

# The Augustinians

Province of  
Our Mother of Good Counsel

Secondary Education  
Handbook

2012

# EDUCATION HANDBOOK

## PURPOSE

This handbook is intended to provide guidance and direction to those who will operate Augustinian high schools in the twenty-first century. It is written to assist lay people and Augustinians who will work together to see that the charism of the Augustinians remains intact in all Augustinian high schools. It is to guide decision making, to define policies, and to establish procedures and methods of operating so that those in leadership will be mindful of our history, tradition, and the purposes of an Augustinian education. Its goal is to provide appropriate and specific direction and requirements so that, in full partnership with lay leadership, Augustinian schools may fulfill the programs, goals, and objectives spelled out here.

## THE EDUCATIONAL APOSTOLATE

The educational apostolate is a corporate commitment of the entire Midwest Province of the Augustinians. As with all corporate Apostolates, the ultimate responsibility and authority resides in the Provincial Chapter and/or the Provincial and his Council.

The local school Augustinian community is established at the direction of the Provincial and his Council to carry out the Province apostolate at a given institution. The local Augustinian community fulfills the Province mission and the particular school's philosophy, goals, and objectives, as representatives of the corporate Province community. They work in accordance with the policies of this handbook and the policies of the particular school, by their caretaking role as custodians of the apostolate. Only active Augustinian members of the Apostolate involved in the school may vote on school matters.

At our schools where there is a small or no Augustinian community, the Provincial and Council, Superintendent, Chief Administrator, and Director of Mission are directly responsible for the appropriate operation of the school in support of the Chief Administrator.

In Province schools where the Chief Administrator is a lay person, that person is responsible to nurture and directly supervise the implementation of the charism and style of the Augustinians.

The Chief Administrator, religious or lay person, proposed by the Provincial and elected by the Council is known as President, Principal, or Headmaster according to the custom of the institution. His/her appointment must involve consultation with the local school community, but his/her authority, like the stewardship of the local school community itself relative to the apostolate, derives from the Constitutions, the Province Statutes and the Provincial and his Council. The relationship between the stewardship of the community and the authority of the Chief Administrator is effective only if exercised in a spirit of mutual and fraternal trust and cooperation. In fulfillment of his/her duties, the Chief Administrator is responsible to the Superintendent of Schools, and then the Provincial and Council.

The Augustinians of the Midwest Province and all Provinces across the country and in Canada are invited to share their resources with us in the Midwest to serve in our schools.

All Augustinians, regardless of age or experience, are encouraged to work in the school apostolate. To have a clear understanding of the challenges of the school apostolate, those serving in education are encouraged to gain classroom experience as part of their preparation and training. Augustinians stationed in schools should be placed where they may be the most useful to the largest number of those served; at the same time the areas of their interest should be considered.

## CORE VALUES IN AUGUSTINIAN EDUCATION

A value is quality, abstraction, virtue, and ideal that has special meaning for a person or group. In addition to meaning, it also elicits strong self-commitment from the person or group. The combination of meaning/self-commitment in a value in turn establishes the identity of the person or group. The beliefs detailed in the Augustinian Philosophy of Education can be distilled and focused in a set of Core Values which should characterize the members of an Augustinian school family. These fundamental Core Values define the school family,

Our Core Values are three:

- Veritas (Truth) - Confident that truth is objective and ultimately grounded in God, we are committed to help one another pursue truth with enthusiasm.
- Unitas (Unity) - Confident that our Christian relationship of love with others in God makes us one community, we cultivate mutual communion as a means of helping one another pursue truth and deepen our love so as to enjoy ultimate oneness with God, together.
- Caritas (Love) - Confident that communion in love with God is the goal of our lives; and sure that we learn and experience God's love first in other human beings, we strive to be men and women of love.

## MISSION STATEMENT

Our schools have been established for this end: to educate young men and women in the Roman Catholic tradition based on the values and teachings of St. Augustine and Augustinian tradition as detailed in this Province Handbook on Education. An Augustinian Catholic education promotes the spiritual, intellectual, emotional, social, creative, and physical growth of the person in and through a community of love and compassion.

An Augustinian education is a process which fosters self-discipline and the ability to set and achieve goals. Our efforts are directed toward preparing young people for college and life-long learning that aids the individual now to live in harmony with all people and ultimately to enjoy union with God.

## AUGUSTINIAN PHILOSOPHY OF EDUCATION

This is the official statement of Philosophy of Education for the elementary and secondary school apostolate of the Augustinian Province of Our Mother of Good Counsel.

This statement of Philosophy of Education derives from two sources: the writings of St. Augustine and an Augustinian lived approach to life and education today. The beliefs and values which characterize the life and work of Augustinians today are part of a dynamic continuum which represents the living and developing internal life of the Augustinians from their organization in 1244 to the present.

Each school of the Province is expected to accept and adapt this statement. Adaptations should suit the particular characteristics of each school, and they should be properly adjusted to the needs of the audiences for whom they are intended. Statements of the Philosophy designed for student or parent handbooks should be written in such a way as to be readily understood, vital, challenging declarations of purpose for those audiences. All modifications shall remain faithful in essence to the principles set forth in the official statement of our Province.

## STATEMENT OF PHILOSOPHY

### 1. The Search for God

- a. *"You have made us for yourself, O Lord, and our heart is restless until it rests in you"* (Confessions, 1,1). God the Creator of all is pure spirit, but we are spirit and flesh living in a material world. Our life in this world is a journey homeward to our Creator, who ultimately alone can give us the fulfillment for which we yearn. That fulfillment cannot be found in the incomplete, sometimes confusing, and shifting circumstances of the material world. It can only be found in communion with the infinite, all-perfect good. We hunger for that union; God is our whole good and our perfect good.

- b. We search for God with mind and heart in this life. We seek union with God through knowing and loving the God who is the foundation of all truth and the lover who satisfies every longing.
- c. None of us searches for God alone. On the contrary, we search as members of a community. Together we sort through the data of this world; together we look inside ourselves to find the true God living in and among us; together we love God and experience his love. *"These are the chief commandments given to us: Love God and then your neighbor"* (Rule 1,1). We are called *"to be one in mind and heart, on our way to God"* (Rule 1,3).
- d. This communion of mind and heart among ourselves and with God is made possible through the mediation of Christ. Christ enlightens and Christ is the way, truth, and life. Christ is the bond of unity among Christian people and the way to unity with God.

## 2. The Pursuit of Truth

- a. Given our goal of union with God who is perfect truth, the role of our intellectual faculty is essential. This spiritual power in us strains to find the truth. The content of the Divine Mind is truth, and wisdom is the contemplation of truth. Our knowing is a means of achieving union with the unchanging object of the mind's quest.
- b. However, composed of flesh and spirit, living in a material world, we begin to know truth in our study of the things of that material world. We move from the material to the more significant spiritual realities that undergird the material. We struggle to come to the realization that underneath the changing material realities is to be found an unchanging, stable truth. This is not to say that the material world is not real; it is real and it exists apart from our mind. We are capable of knowing it and capable of learning abstract truths through it. This discovery propels us toward ultimate truth, God. *"In this mortal life we are not journeying far from the Lord. But if we wish to make our way back home to where we will be happy, this world ought not to be viewed as end but means. When this is the case, the invisible things of God manifest in creation are so grasped as to lead us from what is bodily and temporal to what is eternal and spiritual"* (On Christian Doctrine 1,4).
- c. The pursuit of truth must be motivated from within. It is our will which activates the mind's search, keeps it on course, and causes it to free itself from too much concentration on the material world. The search not only involves the discovery of truths external to us, but indeed the discovery of truths within, even The Truth within. *"Late have I loved you, beauty ever old and ever new, late have I loved you. You were within me and I was outside myself. There I sought you, and in my unloveliness, I plunged into the lovely things you created. You were with me, but I was not with you"* (Confessions 10,27). Within the depths of the soul, God's unchanging spirit is closest to us.

