

Archbishop Riordan High School Faculty & Staff Handbook 2025-2026

175 Frida Kahlo Way
San Francisco, CA 94112

Main Office: (415) 586-8200
Attendance Office: (415) 586-8200 ext. 250

www.riordanhs.org

School Code: 053000



A MARIANIST SCHOOL

The Marianist Vision is one of a community sharing in the mission of Jesus Christ, The Son of God, become the Son of Mary for the salvation of all people.

THIS MISSION INVOLVES A COMMITMENT WHICH IS MANIFESTED BY:

A faith sharing

A spirit of love of each other

Engaging in a common effort in developing a Christian commitment in others by forming them to participate in the church's apostolic mission.

THOSE WHO SHARE IN THE MARIANIST VISION HAVE:

A strong sense of community

A family spirit manifesting itself with openness, empathy, acceptance, self-sacrifice, kindness, interest in others, understanding and reconciliation.

A desire to serve others individually and communally.

"THE TRUE SECRET OF SUCCESS IN ANY WORK IS TO INTEREST MARY IN IT"
--Father Chaminade (1761-1850)

HISTORY OF ARCHBISHOP RIORDAN HIGH SCHOOL

Archbishop Riordan High School is a Catholic secondary school for young men and women operating under the jurisdiction of the Department of Education in the Roman Catholic Archdiocese of San Francisco. Chris Fisher is the Superintendent of Schools.

Archbishop Riordan High School was opened in September of 1949 and was entrusted to the direction of the Society of Mary (Marianists). The Society of Mary is an international religious congregation of men in the service of the Catholic Church. Father William Joseph Chaminade founded the Society in 1817 at Bordeaux, France. This society has a unique characteristic in the Church. Its members—Brothers and priests, teachers and non-teachers—belong to it on a plane of absolute equality; there are differences in function, but none of rank, privilege, or prerogative. Education is the principal work of the Society, though a large number of religious are acts in other works of the apostolate such as preaching, parish work, orphanages, missions and directing lay apostolate groups.

Archbishop Patrick Riordan invited the Marianists to California 1884. In the summer of 1886, five Marianists from Saint Mary's Stockton began the many years of service in San Francisco. At St. Joseph Parish in the downtown district of the City, they began a grammar school for boys. In 1906, the Marianist opened a high school department at Saint James while also conducting Saint James Grammar School in the Mission District. With the increasing demands for another and still larger boys high school in San Francisco, the Marianist closed the high school department at Saint James in 1949, and opened a newly constructed high school at 175 Phelan Avenue. The newly founded Archbishop Riordan High School would serve as a monument to the memory of Archbishop Patrick William Riordan, D.D. who was the second Archbishop of San Francisco from 1884 -1914.

Archbishop Riordan Presidents:	
Fr. Thomas French, S.M.	2005-2010
Mr. Patrick Daly	2010-2012
Mr. Joseph Conti	2012-2017
Mr. Andrew Currier	2017-2021
Mr. Timothy Reardon	2021-present
Archbishop Riordan Principals:	
Brother John McCluskey, S.M., M.A.	1949-1952
Father Paul G. Kelley, S.M., M.A.	1952-1955
Brother Maurice W. Miller, S.M., M.A.	1955-1961
Brother Herman J. Gerber, S.M., M.A.	1961-1965
Brother Maurice W. Miller, S.M., M.A.	1965-1966
Brother Harold R. Hammond, S.M., M.A.	1966-1969
Father John E. McEnhill, S.M., M.A.	1969-1976
Mr. Michael Peterson, M.A.	1976 Acting Principal Second Semester
Brother John J. Haster, S.M., M.A.	1976-1985
Father William A. O'Connell, S.M., M.A.	1985-1992
Father Timothy M. Kenney, S.M., M.A., M.Div.	1992-2001
Bro. James Dods, S.M.	2001-2004
Fr. Thomas French, S.M.	2003-2005
Mr. Gabriel Crotti	2004-2007
Mr. Kevin Asbra	2007-2013

Mr. Vittorio Anastasio	2013-2017
Mr. Timothy Reardon	2017-2022

Mission Statement

Archbishop Riordan High School, an Archdiocesan Catholic High School in the Marianist tradition, prepares young men and women for leadership and lifelong success by providing education imbued with Catholic Marianist values of faith, community, inclusivity, service and justice through its rigorous college preparatory curriculum, house system, and co-curricular activities.

Philosophy

Archbishop Riordan High School, a Catholic High School affiliated with the Roman Catholic Archdiocese of San Francisco, is sponsored by the Society of Mary (Marianists), in collaboration with dedicated lay men and women. Archbishop Riordan reflects the cultural diversity of the City of San Francisco and its adjacent communities. The school provides a rigorous college preparatory curriculum that respects the uniqueness of each student and commits to educating students of varying abilities.

In the spirit of a Marianist education, Archbishop Riordan High School is an academic institution that:

- Embraces diversity and educates students in the Catholic Marianist tradition.
- Promotes each student's personal growth by developing spiritual, intellectual, physical, emotional and social well-being.
- Cultivates a dynamic teaching and learning environment.
- Creates a family environment that fosters personal relationships that honor the Marianist traits of openness, respect, integrity, hospitality, friendship and graciousness.
- Fosters a collaborative working and learning environment.
- Prepares students to have a positive impact on the world by preparing them for 21st Century roles in communication, technology, community service, environmental awareness, and health and welfare.

Integral Student Outcomes

Archbishop Riordan High School's Integral Student Outcomes (ISOs) are based upon the Characteristics of a Marianist Education. Marianist education cultivates habits of mind, heart and spirit — all informed, animated, and permeated by the Christian spirit. Archbishop Riordan students will be:

Educated for formation in faith:

- Demonstrate knowledge of and respect for the beliefs and practices of the Roman Catholic Church, other belief systems, and the characteristics of a Marianist education.
- Show his/her own development as a person of faith.

Provided an Integral, Quality Education:

- Express himself/herself effectively in a variety of disciplines through oral, written, and visual communication in both individual and group settings.
- Exhibit mastery of both the content and skills of a rigorous, liberal arts curriculum, using current educational methods.

Educated in the Family Spirit:

- Exhibit the Marianist traits of openness, hospitality, graciousness and faith in order to have a positive impact on others and build community.
- Respect for the diversity of the global family, and be accepting of all its members.

Educated for Service, Justice & Peace:

- Demonstrate an awareness to serve the needs of local and global communities in a just manner.
- Respect the integrity of all humankind.
- Be aware of worldwide charitable needs and ongoing support for peaceful social change.

Educated for Adaptation and Change:

- Respond to the ever-changing needs of our world in accordance with the spirit and teachings of the Roman Catholic Church.
- Use emerging technologies in a responsible and ethical manner.

Archbishop Riordan High School has always educated its students through the five characteristics of a Marianist education (listed above). In 2008 ARHS formally announced its Expected School wide Learning Results (ESLRs) for all students and how those ESLRs tied directly to the characteristics. In 2012 the faculty and staff reviewed those ESLRs and modified them to fit the current trends and direction of its students, thereby promulgating the current Integral Student Outcomes (ISOs) throughout school life. ISOs are displayed around campus. Each department is encouraged to use the ISOs as specific outcomes of the curriculum. In addition, students are formally introduced to ISOs in the freshman Religious Studies class, along with Marianist history and Blessed William Joseph Chaminade. The foundation of the school's four-year retreat program is based on the ISOs. Through campus ministry and co-curricular activities, students are provided opportunities to experience the ISOs in action.

Finally, the ISOs form the basis for the senior exit interviews during which students discuss their education in light of these graduation outcomes.

The Faculty and Staff

1. To implement its goals for students, Archbishop Riordan High School aims to develop a faculty and staff with a deep appreciation of the prayer, study, celebration and service necessary for an active Christian life. Through hiring policies, retreats and workshops, Archbishop Riordan High School intends to build a faculty committed the living out of Christian values.
2. Archbishop Riordan High School intends further to develop teaching competencies in its faculty. Teacher observation, faculty meetings, and encouraging ongoing

education are some of the methods Archbishop Riordan uses to increase teacher competency.

3. As a Christian school, Archbishop Riordan High School sets a goal of professionalism beyond academic excellence for its faculty and staff. It is expected that each faculty and staff member will seek to develop the professional interests that will assist them in their modeling of Christian life.
4. Archbishop Riordan High School intends that its faculty and staff assume extracurricular responsibilities that will place them in direct contact with the students away from the classroom. This kind of contact is intended to produce a deeper understanding of the needs of the students.

Collaboration and Leadership

At Archbishop Riordan High School, faculty and staff value, encourage, and model collaborative work and professional leadership in order to instill confidence, collaboration skills, and leadership abilities in our entire student body.

The Community

Archbishop Riordan High School seeks to be of service to the community whenever possible. It seeks to maintain contact with graduates, parents, friends and those in need as way of living out the ideals of Christian community and service.

Administration and Staff

As a Catholic school, ARHS sets a high standard of professionalism for our faculty and staff beyond academic excellence. ARHS actively encourages the professional development of its faculty. Continuing postgraduate education, professional workshops and seminars, teacher observations and faculty meetings are methods by which our faculty becomes better teachers. In order to generate a deeper understanding of the social and spiritual needs of our students, our faculty is expected to model a Christian lifestyle. They also assume extracurricular and coaching responsibilities that place them in direct contact with the students outside the realm of academics.

ADMINISTRATIVE TEAM

President	Mr. Timothy Reardon
Vice Principal of Academics	Mr. Nate Simon
Vice Principal of Student Affairs	Mr. Brian Kelly
Dean of Students	Ms. Jennifer Curtin
Dean of Students	Mr. Juan Zumbado
Dean of Academics	Ms. Diana Assereto
Dean of Academics	Mr. Christopher Fern

DIRECTORS AND COORDINATORS

Director of Academic Technology	Mr. Vigen Rassam
Vice President of Advancement	
Director of Alumni Relations	Mr. Joseph M. Curtin
Director of Campus Ministry/Christian Service	Mr. Alex Datoc

Director of Counseling	Ms. Melanie Aguas
Vice President of Enrollment	Mr. Danny Curtin
Director of Facilities	Mr. Andrew Colville
Director of Finance	Ms. Gloria Liu
Director of Human Resources	Mrs. Stacy Goyhenetche
Director of Information Technology	Mr. John Wu
Director of the Resource Specialist Program	Ms. Stephanie Lundin
Director of Security	Mr. Vigen Rassam
Director of STEM Programs	Ms. Colleen O'Rourke
House Activities Director	Mr. Benny Willers
Business Program Director	Mr. Christopher Fern

ADMINISTRATIVE STRUCTURE 2025-2026

Executive Management Team

Top administrative level for decisions and overall operations

President	Mr. Timothy Reardon
Vice Principal of Academics	Mr. Nate Simon
Vice Principal of Student Affairs	Mr. Brian Kelly
Vice President of Advancement	
Director of Finance	Ms. Gloria Liu

Administrative Team

Oversees school operations including Catholic Marianist Identity, Academics, Athletics, Admissions, Boarding, and Activities.

President	Mr. Timothy Reardon
Vice Principal of Academics	Mr. Nate Simon
Vice Principal of Student Affairs	Mr. Brian Kelly
Dean of Students	Ms. Jennifer Curtin
Dean of Students	Mr. Juan Zumbado
Dean of Academics	Mr. Christopher Fern
Dean of Academics	Ms. Diana Assereto

President's Team

Development, Events, and Facilities

President	Mr. Timothy Reardon
Vice President of Advancement	
Director of Finance	Ms. Gloria Liu
Director of Alumni Relations	Mr. Paul Cronin
Director of Facilities	Mr. Andrew Colville
Director of Food Services	CulinArt

Line of Authority

If the President is absent, authority to act in all cases, in the name of the President is the remaining **Executive Management Team**.

For day-to-day school operations the following are delegated in order:

- | | |
|--|-----------------------------------|
| 1. Mr. Timothy A. Reardon | President |
| 2. Mr. Nate Simon | Vice Principal of Academics |
| 3. Mr. Brian Kelly | Vice Principal of Student Affairs |
| 4. Ms. Jennifer Curtin/Mr. Juan Zumbado | Deans of Students |
| 5. Ms. Gloria Liu | Director of Finance |
| 6. | Vice President of Advancement |
| 7. Mrs. Stacy Goyhenetche | Director of Human Resources |
| 8. A person designated by the President or Principal | |

ORGANIZED COUNCILS

General Council

Responsible to the President and meets quarterly

The General Council is composed of all of the Administrators and Coordinators plus

1. A board member designated by the board president
2. Parent Board President
3. Student Body President
4. A different teacher designated at each meeting by a department chair. Department rotation by subject area is in alphabetical order and picks up each year from the last department represented. English, Math, Modern Languages, Science, Social Studies, Theology, and VPA.
 - Committed to making ARHS Mission-based leadership decisions that serve the Riordan Family Community founded in spirit and traditions of Marianist education.
 - Responsible for reviewing the planning and implementation school policies including, strategic plan, branding, operations, admissions, calendar planning, communications, marketing, facilities, fundraising, events and Financial and fiscal responsibility for the school programs.
 - The intellectual, religious, social and physical development of the students
 - Suggesting ways to better involve parents, alumni and the community in the mission of the school.

CURRICULUM COUNCIL

Vice Principal of Academics (Chair)	Mr. Nate Simon
Dean of Academics	Mr. Christopher Fern
Dean of Academics	Ms. Diana Assereto
Power School Manager/PD Director	Mr. Michael O'Brien
Director of STEM Programs	Ms. Colleen O'Rourke
English Department	Mr. Richard Sylvester
Mathematics Department	Ms. Mary Ann Datoc
Modern Language Department	Ms. Avishan Peer
Religious Studies Department	Ms. Danielle Jow
Science	Ms. Karen McDermott
Social Science Department	Ms. Nicole Morello
Visual and Performing Arts Department	Mr. Gregory Callaghan
Director of Resource Specialist Program	Ms. Stephanie Lundin
Director of Counseling & AP Coordinator	Ms. Melanie Aguas

Curriculum Council functions in the following capacities:

- Reviews and makes recommendations on matters of curriculum and instruction in order to maintain the best possible academic preparation for the students in relation to their needs.
- Looks to the establishment of interdepartmental cooperation and coordination of curriculum, instructional materials, projects and assignments.
- Makes recommendations for curriculum, including summer school.
- Draws up and maintains a complete description of all subjects in the curriculum as well as prerequisites.
- Recommends requirements for and distribution of the Academic Awards.
- Recommends methods for increasing school wide motivation in intellectual pursuits.
- Recommends the requirements and courses for graduation and assist in carrying out the graduation ceremonies.
- Makes recommendations on the academic failures policies.
- Recommends and assists in the planning of faculty workshops and in-service training.
- Recommends new sources for the improvement of teaching methods.
- Assists the AP of Academics in any aspect necessary for the effective operation of the overall academic program of the school.
- Periodically reviews faculty needs.

Rotating Leadership* – In an effort to give different members in departments an opportunity to lead and participate in curriculum council the following term rotation is as follows.

Year 1 – New Chairs for Theology, Modern Languages, Science, VPA

Year 2 – Math, English, Social Science

Year 3 – No Change

Year 4 - Repeat Cycle

The maximum term for service on Curriculum Council is three consecutive years with a one-year minimum hiatus before serving for another term. In the case that a department does not have a chair, the Dean of Academics will be designated as the chair. The administration may decide to make an executive decision for one or more departments, which may differ from the above cycle.

This Rotating Schedule was implemented at the end of the 2013-14 school year and will be subject to review and possible modification by the Curriculum Council.

2025 / 2026 HOUSE PROVINCIALS

BOLTS:

Provincial: Mr. Michael Vezzali-Pascual

CANA:

Provincial: Ms. Colleen O'Rourke

PILAR:

Provincial: Mr. Jack Reardon

RUSSI:

Provincial: Mr. David Canales

FACULTY AND STAFF ATTENDANCE

Faculty/Teachers: The Archbishop Riordan High School year begins in early August and continues through May. This is exclusive of holidays listed on the school calendar. The normal hours of operation for the school day is from 7:45 am to 3:15 pm. On meeting days, all faculty members should remain on campus until 3:15pm. Full time teachers will provide their students with academic support in a designated classroom during either block 1 or block 5 unless they are assigned to ARC during that time.

Campus Offices: To best serve ARHS students, families, friends and alumni, all Staff/Administrative Assistants' work hours should be agreed upon with their immediate supervisors (and approved by either the Principal or President) to support the following hours of operation:

Main Reception	7:30am – 3:30pm
Attendance Office	7:30am – 3:30pm
Vice Principal's Office	7:30am – 3:30pm
Admissions Office	8:00am – 5:00pm
Finance Office	8:00am – 4:00pm
Development Office	8:00am – 4:00pm
Campus Ministry Office	7:30am – 3:30pm
Community Service Office	8:00am – 4:00pm
Human Resource Office	8:00 am – 4:00pm (M, W, F)
Athletics Office	10:00am – 6:00pm
Athletic Trainer's Office	11:30am - 7:00 pm (or by appointment)

Policy for leaving campus during the school day

Faculty or staff members who must leave campus during the school day (7:45am to 3:15pm), for either professional or personal reasons, must check out with the front desk receptionist before leaving.

Policy for illness and personal leave

When planning for personal/vacation days, Administration, Faculty, and Staff are expected to make every effort to request time off that imposes the least possible impact on their students and colleagues.

In the event that illness prevents a teacher from reporting to school, they are to

communicate to the school office before 7:00am by email and/or phone. Included with the report of absence for teachers should be a lesson plan for the students that is posted on Schoology and emailed to Maria Bastianon. A full-time teacher shall be required to substitute for an absent teacher as requested by the Vice Principal of Academics. Ms. Maria Bastianon, Academic Administrative Assistant, will be the contact person to coordinate the substitution for the day: mbastianon@riordanhs.org or (415) 586-8200 x249.

Staff (non-faculty) members who are sick and unable to report to work must notify their supervisor, Ms. Maria Bastianon and Human Resources before 7:00am by email and/or phone.

When the Vice Principal is informed by the end of the school's previous business day that a teacher will be absent from school for a period greater than four (4) consecutive days, the Vice Principal or a designated person will make every effort to obtain a substitute teacher outside the school.

Faculty Personal/Vacation Days: A full-time teacher who has been employed without termination of service for at least one (1) year, and who is a teacher within the secondary schools of the Archdiocesan school system, shall be entitled to three (3) days of personal leave with pay during each school year. Requests for personal leave must be completed and submitted to the Vice Principal at least two (2) full days in advance of intended personal leave when the leave can be anticipated. Such leave shall be deducted from accumulated sick leave. If no sick leave is accumulated, the teacher shall not qualify for personal leave with pay.

Administration/Directors/Staff Personal/Vacation Days: All Administrators, Directors and Staff must submit the following as related to personal/vacation days: Requests for personal leave/vacation must be completed and submitted in writing to his/her immediate supervisor AND to the Vice Principal or President (as appropriately indicated on the Organizational Chart) as such: One (1) day of leave/vacation: at least two (2) full days in advance of intended personal/vacation day when the leave can be anticipated. Two (2) or more days of leave/vacation: one month in advance of intended personal/vacation day when the leave can be anticipated.

Please use the digital forms available through the Human Resources Office to request vacations. In addition, time off requests must also be entered into ADP via Time and Attendance.

Vacation Accrual (Non-faculty Employees): No employee may accrue more than two years of his/her annual vacation accrual. (i.e., if an employee is entitled to accrue 15 days vacation per year, he/she may accrue up to a cap of 30 days vacation) Vacation accrual shall cease when the employee's earned vacation reaches his/her cap. An employee will not accrue any more vacation time until the employee uses sufficient vacation time to bring him/her below the vacation accrual cap.

Professional Development Days: Attendance at in-house professional growth

seminars/workshops is paramount to the development and success of our Instructional Plan. Absences must be cleared in advance through the Vice Principal of Academics and respective Department Chairs. In addition, the Academic Administrative Assistant, Ms. Maria Bastianon, must be notified to ensure a suitable substitute for the teacher's absence.

