor instruction to support identified strengths and needs.
- Confidential tests include the following: psycho-educational testing, psychological evaluations, cognitive assessments, developmental cognitive neurology evaluations, neuropsychological evaluations, speech and language evaluations, occupational therapy testing, and admission testing such as the Wechsler Preschool and Primary Scale of Intelligence-Revised, the Detroit Test of Learning Aptitude for Preschoolers, and the Wechsler Intelligence Scale for Children.
- All confidential test reports will be placed in confidential binders maintained in the appropriate division office and not in a child's cumulative, permanent file. Teachers working with a child will be authorized to read these test results; however, these results may not be copied except as stipulated below. Reports may be signed out and read within the school building or overnight at home. Parents may choose to give a teacher individual copies of a child's test results. Speech screenings and tutoring reports will reside in a child's permanent file.
- Although test reports will not be copied in full, when parents provide the school with a copy of the test report, they are granting permission for the "recommendations" section of the report to be copied. This access helps teachers who work directly with the student to plan or modify instruction and to design appropriate interventions based on the recommendations.
- During a child's continued enrollment, any test reports will move from division office to division office. When children leave St. Patrick's, the results of any previous testing will be destroyed. In practice, we have generally kept copies of test results some months beyond a student's departure, as some parents have come back to us to obtain copies of the testing, but all such testing should be destroyed by January 1 following the student's departure.
- The school recognizes that test reports, as defined here, remain the property of the parents. When a child moves on from St. Patrick's, at graduation or at an earlier time, the school will not cite test results to a receiving school without explicit permission from the parents.

### **TRANSPORTING OF STUDENTS IN PRIVATELY-OWNED VEHICLES**

The school strongly discourages transportation of students in private vehicles driven by faculty or staff. School insurance does *not* cover cases in which students are riding in a privately-owned vehicle driven by a member of the school faculty or staff.

## **PARENT QUESTIONS AND CONCERNS**

From time to time, a parent may have a question or concern regarding a situation at school. When this question or concern is about a child's experience, all parents should take it directly to their child's homeroom teacher (in Nursery through Grade 6) or advisor (in Grades 7 and 8). The teacher or advisor will be able either to directly address the question or concern or to advise the parent on the most effective line of communication. If the question or concern is about a specific teacher, an administrative issue, or an issue not related to a child's experience, parents should contact the appropriate Division Head. Parents should know that, in situations regarding teachers, the Division Head will seek to meet with the parent and the teacher together, always striving to keep lines of communication open. The Assistant Head of School for Academic Affairs and Head of School would enter such conversations, as appropriate, after these initial conversations have taken place.

## **HOMEWORK - LOWER AND UPPER SCHOOLS**

**Homework:** Elementary School children receive homework at appropriate developmental levels on a regular basis. Homework is recognized and encouraged as a valuable activity **to practice and reinforce** newly acquired skills and knowledge, **to prepare** for upcoming lessons and activities, and **to extend** learning in ways that require students to apply previous knowledge. In addition, homework provides excellent opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student. It is the students' responsibility to complete homework conscientiously by the day it is due in order to realize the benefits of the activity and to make consistent progress.

Parents are expected to call the School Office to request homework for absent students. The assignments and needed materials may be picked up at the office between 3:00 and 4:00 pm.

**Parent Involvement in Homework:** Parent involvement in students' homework is essential to making homework a productive and beneficial exercise. Parents can assist their children by

- providing a time and a quiet place for the child to work,
- establishing a routine for when homework is to be done,
- talking with the child about his or her assignments to foster familiarity and, if necessary, to clarify instructions, and
- encouraging the development of good study habits.

While parents may need to guide younger students in completing homework, parents should never do their child's homework. To do so deprives the child of any of the work's benefits and deprives the teachers of important information on the child's progress. On occasion, parents are invited to assume a participatory role in their child's homework.