- d. The role of faith in the pursuit of truth is critical. It is the key to truest and deepest knowledge. *"Understanding is the reward of faith. Therefore, seek not to understand in order to believe, but believe in order to understand"* (On John's Gospel 29,6).
- e. Faith is the unquestionable authority which guides us to truth, but we ourselves have a mission to one another to facilitate each one's quest for truth. In our role as facilitators, we attempt to free others from excessive preoccupation with the material world, to challenge others through questioning, to help them pursue the greater complexities of truth, and to offer our own insights to truth learned through our own experience and contemplation. Those who fill this role as professionals are called teachers.
- f. The young derive much assistance from their teachers by taking advantage of the teachers' personal encounters with truth and with their encounters with truth in the whole tradition passed on through the centuries. Not having had the time to work their own way through the approaches to truth, students can listen to their teachers, check what they hear with the inner wisdom and faith which they themselves possess, and finally move more quickly toward their goal of union with truth. *"It is the function of good teaching to develop a gradual approach to wisdom, for without a careful and well-staged plan, almost incredible good luck is required to attain it"* (Soliloquies 1,23).
- g. The teacher stimulates students by signs, symbols, and example to encounter truth by themselves, and the teacher supplies source materials for their pursuit of truth. Teacher and student together seek understanding with the mind, but their relationship is not merely intellectual. *"Let us then adapt ourselves to our pupils with a love which is at once the love of a brother or sister, or a father, or a mother. When once we are linked to them in heart, the old familiar things will seem new to us. So great is the influence of a sympathetic mind that, when our students are affected by us as we speak and we by them as they learn, we dwell in each other and thus both they, as it were, speak within us what they hear, while we after a fashion learn in them what we teach"* (On Catechizing the Uninstructed 12,17). *"The personal relationship with God, which enables man to advance in understanding, and so live the good life, must be reflected in the association of teacher and pupil, since their association is designed to effect exactly the same purpose"* (Howie, Educational Theory and Practice in St. Augustine, 150; see also Proper OSA Liturgy of the Hours, reading: memorial of BI. Stephen Bellesini).
- h. Since the goal of education is advancement toward union with God, who is truth, the school is not simply a place for practical training. Rather, its primary purpose is for exchange between students and teachers which leads to wisdom and spiritual truth. Its curriculum is based upon the liberal arts, where all disciplines reinforce one another, as they deal with more and more abstract truths, until transcending the material world they introduce our minds to God. *"Study of the liberal arts, provided of course that it is moderate and kept within bounds, makes its students more alert, more persevering, and better equipped to embrace truth."*

*The result is that they desire truth more enthusiastically, pursue it with greater constancy, and in the end rest in it more satisfyingly" (On Order 1,viii,24).*

### 3. The Primacy of Love

- a. Our goal of seeking union with God involves not only the intellect's pursuit of truth, but also the heart's pursuit of God, who is source and center of love. *"Like the mind before unchanging truth, the will must make an entire surrender to love; forsaking itself, the soul is possessed by God and starts afresh in charity" (D'Arcy, "The Philosophy of St. Augustine," in St. Augustine: His Age, Life and Thought).*
- b. The pursuit and practice of love, love of God and love of neighbor, are intimately united. The God we love is not an abstraction; rather God is a person. And the experience of love for this personal God is certainly related to our experience of other persons who are made in God's image. *"When we love our neighbor in a holy and spiritual way, what do we love in our neighbor but God?" (On John's Gospel 65,2).* In fact the love of neighbor, indeed, is the measure of progress in pursuing the love of God. *"To the extent that you prefer the common good to your own good, you will know how far you are advancing in the way of charity" (Rule 5,31).*
- c. While the love of the personal God is our main goal, in the practical order finite, physical human beings cannot love this God unless they first love God's image and presence in others. *"Loving God comes first in the order of the command (Love God, love your neighbor), but loving your neighbor comes first in carrying it out The one who gave you these two commandments of love would not, of course, put your neighbor first, God second; no, God first; then your neighbor. But you cannot yet see God; it is by loving your neighbor that you will first deserve to see God. It is only by loving your neighbor that you can cleanse your eyes to see God, as St. John says quite plainly: 'If you do not love the brother or sister you see, how will you be able to love the God you do not see? (1 Jn. 4,30)'" (On John's Gospel, 17,8).*
- d. Yet, even though the neighbor is the image of God and God can be loved in and through the neighbor, the contact with God through others proved too weak until God became one of us and identified himself with the neighbor in Christ. Christ is the God-man who lives in all who put faith in him, who is the neighbor of everyone.
- e. Because we are so limited it would be impossible for us to reach the love of the spiritual and infinite God unless God had graced us with Christ. Christ incarnated is the presence of God in this physical world, so that through Christ we can unite in love with one another and God. Since God has reached out to us in Christ, Christ becomes the touchstone for the loving relationship between ourselves and God. As the incarnate presence of the personal God among us, Christ is the bridge by which God makes his love most clearly manifested for us and by which we are enabled to partake in the very life of God. *"The One who was God became human, taking on what he was not, not giving up what he was.... Let Christ lift you up by his being man, lead you on by his being God-man, and bring you to his Godliness" (On John's Gospel 65,2).* *"God could bestow no greater gift upon humanity than his own Word. Through this Word all things*

*were created. Christ was made our Head and we were joined to him as members of his body"* (Commentary on Psalm 85,1).

- f. Clearly, then, Christ is the locus in which each of us becomes one with one another and with God. He is the cause of community, the source of community, and the goal of community. The ultimate goal for all of us is to become one with God in knowing and loving through Christ and in Christ. *"In the end there will be the one Christ loving himself"* (On John's First Letter 10,3).

#### 4. The Emphasis on Unity: The Augustinian School Community

- a. The practical conclusion is that an Augustinian school constitutes a Christian community in which everyone—staff, faculty, students, parents, alumni—share a common faith and grace-life in Christ. The image of Christ is recognized in each individual; the love of Christ is learned and, in turn, infuses the relationships among all the members in the manner of a family. The witness of this experience reinforces these relationships and turns outward to the larger world for the community to do its part in bringing about the growing reality of the one Christ loving himself.
- b. The people of the Augustinian school community share the fabric of their daily lives. The school community is characterized by mutual love and respect rooted in the awareness that each person is a temple of the living God and a co-servant of God in Christ. *"Let all of you then live together in oneness of mind and heart mutually honoring God in yourselves whose temples you have become"* (Rule 1,9). The love among the community members is a spiritual love rather than a physical love and is directed to the good of the other, and especially to the furtherance of the other's ultimate union with God. *"You are to love one another with a spiritual rather than an earthly love"* (Rule 6,43). The interrelationship of the members of the community is very much in evidence. It must spring from a firm conviction that their lives deeply impact upon one another. The interrelationship accepts the impact upon one another. The interrelationship accepts the faults of the other, but works to bring wholeness. Authority serves with gentle love but is ready to love firmly when necessary for the good of the other, rather than to deceive gently by lenience. *"It is better to love with severity than to deceive with gentleness"* (Letter 93,2,4).
- c. The Augustinian school community lives with the full realization that our search for the God of truth and our journey of the heart toward the God of love are not easily accomplished. We are weak and we live with the deficiencies and sinfulness that distort our view of truth and distract our love. In the restlessness of our sinfulness and inadequacy, however, we still yearn to see clearly and to love single-heartedly.
- d. We are not alone in the struggles within the mind and heart. Rather, through the presence of Christ, God supports, encourages, and enables each of us to succeed. In Christ we can become free, truly free, with the freedom that gives each one the ability to live as God desires us to live and the ability to come to our ultimate end of

union with God. In the Augustinian school community, staff, faculty, students, parents, and alumni share in Christ the responsibility to assist one another in attaining that freedom and that goal.

- e. The struggles of the individual, the struggles of the community through Christ issue in the completion of the building of the Church in which Head and members will live forever in fullness with God. *"By means of temporary devices, the (divine) Architect builds a lasting home" (Sermon 362,7). "There we shall rest and see, we shall see and love, we shall love and praise. That is what we shall find at the end, and find without end. Do we have any other end than to reach the Kingdom that is without end?" (City of God 22,30,5).*

## THE GOALS OF AUGUSTINIAN SCHOOLS

Augustinian schools have as their goals to assist students to accomplish the following:

1. To realize that union with God is the ultimate reason for being.
2. To accept God as the ultimate goal for all love and the ultimate ground of all truth.
3. To organize a Catholic Christian value system for use in living an adult life.
4. To form and experience Christian community.
5. To learn critical thinking.
6. To develop the ability to move from sense data to abstraction.
7. To master the knowledge and skills necessary to perform well at the university level.
8. To develop a sense of pride and fulfillment in shaping a unique personal identity.
9. To develop skills for life-long learning.