Work from Home Policy

All employees are required to work on-campus and perform their job duties during regular business hours. This requirement promotes collaboration, team cohesion and operational efficiency.

Exceptions to the on-campus work requirement may be granted for specific positions, as determined and pre-approved by the President.

12-month Staff Christmas/Easter Break

Eligible 12-month staff employees will continue to receive their regular pay during the Christmas and Easter breaks. If an employee is on a leave of absence during Christmas or Easter break, they will not be eligible for regular pay during the breaks.

While the expectation is that staff will be eligible for pay during Christmas and Easter break, there may be exceptions where specific roles or responsibilities may necessitate work. Exceptions include, but are not limited to:

Emergency Situations: Employees may be required to perform essential duties in case of emergency situations or critical incidents affecting school operations.

Special Projects or Events: Employees whose roles involve critical projects, planning for upcoming events, or other significant responsibilities may be required to work during the break.

Pre-Approved Work: Certain employees may be pre-approved by the President for work during the breaks. This must be communicated and agreed upon in advance.

Time of Year: Certain employees' success is dependent on the time of year (year end, quarter end, etc). Employees who have duties or deadlines that coincide with breaks may be expected to work.

Empty Campus: Work may need to be completed during breaks when the campus has few or no students, faculty and/or staff on campus. Employees in these roles may be required to work during these breaks if such work is necessary.

12-month Staff Summer Break

12-month employees work their normal hours over the summer, unless accrued time off is used.

EXEMPT EMPLOYEES – Non-Faculty

The following guidelines will be in practice for all exempt employees – Non Teacher.

- Exempt employees must maintain defined office hours. If they should need to be out of the office for work related matters they are expected to note this on their department calendar and share that calendar with the President and/or Vice Principal.
- Exempt employees will follow already established school policies and procedures

for notifying the school regarding any absences for illness, personal days and vacations.

- Exempt employees may not work from home unless the President and/or Principal approve that work.
- Exempt employees are not eligible for Compensatory Time off (Comp time). There will however be flexibility to take some time off, at a convenient time for all involved, to reward extraordinary efforts. This time off should be scheduled and approved by the exempt staff's supervisor, to be taken during the current pay period. In no case should "comp time" be accumulated for some future time, or taken hour for hour for the extra time worked.

SCHOOL OFFICE

The Main Office hours are from 7:30am to 3:30pm. Faculty and staff may have access to the school, but must leave no later than 10:30pm. The alarm system is activated every evening at 11:00pm and deactivated every morning at 6:00am. During this time no one should be in the school building, gym, cafeteria or theater.

The Main Office is a place of business. Teachers are requested not to ask the office personnel to perform any clerical work for them.

FACULTY / STAFF DRESS GUIDELINES

Male Faculty

- Shirts: Tucked in button-down dress shirts or Riordan Polo shirts must be worn during the school day. Ties are optional. Sweatshirts/hoodies are NOT allowed.
- Pants: Dress type trousers or khakis are required. Blue jeans are NOT allowed.
- Shoes: Dress/casual shoes, or lifestyle sneakers worn with socks. NOT permitted: athletic shoes, basketball shoes, hiking/work boots, sandals, crocs or flip flops.
- Hair: Combed and trimmed with length above the collar. Not allowed: bleached, dyed or extreme colors.
- P.E.: Teachers: Must dress appropriately in polo shirts with the ARHS logo only. Pants should be long/short khaki, solid black, or with an ARHS logo. ARHS outerwear only or follow Regular Faculty/Staff standards.

Formal Dress Day for Male Faculty:

Sport jacket or suit jacket required along with a dress shirt and standard tie.

Female Faculty

- Dress/Skirt: Professional dresses, suits, and skirts may be worn. Hems must fall to the knee and no shorter. Blue jean skirts and dresses are not allowed.
- Pants: Professional slacks must be worn. Cropped pants, falling at least halfway down the lower leg are acceptable if material and style is dressy/tailored.

No yoga pants, leggings or body-fitted pants are allowed without a longer sweater or top with a hem/finish to the mid-thigh. Blue jeans are NOT allowed.

Shirts: Professional blouses, shirts, sweaters and Riordan polos may be worn. If sleeveless, the shirts must have wide straps. All shirts must have a modest neckline. Sweatshirts/hoodies are NOT allowed.

Shoes: Casual dress shoes and lifestyle sneakers may be worn, including open-toe shoes if in professional styling. Athletic shoes, basketball shoes, crocs, slippers and hiking boots are NOT allowed.

P.E.: Teachers: Must dress appropriately in polo shirts with the ARHS logo only. Pants should be long/short khaki, solid black, or with an ARHS logo. ARHS outerwear only or follow Regular Faculty/Staff standards.

Formal Dress Day for Women:

Suits or professional skirts, dresses, or slacks with a professional top.

Friday Dress – Male and Female

On Fridays, faculty and staff are invited to have a more relaxed look but must adhere to the following guidelines:

- ARHS shirts (ARHS house and Spirit T-shirts are allowed)
- ARHS outerwear, including sweatshirts/hoodies, are allowed.
- Casual pants and shoes (sneakers and basketball shoes are allowed; no crocs or flip flops). Yoga pants and leggings are NOT allowed (without a longer sweater or top to the mid-thigh).
- Blue jeans are NOT allowed.

Staff Dress

Each staff person may have a more casual or formal dress requirement, which should be determined by his or her supervisor, within the following guidelines and approved by their supervisor:

- Business casual attire: casual dress slacks and shoes. Blue jeans are NOT allowed. Yoga pants and leggings are NOT allowed (without a longer sweater or top to the mid-thigh).
- ARHS shirts
- Shoes: Casual dress shoes and lifestyle sneakers may be worn, including open-toe shoes if in professional styling. Athletic shoes, basketball shoes, crocs, slippers and hiking boots are NOT allowed.

Maintenance Dress

Shirts: Plain, non logoed, black, gray or purple short sleeve or long sleeved, or any Riordan logoed shirt.

Pants: Khaki or brown work pants (mechanic/construction style, similar to Dickies Work Pants)

Shoes: Work boots/shoes or athletic shoes. No crocs, sandals or flip flops.

AUTOMOBILES, PARKING and GATES

- Parking is based on a first come, first served basis. Faculty and Staff are not guaranteed a parking space.
- Parking in the spots marked "Visitor" is prohibited.
- The parking spaces in front of the school will be restricted to use by the Office of the President, Board Members, clergy, visitors, guests and Boarding Program employees.
- There will be no parking under any circumstances on the sidewalk area in front of the main entrance steps to the school.
- The Judson Avenue gate will be locked each evening by 9:30pm, except for nights of general meetings of parent groups, athletic contests, and other similar events where large crowds are in attendance. It will be locked all day Saturday and Sunday, except for similar events as previously mentioned. It is the responsibility of anyone who opens the gate to lock it after hours.
- Anyone who needs to leave a vehicle parked overnight on campus for any length of time must report this to the Director of Facilities.
- All groups using the school and its facilities are asked to abide by these rules, which were instituted for the benefit of everyone.
- The school is not responsible for any damage done to cars parked in our lot. **Our insurance company will not insure these claims.**

Electric Vehicle Charging Stations

To ensure the efficient and equitable use of electric vehicle (EV) charging stations on school property, please be considerate of others and practice good etiquette.

- Charging stations are located in designated parking spots and are reserved for EVs.
- Once your EV is fully charged, move it promptly to a regular parking space to allow others to use the charging station.
- Regularly check your charging status to ensure that your EV does not remain connected longer than necessary and to avoid monopolizing the charging station.
- Report any malfunctioning or damaged stations to the Facilities department and do not attempt to repair or temper with charging equipment.
- The school is not responsible for damage done to cars parked in designated EV parking spots and insurance will not cover any claims.

In the event that all regular parking spaces are occupied, open EV charging station parking spaces can be utilized by non-EV vehicles.

COMMUNICATION

Confidentiality

Teachers and Staff must protect our students and their privacy. Academics, Discipline Issues, Family Information, and any school related data must not be discussed or shared with anyone not directly related to the topic. Professional collaboration is utilized for the appropriate parties and designated positions related to each specific issue. Sharing of any information beyond parties directly involved needs administrative approval. This also applies to email, social media, and verbal conversations.

Positive Environment

Our Faculty and Staff must set proper examples for our students by the way we communicate with each other and with our community. We expect our students to speak as we do: with honesty, authenticity, integrity and respect. Avoid gossip, judgment, negativity, complaining, excuses, lying, dogmatism, and teasing.

Mailboxes

Teachers must check their mailboxes every morning upon arrival. Faculty mailboxes should be kept in an orderly, professional way. All messages placed in boxes must be professional and school related. All messages inserted in the mailboxes must have an identified sender - no anonymous messages are permitted in our culture of collaboration and family spirit.

Email

Teachers must check email daily and return parent emails within two working days. This is the preferred method for communication with parents should issues develop between a student, parent, and/or teacher. Riordan email is the property of the school and is only to be used in a positive work related manner. Further details on use are outlined in the ADSF handbook.

Voicemail

It is the responsibility of teachers and staff members to check their voice mailboxes daily. All parent phone calls should be returned within two working days. Teachers are encouraged to keep a log of parent phone calls.

Important: Regardless of the preferred method of communication between parent and teacher, it is imperative and required that teachers return parent telephone calls and/or emails promptly (within 2 working days).

Student Records

Parents or guardians wishing to see their student's records must make a request in writing 24 hours in advance to the Office of the AP of Academics or Registrar are the only personnel with free access to student records. The Registrar will obtain for teacher personnel those records and other materials needed from the files. Records are not to be taken from the Registrar's Office at any time.

Parent-Teacher Conferences

Conferences are generally arranged directly by the teacher or through the Guidance Department. Parents may not come to school without an appointment to speak with a teacher, and a maximum of two parents/guardians per child are allowed to attend the pre-scheduled conference. All parents must check in at the Main Office during the school day.

Report Cards

Official Report cards are not mailed home each semester, but are available on Powerschool. Parents are notified in the Weekly Communication to check PowerSchool on a regular basis, and to pay special attention to the official grades appearing on the day of eligibility. Quarter Grades are always placed in PowerSchool Historical Grades for Administrative reference, though they do not appear on the official transcript.

Daily Prayer / PA Announcements

Teachers are asked to begin each class with a prayer. The Office of Campus Ministry is willing to assist any teacher with suggestions on classroom prayers. Teachers may wish to call upon students to lead the class in prayer. We pray together as a community at the end of each day just before dismissal. The community "Three O'clock Prayer" will be led from the public address system as directed by Campus Ministry. As soon as the "Three O'clock Prayer" has concluded over the PA system, all classes are dismissed -- there is no dismissal bell.

Three O'Clock Prayer

Lord Jesus,
We gather in spirit at the foot of the Cross With your Mother
And the disciple whom you loved. We ask
your pardon for our sins Which are the
cause of your death. We thank you for
remembering us In that hour of salvation
And for giving us Mary as our Mother. Holy
Virgin, take us under your protection
And open us to the action of the Holy Spirit.
Saint John, obtain for us the grace
Of taking Mary into our lives as you did, And
of assisting her in her mission.
May the Father and the Son and the Holy Spirit
be glorified in all places
Through the Immaculate Virgin Mary. Amen.

The Marianist Doxology

May the Father, and the son, and the Holy Spirit Be
glorified in all places
Through the Immaculate Virgin Mary. Amen

Weekly Newsletter

Each week, the Digital Content and Brand Manager produces an e-newsletter which is emailed to every family outlining news and planned major events. Copies are distributed electronically to all school personnel.

Faculty / Staff Records

A personnel file, located in the Human Resources office, is maintained for each employed member of ARHS. Anyone may request to view his or her personnel file by signing a form, which may be obtained from the Human Resource Director. This form requests your name, date, and purpose for which you wish to review your file. The Principal will respond within two working days and notify the Human Resources Manager. No file may leave the Human Resources office. If you request a copy of something contained in your personnel file, you

must allow the Human Resources Manager (upon the Principal's approval) a minimum of two (2) working days to make your copy.

MEETINGS, ASSEMBLIES, IN-SERVICES, SCHOOL MASSES & COLLABORATION

Faculty Meetings

Faculty and Staff meetings are held in Lindland Theater as posted on the school Calendar. The meetings will be posted on the online school calendar and the Vice Principal or President may call additional meetings at any time. Since school policies and other matters pertaining to the good order and smooth functioning of the school are discussed at these meetings, it is important that all members of the faculty and staff be present. Those who, for some legitimate reason, cannot attend should notify the Vice Principal of Academics at least one day in advance. Scheduling athletic contests/practices, VPA tryouts/rehearsals, etc. should be avoided during designated faculty meeting times.

Faculty and Staff Attendance – Student Life Liturgies, Rallies, Assemblies, etc.

*** Attendance at Liturgies, Assemblies, Rallies, and Student Meetings**

All Faculty and Exempt Staff are required to attend all-school liturgies in support of our Catholic Marianist Tradition. In addition, all faculty and other staff members are required to attend all assemblies when the entire student body is gathered. Attendance at House and/or divisional assemblies is required only by teachers involved in that division. Those who, for some legitimate reason, cannot attend, should notify the President or Vice Principal at least one day in advance.

Procedures for Liturgies, Assemblies and Rallies

- Students should secure and lock all books/bags/valuables in their lockers or in their R-time rooms.
- Classroom teachers or substitutes are required to accompany their respective classes to the event and to supervise them for the duration of the event. Students are to be attentive at all times and are not to engage in inappropriate behavior. Students must sit in their assigned sections and seats at all times.
- The school uses its public address system for dismissal directions for assemblies, liturgies, or rallies.
- Reservations are necessary for class assemblies or group meetings requiring the use of the Lindland Theatre, Chaminade Hall, Lecture Hall, Marianist Room, or outside courtyard space. Faculty and staff will be required to reserve space by contacting Mrs. Chrissy McGoldrick (cmcgoldrick@riordanhs.org) who will send a confirmation email.
- If requesting space in the Crusader Forum (gym) or another athletic facility, faculty and staff must reserve it by contacting Vice Principal of Student Affairs, Brian Kelly, at bkelly@riordanhs.org. For use of the theater, contact Greg Callaghan, at gcallaghan@riordanhs.org

Attendance at Special Events

- Faculty and Non-Hourly Staff must attend the following special events: Open House, Baccalaureate Mass, and Graduation, as well as additional Supervision Assignments totaling up to seven (7) as per the CBA. Faculty who are unable to attend any school function must obtain written permission from the Principal in advance of the event.
- If a teacher is requesting to be relieved of a supervision duty because they have accumulated 10 or more letters of recommendations per the CBA, the teacher must make this request with enough time for the administration to fill the supervision and it must be mutually agreed upon by the administration and the teacher to be approved.

FACILITIES – SUPPLIES - REGULATIONS

Faculty Rooms

The Faculty Room is reserved for faculty and staff. Students are not to be in the faculty room at any time. We need everyone's cooperation in keeping this room neat and clean.

Weight Room

At no time should any student be allowed to use the weight room without an approved coach (not just an adult) present. The Director of Strength and Conditioning, Mr. Ryan Jones, must clear any coach wishing to supervise weight room activity.

Archbishop Riordan faculty and staff may use the weight room at any time. Special consideration and cooperation should be given to teams that may be lifting together at the same time. Family members and friends are not permitted to use the weight room. The weight room is not to be used for personal promotion or for personal business activities. Usage of the weight room must be cleared in advance by the Director of Strength and Conditioning, Mr. Ryan Jones.

The weight room is closed to ALL outside groups. It may not be used or rented by any individual, group, or organization outside of CURRENT faculty, staff, and students.

Tobacco

ARHS is a nonsmoking/tobacco-free facility. Tobacco use is NOT permitted on school grounds, or at any school events. This includes cigars, cigarettes, chewing tobacco, vapor and e-cigarettes.

Fundraising

All public fundraising done outside of the ARHS community on behalf of the school must be approved by the President and by the Vice President of Advancement. This includes all Booster Organizations. Large-scale fundraising (ex: funds to support student trips/equipment) must be cleared at least a year in advance by the Principal.

All fundraising that is done within the ARHS community (i.e.: clubs hosting bake sales, shirt sales, etc.) must be calendared and approved by the Vice Principal of Student Affairs.

Advance Purchase Requests and Reimbursements

All reimbursements to individuals and payments to vendors for out-of-state purchases are subject to use tax. Please indicate on your Purchase order when submitting it to the Finance Office for payment that NO TAX has been paid to the vendor. The amount of this tax will be calculated by the Finance Office and debited for the same account number used on the Purchase Order submitted for the payment. Call Iwan Soegiharto in the Finance Office (x230) with any questions.

SCHOOL ENVIRONMENT / RESPONSIBILITIES

Teachers are responsible for the physical condition of classrooms (shared spaces=shared responsibility). Teachers should teach with at least one open door or one window uncovered at all times. The open door should have the door latch locked so that it can be closed and locked easily during an emergency. Classrooms should remain locked when staff members are not present. No student should ever be in a classroom without adult supervision. The last teacher using a classroom should close all windows and turn all lights off. The doors should be locked. The school is not responsible for personal items missing from classrooms. Our insurance will not cover these claims.

Recording Students' Attendance

Attendance is the legal responsibility of each teacher and of the school. Teachers must take attendance on PowerSchool during the first ten minutes of class each block. If the computer system is not functioning, the names of absent students should be sent to the Attendance Office no later than 10 minutes into the block.

Relocating Classes

If a class is not meeting in its regularly assigned room, teachers are responsible for informing the Vice Principal of Academics Office x222 and one of the Deans of Students Office x251, and leaving a note on the classroom door indicating where the class is being held. This also applies to substitutes.

Food/Eating in the Building

Faculty members are asked to avoid eating in their classrooms and allowing students to bring food into the building or in the classrooms during the regular school hours. Should faculty and students attend lunch meetings where food consumption is unavoidable, they are asked to EAT IN CLASSROOMS ONLY, with proper faculty/staff supervision and clean up. Students may only drink bottled water during class. It is the responsibility of the supervisor to clean the room and remove all trash. Faculty leading club meetings are responsible for directing students in cleaning the room and removing the trash. No food or beverages (including water) are allowed in the computer labs (Room 208), the Makerspace, or the Library.

Classroom Dismissals

Teachers should not dismiss their classes early. Dismissal is done by the bells only.

SUPERVISION DUTIES

Internal

Supervision of students on school grounds is a legal liability for the school. Full-time teachers are required to supervise areas where students congregate during school, and must arrive on time for each supervision assignment. Teachers are assigned times and areas to supervise at the beginning of the year. These supervisions are assigned on the basis of availability and least disruption to a teacher's daily schedule. If teachers cannot make their supervision on a given day, it is their responsibility to contact one of the Deans of Students at the earliest convenience.

External

By contract, full-time teachers are required to supervise no more than seven outside activities, such as games, dances, graduation practices, etc. Supervision assignments will be made in consultation with Teacher Representatives and with input from teachers. The Dean of Students may have to assign some supervision on the basis of fairness and convenience to the staff as a whole. Overnight retreats and dances receive multiple supervision credit. Specific supervisory duties at an event will be given to the supervisors prior to the event. Four supervisions are required for CBA full-time faculty, and three are required for Department Chairs. Part-time teachers will be assigned as needed by the Dean of Students.

Faculty/Staff Cell Phone Policy

Students and faculty should not use cell phones during class time for personal communications. As a professional courtesy to the learning environment, faculty and students are required to turn cell phones off or to "silent" during the hours of 7:30am to 3:30pm. Any violation by students will result in confiscation by faculty or staff, and the phone will be turned in to the Dean of Students. Policy and procedures as outlined in the Student-Parent Handbook will be followed with regard to the phone's return to the student in violation.

Faculty/Staff Visitors on Campus

All visitors (including media, guest speakers, and family of faculty and staff) must be cleared through the Administration, and are required to register in the Main Office immediately upon arrival. Due to liability issues, faculty and staff should not bring their children on campus while on duty at any time. This policy extends to assigned supervisions.