**Homework Quantity:** Homework will be limited to 15 minutes per day at the youngest grade levels and will gradually increase to approximately one and one-half hours at Grade 6 and two hours in Grade 8. Because students' strengths, abilities, and learning styles vary greatly, the time necessary to complete homework assignments for different students will also vary. The first step in addressing homework difficulty and/or frustration is to contact the child's teacher in order to review current homework routines and to establish, in partnership, a strategy to assist the student.

**Reading at Home:** In addition to assigned homework, reading is encouraged and expected on a nightly basis for all students. Children at all grade levels may read independently, be read to, or a combination of both.

## **REGULAR, DAILY ATTENDANCE FOR CHILDREN**

The school encourages parents to establish a priority of regular, daily attendance for their children. There are, regrettably, times when parents choose to keep their children out of school in order to leave early for a weekend or scheduled school holiday, to extend a weekend or scheduled school holiday, or to create a holiday where none existed. Because of the resulting disruption to the learning process (students miss direct instruction, hands-on learning activities, and the conversation that is essential to emerging understanding), the school strongly discourages these unexcused absences. Absence for travel or other non-essential purposes is sanctioned, although not encouraged, only in the Nursery School and is recorded as "unexcused" at any other level. We fully expect families to plan their trips to coincide with school holidays. **The school does not require, nor should parents expect, teachers to prepare homework early, to adjust assignments, to do the review or re-teaching that often becomes necessary, or to reschedule tests for individual students whose parents plan trips outside of stated school vacation periods. Teachers may regard homework assignments due during such unexcused absences as "late" and may choose to give students zeroes on missed tests.**

## **ADMISSION PROCEDURES AND EXPECTATIONS**

Each year, St. Patrick's welcomes new families and students into the school community. At one important level, the admission process develops a deep pool of potential candidates. At another, perhaps equally important level, the process allows us to "tell our story" to those families who, in turn, relate their experiences to the wider community. We hope that each student and family has a positive experience with St. Patrick's throughout the entire admission process from the first inquiry to the receipt of the admission letter at the end of the season. Each of us has an important role in this process.

The admission season begins in earnest as soon as school begins. The Director of Admission and Financial Aid, the Associate Director of Admission and Financial Aid, and the Assistant Head of School for Equity, Diversity, and Inclusion begin bringing individual families through the school in September. In what is, in fact, a brief period of time, we want the families who visit St. Patrick's to absorb the rich curriculum opportunities with which we engage students and gain a sense of the incredible learning environment, formal and informal, that students have here. From past experience, teachers in the Lower School, where admission activity is greater than in the higher grades, can expect approximately five to eight student visitors during the admission season—October through February—with visits increasing in January and February.

Faculty members play a vital role in the following ways:

- Making certain each student visitor feels welcomed and valued;
- Providing each student visitor with a buddy or buddies for the day;
- Determining throughout the child's visit and individual assessment (usually completed by resource teachers) whether or not St. Patrick's is a good "fit" for the child;
- Completing and returning to the Admission Office as thoroughly and promptly as possible the admission assessment write-up, while the visit and visitor are fresh in one's mind;
- Briefly welcoming, when possible, adult admission visitors on tours and taking a moment to describe what is currently happening in your classroom (or asking a child to describe what's happening);
- Being aware of when admission tours are taking place so that classrooms and hallways are tidy (within reason (hallways and classrooms should be tidy at all times, anyway, although not obsessively so); and
- Serving on an Admission Committee. Faculty members on the Admission Committee read admission candidate files and participate in one Admission Committee Meeting.

The Admission Office supports teachers in the following ways throughout this process:

- Informing teachers in advance when they can expect student visitors by email and by placing notices in their boxes;
- Scheduling visits on Tuesdays, Wednesdays, and Thursdays (not on Mondays or Fridays unless absolutely necessary);
- Not scheduling visits on holidays or field trip days; and
- Trying to limit student visitors to one per classroom per week.

It is important to recognize that extenuating circumstances (weather, out-of-town visitors, national/world events) may make changes in the above necessary.