Augustinian schools make use of the following means to attain these goals:

1. We will provide opportunities for religious growth, formally through scheduled religious activities, and informally through experiencing a community of love.
2. We will seek faculty members whose qualifications mark a person as an educator, who is proficient in his field, who can communicate with enthusiasm and imagination, who can encourage, who can sympathize with and adapt with flexibility to the youth of today on their way toward maturity.
3. We will provide academic groupings so that students may be taught at the level of their ability and achievement.
4. We will provide programs and courses designed to help less accomplished students enhance their performance so they will be prepared to enter college.
5. We will provide advanced programs designed to meet or surpass college entrance requirements and to prepare qualified students for placement in advanced college courses.
6. We will provide a program of guidance and counseling to assist each student in defining, understanding, and reaching his/her goals: physical, emotional, intellectual, social, and spiritual.
7. We will promote a code of student conduct which encourages courtesy, self-discipline, and responsibility.
8. We will encourage each student to participate in extra-curricular activities.
9. We will cooperate with parents in a shared responsibility to assist young people to develop themselves fully.
10. We will encourage involvement in leadership.

## THE AUGUSTINIAN CHARISM

The charism of the Augustinians is the collection of qualities and traits which attract people to the Augustinians, and which are modeled, in seminal form, in the life, writings, and teachings of St. Augustine. They include our devotion to Christ and the Church, and in particular our core values of Truth, Unity and Love. They are developed within a Christian community promoting a family atmosphere.

Our charism includes the Augustinian Philosophy of Education, which seeks to educate the whole person within the community of love and friendship.

It includes the signs and symbols of the Augustinian order and its traditions. It includes our devotion to Our Mother of Good Counsel and Our Lady of Grace.

It includes our veneration and prayers to the large number of saints and blessed who have followed the rule of St. Augustine and found holiness in union with God through our community life.

The charism of an Augustinian school is expressed in the warm accepting atmosphere of the school community, which welcomes and includes all students, faculty and staff, and parents and alumni regardless of their diversity, into a unity of mind and heart, seeking the truth in Christ through the love of God and neighbor.

The charism of Augustinian schools should call forth a special loyalty and enthusiasm from all constituents to support the school in its many and various efforts. It should exercise a magnetic charm and appeal to draw students and parents to be involved in the life of the school.

## LEADERSHIP

### THE RESPONSIBILITIES OF THE SUPERINTENDENT OF SCHOOLS

A qualified Superintendent of Schools, lay or Augustinian, should be proposed by the Provincial and elected by the Council at the beginning of the Provincial term. The Superintendent directs the Education Commission and has the authority to supervise and advise the Chief Administrator of each school. As a representative of the Augustinians, the Superintendent of Schools should evaluate the school with regard to fulfilling its mission as an Augustinian school, promoting Augustinian values, and following all policies and procedures contained in the Secondary Education Handbook. With appropriate approval from the Provincial, the Superintendent will be involved in the process of hiring or dismissing the Chief Administrator, and supporting appointments of other personnel in conjunction with the Chief Administrator. If the Superintendent is Director of Augustinian Mission for the school, he oversees and is available to instruct on Augustinian values, tradition, and charism. He provides supervision to the schools in collaboration and consultation with the local Chief Administrator and local school administration. The responsibilities of the Superintendent include:

1. To serve as Chairman ex officio of the Commission on Secondary Education.
2. To supervise the schools of the Province.
3. To coordinate the work of the apostolate and to promote a corporate sense of ownership and mission.
4. To assist the Personnel Director in the effective and efficient assignment of Augustinian school personnel.
5. To provide advisory and informational resources to the schools.
6. To promote and reevaluate regularly the common mission statement, philosophy, objectives, evaluative criteria, and general procedures of our school system.
7. To promote the primary role of the Christian formation program and theology curriculum within each school.
8. To encourage students in formation to enter the educational apostolate and to offer assistance to the Director of Continuing Education regarding the professional preparation of students in formation.
9. To promote the development of a process of identifying, preparing, and appointing Augustinians and lay persons as administrators through the Commission on Secondary Education and the Personnel Office.

10. To promote and implement long range plans for our schools.
11. To be a liaison for the Province with those involved in the educational apostolate outside our own institutions, including higher education, for the purpose of support, resources, and evaluation.
12. To facilitate conciliation in matters of dispute between Chief Administrators and faculty members.
13. To remind Augustinians to renew their professional certificates which are not held by the Superintendent's Office.
14. To keep abreast of the policies and requirements of all relevant accrediting agencies and to advise all concerned and affected.
15. To ensure that our schools satisfy the requirements of the accrediting agencies and the state in which the schools are located.
16. To provide current and relevant resource information on legal matters.

## THE RESPONSIBILITIES OF THE CHIEF ADMINISTRATOR

The Chief Administrator shall be proposed by the Provincial and elected by the Council to oversee and direct the local school apostolate. The Chief Administrator may be designated President, Principal or Headmaster. The Chief Administrator is ultimately responsible for the Catholic Augustinian Mission of the school. The Chief Administrator is to work in cooperation with the school Superintendent or the Provincial to see that the school is compliant with all expectations and directives of the Midwest Province. The Chief Administrator in an Augustinian school must be a practicing Catholic in good standing with the Church.

His/her responsibilities include the following:

1. To be a dynamic member of the school community, contributing to a joyful and fulfilling interaction, working toward an individual and shared deepening relationship with the Lord through:
  - a. presence
  - b. attitude
  - c. shared faith and prayer
  - d. shouldering responsibilities and tasks.
2. To inspire the school staff, student body, and parents with the Catholic purpose and the Augustinian philosophy of the school by:
  - a. exposition of these fundamental items
  - b. lived example
  - c. enthusiastic encouragement.
3. To foster the spiritual climate in the school family and in its programs by:
  - a. word and deed
  - b. making these principles and values criteria in all decision-making
  - c. supporting the Pastoral Director.
  - d. provide funding for and support of an extensive and thorough Pastoral Program which influences all students throughout the course of their four year high school career. The Pastoral Program provides appropriate and regular liturgical and prayer experiences, retreats and retreat programs, vocational awareness and cultivation, service projects developed from a gospel basis, and fosters spirit and atmosphere within the school which makes a clear statement about its Catholic and family nature.
4. To administer the school in a professional manner and locate it within the Province educational apostolate by:
  - a. viewing the school as the commitment and responsibility of the Province
  - b. representing the school actively on the Secondary Education Commission and at other Province activities related to the apostolate, and at national Augustinian Secondary Education Association meetings
  - c. working with the Personnel Director on Augustinian assignments to the school

- d. following the Province's policies and procedures for the education apostolate
  - e. working with the local Augustinian community active in the Apostolate as it exercises its caretaker role of the apostolate
5. To foster effective administration and communication within the school community:
- a. Hold regular administrative meetings with all essential school personnel and keep minutes of the proceedings.
  - b. Hold regular faculty and in-service meetings to communicate to the faculty the goals of the school and to provide a forum for continued progress and improvement in the school academic program.
  - c. Communicate regularly to all administrative officers, faculty, parents, staff and students about issues and decisions affecting the school and its development.
  - d. Complete all necessary paperwork, forms, questionnaires, etc., and submit them to all accrediting agencies, dioceses, and state governments regarding the recognition status of the school.
  - e. Oversee the financial condition of the school by seeing that an appropriate budget is passed and approved by the Province finance Committee, collecting tuition and fees, paying bills, reducing and eliminating debt, and conducting appropriate fundraising to support the school.
  - f. Provide need-based financial aid to students and families of the school after they complete the application process.
  - g. Maintain enrollment through financial aid and personal attention.
  - h. Direct a marketing program to encourage attendance at the school and outreach to the community to make the school's presence known.
  - i. Perform all appropriate administrative responsibilities which demonstrate that the school is well organized, thoughtfully directed, farsighted in vision, and fulfills all day-to-day responsibilities for effective operation and the delivery of a quality educational product to all students.
  - j. Conduct an institutional advancement program to raise funds and friends for the school which reaches out to prospective and present students, parents, alumni and the local community.
  - k. Develop a strategic plan for the school involving all stakeholders, and implement, update and revise it consistently.
  - l. Conduct a periodic professional review of the facilities, buildings and grounds, and maintain all facilities, and expand them when possible.
6. To make the Augustinian character of the school evident through:
- a. references
  - b. signs and symbols
  - c. instruction
  - d. the special relationship of the Augustinian community.
7. To foster and encourage vocations to the Order by:
- a. promoting the vocation program
  - b. personal example and encouragement
  - c. working closely with the vocation director.