Security of School and School Keys

Every faculty and staff member must take responsibility for securing the building and property. The Director of Security issues all keys at the beginning of faculty or staff employment. No one should share their key with a student or anyone not employed by ARHS. Each person should monitor his or her keys at all times. If, for some unfortunate reason, a key is missing, it is the responsibility of the faculty or staff member to notify the Director of Security and the Vice Principal of Academics immediately. On weekends, the school building is to be kept locked.

Keys

Keys may only be obtained through a request submitted to the Director of Security and approved by the President.

Maintenance Requests

All requests for maintenance and janitorial service should be submitted by on line ticket system or email to the Director of Facilities at bramsey@riordanhs.org or acolville@riordanhs.org.

Pets/Animals in the Building

We respectfully ask that animals not be brought into the building or into school vehicles. Unless the animal is a school approved service animal.

Reserving Rooms/Spaces on Campus ONLINE

The Sarah and Michael Mayer '71 Lecture Hall, Chapel, Study and other areas on the ARHS campus are available for meetings/gatherings. It is the responsibility of those using the room to keep the room in good condition and to clean up after use. Use of the room may be scheduled through the online reservation page. If you would like the event to be placed on the school calendar, send an email to the Receptionist, cmcgoldrick@riordanhs.org.

*When reserving rooms/space on campus, allow time for set-up, breakdown, and clean up in the reservation.

STUDENT-PARENT HANDBOOK

Maintaining discipline and order in the classroom is a fundamental responsibility of the teacher, with a referral to the Dean of Students Office as a last resort. It is necessary to maintain a classroom environment that promotes learning and achievement. All faculty, staff and coaches should always act in a professional and responsible manner. The use of foul language is never permitted. All rules, policies and procedures with regard to academics, behavior, and student life can be found in the Student-Parent Handbook. Every faculty and staff member should be very well acquainted with the Student-Family Handbook, and should review it prior to the commencement of each academic year for any changes/updates.

Scholastic/Discipline Eligibility

All teachers and staff must adhere to and enforce the scholastic eligibility rules and policies set by the school and CIF for athletics.

Bus and Van Requests

Requests for a bus or van should be made online using the Transportation Request form to the Transportation Coordinators at least one week in advance of the proposed trip. Trips planned on shorter notice may be accepted if a bus or van is available. If confirmation of the request is not received within forty-eight (48) hours of the request being made, further inquiry should be made to the Transportation Coordinators.

- Only faculty and staff members of Archbishop Riordan High School are permitted to drive vans that are registered with the Maintenance Office. Anyone driving a vehicle must be cleared with Human Resources and the California DMV Pull Notice Program.
- Any and all unusual events or occurrences (traffic violations, vehicle

malfunctions, accidents, etc.) are to be reported to Stacy Goyhenetche and Tim Reardon immediately after conclusion of the trip.

- The driver is responsible for the cleanliness of the van. Students are not permitted to eat or drink in the vans.

Driving a School Owned Vehicle

Drivers must be over 21 (preferably over 25) and must have a valid, unrestricted driver license. Drivers must be cleared with Human Resources and the California DMV Pull Notice Program. A copy of each driver's license must be kept on file. The driver MUST carry their license at all times when operating a school vehicle. One seatbelt must be provided for and used by each vehicle occupant (NO EXCEPTIONS). Vans are limited to seven (7) passengers and one (1) driver. A signed permission slip for ANYONE riding in a school bus or van must be on file. A list of passengers must be given to the Principals Office prior to the school vehicle leaving Archbishop Riordan High School's campus. Only designated employees are allowed to drive a school owned vehicle. Do not allow Volunteers to drive Riordan vehicles.

Driving Personally Owned Vehicles

Reduce the use of all personally owned vehicles to the absolute minimum. NECESSITY SHOULD BE THE WATCHWORD. Drivers should be over 21 (preferably over 25). All drivers must be screened carefully. Age and health, as well as physical and mental condition, should be considered. Drivers must have a valid, unrestricted driver's license and must be listed on the school approved driver list, and cleared by Human Resources and the California DMV Pull Notice Program. A copy of each driver's license must be kept on file. The driver should carry liability insurance on the vehicle being used. THIS IS A KEY ELEMENT SINCE THE INSURANCE CARRIED BY THE DRIVER WILL TYPICALLY BE USED BEFORE THE DIOCESAN INSURANCE COMES INTO PLAY. Coverage details are shown on the declaration page of the individual insurance policy. A copy of the current declaration of coverage must be kept on file. One seatbelt must be provided for and used by each vehicle occupant. No private (non-chartered) vehicle, including vans, with more than nine (9) seats should be used. Additionally, no one should ride in the bed of a pickup truck.

Once an ARHS faculty or staff member has transported a student, another student may not subsequently drive them under any circumstances. The faculty or staff member remains responsible for the student transportation unless arrangements are made with the parent.

In Case of an Accident While Driving School Owned Vehicles

The following are the procedures for reporting an accident while driving a school vehicle:

- Call Archbishop Riordan High School and notify the Director of Facilities.
- Obtain names and telephone numbers of passengers.
- Complete accident packet in center console of vehicle.
- Do not continue in vehicle under any circumstances.
- Students may be dismissed only to their own parents or guardians.

All Employees transporting students in either their own vehicle or a school owned vehicle MUST be enrolled in the DMV Pull Notice Program. No exceptions.

RESPONSIBILITY AND RIGHTS

Student Records (Privacy Act Application)

In view of recent Federal and State legislation regarding school records, it is necessary that the high school office have a signed authorization on file in order to release a copy of a student's academic record to proper agencies and colleges upon the student's request.

Directory information on students may not be released for use by organizations other than those sponsored by the school without prior permission of the principal.

Unauthorized use of directory information is a breach of professional ethics, which jeopardizes all diocesan schools' participation in Federal funded programs.

The only school personnel that have access to the student cumulative file is the Principal, the Dean of Academics and the Registrar.

Responsibility and Rights of Teachers

Teachers are responsible for attending Open House, Parent-Teacher Night, Faculty Retreats, Graduation and Orientations of Faculty.

Archdiocesan High Schools Tuition Remission Program

Archbishop Riordan High School offers a tuition remission program for those children of current full-time employees. This program is a privilege to employees and is not guaranteed. The program is evaluated each year for administration to determine its continuance into the next year. In order to continue this benefit, tuition remission will only be extended to those students who are enrolled at Archbishop Riordan High School. Faculty and Staff will not be eligible for tuition remission while their children are attending any of the other three Archdiocesan high schools. However, faculty and staff are able to apply for financial aid directly with their school of interest.

Less than 1 year of Employment

No remission

After 1-5 years of Employment

Up to 50% remission at ARHS

After 6+ years of Employment

Up to 80% remission at ARHS

- All employees, regardless of hire date, are subject to the tuition benefit cap set forth by the President. This cap is determined by the operating budget.
- Tuition remission refers to the tuition fee only. Miscellaneous fees (i.e. registration, retreat, athletics, etc.) and any other charges are paid directly by the parent.
- Part-time benefit eligible employees may be extended the benefit on a prorated basis.
- During the annual budget setting process, Archbishop Riordan High School will set an individual tuition benefit cap. Employees must pay any tuition fees beyond their allotted amount if the cap is exceeded.
- Archbishop Riordan's President has the authority to adjust the policy at his or her discretion.
- If the employment relationship is terminated, the employee becomes responsible for any tuition that is still owed, or that was paid in advance on their behalf.

See the Human Resource Director, Mrs. Stacy Goyhenetche, for any additional information.

ACADEMICS

Academic Mission Statement

Archbishop Riordan High School educates young men of diverse academic abilities through its rigorous college-preparatory program. It provides a classical liberal education in a Catholic Marianist context. Archbishop Riordan recognizes that young men come to high school with a variety of learning styles, and it demands that each student meet academic standards requisite to post-secondary studies, while cultivating a love of learning.

Achieve Program

This academic program provides scholarship monies and academic support to select students. Incoming freshmen are selected for the program based on financial need, academic potential, family situation and a personal interview with the donor. All students in the program attend mandatory after school study sessions Tuesdays and Thursdays staffed by Achieve personnel. The Achieve Faculty Representative is the school liaison to the Achieve Program and foundation.

Advanced Placement Program

Archbishop Riordan offers fourteen Advanced Placement courses to qualified students in the sophomore, junior and senior years. These courses culminate in May of each year with the A.P. exam, which, if completed successfully, confers advanced standing and actual credit toward the baccalaureate degrees at over 1,500 colleges and universities.

The Advanced Placement courses and exams are as follows:

Calculus AB	Physics C (Mechanics)
Calculus BC	Mandarin
Chemistry	Statistics
English Language and Composition	Spanish Language
English Literature and Composition	U.S. Government and Politics
U.S. History	Computer Science Principles
Environmental Science	World History
Human Geography	Biology
Pre Calculus	Seminar: Journalism, Media & Democracy

Standards for admission to AP Courses:

- Each department has their own requirements

Additional factors which will be considered:

- The student should demonstrate a desire to excel.
- The student should exhibit superior writing and reading skills.
- The student should have no previous honor code violations.

AP Exam Policy:

Students have the option to take the AP exam or not, but must follow the procedures for payment for the AP exams and adhere to the deadlines provided by the AP Coordinator in order to receive a refund if they choose not to take the exam.

Schoolwide Assessment Revision Policy

Final Exams

Final exams in all survey courses must share a common, agreed-upon basis, be similar in how their design and assess the same standards regardless of how many teachers teach the course and how many sections are offered. Collaboration on the creation of exams is thus required. Such concerted work can act as part of a battery of competency assessments.

Final Exams

1. All courses must have a comprehensive final assessment that contains an in-person component to be completed on the day of final exams for that course.
2. Final exams are to be comprehensive, i.e., covering the entire semester. It is acceptable for the majority of tested material, e.g., two-thirds of the exam, to come from the second quarter.
3. Students are required to remain in the exam room for the entire length of the final exam period. Exams should be designed so that students can complete them comfortably in the allotted time. Students should bring other material to read or study should they complete their exams before the exam period has elapsed.
4. Final exams in all survey courses must have a common basis regardless of the teacher. Collaboration on the creation of exams is expected.
5. A substantial portion of the week before final assessments should be dedicated to final exam preparation.
6. Drafts of final exams and Final Assessment checklist must be submitted to the ALT team and Department Chairs at least ten days before Finals Week to be approved. This is a hard deadline, as dead week can then be used as a time to return exams to teachers in case there is a need for amendments.
7. Every exam must present material that tests students' problem-solving/critical thinking skills. For most departments, this requires an essay/writing component worth at least one-third of the exam's value (and test-taking time).
Teachers must submit digital copies of their final exams to the Dean of Academics one week before Final Exams week.
8. Should a student miss their final exam, teachers will submit a copy of the appropriate final exam with the absent student's name on the test to the Main Office. All student absences must be verified by a doctor's note and approved by the Dean of Academics.
9. Students who arrive late to a final exam are allowed to take it. However, he has only until the end of the exam period and does not receive extended time, nor will he be allowed to take the exam on Make-Up Day.
10. Final Grades for the Fall semester are due in PowerSchool upon the return from Christmas vacation. Final Grades for the Spring term are due in PowerSchool during the week following Graduation. Specific dates will be announced by the AP of Academics, and can be found on the calendar.
11. Grades may be turned in early by submitting them on PowerSchool.
12. The Academic Office collects every teacher's completed final exams and stores

them for one year.

Policy Regarding Returning & Reviewing Corrected Tests

- Students have the right to review the results of their work by studying corrected examinations. Except for Final Exams, it is school policy that completed tests must be reviewed in class so that students may see where they erred and where they succeeded. Failure to follow this policy is a serious omission of a teacher's educational responsibility.
- Teachers have a legitimate concern for protecting the confidentiality of their tests so that they may use the tests in future classes. However, with the advent of CD-ROM test-making programs and word-processing software, alternate tests can readily be made. Further, students' educational needs take precedence over security concerns. As such, completed tests must be made available for students to review in a class setting.
- Tests are not merely assessment tools for teachers. They must also be used as learning tools for students. Reviewing corrected exams as a class exercise not only is an important step in the learning process, such reviews allow students to see what they did right and what they did wrong. Further, they provide an important opportunity for students and teachers to identify and amend errors made in the correction of the tests.
- All students, especially those in the Resource Specialist Program (RSP), benefit from evaluating their work on recently completed tests. Therefore, completed tests must be made available for students and their parents to examine upon request. In the case of RSP students, the RSP coordinator is authorized to review corrected exams confidentially with the RSP student. The RSP coordinator will return the exam to the teacher upon completion of the examination review.
- Teachers may collect the exams after completing the review with their students, but they must keep them in a place for easy reference and retrieval if parent, administrators or counselors request to see them.
- Once final exams are corrected they must be submitted to Maria in the Main Office. They will be stored by the school in a secure place and made available to review by students upon request through the Dean of Academics.

Portfolio Use

One effective method of blending assessment with instruction, and making students active participants in measuring their own growth as learners is to employ the use of portfolios. There are a variety of types of portfolios, each serving a particular purpose. One such portfolio, an assessment portfolio, documents student learning on specific curricular outcomes. In other words, it provides evidence of student work displaying what knowledge and skills a student has learned. Portfolios are ineffective unless they are a regular – perhaps central – component of an assessment program. Used well, however, they transform the role of the student from a passive recipient of data to a self-evaluator engaged in a regular dialogue with his key mentor and ally, his teacher.

Rubrics

Archbishop Riordan High School requires teachers to use rubrics for every substantial

product (papers, labs, displays) and performance (tests, debates, speeches) assigned.

A rubric is a very effective method of assessment for a number of reasons:

1. It provides clear, written pre-instructional standards of performance
2. It allows for the establishment of high standards
3. It gives specific feedback to students on their performance
4. It creates a specific basis for grading...a more complete assessment
5. It provides for more consistent standards for evaluators
6. It minimizes bias in grading
7. It saves time and lightens the burden of the paper load
8. It provides baseline data to measure student growth
9. It is an effective document for parents and public to study

It is critical that the content and skills taught by a teacher be assessed with the appropriate methods. Multiple-choice tests/quizzes have a value, but there are clear limits on its value. Though rubrics will vary in details from assignment to assignment, the sample provided below offers a general idea.

Placement Exams

A critical aspect of a student's education is being properly placed into classes that best fit his needs. To this end, Archbishop Riordan holds a High School Placement Test (HSPT) for incoming freshmen in Math and English. All incoming freshman students are required to take the exam.

Beyond the HSPT students are required to take the Algebra II Readiness exam if they wish to place out of Algebra 1.

Attendance and Grades

Student attendance is considered essential for successful completion of any course of study. Attendance is a behavioral issue, however, and not an academic one; consequently, attendance has no direct effect on a student's academic grade in any course. School related absences i.e. field trips or sporting events, are not counted against a student's grade as long as he makes up any missed work in a reasonable amount of time. It however may have an indirect effect on the student's academic progress.

Back-to-School Night

Twice a year, teachers are expected to create a 10-15 video presentation and post it on their schoology page in place of an in-person back to school night. The video should contain a description of their course, classroom expectations, examples of the kind of work students will be asked to do, the materials and resources needed for the course and a description of the grading practices and procedures in the course.

4x4 Block Schedule

ARHS uses a 4x4 block schedule in which students meet with their teachers every day for one semester. This schedule allows for students to meet with their teachers for the same

amount of time in one semester, that a student on a rotating schedule meets with their teacher during an entire school year. Thus, one semester counts for a 10 unit course which at most schools takes place over a full year.

Students have 3 or 4 classes per semester in a 4x4 schedule and must have a minimum of 6 total classes. In a semester where they have 3 classes, students have an “open period” where they can use designated spaces on campus to study.

Budgets

Department Budgets are developed first in individual department in the winter of the preceding year. The Professional Development budget is separate from a regular budget, but if teachers have ideas for professional development or other projects, please submit them. The entire school budget for the school year is decided by the Finance Committee the preceding February.

Class Size

The average student-to-teacher ratio at ARHS is 27:1. However, laboratory science courses are “soft-capped” at a student-to-teacher ratio of 24:1.

Community Service Requirement

CCSL Hours - Promotion and participation

All students must complete 100 Christian Community Service Learning hours by graduation. There are two categories of service: SHED (service for the Sick, Homeless, Elderly, and those with Disabilities) and Support. Faculty and staff may offer Support opportunities to students during the school year for services in their rooms, tutoring other students, coaching assistance, clean up, school event organizing, etc. Prior to promoting a SHED or off-campus opportunity, please see Campus Ministry in order to maintain consistency in our outreach.

All hours must be reported on student's X2VOL accounts, and you may be the 'activity contact'. You may also email a list of students, and Campus Ministry may help in the process. Further details of CCSL requirements can be found in the Student/Parent Handbook.

Controversial Issues, Programs and Course Material

Discretion is essential when selecting material to use in class. Material that contains gratuitous or graphic sexual and/or violent passages is inappropriate. Classroom teachers should confer with their Department Chair if they are unsure of the appropriateness of materials or topics. No one is comfortable with the notion of censorship; however, the need for the use of age-appropriate literature and films and for well managed moderating of controversial or “hot” discussion topics is a responsibility of all teachers.

The nature of controversial issues is such that reasonable people will have different opinions. Discussion of controversial issues may, therefore, involve points of view objectionable to some individuals. It is the purpose of this statement to point out criteria that may be considered reasonable and acceptable to guide school personnel. It is intended to provide a series of statements each of which is fully defensible as an isolated generalization.

Free discussion of controversial issues is the heart of the democratic process. Freedom of speech and free access to information is among our most cherished traditions. It is the responsibility of our teachers to prepare students to understand these democratic practices so that they may use them wisely.

A major purpose of education is to build good citizenship by providing the opportunities for education in the basic skills, attitudes and activities of a free society. We believe that thorough discussion and evaluation of all aspects of controversial issues will help students to reach conclusions most consistent with democratic traditions. Opportunities for such discussions, therefore, should be provided in schools. The liberation of the mind and cultivation of independent thought and critical inquiry should be major tasks of education. But, it must be remembered; equally important is the task of transmitting the great lessons learned from the past to each succeeding generation.

Freedom of discussions under supervision in the classroom instills in growing minds the habit of evaluating all aspects of controversial issues and tends to offset the impact of subversive influences. Well-informed, enlightened citizens are the foundation upon which a free society rests. The school plays a vital role in strengthening this foundation so that our democratic way of life may be protected and extended.

Policy Statement

To foster the development of the individual in accordance with the school's stated philosophy and goals, Archbishop Riordan High School states that the policy for the choice and implementation of teaching materials and academic programs through the school is as follows:

- Provide materials that will enrich and support the curriculum taking into consideration the varied interests, abilities, knowledge and maturity levels of the students.
- Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- Provide a background of information, which will enable students to make intelligent judgments in their daily lives.
- Provide materials on opposing sides of controversial issues so that young men, under guidance, may develop the practice of reading and thinking.
- Provide materials representative of the many religious, ethnic and cultural groups and their contributions to our American Heritage.
- Place principle above personal opinion and reason above prejudice in the selections of materials of the highest quality in order to assure a comprehensive collection appropriate for the program's purposes.

Criteria for Selection of Guest Speaker(s), Materials and Programs

The decision for selecting guest speaker(s), materials and/or programs will be based upon:

- The overall purpose of the use of speaker(s), materials and/or programs.
- The significance, relevance and timeliness of the speaker(s), programs and/or materials to the curriculum of the department in which they are used.
- The readiness of students to discuss the issue with reason, emotional control and understanding (maturity and interest levels).
- The degree to which the discussion will produce greater tolerance, understanding and goodwill in the community.
- The guest speaker and the materials in question are sensitive to the philosophy and teachings of the Catholic Church.
- Submit Guest Speaker requests through the online Faculty Toolbox. The Dean of Academics must approve all guest speakers.