The Assistant to the Head of Lower School supports teachers by providing substitute teachers for the times that Nursery, PK, and Kindergarten teachers participate in group visits and providing each Nursery, PK, and Lower School teacher on the Admission Committee with a full-day substitute so that s/he can read student admission files.

## **ARRIVAL AND DISMISSAL**

**Lower School and Upper School:** All faculty must be at school no later than 7:45 am. Homeroom teachers and assistant teachers must be in their rooms by 8:00 am and be ready to greet their students as they arrive in classrooms beginning at 8:00 am. In Kindergarten through Grade 3, the academic day begins at 8:15 am. In Grades 4 through 8, the academic day begins at 8:05 am. For Grades 7 and 8, classes begin at 7:55 am for students on the Whitehaven Campus and 8:00 am for those on the MacArthur Campus. All full-time faculty are expected to remain until 3:45 pm and be available to work with students from 3:15 to 3:45 pm, as the "all-call" for carpool generally occurs at 3:15 pm.

The Heads of Lower School and Upper School will establish faculty coverage for students who arrive at school beginning at 7:30 am until 8:00 am when students are dismissed to their classes. At the beginning of the year, special-subject teachers will be assigned to assist with outside arrival and dismissal duty on the Whitehaven Campus on a rotating schedule. The Head of Upper School and the MacArthur Campus Director assign faculty for arrival and dismissal coverage for Grades 7 and 8.

**Nursery School:** Nursery School faculty should arrive at school no later than 7:45 am. The Head of Nursery School will assign faculty to specific duties at arrival and dismissal times, with arrival duties to begin at 8:00 am.

## **PARENT-TEACHER CONFERENCES**

Parent-Teacher Conferences (Parent-Student-Teacher Conferences in Grades 6, 7, and 8) are scheduled twice annually in the Lower School and Upper School and three times in the Nursery School. Teachers in Kindergarten to Grade 5 also have brief introductory conferences with all parents across the first two weeks of the school year. Conferences provide an opportunity for teachers and parents to discuss a student's progress. Open and honest communication with parents is important to the successful operation of the school and may necessitate that additional time be allocated during non-scheduled periods. Teachers are to stay in close communication with the parents, respond promptly to any requests from parents for a conference, and schedule conferences when deemed necessary. After each conference a teacher is required to fill out the Parent-Teacher Conference form and submit it to his/her Division Head, who will place it in the child's permanent record file.

## **DOGS AND OTHER PETS**

Given concerns for the health and well-being of our children and the adults who work, volunteer, and visit at St. Patrick's School, we will restrict the presence of dogs in the building when children are in school, from 7:30 am to 6:00 pm. Dogs other than service dogs will not be allowed in the school, Monday through Friday, during that time period, with one exception: Parents who wish to bring a dog in briefly as part of a special day for a child must obtain the prior approval of the homeroom teacher and keep the dog leashed and under their direct supervision. Please note that this policy covers the presence of other pets in the building, with adjustments in handling and care as appropriate.

## **MEDIA RELATIONS**

The Head of School speaks for the school. The Head will make all appropriate statements to the press or any organization interested in the events, policy, or practices at St. Patrick's Episcopal Day School.

## **ELEMENTARY SCHOOL - SCHOOL RULES FOR STUDENTS**

School rules for outside the classroom:

1. Morning arrival
  - a. Students in Kindergarten to Grade 2 assemble in the Lower School Common Room and students in Grades 3 to 5 in the Upper School Common Room until 8:00 am. No student is allowed elsewhere unless previously arranged through a teacher.
  - b. Students are asked to:
    - 1) Talk quietly
    - 2) Stay in eyesight of duty teacher
  - c. Children proceed quietly and directly to their classrooms to greet their teachers beginning at 8:00.
2. Walking through the building
  - a. Children are expected to WALK quietly, respecting classes in session and at work, as well as office staff.
  - b. When walking as a class, the group is asked to walk single file.
3. Use of bathrooms and water fountains
  - a. Children are expected to be orderly, use quiet voices, and respect the privacy of others.
4. Kindergarten - Grade 1 Playground Rules
  - a. Keep sand *in* the sandbox.
  - b. Balls allowed when there is only *one* class outside.
  - c. Children may only go *one way* on the rings.
  - f. Adults should not lift children to bars or rings.
  - g. Slide down the slide on your bottom, feet first, *one person* at a time.
  - h. *Walk* on the boardwalk.