8. To follow Province (and Diocesan, where applicable) policies and procedures on finances by:
  - a. presenting the annual budget for approval to the finance committee, the local school board, and the active Augustinian members of the Apostolate
  - b. organizing a finance committee
  - c. approving of extraordinary expenses.
9. To exercise responsible stewardship over the fiscal health of the school through:
  - a. approving purchases.
  - b. conducting all contractual negotiations and signing all contracts with educational personnel, staff, maintenance personnel, and any firms hired to provide services for the school
  - c. supervise, maintain, and improve the facilities and grounds of the school.
10. To provide for socio-economically challenged students as far as possible through:
  - a. need-based financial aid
  - b. appropriate marketing for new students
  - c. guidance and advice relative to employment
  - d. special counseling and academic assistance.
11. To appoint a well qualified Principal after due consultation with the Superintendent and Provincial.
12. To conduct regular Augustinian Apostolate meetings with the active members of the Augustinian community.
13. To make an annual report to the Superintendent of Schools at Education Commission meetings and other convenient times.

## THE RESPONSIBILITIES OF THE DIRECTOR OF AUGUSTINIAN MISSION

1. In Augustinian schools directed by a lay person, the Provincial shall propose and the Council elect a local Director of Augustinian Mission who is an Augustinian. The Director of Mission will work in cooperation with the Superintendent of Schools and the school's administration to see that the charism of the order is present and implemented in each school. The Director will oversee, supervise, and be available to teach and instruct on Augustinian values, traditions, and charism. He is an advisor to the school administration to monitor the implementation of our values and traditions.
2. The Director of Augustinian Mission should be a voting member of the school administration and be consulted on administrative decisions by the Chief Administrator. If there is conflict between the Director of Augustinian Mission and the Chief Administrator, conflicts should be referred to the Superintendent of Schools for resolution. The Superintendent has decision making power.
3. If no Augustinian is suitable to be Director of Augustinian Mission, or if there are no Augustinians on the school staff, the Superintendent of Schools will assume the responsibility of Director of Augustinian Mission for the school. In this case the Superintendent will meet regularly with the Chief Administrator and the school's Administration to discuss, plan, instruction, and implement Augustinian values, tradition, and charism.
4. All faculty, staff and boards connected with a Province school must work with diligence and in cooperation to see that the school embodies the charism of the Order and makes the charism effective in the philosophy, spirit, and curriculum of the school. All schools and school personnel are encouraged to participate in and support the Augustinian Values Institute conducted by the Augustinian Secondary Education Association (ASEA) to accomplish this goal.
5. The impact of the Augustinian charism on the school must be demonstrable as specified by the Secondary Education Commission for the evaluation of Province schools.

## THE RESPONSIBILITIES OF THE PRINCIPAL

Augustinian High School Principals administer the school according to the philosophy, objectives, policies, and norms of the Midwest Province as found in this handbook. The Principal provides educational leadership to faculty, students, and parents and inspires them to fulfill their Christian potential. It is the responsibility of the Chief Administrator to clearly delineate the responsibilities of the Principal, after due consultation with him/her. Although most of the responsibilities listed here are ordinarily under the jurisdiction of the Principal, other arrangements may be made by the Chief Administrator. Because so many things may be the responsibility of the Principal, it should be clearly understood that he/she is expected to delegate significant portions of his/her responsibility to others under his/her supervision. Delegation may depend on local customs and circumstances and the Principal's discretion.

### 1. INSTRUCTIONAL LEADERSHIP

It is the Principal's responsibility:

- a. To identify educational needs and set curriculum priorities.
- b. To design the master schedule of classes.
- c. To maintain discipline in the school and at all school functions.
- d. To maintain effective communication with parents, teachers, and students.
- e. To direct instructional programs to meet the individual needs of students and to sustain accreditation.
- f. To initiate programs, activities, and events which are of an original or an innovative nature.
- g. To schedule and conduct meetings of the faculty.
- h. To participate actively in the life and events of the school.

### 2. ADMINISTRATIVE LEADERSHIP

It is the Principal's responsibility:

- a. To work closely and communicate regularly with the Chief Administrator of the School.
- b. To prepare the official calendar of school-sponsored events.
- c. To make decisions based on available information while consulting with administrative staff and teacher personnel.
- d. To express ideas clearly in writing and write appropriately for different audiences including parents, students, teachers, and other administrators.
- e. To nominate assistant administrators, who are approved by the Chief Administrator and serve at his/her discretion.
- f. To interview and propose to the Chief Administrator for hiring, teachers, counselors, staff, and other school personnel, whom he/she will then oversee.
- g. To chair regular administration meetings and the disciplinary committee.
- h. To represent the school in community relations and functions.
- i. To take an active part in the Province Education Commission and in the national Augustinian Secondary Education Association.

- j. To meet with the Chief Administrator of the school regularly and coordinate with him/her the overall supervision and prudent administration of all school related matters.

### **3. SUPERVISORY LEADERSHIP**

It is the Principal's responsibility:

- a. To visit classes to observe, assist, and document the work of the teachers.
- b. To evaluate and make recommendations on the performance of the assistant principal(s), teachers, co-curricular personnel, department chairpersons, and related clerical personnel.
- c. To establish effective evaluation procedures for curriculum assessment and for planning processes.
- d. To provide for faculty development.
- e. To provide for the structure and details of the ordinary day-to-day running of the school.
- f. To direct the school's co-curricular activities and coordinate school programs and events.
- g. To interview and recommend to the Chief Administrator prospective members of the certified and clerical staff.
- h. To direct the utilization of academic, co-curricular, and related facilities.

## **THE RESPONSIBILITIES OF THE PASTORAL DIRECTOR**

The Pastoral Director has the chief responsibility to oversee the religious dimension of the school. He/she is responsible for all religious activities and events, outside of the classroom teaching of Theology. His/her ministry is service to the faculty and student body advancing the religious mission of the school, and challenging both students and faculty members to recognize that all are called to ministry in Christ.

The Pastoral Director calls administrators, faculty, staff, students, and parents to participate in leadership roles in the Christian community. Because the formation of authentic Christian community serves both as the focus and as the defining characteristic of our schools, the Pastoral Director plays an indispensable role in the evangelization, renewal, moral development, and religious life of the school community. Therefore, adequate resources and sufficient personnel must be available to assist him/her in this effort. Adequate time must be allocated in the schedule for the Director so that he/she may provide for a fully functioning, aggressive Pastoral Program.

### **1. ADMINISTRATIVE LEADERSHIP**

It is the responsibility of the Pastoral Director:

- a. To direct the Pastoral Department and those who work with it.
- b. To work as a member of the administration and with the staff as a whole to integrate his/her responsibilities smoothly and in coordination with others.
- c. To conduct appropriate pastoral counseling.
- d. To facilitate the reception of the Sacraments of Initiation.
- e. To assist in orientation at the beginning of the school year, to make students and staff members aware of the role of the Pastoral Program.
- f. To see that the full complement of liturgical ministers is provided for, and that all engaged in any ministry are given an adequate theological, technical, and spiritual formation.
- g. To direct those administrative duties which are part of the Pastoral Program.
- h. To conduct appropriate pastoral team meetings.

### **2. EDUCATIONAL LEADERSHIP**

It is the responsibility of the Pastoral Director:

- a. To be a fully qualified, competent, professional person who has adequate professional preparation.
- b. To participate in Theology Department meetings, serving as a resource person to the department.
- c. To work with the Chair of Theology to develop and evaluate goals and programs reflecting the common concerns of the Theology Department and the Pastoral Office.

- d. To plan opportunities for students to become involved in service projects which benefit the community and develop student leadership.
- e. To promote the school's participation in the educational ministry of the Church as specified by the Province's Statutes and Program.
- f. To promote peace and justice education and projects.
- g. To attend in-service or workshop opportunities to increase his/her competency.

### **3. MINISTERIAL LEADERSHIP**

It is the responsibility of the Pastoral Director:

- a. To schedule and arrange all liturgical activities for the staff and student body, and to serve as a resource person to others planning liturgical celebrations.
- b. To schedule and arrange retreats for all students at least once a year, and provide one in-service day for the staff and administration each year.
- c. To maintain the school chapel.
- d. To oversee the Mission Awareness Program through which funds are raised and sent to foreign and local missions.
- e. To supervise the regular daily prayer of the student body and staff, and teach an appreciation of the place of prayer in life.
- f. To promote an awareness of Peace and Justice issues.
- g. To provide opportunities for the staff to enhance their personal and spiritual growth.
- h. To conduct regular faculty and staff masses, retreats, day of recollection, and prayer and worship events during the school year.
- i. To minister to school families in need, including attending wakes and funerals of students, their parents, and other family members.
- j. To encourage students to become involved in parish life and parish ministers to participate in the school's religious life.
- k. To promote vocations to the order and religious life.
- l. To provide excellent liturgical and para-liturgical experiences which demonstrate liturgy and prayer at their best.
- m. To support, contribute to, and/or be involved with required student service programs.