Procedure for Handling Challenged Speaker, Program Or Materials

Whenever a guest speaker, materials or a program is challenged, the following procedure is to be followed:

- Complaints and/or questions are to be put forth in writing and submitted to the review committee (the Academic Council). The committee chooses its own chairperson who will review the report (in writing) and forward it to the Dean of Academics who will inform all parties involved. The Dean of Academics cannot be a member of this committee.
- Copies of the materials, syllabus of the program, a tape or the speaker's text with an explanation of why it was selected for use, are forwarded to the committee.
- The challenged material or program shall continue in use pending a decision by the committee.
- With the specific objections in mind, the questioned material or program should be immediately read and/or reviewed by the committee. The report of the committee shall be made as rapidly as possible. If the challenge to the speaker, program, or materials is sustained by a majority vote of the committee, then the subject speaker, program and/or materials will not be presented for instruction.
- The decision of the committee may be appealed to the Principal whose decision is final.

Copier Policy

There are three copy machines operated by ARHS: There are two large copiers located in the Faculty Room and the Ricoh located in the Main Office.

The Faculty Room copiers are available at all times for teacher use by trained teachers. The Main Office copier is strictly for Main Office use. All copy machine problems should be reported to Tech Support by email at support@riordanhs.org.

Note: Copiers break down periodically. Care must be taken when removing paper as a result of a paper jam, and copiers must be kept clean in order for the copiers to operate smoothly and efficiently. If the teachers' machine is out of order, appropriate adjustments will be made to copy procedures. **IMPORTANT:** Faculty members must NOT send students to receive

photocopied material from the copy room. No student is allowed at any time in the copy room, especially during midterms and finals when testing material is being reproduced.

Educational Technology

ARHS is committed to not only maintaining its substantial computer infrastructure, but also continuing to grow our understanding of Academic Technology and digital learning models. Apple computers are installed in every classroom for teachers, as well as in the Faculty Workroom. All school computers are networked and linked to the Internet.

ARHS has been equipped with a state-of-the-art server core, running CISCO servers and VMWare, allowing faculty, staff and students the ability to securely share and store files over the Riordan network. A backup server backs up all data from the mainframe on a daily basis. A Smoothwall appliance monitors all network traffic while filtering student Internet access to sites deemed non-educational or inappropriate. Faculty may request blocked sites to be temporarily unblocked for educational purposes, such as for research. Print servers operate to allow wireless printing from all faculty, staff and student iPads to all designated printers on campus. Faculty and students have separate servers and separate networks (referred to as vLans) allowing for additional security and management.

All faculty and staff members are issued a school-based email account, server account, wireless account, library account, copy machine code, digital voicemail (full-time only) and a Crusader Cash account. Faculty members are also issued a PowerSchool account and Schoology account. All students are issued a school-based email account, server account, wireless account, library account and a Crusader Cash account. Students and their parents are also issued separate PowerSchool accounts.

ARHS uses PowerSchool as its school administration and operating system. A web-based system, PowerSchool offers the ability for parents and students to access their attendance file and their academic performance in their courses in real time via the Internet. Complete spreadsheets revealing all the factors that comprise each student's grades, not merely a single letter grade, are displayed, thus revolutionizing home-school communication, eliminating the need for traditional progress reports, and elevating the interaction between parents and teachers.

Televisions equipped with Apple TV's or projectors are installed in every classroom.

In addition, ARHS has additional equipment for classroom loan through the Technology Help Desk, including external digital speakers, headsets, VGA to iPad adapters, keyboards and mice for school use.

Laptop Program / Schoology

All faculty and staff are issued an Apple Laptop for their daily use, fully equipped with the required ARHS applications (apps). The devices are owned by ARHS and are checked out to the faculty or staff member's account through the Riordan Follett database system. Faculty and staff are responsible for maintaining their device, keeping it clean, charged and operational. Cases are to be used at all times. No screen coverings or films should be used

on the device, nor any writing, stickers, or other marks should be made on the exterior of the Laptop. In the event of accidental damage or software updates, or loss of device, please bring the device to the Technology Help Desk. Faculty and staff are to sign and bind to agreement (refer to document "Archbishop Riordan High School Laptop Agreement") in order to receive a Laptop.

The Laptop seamlessly connects to all of Riordan's current online technology, including PowerSchool, Schoology, Email, Google Drive, EBSCO Online Research Databases, Turn-It-In Online, SCOIR, and the Riordan Web Portal. The Laptop is a platform for educational apps and interactive resources for students and faculty to expand their learning environment.

All students are required to have a digital device. Starting in the fall of 2024 all new students must have a laptop, and must bring them to class every day. Students enrolled before 2024 are allowed to have an iPad or a laptop.

Faculty should strive to have their textbooks available in a digital format, as the ARHS campus is a digital environment. Faculty use Schoology platform for creating, maintaining and interacting with their students for each class they teach, in support of their lesson planning, scope and sequence and to distribute handouts in a digital format. Faculty will share all of their Schoology courses with all other faculty, counselors and administration each semester.

All survey courses, especially those in which more than one teacher is teaching the same course, must follow the scope-and-sequence designed by the department. Teachers must share their Schoology course(s) with all faculty and staff that clearly defines the scope-and-sequence of the course.

The technology personnel is as follows:

- John Wu, Director of Academic Technology
- Michael O'Brien, PowerSchool Manager
- Tre'Jon Bolden, Technology Help Desk Manager

Eligibility Policy Under the 4x4 Schedule

ARHS academic eligibility is determined by each student's quarter grades, both HAS grades and Academic grades, which are posted every nine weeks.

Academic Probation

A student whose GPA falls below a 2.0 for any quarter grading period, or who has 2 or more "U's" for their Habits of Academic Success grade (Two N's counts as a U) is placed on Academic Probation until the next report is posted. While on Academic Probation, a student is permitted to participate in extra-curricular activities; however, their counselors will monitor their academic performance and they are subject to mandatory attendance in after-school Resource Centers to receive additional help. If a student does not achieve a GPA of 2.0 or higher on the next grade report, he will be placed on Academic Ineligibility.

Academic Ineligibility

A student whose GPA remains below a 2.0 or who has 2 or more "U's" for their Habits of Academic Success grade (Two N's counts as a U) for two consecutive grading periods will be

placed on Academic Ineligibility until the next grade report. These students are prohibited from participating in any co-curricular activity in accordance with the California Interscholastic Federation rules. Ineligible students are not permitted to participate in, or attend, sporting events (both home and away), dances, team practices, drama rehearsals, clubs and government.

Academic Dismissal

The following are the circumstances under which a student will be reviewed for academic dismissal:

- Multiple Term Failures (Note: any student with two or more un-repaired F's may not be allowed to return to ARHS).
- Two semesters below a 2.0 (does not have to be consecutive)
- Two semesters with poor HAS grades
- Cumulative GPA remains below a 2.0 for two semesters.

Unlike behavior dismissals, there are no appeals for academic dismissals.

Excessive Absences

When students miss class for any reason, they invariably suffer academically. Students who miss class are responsible to make up work at their teacher's convenience. All absences are calculated on a per class basis. Consequences for excessive absences (non-school related) are listed in the Student/Parent Handbook.

Field Trips

All field trips must follow the approved guidelines in the Faculty Handbook. Properly planned field trips can be an integral part of the program of classroom instruction and extra-curricular activities and can be a valuable learning experience. Teachers are encouraged to prepare the students

well for the field trip with an introduction of the activity, some reading material, and/or an assignment. Likewise, teachers are encouraged to follow up the field trip with some type of activity, report or evaluation.

It is important for each teacher to keep in mind that a field trip of long duration will interfere with instruction in another class. It is a privilege to attend a field trip, and students must have a GPA of 2.0 or better in order to attend. If a student is not in good standing, the Principal or Dean of Academics has the option of denying that privilege.

Students on field trips must be supervised. At least one faculty member must be present at all times. The number of faculty supervisors required will depend on the nature of the field trip. The general rule for supervision is one adult for every 10 students. More supervision is required for overnight trips and air travel. Students, teams or organized groups representing Archbishop Riordan High School must use school approved and state sanctioned transportation to and from school related activities, functions and events, whether sponsored by ARHS or any other agency. School approved and state sanctioned transportation are defined as follows:

- A school bus as defined in the vehicle and education codes of the State of

California, operated by a State of California approved driver (Class II license and school bus certificate).

- A vehicle with seating capacity of no more than eight (8) passengers, driven by a school official.
- A vehicle driven by a parent or legal guardian may only transport that parent/guardian's son or ward. No student may ride with another parent or adult without specific and express written permission from the student's parent or legal guardian.
- Teams or organized student groups who regularly attend or participate in activities that require school approved transportation must have written permission from team or group members' parents or guardians to use school-approved transportation.
- Students representing Archbishop Riordan High School in any fashion, whether on a field trip, attending an event, or participating in an activity, must comply with the dress and grooming codes, as well as conduct themselves in a gentlemanly fashion. Any exception to the dress and grooming codes for a field trip or school activity must be cleared through the Dean of Students.
- No student may operate a privately owned vehicle, or a school-owned vehicle, to run errands for school officials during school hours.

Approval Procedures

1. Submit the Field Trip Request Form (copy in Faculty Toolbox) at least three weeks in advance of the trip. Include a brief explanation of the educational component. Wait for approval before proceeding.
 - If the trip takes place during the school day or if it is classroom related, submit the request to the Dean of Academics and Dean of Community Life.
 - If the trip takes place outside of the school day and/or is club/activity related, submit the request to the Principal.
2. Arrange transportation involving school vans and buses through Online Request.
 - Make sure the mode of transportation is clearly indicated on the permission form even if parents are driving their own child.
 - Students can never drive other students no matter who has given permission.
 - Faculty and staff should not drive students in their own vehicles.
3. When one and two above are secure, give students a copy of the Permission Form for their parents to fill out and return.

Trip Procedures

If the trip is during school hours, provide a list of students attending the trip to the following people:

- Classroom teachers if applicable (notify them ASAP by posting a list in the faculty room, publishing a list in the daily bulletin, putting a list in their mailboxes, or sending a general email. As a courtesy, give them as much notice as possible for lesson planning).

- Administrator responsible for that area.
- Attendance Office
- Submit a copy of the signed permission forms completely filled out and signed by a parent/guardian (copy in section 9 of Handbook) to the Attendance Office (Nora Birmingham Ext. 210) and to the appropriate administrator as designated above.
 1. For weekend trips, place a full set of permission forms in the main office by Noon on Friday, rather than the Attendance Office.
 2. Take one copy of the permission forms on the trip so that necessary emergency information is available for each student.
 3. On the day of the event, notify the Attendance Office if a student is absent or does not attend the trip for some other reason before leaving school property. If the trip is on a weekend or after school, call the parents to notify them that the student is not with you. If there is a concern as to the whereabouts of a student, contact an administrator immediately.
 4. Leave your emergency contact number with the main office in case someone at the school needs to get a hold of you.
 5. Bring along a portable first aid kit available in the Main Office.

Grading Policies

Riordan uses a standards based grading system in which academic grades are based on a student's ability to meet various departmental standards. Achievement of these standards is measured by assessments only. Practice assignments are given for feedback, and the completion of those practice assignments is essential and included in a student's HAS grade, but are not included in their academic grade. As part of this system, students are allowed the opportunity to revise assessments that measure the attainment of standards and will be allowed to do so according to departmental revision policies

RIORDAN COMMON GRADE SCALE

Grade	Cutoff Percent
A	90
B	80
C	70
D	60
I	50

RIORDAN ADVANCED PLACEMENT GRADE SCALE

Grade	Cutoff Percent
A	85
B	75
C	65
D	55
I	50

Archbishop Riordan's grade-point values are as follows:

A	4.0	Mastery (5.0 for Honors/AP)
B	3.0	Approaching Mastery (4.0 for Honors/AP)

C	2.0	Progressing (3.0 for Honors/AP)
D	1.0	Below Mastery
I	0.0	Insufficient Evidence

Note: The grade I (Insufficient Evidence) will be given whenever a student fails to meet the minimum objectives of the course. All "I" grades should be made up in order to continue as a student at Riordan. Archbishop Riordan High School reports to parents each semester by means of a final grade in PowerSchool. *PowerSchool* is always available to students and parents for updated grades. This will be most important at the end of Quarters 1 and 3. (See subsequent section on *PowerSchool*).

Note: Percentages are not visible to students because in a standards based system, the focus is on learning and not on the accumulation of points or percentage points. The grade is still based on the percentages listed above, but the actual number is not visible to students on PowerSchool.

HABITS OF ACADEMIC SUCCESS GRADE

In a standards based system, the habits and behaviors of timeliness, responsibility, and growth mindset are extremely important, but they are not considered part of a student's Academic grade because they are not a reflection of what a student knows and can do and therefore can act as an artificial weight or artificial inflator for their grade. At ARHS, these behaviors are therefore reflected in a student's [Habits of Academic Success \(H.A.S\) Grade](#) and not their Academic Grade. These grades can affect a student's eligibility as explained in the academic probation/ineligibility section below.

SCHOOLWIDE ASSESSMENT REVISION POLICY

1. Under standards based grading, the intent is for students to reflect on their progress and work toward mastery. Thus, students are allowed to revise one graded assessment per unit to work toward an improved level of proficiency.

2. In order to be approved to attempt a revision, students must first submit a written request for revision to the instructor which discusses the feedback they received on the original assessment, identifies why they scored poorly in their first attempt, and outlines the steps they will take to improve their level of mastery before attempting the revision.

On the day of the assessment, there may be no practice assignments marked as missing or incomplete on Powerschool from that unit leading up to the date of the assessment they wish to revise. If there are no practice assignments listed on powerschool from that unit on the day the assessment is given, then students can request a revision without completing practice assignments.

3. If the instructor approves this request, the student may then make one attempt to revise the assessment. If sufficiently improved, revised assessments may earn up to an "A" in any standards assessed.

4. Students have three weeks from the date the assessment was given to request and schedule a revision with their instructor.

5. If the original assessment has not been graded and inputted into powerschool after three weeks from the assessment date, then students will be allowed to request a revision of the assessment at any time during the remainder of the semester.

Grade Change Policy

All teachers must sign-off on their final grades each semester. Except for special circumstances approved by the AP of Academics, grade changes can only be made within 30 days of the posting of final grades. This procedure is explained in the Student Parent Handbook. Teachers must complete and submit a "Grade Change Approval Form" to the AP of Academics and PowerSchool Manager to change a grade after the posted end date. .

All grades must be kept on the PowerGrade computer grading system. Assignments should be graded and recorded within a week. Also, teachers must communicate clearly in the PowerGrade system; all assignments, tests, products and projects must be clearly identified and dated.

Teachers are required to take advantage of email communication by regularly sending home individualized PowerGrade spreadsheets itemizing the assessments, which comprise a student's overall grade. This is vital for students who are struggling and/or are falling behind in completing their assignments.

Grade Reporting

- While paper copies of report cards are not sent home, parents are told when grades and comments are made final on PowerSchool
- Standardized comments provided by PowerGrade should be used when completing report cards in order to more fully communicate with parents.
- Because students and parents alike have real time access to grades and attendance through PowerSchool, deficiency notices and/or grades are not sent to parents by the school. However, it is incumbent upon teachers to contact parents via either voicemail or email at least two weeks prior to students earning a "D", "I", "N" or "U" grade (email is preferred because the communication can be tracked and verified) if a student is underperforming. The ALT team, class counselor and RSP coordinator if a student has one, should be cc'd on these communications.

Graduation Requirements

Each student is assigned a Divisional Guidance Counselor. Often when a student is struggling academically, there are underlying emotional or personal problems affecting his learning. Guidance Counselors can also provide resources for tutoring and other academic support. Teachers are encouraged to communicate with counselors regarding any concerns they have about their students.

Homework

Homework or Practice must serve to help the student acquire the essential understanding the teacher has identified at the beginning of the course. Consequently, homework must be designed carefully. While each student should work for thirty to forty minutes per evening in each academic course, assigning homework for its own sake is unacceptable. Homework that is designed as practice for the student expects students to struggle and occasionally fail.

IN ARHS's Standards Based Grading System, practice assignments are not included in the academic grade because an academic grade should be reflective of what a student can do on an assessment and not their ability or inability to practice effectively. However, this is not to say that practice is not important. In fact, doing practice to grow in a student's understanding of the concepts and skills being taught is even more important in a standards based system. This importance should be shown to students by how closely aligned the homework assignments are to the assessments and how important they are to a student's growth in the course.

Homework completion is also a large part of a student's HAS grade. Teachers can communicate whether or not a student is keeping up with their practice both by entering the missed assignments in PowerSchool and by changing a student's HAS grade, however, the real consequence for missing homework should be a lower Academic grade, which will occur if the course material is aligned to each assessment and the overall department standards.

Lesson Plans

Lesson plans are necessary tools in teaching. As scope & sequence is the strategy for success, the weekly lesson plans are the tactics to achieve that success. They must be communication tools for students and parents to understand what is going on in class and what is expected of the students weekly. They should include the topic(s) being discovered, the teaching and learning methods being employed, the schedule of quizzes and tests, and the daily homework assigned. Furthermore, they should specifically reiterate the ideas, material, and topics to be tested on the next substantial exam. This step merges curriculum with assessment, as it demands the teacher design lessons with the upcoming assessment tool (the test) in mind. Such components not only serve students well, they also serve the teacher's interests.

Schoology Expectations

Folder Organization

- Course material is organized into clearly labeled folders
- Consistent organizational hierarchy
- *Recommended: Max two levels of folders*
 - *Example: Top-level folder level for Units/Standards, with subfolders for days/weeks/topics within that unit/standard*

Daily Lesson Plans

- Daily/Weekly lesson plans are clearly posted using a consistent system
- *Examples:*

- *Posted in a Schoology page*
- *Link to separate running GoogleDoc*
- *Links to daily lecture slides with agenda on first slide, etc*
- *Use of "Updates" NOT recommended as a regular place for posting lesson plans as it spams students unnecessarily and is harder to archive*

Due Dates

- Due dates are input for each assignment in the meta-data (due times optional)
- "Events" only used for major assessments or course checkpoints, not regular assignments

Assignment Labeling System

- Practice and graded Assessments are clearly and consistently differentiated in the the assignment TITLE
- *Recommended: A consistent way to identify the Unit/Topic/Week/etc in the title as well, to make it easier for students to cross-reference PowerSchool with Schoology*

Standards

- Standards addressed in each assignment are clearly and consistently identified
- *Examples:*
 - *Identified by a code in the assignment title*
 - *Clearly identified in the assignment description*
 - *Listed in a rubric, either within Schoology or separate*

Resources

- All resources (links, files, etc) have clear identifying titles
- Resources which are intended for a specific assignment are attached to that assignment, not free-floating

Library Use (Herbst Foundation Library)

The Herbst Foundation Library is open as follows:

7:00 am until 6:00 pm on Monday through Thursday,
7:00 am until 3:30 pm on Friday

Student Use: Students must enter the Herbst Foundation Library silently, remain silent at all times, and obey the instructions of the librarian and the supervisors. Students who enter the Herbst Foundation Library during lunch may not leave until the bell rings. Students are not permitted to eat or drink in the library, nor disrupt its academic atmosphere.

Teacher Use: Teachers are encouraged to have their classes use the library for student research and projects. However, prior arrangements must be made with the librarian in order to reserve the library. The library is heavily utilized during the school day so advanced planning is necessary.

Methodology

Educational research shows that the more a student becomes an active learner—being a researcher rather than a receiver of information, a scientist or historian rather than a science or history student—the better he understands and retains knowledge and lessons. And while lecture will always have its place in high-school classrooms, the effectiveness of lecturing is far less than other teaching methods when measuring retention of information.

The 4x4 is much more than a restructuring of time within a school day. It moves the student to the center of the class, making him a far more active agent in his learning. Many projects, activities, and performances that cannot be implemented in a forty-five minute class period can now be incorporated into the classroom.

Listed below are some of the strategies that can be more effectively used in the eighty-minute block.

Debates	Socratic Seminars	Group Performances
Simulations	Portfolio Development	AV Presentations
Group Projects	Peer Editing	Group Discussions
Peer Tutoring	Guest Speakers	Field Trips
Writing Projects	Laboratory Experiments	Library Research

Research

Books are available in the Library for Faculty Professional Development

NCAA Acceptable Courses (48-H)

Every year a handful of ARHS graduates go on to compete in intercollegiate athletic competition under the aegis of the National Collegiate Athletic Association. The ARHS curriculum is evaluated annually by the NCAA to confirm which courses are acceptable as college preparatory courses. The list of courses deemed acceptable by the NCAA is available online, at the guidance offices, and with the College Guidance Counselor.