5. Elementary School Playground (across Whitehaven Parkway)

**Walking to and from the playground**

- Stay on the **sidewalk** and stop at the crosswalk until a teacher has checked for traffic and directs students to cross.
- **WALK** across the street at all times
- When the whistle blows three times, line up at the curb according to class (e.g. 3A, 3B, 3C)
- Never cross the street without an adult there to act as a crossing guard.

**Playground rules**

- Slides
  - a. Go **down** the slide only.
  - b. One person at a time on the slide.
  - c. Slide without sitting on jackets or any other clothing that might increase the velocity of the ride.
- Swings
  - a. Sit on the swings only.
  - b. One person at a time on the swings.
  - c. Walk **outside** the swing area, but **not on** the rails.
- Use the **door** to go in and out of the little playhouse.
- Leave all rocks on the ground
- Balls may only be used on the playing field.
- Keep sand in the sandbox.

6. Landscaped, grassy, or otherwise planted areas adjacent to the main school building are not to be used for play in order not to disturb others in the building and not to damage green spaces.

7. Street Crossing

- a. Teacher leads students across street and gives go-ahead for class.
- b. Students are not allowed to cross streets unattended or to go back to school by themselves.
- c. Cross at crosswalk only.

8. Dismissal, Kindergarten - Grade 5

- a. All students departing by carpool or remaining for Extended Day, After-School Activities, or Upper School athletics are asked to be ready for dismissal by 2:50 pm. Backpacks and other materials to go home should be packed and ready at that time.
- b. Students should read or pursue some other quiet, seat-based activities during dismissal.
- c. Extended Day students are dismissed at 3:00 pm and are asked to proceed to the Extended Day Room or other designated location immediately.
- d. Carpool numbers will be displayed via the network beginning at 2:50 pm. When a student is alerted to his/her number, s/he should quickly head outside to carpool.
- e. Teachers will remain with their homerooms and monitor the students until students are called to the front entrance, about 3:15 pm.
- f. After-School Clubs students are excused to their activities as instructors arrive.

**MACARTHUR CAMPUS - SCHOOL RULES FOR STUDENTS**

School rules for students in Grades 6, 7, and 8 are provided to students in detail in the MacArthur Campus Student Handbook. Faculty should read the handbook and review its contents each summer. Advisors should review the handbook with students at the start of each school year.

**DEVELOPMENT POLICY**

**BROAD OBJECTIVES**

- **Fundraising** - The Day School, in conjunction with parent and other constituent groups, shall engage in fundraising activities authorized by the Board of Trustees to help meet the operating and capital needs of the Day School. These fundraising efforts may be designed to maintain tuition at reasonable levels, promote faculty development, support financial aid, expand or enhance the physical plant and the academic program, support an endowment for the Day

School, and/or meet other priorities as may be determined by the Board. Development programs shall strive to provide a proper balance among Day School need, volunteer initiative, and donor participation.

- **Advancement** - The Day School shall also engage in activities designed to promote the Day School, its philosophy, and its programs among the St. Patrick's community and among the community at large. To this end, communications and constituency relations will be coordinated by the Development Office.
- **Planning** - The Development Office will assist in long-range planning for the Day School and subsequently in building the case for support.

### **GIFT POLICY**

By the design of our founders, St. Patrick's Episcopal Day School's community is both socio-economically and culturally diverse. Therefore to help realize the Day School's fundraising goals:

- Development programs are designed to encourage a very broad base of financial support among parents, grandparents, faculty and staff, parents of alumni, and friends;
- Each donor is encouraged to contribute according to his/her financial capacity;
- Donors with financial capacity are encouraged to make leadership gifts; and
- Donations and valuations shall be in accordance with applicable law, including IRS regulations.