### **4. CALENDAR OF PASTORAL PROGRAMS**

The Pastoral Director with appropriate staff shall conduct a program of pastoral activities throughout the year which will provide ministry and service to all members of the school community.

## POLICIES FOR THE OPERATION OF OUR SCHOOLS

### ADMINISTRATION

1. All operating procedures for our schools should clearly demonstrate the spirit of our Catholic Mission, Augustinian Charism and be implemented with common sense and good judgment.
2. The Augustinians in a Province school must be very aware of their responsibility to oversee the school and to see that it remains consistent with the charism of the order. They must cooperate with school leadership to make the charism of the order effective, and the philosophy, curriculum and day-to-day practice of the school viable.
3. The Augustinians in the school community must live the common life in such a way as to be a good example to the school community, generous giving of their time and talent to support the school, and lead it by word and example as it implements its philosophy and the charism of the Order. Augustinians therefore should be a resource to the school administration in the pastoral program and overall direction of the school consistent with the values of the gospel.
4. In the education apostolate, the Augustinians are committed to full collaboration with lay and other religious people in all roles and responsibilities. Augustinians, other religious and lay people may hold all offices and positions of responsibility in Augustinian schools. The position of Chief Administrator and Director of the Pastoral Program are to be held by Augustinians if possible.
5. The Chief Administrator in a school is proposed by the Provincial and elected by his Council. All administrative positions in a school become vacant at the end of each Provincial term.
6. The length of the contract of a lay person who is the Chief Administrator may be determined by mutual agreement between the parties, but not beyond the Provincial's term. Teacher contracts are ordinarily for one year at a time and renewable. Augustinian Secondary schools do not grant tenure to teachers.
7. In each school the Chief Administrator is asked to meet regularly with the Augustinians who are actively involved in the school apostolate. The purpose of these meetings is to update the Augustinians with regard to the functioning and policies of the school. The Chief Administrator should discuss the present state of the school and plans for the immediate and distant future. He/she should discuss policy and school matters. The recommendations made by this group to the Chief Administrator must be considered by the Chief Administrator, but are advisory.

8. A Catholic school under our auspices must give clear evidence of providing a strong Christian formation and evangelization program, relative to the building of the faith community, among the student body, faculty, and parents in conjunction with the local parish and church.
9. Each school must have a functioning board of Administration which is lead by the Chief Administrator and consists of major school leadership including Principal, Assistant Principal, Dean of Students, Director of Guidance, etc. The administration is responsible for the operational policy and decision making in the school. Nevertheless, the final responsibility for the operation of the school rests with the Chief Administrator. If conflicts arise, recourse may be made to the Superintendent and the Provincial and his Council.
10. The Chief Administrator must conduct regular faculty meetings on school matters and conduct regular meetings with the school administration, generally no less than one per month, and as often as necessary.
11. In a diocesan owned school the contract is made between the Augustinian Province of Our Mother of Good Counsel and the Diocese directly. No individual contract may be signed with any Augustinian.
12. Each Augustinian school should have an Advisory School Board to provide advice and counsel to the administration. The board is asked to aid by word and work in the following:
  - a. To provide advice in developing and defining policies and procedures.
  - b. To review and make recommendations concerning the annual budget.
  - c. To review and make recommendations concerning the financial management of the school.
  - d. To provide appropriate feedback to the board of Administration as to the perception of the school in the community and to those particular concerns which need to be addressed.

While boards are advisory in nature, they provide important feedback and direction to the Administration. Advisory Boards function with the approval of the Provincial and Council.

13. Each school is to incorporate into its calendar at least three in-service programs a year for the faculty. These programs should address updating in the educational area and the needs the teaching ministry presents. The Principal is responsible for these programs. The Principal, in turn, is accountable to the Chief Administrator.
14. Job descriptions for assistant administrators and other personnel in Augustinian High Schools are determined locally under the supervision of the Chief Administrator. Duties must remain within the guidelines of this handbook.

15. If a school under our supervision should close, a listing of said school's employee personnel history will ordinarily be forwarded to the Province Secretary's office, where it will be kept for ready reference should any question of employment arise.
16. Additional policies and revisions in this handbook will be proposed as needed by the Midwest Province Secondary Education Commission, and submitted to the Provincial and his Council for approval.
17. Schools operated by our Province must be accredited by the regional accrediting agency, approved by the appropriate State Board of Education, and be members of the Augustinian Secondary Education Association. They must conform to the guidelines of this handbook under the supervision of the Superintendent of Schools.
18. In the hiring of all faculty and staff and in the recruitment of volunteers, our schools will follow all diocesan and Augustinian policies with regard to completing criminal background checks, fingerprinting, child protection education and certification, and will follow the booklet; Policies and Procedures, Vol. 5, Maintaining Ethical Ministry with Minors and Adults.
19. Our Province endorses a policy of non-discrimination with regard to faculty, staff and students on the basis of race, color, age, and national or ethnic origin.
20. Our schools should provide vocational ministry efforts for the Augustinians as well as the Diocese. These promotions should include vocations for the Augustinian contemplative nuns.
21. Those working in Augustinian schools shall follow Province policies and applicable local law in dealing with and in reporting child abuse, and in responding to allegations of misconduct.
22. The Province may conduct training sessions such as a short retreat to train leadership teams once they are established in Augustinian High Schools, to orient them about the Augustinian charism and style of operation. Leadership teams may be trained in place or altogether on a Province wide basis.
23. In order to operate Augustinian schools with the charism, tradition and structure provided by the Order, schools must implement the essential elements and programs which characterize our style of operation, form of Administration and our methods of relating to faculty, parents and other publics. This will allow all members of the school community to gain the greatest possible return from their participation in the high school.

## SUPERVISION

1. To ascertain that all the policies described in this handbook are being fulfilled and met, the Superintendent and the Secondary Education Commission shall provide for continuous supervision of schools under Province direction.
2. The Superintendent should visit each school each year with associate visitors from the other schools if possible, to monitor compliance with the handbook. A written report to the Provincial and the school by the Superintendent will follow each visit.
3. When evaluation indicates a problem or problems at a given school, the Superintendent, Province administrators, and the administrators from the school in question shall meet to help the school address these issues.
4. If, after sufficient efforts have been made over a period of time, a given school cannot operate under the criteria stated above, all appropriate administrators (Province, local, and Diocesan) shall begin discussions about the feasibility of the Augustinians continuing to sponsor the school. Generally speaking, the Province should not continue to exercise responsibility for a school that cannot operate according to these guidelines.

## THE ESSENTIAL ELEMENTS & PROGRAMS OF AN AUGUSTINIAN SCHOOL

The following elements of Catholic school education are required of Augustinian Secondary schools in the Midwest Province.

1. Appropriate philosophy, goals, vision, objectives, and benchmarks for the operation of the school, which clearly define its nature and purpose and are found in school handbooks.
2. A clear and compelling mission statement and a sense of mission, or why the school exists and whom it serves. The mission must be articulated with a "corporate voice" by all – administration, faculty, parents, staff and Board members.
3. Role descriptions in support of the mission that are clearly defined and understood by all within the school.
4. Adequate and appropriate procedures that provide direction and clarity with regard to how roles are carried out on a day-to-day basis.
5. Healthy relationships, which suggest that people are continually challenged, motivated and excited to work for the good of the mission of the school.
6. A rigorous college/university preparatory curriculum for all students, congruent with their intellectual ability, which offers Advanced Placement and Honors courses. The academic program should be continually improved and shaped by an Academic Committee directed by the Principal, focusing on improvement.
7. Ongoing strategic and long range planning renewed at least every five years as a responsibility of the Chief Administrator, board, and administrative team.
8. A vigorous and fully funded Pastoral Program which impacts all staff and students and professes, embraces, and celebrates our Catholic identity and Augustinian charism.
9. A clear and professional administrative structure which functions consistently and efficiently, and enables all departments and stakeholders of the school community to communicate well with all others.
10. An accommodations program for students with mild to moderate learning disabilities which addresses the unique learning needs of these students, and the facilities and personnel necessary to provide these services.
11. A comprehensive program of fine arts which ordinarily includes studio art, band, chorus and theatre.