Resource Specialist Program

In the fall of 1994, Archbishop Riordan High School began a Resource Specialist Program to provide support and services to students with diagnosed learning differences. There are 140 students in the program, and the students work closely with a special education resource teacher and aides. Students apply to the program and, if accepted, are assessed an extra fee to cover the additional costs. Once students are in the program, they have to follow its guidelines or they can be dismissed from it.

The purpose of the program is to provide students with learning differences additional support in the mainstream classrooms. Based on thorough psycho-educational assessments, the Resource Specialist works with classroom teachers to help them understand the student's special needs and make the necessary accommodations to maximize the success of each student. The goal of the program is to help each student achieve his maximum potential in each class, while developing the necessary compensation and coping skills to succeed independently. Therefore, teachers are expected to allow for documented accommodations with their instructional practices and assessments.

Only students with current (within the last three years) psycho-educational assessments and/or Individualized Education Programs (IEPs) or Service Plans are eligible to receive services. We do not do assessments as part of the program. Students who do not have

current assessments are referred to outside agencies (i.e., SFUSD and other districts, as well as private educational specialists). Students in the program include individuals with specific learning differences, Attention Deficit Disorders, auditory processing concerns and various other exceptionalities.

Freshmen and sophomore students in the RSP program are enrolled in a dedicated English section; however, they are mainstreamed into all other courses.

The RSP program provides the following services and assistance:

- Collaboration with classroom teachers for special accommodations as specified in IEPs (e.g., extended time on exams, preferred seating).
- Explanation of assessment with emphasis on strengths, areas needing improvement and the development of compensation skills
- Specific individual instruction in study skills and testing strategies
- Specific individual instruction in interpersonal skills development
- Specific individualized instruction in critical thinking skills
- Individual help with research projects, term papers and other writing assignments
- Opportunity to study in groups and collaborate with other students in the program
- Advice, assistance and referral regarding any academic obstacles that the student may encounter
- Assistance in obtaining extended time for standardized testing
- Assistance in researching special education services at the college level
- Proctoring of exams when extended time is needed (standardized tests, midterms, finals)
- Referral for tutoring services

Junior and seniors in RSP meet with the RSP coordinator on a one-on-one basis, not in a class setting. At the beginning of each semester, classroom teachers will be given an explanation of the classroom and learning accommodations for students on their course roster. Teachers are required to make every attempt to meet these accommodations. The Resource Specialist Teacher is available for consultation and support.

Responsibility and Rights: Teachers, Students and Administrators

Rights and Responsibilities of Teachers

1. Teachers are responsible for attending faculty orientations and in-services, faculty and department meetings, Open Houses, Back-to-School Nights, faculty retreats and Graduation.
2. Within the classroom, teachers are responsible for creating an atmosphere of freedom for students to raise questions dealing with critical issues of the time and for maintaining an atmosphere conducive to the free interplay of ideas. All issues must respect the teachings of the Catholic Church.
3. It is the teacher's responsibility to provide a fair and honest presentation of various points of view concerning a controversial issue.
4. Teachers should strive to present the available facts relevant to controversial issues while encouraging the critical evaluation of sources.

5. Teachers are responsible for doing their best to see to it that conclusions reached by students are based on examination of the facts involved and consistent with the basic tenets of our free society.
6. Teachers have the right, consistent with the other principles herein stated, to express their point of view, provided that their students understand that it is the teacher's own opinion.
7. Teachers, exercising their responsible judgment, shall be free to select for discussion those controversial issues that will be of value to the students.
- 8.

Professional Communications and Confidentiality – School policy concerns as well as any negative or unprofessional comments to students, parents, co-workers, and the community about the Catholic Church, school, school policies, administration, co-workers, students, parents, as well as discussing grades, discipline issues is unacceptable and cause for disciplinary action.

Rights and Responsibilities of Students

1. The student has the right and responsibility to study controversial issues that have economic, political or social significance concerning topics in which he should be informed. The student, in studying the individual's relationship to his government, should recognize his obligations as well as his rights.
2. The student, in pursuit of solutions to controversial issues, has the right of access to relevant information, including materials that circulate freely in the community.
3. The student has the right to develop intelligent opinions on controversial issues and to express his opinions in a responsible way without fear of jeopardizing his relations with his teacher or school.
4. The student has the responsibility to respect the rights of others who disagree with him.

Responsibility of Administrators

1. It is the responsibility of every administrator to keep in close touch with what is going on in the school, or activities under his jurisdiction. They should make sure that teachers know and understand system policy and see that they are given adequate help in working in conformity with it.
2. When differences of opinion concerning the handling of controversial issues arise between teacher and administrator, the administrator has the responsibility to see that a fair and impartial consideration is given to the teacher's point of view through normal channels. Once a final decision has been reached, both the administrator and the teacher have a responsibility to carry out system policy.
3. The administrator must protect and support teachers when unjustifiable complaints, requests or demands are made.
4. If an objective study shows that a problem does exist, administrators will provide those concerned with all possible assistance in solving it.

Scheduling & Course Recommendation

Every spring, students register for the next year's classes. Accurate placement of students in

appropriate courses is essential to optimize each student's education. A key element of this process is the development of course recommendations for every student in the math department, as well as for students taking AP courses. These lists, and the student course sign-ups, are used by guidance counselors to assign the students their courses. The master schedule is built from this process.

Summer Reading

- ARHS believes that the Summer Reading selections need to be interdisciplinary, and books are chosen to reach across multiple disciplines, mixing fiction and nonfiction.
- Annually there is an evaluation of the Summer Reading book choices as well as the assessment program.
- Students will be assessed on their summer reading in the appropriate classes during the first several days of the first week of classes.
- The summer reading grade will be included in the student's R-time HAS grade.

Summer School

A Summer School program through online UC and NCAA approved courses are offered to returning students who need to repair grades.

There are also accelerated courses offered for returning students who wish to get ahead in math and science.

Supervision of Students Working Outside of the Room During Class

- Teachers who send students out of the classroom to work are required to alert the Main Office and the Dean's Office as to exactly where students are going to be working or studying.
- Teachers who send students out of the classroom to work must continually walk the hallways monitoring those students.

Suspended Student Academic Rights & Obligations

Any student suspended from school is allowed to make up missed work as long as the work is submitted within a reasonable timeframe as determined by the classroom teacher. If the student missed an exam, he may make it up at a time convenient to the teacher.

Teacher Observations and Summative Evaluations

Please refer to Exhibit A of Collective Bargaining Agreement (CBA)

Teacher Supplies

All requests for teaching supplies must go through the respective Department Chairs, and will be paid from the Department budgets.

University of California Requirements (A-G)

The University of California sets the high school course requirements for applying to the University of California's nine campuses. They are called the A-G course requirements. These requirements are also mandated by the California State College System and meet

the course guidelines for all private schools in California.

The A-G course requirements are listed below:

- A. History/Social Science: Two years required of courses listed below; three years recommended.
 - World History or Regional History
 - US History
 - American Government
- B. English: Four years of college preparatory English
- C. Mathematics: Three years of college preparatory mathematics; four years recommended.
- D. Laboratory Science: Two years required (of courses listed below); three years recommended.
 - Biological Science
 - Chemistry
 - Physics
- E. Foreign Language: Two years of the same foreign language; three years recommended.
- F. Visual & Performing Arts: One year of theater, music or visual arts.
- G. College Preparatory Electives: In addition to those courses required in "A-F" above, one year (two semesters) of college preparatory electives are required, chosen from visual and performing arts, history, social science, English, advanced mathematics, laboratory science and language other than English.

Notes:

1. Archbishop Riordan's college preparatory graduation requirements exceed the A-G list.
2. All AP courses meet A-G requirements.

WASC Accreditation

ARHS is an accredited member of the Western Association of Schools and Colleges (WASC).

Concurrent Enrollment Program at City College of San Francisco

Qualifying ARHS second semester sophomores, juniors and seniors may enroll in City College of San Francisco's Concurrent Enrollment Program. Courses taken through the Concurrent Enrollment Program receive both college and high-school credit and provide top ARHS students with the opportunity to experience post-secondary education while still in high school.

GUIDELINES FOR COMMUNITY CRISIS

The Administration will devise the schedule and logistics for the day and the following week. They will confer with the Guidance and Campus Ministry Directors.

- After the Administration has met, the **School Messenger** will be activated by the Operations Manager, Ms. Cara Garcia.

- The school will be on “special schedule” beginning with a faculty meeting to explain what has happened and to report any relevant details. This will also be a time for faculty members to ask questions and get support for what to do in the classroom. The Counseling Department will review with the faculty “Teacher Guidelines on How to Lead a Discussion with Grieving Students”. Any possible media coverage will be handled through the President and the Principal.
- First and second block teachers will read to their students a prepared statement, candidly giving the details of the sudden, unexpected loss to the community. Teachers will take the first block to allow students to talk, ask questions, etc. (see Guidelines for Teachers).
- Classes will resume as much as possible beginning with the second block of the day. Teachers need to acknowledge that it may be difficult to concentrate throughout the day, but that everyone needs to do the best that they can. Students may welcome the structured curriculum. Structure is comforting, but be flexible if students are unable to concentrate.
- All Guidance counselors will be made available throughout the day to meet with students and teachers as needed. If teachers are concerned about a particular student, they should refer the student to a counselor.
- Early in the day, counselors and members of Campus Ministry will meet with close friends of the deceased to see if they would like to talk together as a group, or small group, or to meet individually with someone.
- Students will be allowed to go to the Chapel during break, lunch or during class if the teacher finds those particular students are having a difficult time. Designated members of the Counseling Department and/or Campus Ministry will supervise the Chapel. Available to students in the Chapel will be packets containing reflective and meditative materials.
- Campus Ministry will have packets of prayers and literature that teachers may want to use in their classes. These packets will be available during the brief faculty meeting in the morning.
- Available teachers may be asked to do some extra supervising during lunch or break so that students see that teachers are accessible if they are needed.
- Campus Ministry will provide a short prayer service at the end of the day for anyone who wishes to attend. A funeral mass or memorial mass, depending on the wishes of the family, will be planned for later in the week.
- The faculty and school personnel will meet to debrief the day's proceedings.

SCHOOL ORGANIZATION FOR EMERGENCIES

The President, Vice Principals , and Deans of Students are responsible for all pre-disaster planning and preparedness for the school, subject to directives and guidelines of the Department. In the event of an emergency the designated representative will assume overall direction of disaster procedures for the school. The following alternates are appointed to act in succession in the absence of the designated representative with regards to the administration and supervision of all aspects of the emergency plan:

Viggen Rassam

Safety and Security Manager

Nate Simon
Brian Kelly
Jennifer Curtin
Juan Zumbado
David Lin
Melanie Aguas
Gloria Liu
Andrew Colville

Vice Principal of Academics
Vice Principal of Student Affairs
Dean of Students
Dean of Students
Director of Boarding
Director of Guidance
Director of Finance
Director of Facilities

Teachers' Responsibilities

Teachers will be responsible for the supervision of students in their charge. In discharging this responsibility, they will be governed by the specific directives or guidelines issued by the school. In discharging their responsibilities, teachers shall:

Pre-Emergency:

- Know, understand and keep current on the hazards of different disasters and the survival techniques for each.
- Provide instruction and practice for pupils in the techniques of survival and the emergency procedures to be followed.
- Keep readily accessible at all times the Register or the Class Roll Book in order to take roll in an emergency.

Post-Emergency

- Direct evacuation of children under their supervision to inside or outside assembly areas, in accordance with signals, warning, written notifications or intercom orders.
- Give "DROP" (Duck and Cover) command during an earthquake.
- Remain with the pupils until the emergency is over or when authorized by the Principal to leave the school premises.
- Take roll call when class relocates to an outside or inside assembly area or to another location or as soon as conditions permit such action.
- Report missing students to the divisional moderator.
- According to school procedures, if possible, take students to the designated first aid station or assist with first aid as needed.
- Extinguish small fires, restore order, and assist other teachers and students as needed.
- If not on classroom duty with pupils, report at once to pre-assigned station or to the school Principal.

Earthquake Operations Plan

Earthquakes usually strike without warning and are frequently followed by aftershocks. The following Emergency Actions shall be taken:

INSIDE BUILDINGS

- The teacher directs students to DROP-DUCK & COVER. Students and staff immediately take PROTECTIVE POSITION under desks or furniture with their backs to windows until it is announced over the P.A. (or via messenger) that the Earthquake is over. PROTECTIVE POSITION means drop to knees, close eyes, clasp both hands

behind the neck, bury face in arms, cover ears with forearms and make the body as small of an object as possible. Students should be instructed and trained to react independently in the same manner to this type of catastrophe in case it occurs while the homeroom teacher is not present, e.g., library, cafeteria, gym, etc. Students in science labs should be moved to an area outside the lab away from windows as soon as possible.

- Try to avoid glass and falling objects. Move away from windows where there are large panes of glass and out from under heavy suspended light fixtures. In rooms where falling hazards exist, such as books on shelves in the library, supplies and equipment on shelves or in glass front cabinets in science laboratories, the above instructions shall be modified by the teacher to minimize injury to students and other personnel in the space. It is recommended that people take the Protective Position as far from these potential hazards as each space will permit.
- The Principal or other administrator will notify students over the PA or via messenger to leave the building when the earthquake is over. Teachers should instruct their class to exit through their assigned fire exit and then proceed to the football field to their assigned areas by divisional group. Injured students should be brought to the first aid storage shed area. Students to assemble in house Mentor Groups. Role is to be taken by Mentor Groups. Follow fire exit routes; however, alternate routes may be required if sections of the building near an exit have been damaged.
- Teachers assigned a divisional group will take roll call for their group. Teachers will take their attendance to divisional moderators. Divisional moderators will bring the attendance to the Attendance Secretary, who will be on the 50 yard line in the middle of the football field.
- Once the school has been evacuated, the Administrative Team will check the school for students left behind and for damage. Once everything has been assessed, a decision will be made by the Principal or Administrative Team regarding reentering the school building.

On Grounds

The teacher or other person in authority directs students to drop to the protective position as described above. As soon as possible, move away from buildings, trees, exposed wires and poles. DO NOT RUN. The safest place is in the open. Stay there until the earthquake is over and then move to homeroom areas on the football field.

*Teachers should ensure that the students are directed to react in the same manner on their own to this type of catastrophe regardless of whether they are in school, at home, or elsewhere. These procedures are applicable to other emergencies, such as fire, bomb threat, chemical accident, explosion or threat of explosion, post earthquake, etc.

OTHER IMPORTANT PROCEDURES REGARDING RELEASE OF STUDENTS

- The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and staff members. In the event of a major disaster, SCHOOL WILL NOT BE DISMISSED AND STUDENTS WILL REMAIN UNDER THE SUPERVISION OF THOSE IN CHARGE.

- Under no circumstances shall any student be released from the custody of school authorities unless release can be done with complete safety.
- Pupils shall be released only to persons authorized by parents or guardians. Schools shall periodically remind parents of the necessity of providing an accurate and current list of persons authorized to assume custody of their child in an emergency. Any adults calling for a pupil at a school site will be required to identify themselves to an assigned staff member before being permitted to take a pupil off the premises. The Secretary to the Dean shall keep an accounting record of those pupils so released.

Counseling Department Assignments

The Counselors are responsible for inspecting their divisional hallways and meeting with the Administration in the main office area immediately after their inspection.

Special Staff Assignments

- A. Communication (telephone, radio, messenger)
 - Ms. Nora Birmingham
- B. First Aid
 - Attendance Office
 - Main Office
 - Physical Education Department

All teachers not assigned a divisional group must report to the first aid area for staff roll and to assist in administering first aid.

- c. **Public Utilities (shut off)**
 - Director of Facilities
 - Maintenance Department
- d. **Water (if any)**
 - Maintenance Department

E. Building Coordinators

<u>Area</u>	<u>Name</u>
School Building	Tim Reardon
Auditorium	Alex Datoc / Brian Kelly
Gym	Counselors
Cafeteria	Juan Zumbado/Mike O'Brien
Resident Life	David Lin

Building Utilization

- A. Utility Shut Off

<u>Utility Type</u>	<u>Location</u>
Natural Gas	Boiler room/driveway near brothers' kitchen
Electricity	Boiler room
Heating Plant	Boiler room
Water	Basement below auditorium Fire
sprinkler systems	Basement below auditorium
- B. First Aid Areas – Main Office/Attendance Office/Gym
- C. Communications and Control Attendance Office

Class Evacuation Emergency Procedures

FOR EARTHQUAKES OR DRILLS, the Vice Principal or other person in charge will come on the P.A. (or via messenger) and announce: "THIS IS AN EARTHQUAKE (Drill), PLEASE DROP, DUCK AND COVER." Please follow procedures outlined in the section entitled EARTHQUAKE OPERATIONS PLAN.

If instructed to evacuate the building, please direct students to the football field per instructions below. Have the class stay together. Indicate on the board to what part of the field their division is to report. Move the class to the football field and then allow them to move to the area assigned by the divisional group.

- Rooms 212 to 220 use the exits (B&C) near rooms 115 & 120 and follow the driveway to the middle gate of the football field and proceed to the spot marked on the diagram below.
- Rooms 201 to 208 use the exit (E) near the Finance Office and enter the field at the main gate near the snack bar and proceed to the spot marked on the diagram.
- Rooms 112 to 120 and room 110, 210, 211 wait 5 minutes so that the upper floor classes can clear the driveway, and then use the campus ministry exit (D) and the side exits (B&C) to the middle gate of the field toward the spot marked.
- Rooms 101 to 107 use the front exit (A) to the loggia, pass the cafeteria and enter the main gate to the spot marked on the diagram below.

AUDITORIUM: Entire Student Body Assembly

- Right side—leave by side doors to Frida Kahlo Way.
- Center section—leave by rear doors to the loggia to Frida Kahlo Way.
- Left side—leave by side doors leading to cafeteria patio and move to the rear courtyard to the football field.

CAFETERIA:

- Leave by the main doors and then go directly to the rear courtyard to the football field. NOTE: Teachers who are not responsible for a particular divisional group during an emergency evacuation should help clear the cafeteria. Divisional moderators are to be on the field at *

marked on the diagram. Teachers assigned a divisional group are to take attendance for their group and bring it to the divisional moderator. Teachers who do not have a group are asked to report to pupil personnel director to assist and help supervise. When the all clear is given, follow the directions of the divisional moderators in having groups return back to their regular classes.

Evacuation Drills

- Close classroom windows and doors yet doors should be left unlocked.
- SILENCE during the entire drill—going and returning.
- WALK FAST—DO NOT RUN—keep your hands at your side.
- Leave by the nearest exit.
- When a class reaches the assigned area, the students should stand in SILENCE.
- When the school bell sounds at the end of the drill, return to class in silence.

Administrative Procedures

Once evacuation of the building has occurred, the following procedures must be completed prior to allowing students and staff into buildings.

- The Administration meets near the double parking lot doors to assess the situation. The Plant and Facilities Manager and team or the Athletic Director make sure the field is open.
- The Counselors will check their divisional hallways and restrooms for students left behind, and in the event of a real tremor, to assess damage of the situation, i.e., damage, injuries, etc. and report to the Principal in the meeting area.
- The Plant and Facilities Manager and team assess the plant.
- The Administrative Assistant to the Dean and the Dean of Students will be on the field to distribute and collect attendance from the divisional moderators. They will also verify with the Attendance Secretary the students who are known to be absent.
- The Administrative Assistant for Admissions will meet at the First Aid Station and complete the faculty and staff roll call.
- The Principal, Dean of Students, Administrative Assistant to the Dean and the Field Administrators will communicate via radio to assess the situation. Once agreement has been reached, a bell will ring, signaling the staff and students to return to the buildings. (Note: The Dean of Students should bring the attendance report to this meeting.)
- **IMPORTANT: EVERYONE MUST MEET IN THE PARKING LOT PRIOR TO THE BUILDING SEARCH..**

Bomb Threats

In case of a bomb threat call while school is in session, the President or Principal will be immediately informed. A decision will be made on what will be done. Generally, the following will happen:

- The building will be evacuated, using the Fire Drill procedure. At the same time, the following announcement will be made over the PA system, for the benefit of the staff: "THIS IS A CODE 'B' FIRE DRILL", meaning, of course, that a bomb threat has been made.
- The police will be called.
- Central Administration will be notified.