### **PLAN**

While the Board of Trustees gratefully recognizes the extraordinary gifts of time, talent, and financial resources contributed by the parents, faculty, and staff of St. Patrick's Episcopal Day School, the Board also recognizes the scheduling of multiple activities in the school calendar places extraordinary demands upon the parents, faculty, and staff of St. Patrick's Episcopal Day School. Therefore, the Board of Trustees recommends an annual review of all school functions which involve volunteer initiative or donor participation by the Development Committee of the Board of Trustees. The Development Committee shall work closely with the Parents Association and shall submit a proposed calendar of events. The Board of Trustees shall approve the proposed calendar of events for the upcoming academic year in the June Board meeting.

Faculty and staff input is essential. Please let the Development Office know about any activity being considered to raise funds for the School or any outreach project.

### **ACKNOWLEDGMENTS**

Please notify the Development Office when donations are received so that gifts can be recorded and acknowledged as appropriate. Donations and valuations shall be in accordance with applicable law.

## **PROFESSIONAL GROWTH AND DEVELOPMENT**

### **PHILOSOPHY**

It is assumed that each professional at St. Patrick's Episcopal Day School will use various means throughout each school year and summer to grow, enhance and broaden skills, and strengthen talents. Professional growth and development is a top priority for every member of the faculty. Administrative support is crucial to accomplishing this goal, and the administration works closely with the staff in order to maintain the highest standards of professionalism and growth at St. Patrick's.

### **PLAN AND GUIDELINES FOR PROFESSIONAL GROWTH**

1. Annually each faculty member submits a plan for growth and development to his/her Division Head by October 1. The Goal Setting and Action Plan, which states specific goals and possible ways and means of obtaining these goals, becomes part of on-going evaluation.
2. Division Heads discuss these goals and strategies with each faculty member and determine how the school can help. They will follow-up with each faculty member throughout the year as well as call attention to any available resources that may facilitate his/her plan.

3. The school will provide financial support for faculty development. There are resources budgeted (although not unlimited) for individual participation in workshops, conferences, degree programs, courses, etc., which the school, together with the individual, judges to be advantageous to his/her common professional interests. Proposals for professional development programs must be submitted well in advance and must be cleared through one's Division Head and the Head of School, as needed, to qualify for financial support. Available funds will be distributed equitably among the faculty.
  4. In keeping with the *Guiding Principles for Equity*, the school expects faculty to demonstrate a commitment to equity issues and include these issues in professional development work undertaken.
  5. On occasion, the administration may request that a faculty member participate in a conference, workshop, or course of study. In these cases, the school will assume all costs of the program, including travel expenses.
6. A faculty library of professional resources is available to the faculty and staff.

### **SUGGESTIONS FOR FACULTY GROWTH AND DEVELOPMENT**

1. Course work (including the Master's Degree Program)
2. Conferences
3. Professional meetings
4. Workshops
5. Observation visits to other schools
6. Observation visits to other grade levels within St. Patrick's
7. Professional reading
8. Publication/original work
9. Active membership in professional organization
10. In-house committee work pertaining to curriculum or specifically to faculty growth and development
11. Committee work outside St. Patrick's
12. Participation in Association of Independent Maryland and DC Schools (AIMS) visiting teams.

### **GRANT PROGRAMS FOR FACULTY AND STAFF**

There are three distinct grant programs, in addition to funds provided in the annual operating budget, designed to support the growth and development of faculty and staff.

#### ***The O'Neil/Carew Fellowship for Excellence in Teaching***

The O'Neil/Carew Fellowship annually provides a St. Patrick's faculty member with funding for a project s/he undertakes to make a significant contribution to the quality of teaching in general and his/her own—and colleagues'—teaching at St. Patrick's. The fellowship is available to faculty members who have been at St. Patrick's for at least three consecutive years. Applicants also must have taught a total of at least five years at St. Patrick's and any other comparable institution(s).