12. A program of extra-curricular athletics and activities for both boys and girls that allows them to develop their talents and engage their energy.
13. Cutting edge computer technology, continually renewed and updated as technology develops.
14. A professional Institutional Advancement Program to market the school for image, enrollment and resources with the following components:
  - a. A written comprehensive advancement plan to promote the image of the school
  - b. A student recruitment/retention (enrollment management) plan and program to attract qualified students and maintain enrollment.
  - c. A comprehensive communication program to keep both internal and external publics well informed.
  - d. A well-organized and active alumni program to promote and encourage alumni involvement and support.
  - e. Effective funding programs (annual fund, capital campaign, planned giving and fundraising) to attract financial resources.
15. A Guidance Program which helps students with personal issues and includes a thorough and professional college preparation and admission program.
16. A discipline program which enforces school rules and regulations, and provides necessary structure, limitations, behavioral expectations, and appropriate dress and manners at the school or at any school related function.
17. Appropriate handbooks and policies making clear what is required of all members of the community and their appropriate responsibilities.
18. Regular and effective communication to all school stakeholders to gain support for the school goals and mission, and to dispel rumors and false information.
19. Ongoing teacher supervision using professional teacher assessment to improve the quality and professionalism of the teaching staff.
20. Orientation for staff, students and parents, teaching a strong sense of Catholic and Augustinian identity and spiritual formation, and resources provided to identify Augustinian charism, values, culture and spiritual formation.
21. Gospel based service programs required of all students to teach them to implement the gospel in their daily lives.
22. A program of human resources, responsible for attracting dedicated and qualified teachers, administrators and staff.

23. Continued professional development opportunities for faculty and staff in their content areas, featuring current topics in education and appropriate technology.
24. A functioning finance committee which ensures the long term financial viability of the school by overseeing financial reporting, policies, procedures, and the budgeting process, while creating a long range financial plan for the school.
25. A well supported and well organized program of need-based financial aid for families who lack the financial means to pay the full tuition.
26. A qualified and well run maintenance department which maintains the safety and cleanliness of the building and grounds and all academic and extra-curricular areas.
27. Superior print and online media resources to support and enhance the curriculum and advanced student learning.

## THE PASTORAL PROGRAM & POLICIES

All involved in the leadership and direction of Augustinian schools must make it their special care to see that a strong and vibrant pastoral program is in place in every school so that the religious mission of the school is fulfilled, the school is clearly Catholic in name and in action, that excellent religious experiences are provided to all students and staff, and that a faith filled family atmosphere permeates every aspect of the school culture.

We recognize a distinction between the work of the Pastoral Department and the teaching of Theology in the classroom. The Pastoral Program should be concerned with ministry, liturgy, service, evangelization, and the pastoral care of the staff and student body. The Theology Department is concerned with academic instruction, including curriculum content and scope and sequence. The Theology Department establishes and implements the Theology curriculum, focusing on intellectual knowledge, facts, and attitudes about our faith.

### 1. QUALIFICATIONS FOR TEACHING THEOLOGY

Theology department teachers should:

- a. Possess a Bachelor of Arts Degree in Catholic Theology or sufficient course preparation necessary to teach Theology with the ongoing goal of increasing their qualifications.
- b. Possess a teaching certificate.
- c. Be practicing Roman Catholics. A background check on references and credentials should be completed at the time of hiring.

### 2. THEOLOGY CURRICULUM

Augustinian schools must make every effort to transmit Catholic tradition, doctrine, and heritage to their student bodies through classroom instruction. The scope and sequence of the curriculum should be guided and informed by the four general areas presented in the Catechism of the Catholic Church: creedal affirmations, including a proper understanding of the Sacred Scriptures; Liturgy and the Sacraments; the moral life; and prayer. It is highly recommended that an overview of the life, writings, and teachings of St. Augustine be included in the curriculum. The high school Theology curriculum should be eight full semesters as mandated by the United States Conference of Catholic Bishops.

### 3. STUDENT SERVICE

All Augustinian schools are to have a required program for student service to others. The program is to be organized and administered by the school administration or by an appropriate delegation.

#### **4. SUBSTANCE ABUSE & PREGNANCY PROGRAMS**

Mindful of our responsibility to promote Christian values, each school must develop and implement a program for alcohol and substance abuse and pregnancy issues. These programs should be developed through cooperation between the Guidance Department and the Pastoral Department including consultation with Diocesan officials where necessary. The Pastoral Department must be involved in the development of programs which include education, prevention, and intervention. Staff should be encouraged to attend workshops about these issues.

#### **5. PRAYER**

The school Pastoral Program must promote and provide instruction in prayer. Prayer is a deliberate, planned in advance, well constructed, thought out and shared reflection and preparation to address God in worship. The attitude displayed in the statement; "Let's just say a Hail Mary," is not prayer.

#### **6. PROMOTING VOCATIONS TO THE ORDER**

All those engaged in apostolic work in the local school share responsibility for promoting vocations to the Order. It is the special concern of the Director of the Pastoral Program to encourage and promote vocations to the Catholic priesthood and religious life. The Director should work in cooperation with the Province Vocation Director to do the following:

- a. Remain in contact with and cultivate young people who may have an inclination and the ability to assume the Augustinian religious life.
- b. Submit names of likely candidates to the local community, and put candidates in contact with the Province Vocation Director.
- c. Have available printed and current media materials on religious life to distribute.
- d. Meet periodically with the Province Vocation Director.

#### **7. NON-CATHOLIC STUDENTS**

The local school community and administration should welcome non-Catholic students. Each Augustinian school must be sensitive to the presence of non-Catholic men and women as fully welcomed members of its school community, while never compromising its Catholic and Augustinian character.

## FINANCES

1. A Province school must maintain financial viability through adequate enrollment, professional financial management and sufficient local community support.
2. Financial viability implies operating with a balanced budget which is approved by the appropriate authority. It means carrying no debt, or only that debt which is judged by appropriate authority as acceptable. The school must enact a plan to pay off the debt, and properly maintain the facilities, buildings and grounds as part of the normal expenses included in the annual budget.
3. Augustinians working in schools must receive salaries adequate to provide for their needs including each friar's Province assessment, health insurance, retirement benefits, and those other funds which are needed to maintain both the individual Augustinian and the community at the school. Policies about finance are contained in the Stewardship Precepts booklet.
4. Throughout their history in the United States the Augustinians have traditionally returned a portion of their income to the schools they direct to provide additional support to the school, and to reinforce their commitment to the school and its future. In times of diminishing Augustinians and resources to support them, each school under our direction is required to provide Augustinian Heritage Support in its annual budget. This financial accommodation will fulfill two purposes:
  - a. It will help support the local friary where Augustinians reside who are serving the school, or who have served the school in the past.
  - b. It will be used to support the Augustinian Midwest Province. The amounts of Heritage support should be determined between the Administration, the Augustinians stationed at the school, and the Province Treasurer.
5. Each Augustinian school will include the fundamental option for the poor in its educational plans. It will attempt to implement actions which:
  - a. lead to a consciousness rising about the great injustice present in the enormous gap between the rich and the poor.
  - b. provide direction and support so that students will continue to participate in programs that are of service to the poorest members of society and programs which promote justice.
  - c. assist those who lack the financial means to attend our schools by providing significant and growing need-based aid with an appropriate method of awarding it to those students and families who cannot afford the full cost of tuition.
6. At the end of each financial year a year-end financial statement and comprehensive balance sheet should be sent to the Province Treasurer and to the Superintendent.

## CERTIFICATION & ADDITIONAL TRAINING

1. All lay persons and Augustinians working in our schools as professional educators are expected to hold state certification and to meet accrediting association requirements appropriate to their assignments and responsibilities.
2. The Principal of a school is responsible to point out the credentials needed to lay persons and Augustinians newly assigned to a school or assigned to a new position in a school, and to provide guidance relative to acquiring them.
3. All lay persons and Augustinians in the teaching apostolate are strongly urged to augment their degrees, certification, and credentialed competence to qualify them for multiple positions. In this way they will not only increase their professional status, but they will become even more helpful members of the apostolate team as they serve school needs in more diverse assignments. Continuing education should not ordinarily impinge upon regular duties.
4. The local Augustinian community is responsible to fund courses for Augustinians for additional degrees and certifications, for courses to meet accrediting association requirements, and for professional enrichment.

## PROTOCOL FOR SUCCESSION

The following steps should ordinarily be taken in the order indicated to appoint the Chief Administrator in schools directed by the Midwest Province.