PHASE I

Administrative Wing	President
Auditorium	Assistant Principal of Academics
Freshman Wing	Divisional Counselor/Divisional Moderator
Sophomore Wing	Divisional Counselor/Divisional Moderator
Junior Wing	Divisional Counselor/Divisional Moderator
Senior Wing	Divisional Counselor/Divisional Moderator Cafeteria
Boiler Room	Director of Facilities
Gym Area	Director of Athletics

PHASE II

As soon as these areas have been deemed free of bombs, we will have the students go to

the football field. (A bell will ring to signal movement to the field.) Judson Street and the rear driveway should be used as routes. DO NOT ENTER BACK THROUGH THE SCHOOL BUILDING.

PHASE III

With the help of the police and volunteers from the teaching staff, we will begin a systematic search of the building. Volunteers will meet in the cafeteria after students are on the football field. All personnel not participating in the search should remain on the field to help with supervision. The Dean of Students will be in charge of the students, assisted by all faculty.

PHASE IV

After the search has been completed, a bell will signal the students to return to the class they previously left. THE SCHOOL DAY WILL BE EXTENDED—ALL CLASS TIME MISSED WILL BE MADE UP. If the weather is inclement, we will search the auditorium quickly and send the students to this area instead of the football field.

Intruder Warning Instructions for Teachers

If an intruder is in any building on campus and is deemed a danger to the health and safety of students and staff alike, a lockdown will be signaled through the bell system.

Administrators and trained office staff are the only personnel that can sound an intruder alert by the ring of the school bell and signal a lockdown. The signal for an intruder alert and lockdown is as follows: Announcement over PA. If one cannot be made then 3 short rings of the bell, followed by another 5 short rings, and followed by 3 more short rings (3 x 3 bursts of the bell). Teachers and staff will follow the Standard Response Protocol (color coded sheet) and either follow the Red “Lockdown or Blue “ Lockout” Procedure and the sheet. Depending on the type of PA announcement.

Teachers need to check hallways for students and immediately take any student(s) in the hallway into their respective classrooms.

Teachers are to immediately shut and lock all doors to their respective classrooms and place “The Characteristics of Marianist Education” posters over the door windows.

Teachers are to move all students calmly and quietly towards the wall with the WINDOWS—students are to SIT on the floor against the wall (out of sight from the courtyard).

Teachers need to insist that all students remain quiet and orderly during the lockdown.

Teachers need to have their cell phones turned on and ready to use to report any suspicious behavior.

Each classroom teacher needs to take attendance and note any student that was taken into the classroom.

All offices need to be locked and all office personnel and others need to follow the same procedures as students and teachers.

No one is to leave a classroom under any circumstances during a lockdown for any reason.

- An announcement will be made over the P.A. system when the lockdown is over.

Intruder Alert Instructions

- When an intruder (anyone who poses an immediate physical threat to the staff, teachers or students) enters our campus:
 - Contact 911 IMMEDIATELY using a landline if possible.
 - Notify the Main Office (Ext. 210, 249) immediately or call directly 586-8200, same extensions.
 - All Main Office doors should be locked and shades pulled immediately after the lobby has been cleared of all students or guests.

SITE EMERGENCY OPERATIONS PLAN

SCHOOL: **Archbishop Riordan High School**
PRESIDENT: **Mr. Timothy A. Reardon**
VICE PRINCIPAL OF ACADEMICS: **Mr. Nate Simon**

- The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well being of both students and staff members. In the event of a major disaster, SCHOOL WILL NOT BE DISMISSED AND STUDENTS WILL REMAIN UNDER THE SUPERVISION OF SCHOOL AUTHORITIES.
- Under no circumstances shall any child be released from the custody of school personnel unless and until such may be done with complete safety.
- Pupils shall be released only to persons authorized by parents. Schools shall periodically remind parents of the necessity of providing an accurate and current list of persons authorized to assume custody of their child in an emergency.
- Any adult calling for a pupil at a school site will be required to identify himself to an assigned staff member before being permitted to take a pupil off the premises. An accounting record of those pupils so released shall be kept.

Policy on Alcohol and Illegal Drugs

From the Council of Catholic High Schools April 2000:

THE ARCHDIOCESE OF SAN FRANCISCO
POLICY ON ALCOHOL AND ILLEGAL DRUGS

In consideration of Section 4123 of the Archdiocese of San Francisco Administrative Handbook, which provides that “disciplinary action up to and including dismissal may result from...unfitness for service (e.g., working under the influence of intoxicants or drugs)...or any conduct tending to reflect discredit upon the school or the Archdiocese or tending to impair teachers’ usefulness as a teacher”, therefore, at all times, both on and off campus, ALL employees and volunteers are expected to conduct themselves in a professional manner.

With specific regard to alcohol and illegal drugs at the school, employees and volunteers of Archbishop Riordan High School shall not use, possess, or be under the influence of alcohol or illegal drugs during the school day, within the employee’s or volunteer’s normal duties either on or off campus, at school sponsored activities that are student related, or on school time. It is understood that employees and volunteers may be present at some parent-related events where alcohol is served. The standard of conduct in a professional manner shall apply to all employees and volunteers at such events.

In addition, it is the policy of the Archdiocese of San Francisco to prohibit the unlawful

possession, manufacture, purchase, sale, use or distribution of alcohol and illicit drugs by employees and volunteers. Given the gravity of harm posed not only to employees and students, but also to the school and society as a whole, Archbishop Riordan High School will, in addition to imposing sanctions up to and including termination of employment, refer for prosecution any individual violating these standards concerning illicit drugs and alcohol.

Policy Regarding Serving Alcohol at School Events

From the Council of Catholic High Schools April, 2000:
THE ARCHDIOCESE OF SAN FRANCISCO
POLICY REGARDING SERVING ALCOHOL AT SCHOOL EVENTS

It is the policy of Archbishop Riordan High School to forbid the use of alcohol at any student-related activity and under no circumstances may an adult serve or permit alcohol to be served to a minor at any event at, or sponsored by, Archbishop Riordan High School, even if the minor is with his/her parent or guardian.

However, alcohol may be served on campus or at school-sponsored events under certain circumstances according to the following guidelines:

- A. An outside group renting a school facility may serve alcoholic beverages only after receiving written approval of the Administration as part of the official contract or lease agreement.
- B. Alcohol may be served at a school-sponsored, adult-related event upon prior written approval of the Administration.

**PERMISSION FORM FOR STUDENT PARTICIPATION
IN A SCHOOL-SPONSORED EVENT WHERE ALCOHOL IS SERVED**

Since it is the policy of Archbishop Riordan High School that "students are not allowed to be present at or participate in any event on campus where alcohol is served unless they are accompanied by their parents/guardian, or have the written permission of their parent/guardian and the written approval of the administration" and since your son has been asked to participate in an on campus event where alcohol will be served, you are asked to provide your permission for him to participate in this event.

Event: _____ Sponsor: _____
_____ Date: _____ Time: _____
Location: _____

Name of Student: _____
Approval of Parent / Guardian: _____

.....

Approval of Administration
Name: _____ Date: _____
THE ARCHDIOCESE OF SAN FRANCISCO

Policy Regarding Use and Monitoring of Internet, Email and Other Technology

Introduction

The Archdiocese of San Francisco's technical resources enable employees and other authorized users to quickly and efficiently access and exchange information. When used properly, these resources greatly enhance productivity and knowledge, therefore their use is encouraged. Because these technologies, most notably the Internet and email, are both new and rapidly changing, it is important to explain how they fit within the work of the Archdiocese and within the responsibilities of employees and other authorized users. For purposes of this policy, the term "Archdiocesan Systems" include computers, Internet Service Providers (ISPs) and accounts, telephone lines, or any combination of these, which are provided by and/or paid for by the Archdiocese, including those provided by, to or for agencies, schools and parishes, as opposed to by personal funds.

Examples of access considered to have been performed through an Archdiocesan System include:

- An Archdiocesan ISP account accessed through a privately owned computer and/or telephone line.
- A personal ISP accessed through an Archdiocesan computer and /or telephone line.
- Archdiocesan work, whether done on a private or Archdiocesan computer or telephone line.
- Non-Archdiocesan email or Internet-access accounts of individuals are to be maintained separately from Archdiocesan accounts, and remain the sole responsibility of the personal owner and not of the Archdiocese or any Archdiocesan entity. If an individual desires to maintain an interest in privacy in individual accounts beyond that which is set forth in this policy, such accounts must not include Archdiocesan work, must be kept solely on private computers, must solely use private telephone lines and must be accessed solely through private ISPs. No internet or email access which is done in connection with Archdiocesan business, or which used Archdiocesan computers,

telephone lines, ISPs, or accounts is to be considered private, and all such access remains subject to regulation, retrieval and review by the Archdiocese, except as expressly set forth in this policy. While the policy seeks to embody the institutional legal rights of the Archdiocese in relation to its system, Department Heads and other supervisors and/or Users are reminded that these rights also carry with them a moral obligation of respect for individual Users of Archdiocesan Systems. As such, any legal rights retained by this policy should not, from a moral perspective, be used as a means of knowingly reviewing others; personal emails and/or other personal communications via Archdiocesan System where a significant business concern has not been first articulated. In order to safeguard this moral obligation, Department Heads should consult in advance with the Archbishop, the Archdiocesan Vicar for Administration, or Archdiocesan Legal Counsel to determine whether review of personal email and/or other personal communications via Archdiocesan Systems is warranted in a given circumstance.

- Employees, clergy, religious, volunteers and other users are collectively referred to as "Users."
- Where the term "Department Head" appears in this policy, it also refers to heads

of agencies, pastors of parishes and principals of the Archdiocesan schools.

- “Computer Systems Manager” refers to that person in the respective department, school, parish or agency with primary responsibility for supervising computer systems and operations. If there is no such person or if that person is not available, the relevant Dean may be contacted for guidance as to share expertise among those persons within the Deanery. While this policy focuses on Internet/email technology, it also applies to computers, fax machines, voicemail, electronic bulletin boards, and like technical resources.

A. Purpose and Scope

The purpose of this Policy is to outline the parameters for use of computers, and the use and monitoring of the Internet, email and other Archdiocesan technical resource systems referred to above. This policy shall apply to all Users accessing such systems of Archdiocesan department, agencies, parishes and schools.

B. Archdiocesan Internet Service Providers

Each parish, school, agency or other Archdiocesan entity shall establish a single ISP account with a single ISP to be chosen by that entity's Department Head for use in connection with Archdiocesan Systems and work. No parish, school, agency or other Archdiocesan entity shall establish additional accounts or ISPs or maintain private (i.e., non-Archdiocesan, including non- agency, non-parish or non-school) account numbers or service providers.

All individual mailboxes, screen names, email addresses and the like, in connection with an Archdiocesan ISP, shall be established and maintained only with the express permission and under the direct supervision of the Department Head and the Computer Systems manager, and shall be considered Archdiocesan property. No mailboxes, screen names or email addresses, or the contents of any of these, if maintained in connection with an Archdiocesan System, should be considered by any User to be private.

Except as specifically allowed by this policy, all Archdiocesan business, and only Archdiocesan business, is to be conducted through the designated ISP and on Archdiocesan Systems. Priests and others who reside permanently in their Archdiocesan workplaces, and who desire exclusively private Internet access for personal use, may establish individual accounts with their own computers and ISPs through private telephone lines, as long as accounts, computers and phone lines are established with the User's personal funds and in the User's personal name.

C. Privacy/Confidentiality

Except as specifically set forth in this policy, all information, including email messages and files that are created or retrieved over the Archdiocesan Systems (including computers, telephone

lines and/or ISPs, or in connection with Archdiocesan work) is the property of the Archdiocese and should not be considered private or confidential.

Any such material, whether created by, sent to or retrieved by the User may be monitored, retrieved and reviewed at any time, when doing so serves the legitimate interests and obligations of the Archdiocese. For example, the Archdiocese will investigate suspected unauthorized or excessive use and suspected misconduct, or it may conduct periodic spot

audits to assure compliance with this policy.

If an Archdiocesan investigation involves messages sent to or by, or information prepared by a Priest of the Archdiocese, that Priest may request that another Archdiocesan Priest of his choosing be present when any such information is retrieved and reviewed. If an Archdiocesan investigation involves messages sent to or by, or information prepared by, a member of a recognized labor union concerning a labor union matter, that member may request that the member's shop foreman or other immediate union representative be present when any such information is retrieved and reviewed. Any right to have another person present at such a review is not to be construed as creating any expectation of privacy in any such material, or in any way as a veto or right to impede or obstruct the investigation.

D. Acceptable Uses of the Internet and Email

Every User has the responsibility to maintain, enhance and carry out the mission of the Church, and to use the Internet and email in a productive and morally acceptable manner. Archdiocesan ISP accounts may be used for personal use only as authorized by a User's supervisor as set forth in this Policy. Any authorized personal use of an Archdiocesan ISP shall be subject to the same conditions, including employer-inspection rights, as Archdiocesan

work. In the case of non-exempt employees, authorized personal use shall take place only during scheduled work breaks or emergencies. In the case of exempt employees, authorized personal use shall not be excessive and/or carried on in a manner that disrupts employees' work priorities and responsibilities. Internet access and email through Archdiocesan Systems are property of the Archdiocese and their purpose is solely to facilitate Archdiocesan business.

Subject to the limitations contained in this Policy, including the Archdiocese's right to inspections, a User may have access to the User's private email or Internet provider through Archdiocesan Systems (including computers, ISPs and/or telephone lines, or at the workplace). Such access shall be allowed only as expressly permitted by the User's Department Head and Computer Systems Manager. The User's Department Head shall allow access to such private services only at and for such times as is conducive to and compatible with effective and efficient performance of the User's job duties, and may be limited as to scheduling or duration by the Department Head or by the Archdiocese.

E. Unacceptable Uses of the Internet and Email and Other Technology Archdiocesan Systems may not be used to transmit, retrieve or store any type of communication, message, image or material:

- That is discriminatory, defamatory or harassing.
- That contains derogatory or inflammatory remarks about an individual's race, age, disability, religion, national origin, or physical attributes, or any other condition or status protected by Federal, State or local laws.
- That is obscene or X-rated.
- That involves "spam" or other means or forms of communication which abuses the privilege of communication or use the system irresponsibly; to that end, no message sent on an Archdiocesan system may be addressed to more than five (5) outside of school email addresses without the express permission of the Department Head.
- That violates any policy of the Archdiocese of San Francisco including, but not limited

to, its policies regarding child abuse and harassment, or that is otherwise contrary to the religious mission and values of the Archdiocese.

- Information traveling through the Archdiocese's systems may not be secure. Therefore, Users are prohibited from sending or posting confidential or proprietary company information through the Internet or by email without the express authorization of their Department Head. If a User's work requires a higher level of security, the Computer

Systems Manager should be contacted for guidance on methods to better secure the exchange of email or gathering information from sources such as the Internet. It is recommended that all email messages concerning Archdiocesan business, and particularly where sensitive material or information is included, contain the following preprogrammed disclaimer:

- THIS EMAIL MAY CONTAIN CONFIDENTIAL OR PROPRIETARY MATERIAL FOR THE SOLE USE OF THE INTENDED RECIPIENT. ANY REVIEW, USE, DISTRIBUTION OR DISCLOSURE BY OTHERS IS STRICTLY PROHIBITED. IF YOU ARE NOT THE INTENDED RECIPIENT, OR YOU ARE NOT AUTHORIZED TO RECEIVE THE INFORMATION FROM THE RECIPIENT, PLEASE CONTACT THE SENDER BY REPLY EMAIL AND DELETE ALL COPIES OF THIS MESSAGE.
- The Archdiocese system also may not be used for any purpose that is illegal, against Archdiocesan policy or contrary to the Archdiocese's interests. Solicitation of non- Archdiocesan business or any use of the systems for personal gain is prohibited.
- The All Staff email use should be reserved only for school related announcements. It should be used by addressing the email to yourself and putting riordan@riordanhs.org in the bcc send to address.

F. Communications

Each User is responsible for the content of all text, audio and images that the User places into or sends over Archdiocesan Systems. In order to be able to identify the sources of information sent or received over Archdiocesan Systems, every User shall maintain unique individual identification information (such as, where relevant, passwords or access codes, etc.), which shall be made available to the relevant Department Head, who may use such information for appropriate business purposes. In the event that a dispute arises as to appropriate use by the Department Head of such identification or access information, the issue shall be decided in the sole discretion of the Archbishop or such person as the Archbishop may delegate. This identification and access information is not to be given to any third party without the approval of the User's Department Head.

The Archdiocese, through the Archbishop or other person specifically delegated in writing by him, may override any applicable passwords or codes to inspect, investigate, or screen a User's files and messages. In order to facilitate the Archdiocese's access to information on its technical resources, a User may not encrypt or encode any communication or data stored or exchanged on Archdiocesan Systems without the express written permission of the User's Department Head and the Computer Systems Manager, who will establish appropriate procedures for deposit of such information so that it can be accessed in the User's absence. Archdiocesan computers and accounts are not intended for anonymous use. To preserve

the integrity and viability of this policy, no electronic communication may be sent that hides the identity of the sender or indicates that the sender is someone else or is from another entity.

Nothing in this section should be construed as creating any privacy right or interest in any material stored by or sent through any Archdiocesan System.

G. Software

To prevent computer viruses from spreading through the system, anti-virus software shall be implemented on all Archdiocesan Systems. Users are prohibited from downloading software from the Internet, installing software on their computers, or uploading data, from any source, without the express approval of the Department Head and the Computer Systems Manager. Access codes, passwords or other means of accessing software on Archdiocesan computers shall not be changed or altered without the express prior consent of the Department Head and the Computer Systems Manager. All software that is downloaded or otherwise installed must be registered to the Archdiocese. Users should contact the Computer Systems Manager if they have any questions.

H. Copyrights

The Archdiocesan Systems may not be used to transmit copyrighted materials that belong to any other individual, business or organization without the express consent of the owner of the copyright. The Archdiocese is committed to obtaining a license for every copy of copyrighted software that Users need to perform their duties. Users must respect all copyrights and may not copy, use, retrieve, modify, distribute or sell copyrighted materials.

I. Violations

Any use of the Internet or email not in keeping with this policy is not acceptable and will not be permitted. Users are required to immediately notify their Department Head and the Computer Systems Manager in the event they become aware of security breaches (accidental and otherwise), viruses, "spam", unsolicited obscene material, copyright infringements, hate mail or otherwise potentially violent communications, or any other use of the Archdiocese's technical resource systems by anyone that involves a real apparent unacceptable use, as defined in this policy. The failure to comply with this policy may result in disciplinary action, up to and including termination and the Archdiocese may advise appropriate law enforcement agencies and officials of any illegal activities that involve Archdiocesan Systems.

J. Archdiocesan Websites

No materials are to be placed on authorized Archdiocesan websites without the prior approval of the User's Department Head in regard to content and quality. The Computer Systems Manager should be consulted before any new website is developed.

No Archdiocesan User or Entity shall engage as a vendor in any "E-commerce" without the prior written approval of the Archdiocesan Finance Director, and any related registration information shall be on file with the Finance Office.

K. Amendments to This Policy

No amendments to this policy shall be valid unless approved in writing by the Archbishop.

Technology Acceptable Use Policy Faculty / Staff

Introduction

In order to satisfy our school's educational mission, enhance our curriculum, and maximize educational opportunities for our students, residents, faculty and staff, Archbishop Riordan High School provides students, residents, faculty and staff with an array of technologies and technology support.

Through the Characteristics of Education in the Marianist Tradition: Educate for formation in faith, Provide an integral quality education, Education in family spirit, Educate for service, justice & peace and Education for adaptation & change, we believe that properly preparing students for college, career, and life in the digital global community requires the integration of technology in the classroom and technology training for students.