#### ***Educational Innovation Grant Program***

A joint initiative of the Parents Association and Day School, the Educational Innovation Grant Program seeks to promote innovation in educational programs, pedagogies, and technologies. The program makes available up to \$20,000 total to one or more teams of faculty members who want to undertake program design work that is innovative in nature and will make a significant contribution to the current and future Day School program.

#### ***Parents Association Summer Grants***

The general purpose of the Parents Association Summer Grant Program is to contribute to the personal enrichment of individual members of the faculty and staff. The original and continuing intent of the program is to recharge and re-invigorate recipients through their summer studies, travel, and experiences. The applicant must have been a full- or part-time member of the faculty and staff for at least two years (second year in process) to be eligible for a grant.

### **SUPPORTING NEW FACULTY**

Teachers new to St. Patrick's can seek assistance from any member of the St. Patrick's community, including other teachers, staff, and members of the administration—and will have offers of such assistance from many of those individuals. The Division Heads and grade-level teams, in particular, actively support new teachers, informally as well as through regularly

scheduled meetings. Grade-level teams meet at least once a week, and new faculty meet with the appropriate Division Head every two weeks. The Assistant to the Head of Lower School informs new teachers of procedures for completing reports, use of the Publishing Center, and other matters.

All faculty new to St. Patrick's must attend the New Faculty Workshop series coordinated by the Assistant Head of School for Academic Affairs and the Assistant to the Head of the Lower School. Workshops are held periodically across the school year. New faculty members should consult the master calendar for dates and reserve the scheduled times. Faculty members with other responsibilities are expected to arrange for appropriate coverage to ensure their participation in the workshops—faculty with coaching responsibilities should arrange to attend the workshops by working with the Athletic Director and the Head of Upper School.

## **FACULTY AND ADMINISTRATIVE EVALUATION**

As part of the plan for faculty growth and development a formal faculty and administrative evaluation system has been established. The evaluation process at St. Patrick's Episcopal Day School is intended to be consistent with the school's philosophy of respect for and support of individual differences in teaching and learning. With this in mind, the overall goal of this evaluation procedure is to affirm and strengthen teaching and administrative effectiveness at St. Patrick's.

### **EVALUATION OF FACULTY**

St. Patrick's faculty members are evaluated according to a format and schedule designed by a faculty Professional Development Committee in conjunction with the administrative team. Criteria for evaluation are identified in the Guidelines for Faculty Evaluation developed by that committee and included in this handbook.

Faculty members who are new to teaching are evaluated in each of their first three years at the school. Those who are new to St. Patrick's but have prior teaching experience are evaluated during each of their first two years at the school. Once a faculty member has completed the appropriate cycle of initial evaluations, s/he will be evaluated approximately every third year. Faculty members not scheduled for evaluation in a given year use the Goal Setting and Action Plan form included in this handbook to formulate and submit to their Division Head annual goals as well as an action plan for achieving those goals in the fall of the year and a review of progress toward the goals in the spring.

Evaluations of faculty members are done by Division Heads. For faculty new to teaching and those new to St. Patrick's, the evaluation includes a series of three observations in the first year and two observations in subsequent years with collaborative pre-observation and post-observation meetings. After the last observation the Division Head uses the Faculty Evaluation Guidelines to complete the evaluation in narrative or inventory form. All related documents are included in this handbook. The faculty member receives that written summary of the evaluation process and works with the Division Head to develop proposed goals and an action plan for the following year. A copy of the evaluation, signed by the faculty member and the Division Head, is placed in the faculty member's employee files in the Division Head's and the Head of School's offices.

A faculty member may ask for a formal evaluation at any time. An administrator may evaluate a faculty member at more frequent intervals if indicated.

### **FACULTY INPUT FOR DIVISION HEAD REVIEW**

In the spring of each year, faculty formally provide the Head of School with input concerning the performance of Division Heads. This process, completed anonymously, takes place at a faculty meeting. The review form is included in this handbook. The final evaluation of a Division Head, while taking into account the faculty review, will be by the Head of School rather than by the faculty.