1. When an opening for administrative leadership occurs in an Augustinian high school, all Augustinians from the Midwest and across the country should be invited and encouraged to share their personnel with the Midwest Province to serve in our schools.
2. The Provincial or his delegate shall consult with the friars active in the apostolate to discuss acceptable Augustinian or lay candidates for the position. The faculty, staff and parent community should be advised/consulted depending on local circumstances.
3. To the degree reasonably possible, an experienced and qualified Augustinian shall be appointed Chief Administrator. When recruiting a person to be Chief Administrator, the personnel director should inquire among the membership of the Provinces to see if an Augustinian is interested in the position. Experienced and qualified Augustinians from other Provinces should be invited by the Provincial to accept the position of Chief Administrator with the approval of their superior.
4. In the event that an Augustinian is not available, or it is desirable that a lay person be appointed to this position, the Provincial proposals and the Council may elect a qualified active lay Catholic in good standing with the Church to be Chief Administrator, after consultation with the Superintendent and appropriate stakeholders. In seeking a lay candidate, a professional search may be conducted locally or nationwide to find a qualified capable candidate. A person appointed Chief Administrator should have several years experience working in Catholic schools in positions of responsibility. The Superintendent of Schools will be a member of the search committee as the official representative of the Province.
5. Lay persons and/or Augustinians being prepared for leadership in Augustinian schools should have appropriate training and accreditation for assuming these responsibilities. They should be oriented and conversant in the school culture and Augustinian charism, and receive instruction in our style of leadership, and the defining characteristics and essential elements of Augustinian school administration. All school leaders should attend the AVI or SAVI or whatever may succeed them. Training sessions may be provided on a short retreat to train leadership teams in a school according to our charism and style of leadership.
6. If a school under our direction will shift from an Augustinian as Chief Administrator to lay leadership, those involved should give at least one semester's advance notice, if possible, to all publics of the school community. All stakeholders should be informed verbally and by newsletter of the plan to appoint lay leadership to the position of Chief Administrator. Notice should be given positively, tactfully, and diplomatically.

7. An explanation of the need for this transition may be made which includes those elements which are aspects of the decision; declining and aging manpower, and the need for greater lay participation and responsibility in directing the schools. The public announcement should include mention of continued oversight by the Superintendent of Schools, the Education Commission, the Augustinian Secondary Education Association, and the presence of a local Director of Augustinian Mission.
8. A layperson who is Chief Administrator should communicate regularly with the Augustinians involved in the apostolate about the progress of the school and its compliance with Augustinian values and traditions. All Chief Administrators will consult with the Education Commission and Superintendent of Schools for help, guidance, counsel, and support.
9. The Education Commission of the Midwest may serve as Advisors for Augustinian schools which do not have an Augustinian head of school. They should work in cooperation with the Superintendent to oversee the fidelity of the school to its mission, to evaluate and safeguard Augustinian values, and to reinforce the Catholic identity of the school.

## DUE PROCESS OF LAW FOR SCHOOL PERSONNEL

Due process is defined as the legal measures which, when carried out according to established rules, serve to protect people and their interests. In addition to the special policies indicated here, each Augustinian and lay person is personally responsible for understanding and abiding by the applicable guidelines detailed in *Policies and Procedures, Volume V, Maintaining Ethical Ministry with Minors and Adults, 2010*.

Formal and/or informal observations should be made periodically throughout the year of all professional personnel, and they deserve to know the results of each observation as do other professionals. If there is a need for a modification and/or improvement in performance, this observation should be made in writing to the Augustinian as it would be for a non-Augustinian.

A school may terminate an Augustinian or a lay person at any time for sufficient cause. Sufficient cause may mean, for example, the person gives evidence of being, in effect, incapable of teaching or incompetent to teach, and/or he does not properly present or provide the subject matter of his course, or fails to control, supervise, or discipline his classes; does not live a moral life as expected of a Christian or one working in a Christian school; creates a scandal which causes public embarrassment to the school and its reputation in the community; is excessively tardy or is absent fifteen (15) days or more without a doctor's certificate or the permission of the Chief Administrator; or after three written notices from the Chief Administrator, continues to disregard the personnel policies of the school set forth in the Faculty Handbook.

When sufficient cause for termination is present in the employment of an Augustinian, the Provincial, the Personnel Director, and the Augustinian Superintendent shall be informed immediately.

An Augustinian who is to be discharged shall be entitled, if so requested within ten (10) days, to a full hearing before the Provincial Review Board consisting of the Provincial or his representative, the Superintendent, the Chief Administrator, the Principal/ Assistant Principal, and an Augustinian elected by the local community for the case in question or, if deemed necessary, an Augustinian shall be appointed by the Provincial from the educational apostolate. If a member of the Provincial Review Board is unavailable, the Provincial shall appoint an Augustinian to take his place on the Provincial Review Board. Each of the five voting members shall cast one secret vote.

### EMPLOYEE CONDUCT

The Augustinians consider employees to be role models in the development of our students. Employee conduct is to be consistent with the philosophy of the school and the religious and moral teachings of the Catholic Church. All school employees are expected to have control of their tongue and their temper, and to exhibit always by word, lifestyle, and example, the Christian virtues of justice, charity, compassion, understanding, sportsmanship, Catholic morality and integrity. Any counseling by guidance counselors and faculty is to be in accord with Catholic teachings.

Any employee may be dismissed following appropriate due process for incompetence, negligence, inability to perform, insubordination, and other justifiable cause, including immorality or any public act (or the publication of any act) inconsistent with the philosophy of the school and/or the religious and moral teachings of the Catholic Church. Any public violation of these standards may be a basis for disciplinary action and/or termination.

## **THE REPORTING OF CHILD ABUSE**

Responsible adults involved in education in any capacity in an Augustinian school are bound and required to observe the laws of the local jurisdiction or state with regard to the reporting of allegations of child abuse.

Those who conduct Augustinian schools are required by law to inform all faculty, staff members, and volunteers about their obligation to report suspected child abuse or neglect in compliance with the law and to receive mandated reporter training. Details for such reporting procedures are defined in Section C, "Responding to Incidents and Allegations of Sexual Abuse" contained in *Policies and Procedures, Volume V, 2010*, pp 10-15.

## **HARASSMENT**

In Augustinian schools a productive learning and working environment must be promoted. Verbal or physical conduct by any employee or student which harasses another individual, disrupts or interferes with another's work or school performance, or which creates an intimidating, offensive or hostile environment will not be tolerated.

Administrators are responsible for the development and promulgation of harassment policies in school handbooks and to employees, staff members, and student bodies in our schools. These policies will closely follow Part 1, Section A "Standards of conduct for Ministry with Minors" contained in *Policies and Procedures, Volume V, 2010*, pp 5-8.

## **ALLEGATIONS OF MISCONDUCT**

Policies and procedures with regard to allegations of misconduct and/or allegations of sexual abuse are defined in detail in *Policies & Procedures Volume V, 2010*.

## THE PROVINCE SECONDARY EDUCATION COMMISSION

The Province Secondary Education Commission exists for the promotion and support of the educational apostolate and for the purpose of on-going evaluation of our schools (S501).

In addition to the Provincial and the Superintendent of Schools (who will serve as Chairman), the Secondary Education Commission will be composed of:

- a. Headmasters/Presidents and Principals/Directors of Augustinian Mission
- b. An Augustinian representative from each school community elected by the Augustinians engaged in the school apostolate.
- c. One representative chosen by each of the following Provincial services:
  - 1) The Personnel Office
  - 2) The Finance Commission

The purposes of the Secondary Education Commission are the following:

- a. To evaluate and supervise our individual schools, our total school apostolate, and the administrative personnel at our schools.
- b. To visit our schools and demonstrate support for each school as it seeks excellence and the promotion of our charism and values.
- c. To establish committees as necessary to fulfill the responsibilities of the educational apostolate.
- d. To serve as an information source to the Personnel Director, the Finance Commission, the Provincial and his Council.
- e. To determine, in conjunction with the Provincial and other Province Commissions, the duties and services of the Commission.
- f. To promote the educational apostolate among the members of the Province.
- g. To review the Secondary Education Handbook and to suggest changes to the Provincial and his Council for approval.
- h. To prepare reports and proposals to Ordinary and Intermediate Provincial Chapters.

The Secondary Education Commission may determine its own rules and manner of procedure in accordance with its stated purposes.

The Education Commission and/or Province Council may serve as advisors for Augustinian schools which do not have an Augustinian as Head of School. Directors should oversee the fidelity of the school to its mission, evaluate and safeguard the Augustinian charism and values, and reinforce the Catholic identity of the school.