The following is a list of technologies provided at Archbishop Riordan High School:

- Campus-wide wireless networks featuring ADTRAN Bluesocket with internet access.
- Datacenter with Cisco Fileservers, SAN storage and backup server running Active Directory.
- Smoothwall Firewall and web filter appliance (monitoring the wired and wireless networks).
- Individual faculty, staff and student accounts for data storage and server access.
- Individual faculty, staff and student email accounts (on the riordanhs.org domain) utilizing the Google for Education Platform, which includes cloud storage (Google Drive) and Google Docs (word processing, spreadsheets, presentations, graphic design and forms in the cloud).
- All faculty classrooms are equipped with Apple desktop computers, digital projectors and classroom televisions with media players. Additional A/V equipment is available such as digital document cameras, external speakers, keyboards and mics.
- All faculty and staff are issued Apple iPads that have been fully configured with the required educational and communication school applications (apps).
- All classrooms are equipped with digital telephones featuring speakerphones and handsets.
- Promethean Interactive Boards and Smart Boards in over 12 classrooms.
- RSP classrooms have Apple desktop computers featuring the Kurzweil Educational System software.
- 2 separate computer labs with 60 networked Apple Computer work stations.
- Campus library with networked Apple Computer work stations, dedicated EBSCO research stations, photocopy machine, laser printer, EBSCO-host database, Follett Library (a fully interactive online database of our library's holdings) and Follett Shelf (a digital lending library for eBook titles).
- PowerSchool and Schoology with full access for students, parents, staff and faculty.
- Video production studio equipped with Apple desktop computers, dedicated network storage device and broadcasting equipment for the KRHS Television Studio in Room 114.
- The Technology Help Desk offers staff and faculty the opportunity to "check-out" A/V equipment including:
- VCR/DVD players

- Digital Projectors
- Document Cameras
- External speakers
- Mice and Keyboards
- iPad adapters for video presentations

Various software and application suites including, but not limited to:

- Turn-It-In Online Software
- Adobe Creative Suite (CS) 6.5 Professional and Creative Cloud, featuring:
 - Photoshop
 - InDesign
 - DreamWeaver
 - Illustrator
 - Flash
 - Bridge
 - Media Encoder
 - Acrobat Professional
- Microsoft Office Suite
 - Word
 - Excel
 - PowerPoint
- iWork Suite
 - Pages
 - Numbers
 - Keynote
- Final Cut Express
- Reflector 2 iPad Mirroring
- iBook Author

This Acceptable Use Policy applies to all faculty, staff and the students enrolled at Archbishop Riordan High School and their parents. Parents and students alike must agree to support and abide by this policy in order to enroll/remain at Archbishop Riordan High School.

The Technology Help Desk

The Technology Help Desk is staffed Monday through Friday (hours are posted) and is located on the second floor of the main school building, just outside the entrance to the Herbst Foundation Library.

Faculty and staff are welcome at the Help Desk for assistance with their school issued iPads, to reset their email, server, wireless or PowerSchool account passwords or to have their fingers scanned into the biometric Crusader Cash system.

Technology Help Desk

For any technology issues or problems, email the IT Department at

support@riordanhs.org. These requests will be answered in a timely manner. If it is an urgent matter, indicate it in the subject line with URGENT.

Please do not call the Help Desk to report a technology related problem. If your computer is

not functional and does not allow you to send an email, please go to the faculty workroom and use one of the computers located there. Please do not stop any member of the Technology Team in the hall or when they are working around campus in lieu of sending an email, as they are already en route or engaged in another request. The Technology Help Desk cannot repair or recover hardware or files on any device that is not the sole property of Archbishop Riordan High School.

Privacy Policy

- There is no expectation of privacy, implied or otherwise, for student data on Archbishop Riordan computers (including student-issued laptop computers, tablet PCs and/or iPads), the Online Education Portal (Gmail, Google Docs, Google Chat, etc.), or any school servers.
- Students may not post any images, videos, or audio of students, parents or employees of Archbishop Riordan High School on the Internet without the written consent of that individual and—in the case of students—his parent/guardian.
- All files saved to and/or stored on Archbishop Riordan High School's servers or in the Online Education Portal (iTunes U/Schoology) become the intellectual property of Archbishop Riordan High School and may not be copied, deleted, or distributed outside of the educational environment without the consent of the school's administration.
- Student files stored on Archbishop Riordan High School computers, servers, or the Online Education Portal (iTunes U/Schoology) may be searched at any time by an administrator, the Director of Academic Technology, or an individual appointed by a member of the Administration for inappropriate content. There is no assumption or guarantee that such searches will take place. It is the responsibility of the parent/guardian to conduct regular searches of their son's iPad for inappropriate material.
- Archbishop Riordan reserves the right to: limit access to the ARHS network, monitor network and computer usage, confiscate laptop computers, tablet PCs and/or iPads at any time for any reason and monitor or restrict content of material transported across the network.
- For devices owned by Archbishop Riordan High School, the school has the right to remove software, exchange hardware components, re-image, purge data, and monitor or restrict content of material transported across the network.

Data Management & Protection

- Back Up—The faculty and student file servers are both backed up continuously on a daily basis to a back-up server. However, it is considered best practice for the individual to maintain a personal backup copy of all of their files on an external source (USB drive, external hard drive, cloud-based storage, etc.) Students will have limited access to storage space on the Archbishop Riordan High School network; additional storage space is available through students' Google Drive account; however, this data is stored by Google and Archbishop Riordan High School is not responsible for protecting/maintaining this data.
- Organization—Any user storing data on the school network (faculty, staff and/or

student) is expected to maintain a consistent data management strategy on their server account, desktop computer, and/or iPad.

Passwords—Faculty, staff and students are required to safeguard passwords that allow access to laptop computers, tablet PCs, iPads, the Online Education Portal, their Riordan eMail account, the Archbishop Riordan network, and to their PowerSchool account. This includes changing passwords regularly and using passwords that contain both upper and lower case letters and numbers.

- Copyright—Faculty, staff or students may not use Archbishop Riordan High School's property, equipment, or services to violate copyright laws.

Internet & Network Usage

- Acceptable use: The purpose of Archbishop Riordan High School's provision of access to the Internet is to support research and education in and among schools and academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of Archbishop Riordan High School. Use of other organizations' networks or computing resources must comply with rules appropriate for that network. Transmission of any materials in violation of any U.S. or state organization is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or materials protected by trade secrets. Use for commercial activities by for-profit institutions is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.
- Privileges: The use of Archbishop Riordan High School network services is a privilege, not a right, and inappropriate use may result in a cancellation of those privileges. The site and/or system administrator(s) will report any inappropriate student use to the Dean of Students for appropriate disciplinary action. This would include unauthorized chat rooms, games, e-mail, instant messaging and offensive sites. The school administration may request the system administrator to deny, revoke, or suspend specific user accounts at any time and without notice.
- Netiquette (network etiquette): The use of an account/access requires that you abide by accepted rules of network etiquette. These include, but are not limited to, the following: Be polite – Do not send abusive messages to anyone. Use appropriate language – In all messages, do not swear or use vulgarities or any other inappropriate language. Anything pertaining to illegal activities is strictly forbidden. (Note that e-mail is not guaranteed to be private. System operators do have access to all mail accounts. Messages relating to or in support of illegal activities must be reported to appropriate authorities.) Privacy – Do not reveal the personal address or phone numbers of yourself or any other person. All communications and information accessible via the network should be assumed private property. Do not forward/distribute an e-mail message without permission from the author. Emoticons - While the use of symbols (emoticons) to express emotion is acceptable, the rules of politeness and appropriateness apply. Please refrain from using all capital letters in an email, as this denotes "Yelling" at the person you are emailing.
- Connectivity – Do not use the network in such a way that would disrupt the use of

the network by others.

- Services: Archbishop Riordan High School will not be responsible for any damages you may suffer. This includes loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained via Archbishop Riordan High School network services is at your own risk. Archbishop Riordan High School denies any responsibility for file accuracy or quality of information obtained through network services.
- Security: Security on any system is a high priority, especially when the system involves many users. If you feel you can identify a security problem within the Archbishop Riordan High School network, you must notify a system administrator (Technology Help Desk) either in person or via the network. Do not demonstrate the problem to other users. Do not use another individual's account, forge messages or post anonymous messages. Attempts to login to the system as any other user may result in cancellation of user privileges. Attempts to log into Archbishop Riordan High School networks as a system

administrator (or any other form of unauthorized access) may result in immediate cancellation of user privileges.

- Vandalism: Vandalism may result in cancellation of privileges and/or criminal prosecution. This includes, but is not limited to, hardware destruction/abuse (ie: terminals, keyboards, mice, etc.), contamination, deletion or reconfiguration of data or degradation of system performance in any way.
- Prohibitions—The following Internet uses are strictly prohibited on any Archbishop Riordan Equipment (including laptops, tablet PCs and/or iPads) or on the ARHS network:
 - Gambling of any kind
 - Accessing or viewing pornography
 - Attempting to “hack” other computers, networks, or devices
 - Attempting to bypass the Archbishop Riordan network Internet filter (the use of proxies, VPN Tunnels or apps used to circumnavigate the filtering system)
 - Using “proxy” servers or sites to conceal identity or visit illicit sites
 - Posting unauthorized media (pictures, audio, video) to the Internet or social networking sites
 - Posting inappropriate or self-endangering information to the Internet or social networking sites
 - Downloading viruses or other potentially harmful files or applications
 - Employing translation services for language classes without the expressed consent of the classroom instructor
 - Harassing, antagonizing, or hazing individuals
 - Representing Archbishop Riordan in a way that could be conceived as deleterious to Archbishop Riordan High School’s reputation in the community
 - Email—ARHS' email is hosted through the Google for Education platform and uses the riordanhs.org domain. Therefore all Use Policy set by Google is inherited by ARHS. Faculty, staff nor students may use the ARHS email system to send spam. Spam is defined as: "Email spam, also known as junk email or unsolicited bulk email (UBE), is a subset of electronic messaging involving nearly

identical messages sent to numerous recipients by email." Violation of this rule may result in the suspension or termination of the individual's email account.

- Games—Students are not to play games during school hours, with the exception of educational games assigned by the classroom teacher.
- Instant Messaging/Chat— At the discretion of the classroom teacher, students may access their Google Chat (this feature is disabled on student accounts unless requested by a teacher to be used in an interactive group learning activity.) Any use of other chat or messaging accounts during school hours is prohibited (including iCloud based chat).
- Network Access—Network access is intended for Archbishop Riordan-owned devices. Students may only connect their iPads to the Archbishop Riordan wireless network. Students must have permission from the Technology Department to connect additional devices to the network. Residential students who live on are allowed to connect their personal devices to the wireless network located in the dormitory.

Use of School Hardware

- Tablet PCs—see below
- Computer Labs- Students are not permitted in any computer lab unless a faculty or staff member is present. Improper behavior, such as, but not limited to, misuse of equipment, loading software, tampering with any hardware, Internet misuse or tampering with other accounts, etc. will lead to serious disciplinary action and possible loss of account and/or computer access.
- Desktops and Tablet Stations—Desktop computers and tablet stations (e.g. a docking station attached to an external monitor, keyboard, and mouse) may be available in labs

and the media center for student use. This equipment must be used with care, and only with the permission of a teacher, staff member or an administrator.

- USB and Memory Cards—Faculty, staff and students must use extreme caution when using USB devices and memory cards, as these are often the source of outside viruses entering the network.
- Printers—Printers are available across campus in primary locations such as the computer labs, library, RSP, faculty work room and at the Technology Help Desk. iPads have the ability to print wirelessly to all of the available campus printers. However, faculty, staff and students are encouraged to avoid printing whenever possible, instead making use of the numerous digital options available for submitting or sharing documents. Faculty and staff are encouraged to work with the Technology Department to establish electronic submission protocols for student work whenever possible. Student limits on printing can be implemented at any time and changed as needed throughout the school year.
- Classroom and Cart A/V Equipment— Archbishop Riordan classrooms are equipped with digital projectors, televisions, DVD/VCR units, and speakers. Archbishop Riordan also has several portable carts that include this hardware as well as being offered for loan through the Help Desk. Students are forbidden to tamper with, move, or attach devices to any Archbishop Riordan-owned A/V hardware without the express consent of the faculty or staff member. Some classrooms are further equipped with

Promethean Interactive Boards and/or Smart Boards. These are also not to be tampered with or used without the express permission of a teacher or administrator.

- Phones; telephones may be used only with the permission of a teacher and at no other times during school hours. (See main Student Handbook for complete cell phone disclosure and use policies).
- Scanners—Faculty and staff may use the scanner feature on either of the large copy machines located in the faculty lounge or copy room. A code is needed to access these machines and should have been assigned during faculty/staff orientation. All scans are converted to PDF and emailed to the selected address at the time of scanning. Please see the Help Desk for training or assistance.

Laptops, Tablet PCs and iPads

- Ownership—ARHS-issued laptop, desktop, tablet PC and/or iPad are the property of Archbishop Riordan High School. Faculty and staff are responsible for taking basic care of the equipment and submitting any issues to the Technology Help Desk in a timely fashion. Faculty and staff are not allowed to "troubleshoot" computer problems, but must submit a Help Desk Ticket when experiencing a problem with their equipment. Faculty and staff do not have the ability to install or update software on desktop or server systems except for laptop users under supervision and monitor.
- Student-owned iPads are to be used for coursework and must be registered through the school web site or with the Technology Help Desk prior to having the device on campus. Please see the 1:1 iPad Program section of the web site for complete details and to access the online registration form. Faculty and staff issued iPads have already been registered with the Technology Department.
- Re-Imaging— Archbishop Riordan reserves the right to re-image (return to original state) school-issued laptops, desktop computers, tablet PCs and/or iPads at any time. If the device must be re-imaged due to user misconduct/damages, the individual may be assessed a fine for damages.
- Security—Faculty, staff and students are responsible at all times for their Archbishop Riordan-issued laptops and iPads. These devices are not to be left at school overnight (unless in a locked drawer), and should never be left unattended and unsecured. Devices left unattended will be turned in to the Technology Help Desk if found. Students may be required to pay a fine to collect unattended laptops, tablet PCs and/or iPads.
- Power/Charging— Faculty, staff and students are required to bring their devices to school fully charged. A properly charged device (iPad or laptop) with new batteries should last the entire school day.
- Carrying and Storage—iPads must be placed in the protective case when not in use. It is recommended that the case be carried in a backpack with a padded laptop slot when outside of school. Never leave a laptop or iPad in an enclosed vehicle sitting in the sun without proper air ventilation.
- Hardware—It is forbidden to add/change/modify the internal hardware configuration of any school-issued laptops, desktop computers, tablet PCs and/or iPads. This includes "Jail Breaking" devices.
- Personalization— Faculty, staff and students may not "personalize" school laptops, desktop computers, tablet PCs and/or iPads with markings, stickers, etc. and may not

- remove or damage the asset tags or stickers on school-issued equipment.
- Software— Faculty, staff and students are not “administrators” of the school-issued laptops, desktop computers, tablet PCs and/or iPads and may not install software or applications. If a software application needs to be installed for educational purposes, please submit a ticket to the Technology Help Desk for assistance.
- Abuse and Negligence—the school-issued laptops, desktop computers tablet PCs and/or iPads are covered by an accidental damage warranty. However, in order to keep the cost of the warranty affordable, it is extremely important that the repair incidents are kept to a minimum. Therefore, faculty and staff who have damaged their laptop or iPad must report this to the Help Desk immediately. The device may be taken for repair at that time. Faculty and staff are responsible for any costs not covered by the warranty if the damage was due to neglect or purposeful damage.
- Liability – The Technology Department is not liable for any data loss caused by user inflicted damages or negligence on ARHS devices. The Technology Department strives to provide the best service possible but are not to be held responsible for issues caused by user errors or negligence. The user is responsible for their data backup and storage.

Conclusion

The Archbishop Riordan Acceptable Use Policy is a living document and is subject to change as circumstances require, so please review the policy quarterly. When significant changes are made to this acceptable use policy, faculty, staff and students will be notified through their Online Education Portal account and parents will be notified through the Archbishop Riordan email system.

The fines for abuse, repeated negligence, re-imaging, and recovery of unattended machines will be assessed and collected by the Archbishop Riordan Finance Office. The schedule of fines is updated on a continual basis.

Required Appendices from the SF Archdiocesan Administrative Handbook:

(http://www.sfarchdiocese.org/media/files/Policy-Index/09D_2.PDF)

Non-Discriminatory Policy Statement

Archbishop Riordan High School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color or national origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

The Archdiocese of San Francisco adheres to the following policy: “All employees of the Archdiocese of San Francisco and Department of Catholic Schools shall be employed without regard to race, color, sex, ethnic or national origin and will consider for employment, qualified applicants with criminal histories.” (Administrative Handbook #4111.4)

The Context of Catholic Education

Preamble

Pope Francis inspired and encouraged a delegation of Jesuit school teachers and their students in June of 2013, when they traveled from Italy and Albania for a visit to the Vatican, with the following words:

Give [the students] hope and optimism for their journey in the world. Teach them to see the beauty and goodness of creation and of man [and woman] who always retains the Creator's hallmark. But above all with your life be witnesses of what you communicate. Educators — Jesuits, teachers, operators, parents — pass on knowledge and values with their words; but their words will have an incisive effect on children and young people if they are accompanied by their witness, their consistent way of life. Without consistency it is impossible to educate! You are all educators, there are no delegates in this field.

The teachers in the high schools of the Archdiocese of San Francisco have animated and inspired thousands of students for several decades. Each year the teachers hold their students to lofty standards and, by skill, wit and patience, motivate the students to exceed the high standards set for them. The Archdiocese is proud of its teachers, and applauds them as they seek to deepen Catholic attitudes and sentiments in their students. This becomes increasingly difficult in a society that no longer provides support for broad religious convictions.

All faculty, administrators and staff contribute to the mission of our Catholic schools. Those who strive to be faithful Catholics seek to conform their hearts, minds and consciences ever more perfectly to the image of Jesus Christ in accordance with the faith that has been handed on by the Catholic Church down through the ages. Other teachers, administrators and staff also make a valuable contribution to the Archdiocesan schools by being professionally well-trained and by broadly endorsing the goals of a genuine Catholic education. As committed and skilled educators in the Archdiocesan high schools, these teachers, administrators and staff provide personal witness and vital assistance to the goal of forming young people in wisdom and knowledge by being expert expositors and motivators of modern learning.

For a Catholic high school to attain excellence, it must be at one and the same time an excellent institution of secondary education and a truly Catholic institution. In our age, though, a significant diminution in public support of religious belief poses difficult challenges to all religious high schools.

Following the general structure of the Catechism of the Catholic Church, the following pages, then, offer a short compendium of some important teachings of the Catholic faith.

Introduction: Jesus Invites Us to Relationship

Jesus and His Mission of Salvation

Jesus, God made flesh, came into the world to save humanity. His life, death and Resurrection are the very substance of the Good News. The loving, redemptive ministry of Jesus encompasses all people and all times. In every age and circumstance, Jesus calls men and women to know him, to believe in him, and to follow him. Through him, God invites broken people into salvation as they repent and believe the Gospel. God pours out His compassion, mercy, forgiveness and healing to those damaged by brokenness, sickness and sin. Jesus' proclamation of liberty for captives extends to all who have ears to hear (Luke 4:18-19).

Through Jesus, one comes to understand the inexhaustible, merciful love of the Father, who runs to welcome home each child who is lost. One experiences the tender mercy of the shepherd, who searches for the lost sheep and rejoices when he finds it. One experiences the healing power of God. The forgiving father, the good shepherd, and the good physician are among the compelling images of God, who desires to bring people into deeper, intimate union with Him (Luke 15, Matthew 8:12-14, Mark 2:17).

God initiates and longs unfailingly to be in relationship with all people so that they might fulfill their own dignity and find the purpose of their life. He creates each person in His own image and likeness, and offers each person a vocation to beatitude, to a life of true happiness. God ceaselessly invites people into relationship with Him. As Pope Saint John Paul writes, it is "in Christ and through Christ [that] man has acquired full awareness of his dignity, of the heights to which he is raised, of the surpassing worth of his own humanity" (Redemptoris Hominum, 11).

The dynamic reality of God's love poses to His people the continual challenge of transformation and sanctification through the grace and power of the Holy Spirit. Those who respond to His invitation enter new life in the Spirit, and are called to become holy—to become more like Christ—as they mirror the mystery of his redemptive suffering and death. They thereby come to share in the triumphant freedom of the Risen One. This process of becoming holy begins with the awareness of the need for purification. At the beginning of his pontificate, Pope Francis defined himself, saying, "I am a sinner. This is the most accurate definition. It is not a figure of speech, a literary genre. I am a sinner." Through this statement, Pope Francis expressed the reality experienced by every human being. Every person has fallen short of God's glory and stands in need of God's mercy and healing (Romans 3:23). God is always able to "make all things new" (Revelation 21:5). The Christian life is a continual process of daily conversion as the believer turns away from sin toward the mercy, love, and embrace of God.

This call to transformation invites one to fuller communion and union with God, who is Love. It also informs the institutional life of the Catholic school.

Jesus and His Disciples

Jesus commissioned his apostles to "Go...and make disciples of all nations, baptizing them...teaching them to observe all that I have commanded you" (Matthew 28:19). From age to age, Jesus calls Christians to teach and believe in his Name. Accordingly, the Church is both evangelical and missionary. A principal component of this mission to spread the Good News is to teach as Jesus did. Catholic education is one of the principal means by which the Church

evangelizes and teaches. Indeed, as Blessed Pope Paul VI teaches, the Church “exists in order to evangelize, that is to say, in order to preach and teach, to be the channel of the gift of grace, to reconcile sinners with God, and to perpetuate Christ’s sacrifice in the Mass, which is the memorial of His death and glorious resurrection” (Evangelii Nuntiandi, 14).

The Mission of Catholic Education

The Catholic Church has advanced education as a means of forming the whole person: spiritually, morally, intellectually, physically and socially (see *Gravissimum Educationis*). The student is thus presented with the knowledge, beliefs, skills and practices to flourish in this world as a disciple of Christ. Additionally, students are then enabled to share with others the fruits of what they received in the classroom.

In addition to being centers of academic excellence, in every generation Catholic schools exist first and foremost as centers of evangelization and faith formation, that is to say, to give students the direction they need to live a holy life in this world, deepening their relationship with God now so that they may enjoy eternal happiness with God as their ultimate end. A critical way in which Catholic schools achieve this is by fostering an academic culture aimed at the pursuit of truth. In accord with longstanding Catholic intellectual tradition, students are taught how to think logically, critically and compassionately so as to prepare them to lead virtuous lives in human society (see *Gravissimum Educationis*).

In this regard, Pope Francis highlights the critical role and mission of Catholic schools:

The process of secularization tends to reduce the faith and the Church to the sphere of the private and personal. Furthermore, by completely rejecting the transcendent, it has produced a growing deterioration of ethics, a weakening of the sense of personal and collective sin, and a steady increase in relativism. These have led to a general sense of disorientation, especially in the periods of adolescence and young adulthood, which are so vulnerable to change. ...We are living in an information-driven society which bombards us indiscriminately with data—all treated as being of equal importance—and which leads to remarkable superficiality in the area of moral discernment. In response, we need to provide an education, which teaches critical thinking and encourages the development of mature moral values [*Evangelii Gaudium*, 64].

Issues that Prevail Today

It is the mission of the Church in every generation to invite all people to know the saving love of God who has revealed Himself and His love for the world in His son, our Lord Jesus Christ. Those who hear and respond to the call to follow Jesus are challenged to make the truths of the Gospel their own. A Christian is to be “salt and light”, making known the unconditional, limitless transforming love of God in a world that so often stands in so great a need of it. As the prologue of John’s Gospel poetically reveals to us, “what came to be through him was life, and this life was the light of the human race.” Our world, indeed all people in all generations, stand in need of illumination by this saving light of Christ, and it is the Church, the people of God in union with Christ their head, who are called to live as witnesses to this transcendent

divine love.

What follows is a brief treatment of selected beliefs of the Church and principles of the Christian life. The Gospel cannot be reduced to a list of truths no matter how comprehensive because the Gospel is a person, the anointed one, Jesus of Nazareth, who is Lord. That which is articulated here must be taught in a larger context and with greater depth, always prioritizing the personal encounter with Christ. These are noted here because of their relevance to the mission of Catholic education in the local church. Many other teachings in Sacred Scripture and Church Tradition, often summarized in the Catechism of the Catholic Church (hereafter CCC), are not highlighted below. All teachings of the Church inform the Catholic school's mission.

As the Catholic Faith is essentially relational, the following categories of belief and practice are organized around relationships.

Covenantal Relationship (The Creed)

God "in a plan of sheer goodness freely created man to make him share in his own blessed life" (CCC 1). He invites each person into loving union with Him and to experience the freedom of the sons and daughters of God (see CCC 748-962; Romans 8:21). While on earth, the human person is in a state of journeying to this goal; only in Heaven will one experience the fullness of joy and see God face to face.

The ordinary way that the human person discovers the fullness of truth, goodness, and beauty is by discovering and entering into union with Jesus Christ and his Church. This union is not simply a passive reception of past dogma and tradition; it is falling in love with God and all that He has revealed. Pope Francis wrote, "the first proclamation must ring out over and over: Jesus Christ loves you; he gave his life to save you; and now he is living at your side every day to enlighten, strengthen and free you" (*Evangelii Gaudium*, 164). The Good News is therefore much more than simply grasping ideas; it is following the Person of Jesus himself. The apologist Frank Sheed wrote, "We are not nourished by the food that someone else has eaten. To be nourished by it, we must eat it ourselves."

The faith of those who have gone before must be echoed with personal assent by each person who seeks to follow God.

A loving relationship requires a free response. The human person is given the power to accept or reject God; to choose a life that either promotes or opposes truth, goodness, and beauty (see CCC 1020-1060). The choice to follow Christ is a choice to enter into the covenantal relationship depicted in the Old Testament, freely binding oneself by the laws of God. This covenantal relationship is a choice to allow one's life to be changed by the Good News of the Gospel. It is no accident that the baptismal promises begin with the question, "Do you believe?" Christians are above all believers, those who have made the timeless creed of Christianity the foundation of their life.

What one believes is manifested in how one lives. Faith is made visible by Christians who live out the Gospel. Faith, though, not only transforms the individual, but it compels Christians to seek to share the Good News with others. A person in love longs to share the beloved with

others. Similarly, Catholic Christians long to help others know God in union with the Church.

Jesus promised that he would not leave his followers orphans, that he would send them the Holy Spirit (John 14:16-18), and that truth would endure in the Church until the end of time (Matthew 16:18). Scripture further tells us, "the Church is the pillar and foundation of truth" (1 Timothy 3:15). This means that while individuals in the Church may be great sinners, the Church cannot err in matters of faith and morals. The Church teaches with God-given authority. Specifically, when the Pope speaks in his official capacity as head of the Church, he shares in Christ's guarantee that the Church proclaims truth (Luke 10:16). This same authority is found in the teaching office (Magisterium) of those bishops in union with the Pope (CCC 891). Likewise, in order to bear witness to this truth in word and deed the individual Christian has to pray over the Scriptures and partake of the sacraments. Only by this immersion into the prayer and liturgy of the Church can the Christian pursue lifelong holiness. And only in this way can the Christian serve the common good by faithful citizenship, which, for the lay faithful, entails the direct duty of working for a just ordering of society (Deus Caritas Est, 29).

Sacramental Relationship (The Sacraments)

Christ continues to live and act in and with the Church (CCC 1076). Specifically, Christ acts through the sacraments. A sacrament is an outward sign of God's grace instituted by Christ and entrusted to the Church, by which we are given a share in God's life (CCC 1131). "The seven sacraments touch all the stages and all the important moments of Christian life: they give birth and increase, healing and mission to the Christian's life of faith" (CCC 1210). An educator who is immersed in the sacraments and encourages his students to do likewise, is opening wide the doors of the heart to God's presence. As the first disciples traveling with Christ on the road to Emmaus, the disciples of the third millennium are strengthened by the sacraments as they walk the road to life.

In the sacraments, God's abundant grace is given and received. The sacraments of Christian initiation, namely Baptism, Confirmation and the Eucharist, lay the foundations of every Christian life. Through them, the human person receives and is enabled to grow in new life as a child of God (CCC 1212). This new life can be weakened or even lost through sin. The two sacraments of healing, the sacrament of Penance and the sacrament of Anointing of the Sick, restore the life that was damaged or lost by sin and sickness (CCC 1420-21). The sacraments of vocation, Holy Orders and Matrimony, confer a particular mission in the Church and, along with all vocations in the Church, serve to build up the People of God (CCC 1534).

Sacrament of the Eucharist:

In order to leave his disciples with a pledge of his love, in order that Christ might always be with them, and that they might share in Jesus' death and Resurrection, Jesus instituted the Eucharist (CCC 1337). In the Eucharist, Jesus is truly present Body and Blood, Soul and Divinity, under each of the forms of bread and wine. Holy Communion is the "daily bread" of Christians, nourishing them in the life of Christ. As every reception of the Eucharist is an encounter with the living God, "we must prepare ourselves for so great and so holy a moment" (CCC 1385). Catholics do this by living in a state of grace and embracing a life of virtue. It is not fitting to express union with the God who is love if one is consciously living in sin and attached to serious vice. For this reason, "Anyone aware of having sinned mortally

must not receive communion without having received absolution in the sacrament of penance" (CCC 1415; cf. also CCC 1854-1864 and can. 960 CIC).

The Eucharist is a gift that makes present the sacrifice of the Cross and allows each person to experience the depths of God's love (CCC 1366). At every Mass, the "lives of the faithful, their praise, sufferings, prayer, and work are united with those of Christ and with his total offering, and so acquire a new value" (CCC 1368). This encounter with Jesus preserves, increases, strengthens and replenishes one in following the path of holiness (CCC 1393-95). It unites one more closely to Christ and through him, to the entire Church (CCC 1396). It deepens charity and encourages one to serve one's brothers and sisters, especially the least among us (CCC 1397-98). This is why the faithful are obliged to attend Mass every Sunday and Holy Day of Obligation (CCC 2180-2181).

Sacraments of Vocation:

Matrimony is one of the two sacraments of vocation. It is a partnership between a man and a woman of permanent and exclusive fidelity ordered toward the good of the spouses and procreation and education of offspring. By their total gift of self to the other, husband and wife become one flesh, united in body and spirit. This is also the primary image God uses to teach about His covenantal relationship with His people, fulfilled in Christ, the Bridegroom with his Bride, the Church (see Eph 5:21-32; CCC 1601-1666; can. 1055, 1056, 1057 § 1 CIC).

Children have a right to a father and mother whenever possible and to be the fruit of the conjugal love of their parents (CCC 2378). The civil institution of marriage protects this right and ensures the succession of generations and family life. Of course, the first principle of Catholic social teaching affirms the dignity and goodness of any and every child, no matter how they came into this world. As Pope Francis eloquently states:

The family is experiencing a profound cultural crisis.... In the case of the family, the weakening of these bonds is particularly serious because the family is the fundamental cell of society, where we learn to live with others despite our differences and to belong to one another; it is also the place where parents pass on the faith to their children. Marriage now tends to be viewed as a form of mere emotional satisfaction that can be constructed in any way or modified at will. But the indispensable contribution of marriage to society transcends the feelings and momentary needs of the couple. As the French bishops have taught, it is not born of loving sentiment, ephemeral by definition, but from the depth of the obligation assumed by the spouses who accept to enter a total communion of life' [Evangelii Gaudium, 60].

Those who receive the sacrament of Holy Orders are consecrated in Christ's name "to feed the Church by the word and grace of God" (CCC 1535). The Church does not believe the ministerial Priesthood to be merely an administrative or leadership role. It is first and foremost a sacrament. The priest is a sacramental sign of Jesus Christ. At every Mass, the priest acts in the person of Christ (in persona Christi) as he manifests the redeeming love of Christ the Bridegroom for his Bride, the Church.

Consequently, the practice of ordaining men only has remained the constant Tradition of the

Church for over 2000 years (CCC 1577). The Church lacks the power to ordain women because the Church must hold to Christ's example, to the example of the Apostles, and to the constant Tradition of the Church (Pope John Paul II, Apostolic Letter *Ordinatio Sacerdotalis*, 4). The fact that most men and all women are not ordained priests does not mean they have less dignity or importance in the Church. In particular, the "presence and the role of women in the life and mission of the Church ... [is] absolutely necessary and irreplaceable" (*Ordinatio Sacerdotalis*, 3). The heart of humanity, the greatness of all people, is found in holiness rather than in a particular state of life. All vocations have the purpose of leading people to holiness.

Communal Relationship (Morality)

The Vocation of the Human Person

Every human person is created in the image and likeness of God. Each person has a spiritual and immortal soul, intelligence and free will. Every life has purpose and meaning. Humanity is not simply the random product of chance and evolution alone. Rather, each person is willed by God and loved with an infinite love (*Spe Salvi*, 5). God has a plan for the happiness of every person He creates, and God wants all of humanity to know the joy of a life lived in communion with Him. Each person is called in soul and in body to eternal bliss (CCC 1699-1715).

People freely accept this vocation to happiness by their actions. "The more one does what is good, the freer one becomes" (CCC 1733). When human actions are good and directed towards God, the Ultimate Good, humanity flourishes (CCC 1730-33).

Conscience plays an important role in the moral life and in choosing to do good. One's conscience is a judgment of reason whereby one can recognize the moral quality of a concrete act, and the Church affirms that the voice of God can be heard through it. However, the individual conscience is not infallible and in fact requires formation. The formation of conscience is a life-long task and occurs with self-mastery, prayer, study of Sacred Scripture, the writings of the masters of the spiritual life, and listening to the teachings of the Church's Magisterium. Done consistently, human persons fine-tune their receptive capabilities to hear God speaking to them, advising them to do this and shun that. In this manner, the human person grows both in virtue and in union with God (CCC 1776-94).

The Commandments

In today's society, there is considerable discussion regarding several of the Commandments that the Church has always used as the foundation of the Christian life. Highlighted below are the teachings of the Magisterium surrounding respect for life, morality and social justice (see CCC part III, section II).

Consistent Ethic of Life

The Church works to build up a culture of life and recognizes how often the most vulnerable in society are unprotected. Pope Saint John Paul II wrote:

It is possible to speak in a certain sense of a war of the powerful against the weak: A life that would require greater acceptance, love, and care is considered useless or held to be an intolerable burden and is therefore rejected in one way or another. A person who, because of illness, handicap or, more simply, just by existing, compromises the well-being or lifestyle of those who are more favored, tends to be looked upon as an enemy to be resisted or eliminated [Evangelium Vitae, 12].

Catholics are called to “Respect, protect, love, and serve life, every human life!” (Evangelium Vitae, 5). The Church is characterized by a consistent love for and defense of the human person. The Church knows that all people—regardless of size, location, development, environment, age, etc.—have dignity and value. Life is beautiful and worth defending no matter what the circumstances. Science shows that the fetus is a human organism/person from the beginning of fertilization. Likewise, the Church proclaims that each life, from the moment of conception until natural death, in every stage and in every condition, is meaningful and sacred. Consequently, the Church always defends the life of every human being (CCC 2558-2330).

Morality

God calls all His children to chastity, whether married or unmarried. Chastity means “the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being” (CCC 2337). To be chaste is to value each person as someone to be loved, not as a body to be used. To be chaste is to regard the person as more valuable than sexual pleasure. Chastity frees the human person for self-mastery of the passions and for genuine love (CCC 2337-2345).

The Church sees that sex has an end (telos) that never changes. The natural ends of sex are both conjugal union and procreation. This is why it is only within the bond of marriage open to both of these ends that sexual intimacy is properly ordered. The Church tirelessly upholds and safeguards this truth (CCC 2331-2391).

The Church makes a distinction between someone’s desires and someone’s actions. Desires/attractions are neutral to the extent they are spontaneous and not willed. Having an attraction to someone is not sinful in itself, yet not every human desire should be acted upon. One is morally responsible for freely chosen actions (CCC 1762-1775).

All people, regardless of sexual attraction, are beloved sons and daughters of God, made in His image and likeness. All people have dignity and rights, and deserve complete respect and love (cf. CCC 2357-2359). Therefore, all members of the human family must always be treated with respect, compassion and sensitivity.

Social Justice

Jesus commanded his disciples to “love one another as I have loved you.” The foundation of Catholic social teaching “is a correct view of the human person and of his unique value, inasmuch as ‘man is the only creature on earth which God willed for himself.’ God has imprinted his own image and likeness on man (cf. Genesis 1:26), conferring upon him an

incomparable dignity" (Centesimus Annus, 11). Thus Catholic social teaching begins with a strong defense of the dignity, worth, and the right to life of every person from conception to natural death.

Catholic social teaching emphasizes the importance of the family, recognizing the family as the foundation of every healthy society. In particular, the Church supports a living wage that provides adequately for every family with regard to food and shelter. The Church also advocates for reasonable working hours and conditions that support a stable home life. Work is part of the human condition and the rights of workers must be upheld.

The Church defends good stewardship of one's resources (see Leo XIII, *Rerum Novarum* and John Paul II, *Centesimus Annus*). Ownership and stewardship entail promoting and caring for the common good of society. They also involve a respect for nature and care for the environment.

Catholic social thought emphasizes the principle of subsidiarity. This means that responsibility for decision-making should be assigned to the smallest group of people who most directly bear the consequences of decision making authority delegated to them. A consequence of this principle is that higher authorities should promote and defend the common good of all, and assist and protect local communities only when they cannot adequately perform certain tasks (see *Centesimus Annus*, 48).

The Church has always especially cared for the poor. At the dawn of the new millennium, Pope Saint John Paul II identified the poverty of millions of men and women as "the one issue which most challenges our human and Christian consciences..." (John Paul II, *Message for the 2000 World Day of Peace*, 14). The Church asks Christians to make care for the poor a priority in their activity in the world.

All people have the right to the freedom of religion. The choice to believe any religious faith must be voluntary. Faith should be an act of free will, or it is not valid. Religious liberty is both a moral and natural right. Each faith must be allowed the freedom to teach its members according to its faith tradition.

Spiritual Relationship (Prayer)

The disciple's life in Christ and call to holiness is supported and nourished by prayer. On many occasions, the Gospels explain that Jesus went off by himself to pray to the Father. The disciple of Christ is likewise marked by fidelity to prayer. Each Christian is called to develop a familiar and personal relationship with the Father through Jesus.

God always initiates prayer. "Whether we realize it or not, prayer is the encounter of God's thirst with ours" (CCC 2559). In response to God's invitation, prayer is the visible fruit of the covenant relationship between God and the human person; it is the lifting up of one's mind and heart to God (see CCC 2558-2651). Personal prayer is one's daily opportunity to talk with God, pouring out one's heart and opening the door for God to act in one's life. Communal prayer is when one enters into the daily prayer of the Church, learning to pray as the great saints have done and to "put on the mind of Christ". Thus, "Prayer cannot be reduced to the spontaneous outpouring of interior impulse: in order to pray, one must have the will to pray.

Nor is it enough to know what the Scriptures reveal about prayer: one must also learn how to pray" (CCC 2650). The Holy Spirit, along with the Church, teaches one how to pray.

The Bible and Christian experience teach that prayer makes a difference. Prayer is one of the ways the human person cooperates with God's will. Prayer teaches the human person how to grow in order to accept God's plan, how to wait until the timing is right, or how to receive a joyful "yes," making God's will one's own. Prayer expresses the intimate union between the human person and God.

Closing Summary

Pope Francis compellingly stated, "Those who have opened their hearts to God's love, heard his voice and received his light, cannot keep this gift to themselves" (Lumen Fidei, 37).

Working and teaching in a Catholic school allows one the privilege and honor to witness to the power of God's love and to share that love with young people, handing on to them the Church's timeless faith and inculcating in them the values that come from that faith, so that they may become the persons God has created them to be and so find happiness with Him now and in eternity.