## THE AUGUSTINIAN SECONDARY EDUCATION ASSOCIATION

All the Augustinian secondary schools in the Provinces of the United States and Canada are bound together in the Augustinian Secondary Education Association. This organization provides a forum for mutual support; sharing of ideas; common training for staff and administrators in Augustinian values; bonding of faculties, students and families in the Augustinian family; promoting North American youth gatherings; etc. All of the member schools are expected to participate in Association meetings and activities. The Association reports directly to the Federation of Augustinians of North America (FANA). That Federation funds various activities of the Association.

## THE AUGUSTINIAN VALUES INSTITUTE (AVI)

The development and growth of the Augustinian Values Institute by the Augustinian Secondary Education Association (ASEA) has brought new life and spirit to the Augustinian school system. Capable lay men and women are willing and eager to learn about Augustinian values and charism, and are very supportive of the promotion of the Augustinian mission in their school community. In addition to being an encouraging, positive, and hope filled experience, the Augustinian Values Institute has shown that lay men and women are eager to assume leadership responsibilities in Augustinian schools and in sharing our values and charism.

Forge ahead, my brothers and sisters; always examine yourselves without self deception, without flattery, without buttering yourselves up. Always be dissatisfied with what you are, if you want to arrive at what you are not yet. Because whenever you are satisfied with yourself, there you are stuck. If, though, you say, "that's enough, that's the lot," then you even perish. Always add some more, always keep on walking, always make progress.

St. Augustine; *Sermon 169*

The Augustinian Values Institute is a directed three-day retreat-like experience based on the Augustinian core values of Truth, Unity and Love. It is sponsored and conducted by the Augustinian Secondary Education Association of the Federation of Augustinians of North America of the Order of Saint Augustine. Groups of faculty, staff, board members, and other stakeholders representing each of the Augustinian high schools of North America, and guests from around the world, are invited to meet at a rotating host school site. During their time together participants hear presentations on St. Augustine and deepen their understanding of the Augustinian core values of Truth, Unity, and Love which are foundational to an Augustinian education. They pray together, share reflections with other school communities, participate in activities that promote the formation of community among the high schools, and develop particular strategies to implement the values at the participant's home school. The goal of the AVI is to gain and deepen an appreciation of the Augustinian charism and style. The Institute creates a sense of community, appreciation, solidarity and mutual support for the Augustinian school mission.

### Goals of the Augustinian Values Institute

#### Immediate:

- To establish clarity of mission
- To understand the Augustinian underpinnings of our mission
- To state and clarify Augustinian values
- To develop language which expresses these values
- To see, explore, and apply their implications and expectations
- To develop enthusiasm, dedication, and common purpose in our schools

**Long-Term:**

- To gather a group of faculty, staff, and board members of Augustinian high schools (from North America and throughout the world) to continue the investigation of Augustinian education as a platform for the development of our schools.
- To provide an opportunity to develop curriculum.
- To establish a series of opportunities for ASEA sponsored events to continue the process and response to needs and insights.

(ASEA Handbook, 2010, p. 21.)

## THE STUDENT AUGUSTINIAN VALUES INSTITUTE (SAVI)

The Student Augustinian Values Institute is an outgrowth of the AVI. It is a directed three-day retreat-like experience for students at Augustinian high schools based on the core values of Truth, Unity, and Love. It is sponsored and conducted by the ASEA, bringing together groups of students from all ASEA member high schools. It is supported and funded by the Federation of Augustinians of North America. Students should be either sophomores or juniors in high school, so that a longer term commitment and the ability to impact the whole school may be possible by the students who participate in the institute. Students meet together under the direction of Augustinian school leaders to hear presentations on the Augustinian core values, enjoy each others company and time together, and participate in service opportunities which are directed as showing the connection between the Augustinian and Gospel Values which have been presented and the society in which students live. Service projects should be designed to show that service is the outgrowth of values in a directed, organized, and measurable fashion. Students who complete the SAVI should be expected to assist in promoting the formation of Augustinian Christian community at their school, and in providing ideas, suggestions, and leadership to help actualize both the values and the practical lessons they have learned from the SAVI, and from other schools and students.

### GOALS OF THE STUDENT AUGUSTINIAN VALUES INSTITUTE

#### Immediate:

- To establish clarity of mission
- To bring students to understand the Augustinian underpinnings of our mission
- To state and clarify Augustinian values
- To develop language which expresses these values
- To see, explore, and apply their implications and expectations to the student community
- To develop enthusiasm, dedication, and common purpose in our schools

#### Long-Term:

- To gather students with leadership qualities from all schools to foster awareness of a nationwide and worldwide Augustinian school network.
- To enable students to meet and appreciate others and their customs from different regions.
- To provide a common learning experience building a community of diverse students sharing the same values, experiences and heritage.
- To prepare students to return to their home school energized and insightful about our values and enthusiastic about implementing helpful changes in their schools.

(ASEA Handbook, 2010, p.22)

APPENDIX I  
CONSTITUTIONS OF  
THE ORDER OF ST. AUGUSTINE  
2008  
CHAPTER VIII  
EDUCATIONAL APOSTOLATE

**Educational Apostolate**

161. Because *"the vocation of all those who undertake . . . the task of education in schools is a beautiful and truly solemn one,"* as is true also in other educational centers, and in consideration of the special Augustinian contribution in this area, we should have the greatest esteem for the educational apostolate and consider it as one of the special missions of our Order. Circumscriptions should, therefore, promote the founding of schools.
162. The specific purpose of our schools is the promotion of the human person on the foundation of Christian principles. It follows that this apostolate should always be regarded as an essentially pastoral activity, so that we teach the truth with love, and the students acquire, along with a humanistic and scientific culture, a knowledge of the world, of life, and of humanity that is illuminated by faith.
163. As Augustinians, we must encourage the educational community in our schools to live the values of the Gospel from the perspective of Augustinian spirituality and pedagogy. Aware of this task, we should take special care to instruct lay professors in the spiritual and Augustinian aspects of education. In order to accomplish this, regional associations of Augustinian educators should be encouraged in order to share more profoundly our ideals of education and arrive at a better and more efficacious formation of our students.
164. The ideal development of the personality of students depends, in large part, on the influence of the community and on the example of others. Therefore, those responsible for education must be concerned that there is an amicable harmony within the educational community, and use consistent criteria in carrying out their educational responsibilities.
165. Since many elements are involved in the total education of students, such as family, society and school, and because formation is not completed during the school years, there should be contacts with the parents of students, and associations for former students should be promoted.
166. The apostolate of education may be carried out also in private and public schools and universities, whether through pastoral ministry or by teaching or by directing student residences.

**APPENDIX II**  
**A SAMPLE CEREMONY FOR THE INSTALLATION OF**  
**THE CHIEF ADMINISTRATOR**  
**OR THE DIRECTOR OF AUGUSTINIAN MISSION**

At an appropriate place and time during a liturgical or para-liturgical assembly or ceremony, or at another place or time designated by the school administration, the Chief Administrator of an Augustinian school should be installed in an appropriate manner.

The Provincial, the Superintendent of Schools, the local Prior, or a person delegated, shall install the Chief Administrator and/or the Director of Mission. Ordinarily the ceremony should be simple and direct.

Suggested language is provided as a guide:

**Installer:** \_\_\_\_\_ after consultation with the Augustinians of the Midwest Province, a local community here, and the lay faculty of \_\_\_\_\_ School, you have been appointed by the Provincial and approved by the Augustinian Council to be Chief Administrator of \_\_\_\_\_.

Do you accept this responsibility and challenge?

**Chief Administrator:** I, \_\_\_\_\_, willingly accept this responsibility and challenge of educating the young people of \_\_\_\_\_ School. I promise to fulfill this responsibility in the spirit and mind of St. Augustine, consistent with our core values of Truth, Unity & Love, and to form the whole person—spiritually, emotionally, physically and socially, enlightened and enriched by our Catholic tradition found in the teachings of the Gospel and the writings of our Holy Father, St. Augustine.

I will strive to the best of my ability to foster a unified community in our school family. I will encourage a bond of community and unity among all members of our school community, so that we all together may experience an increase of love and draw closer to our ultimate goal, union with God. Amen.

**Installer:** I accept and install you as Chief Administrator, and I promise to support you in your apostolic endeavor and your care for our young people. May the local community of Augustinians, and the faculty and staff of this school also provide their support. May your student body obey you and listen to your counsel as you direct them on their journey toward adulthood. May our Lord Jesus Christ bless your work and grant you the grace you need to fulfill the task of educating our students. We offer this in the name of the Father, and of the Son, and of the Holy Spirit. Amen.