Policies for Diocesan Education and Faith Formation Programs

Diocese of Davenport
Davenport, Iowa
August 2008
Revised August 2009
Revised June 2010
Revised 2015
NOTICE OF NONDISCRIMINATION

It is the policy of the Diocese of Davenport to provide equal employment and educational opportunities and not to discriminate.

The educational system of the Diocese of Davenport is committed to equal opportunities to the extent required by law, and does not discriminate on the basis on age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in educational programs or activities which it operates. As a religious institution, we affirm the right to consider creed a bona fide qualification in certain cases. The educational system policy is not to discriminate in educational programs and activities extends to the employment in, and admission to, such programs, activities, and services. It does not discriminate in the administration of its educational policies, employment policies, admission policies, scholarship and loan programs, athletic and other school and parish administered programs.

Further, the Board affirms the right of all persons to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment, thereby meeting the requirements of Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments and the Federal Rehabilitation Act of 1973 and the Code of Iowa.

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January, 2016

TO: Pastors, Director of Adult Formation, Catholic School Administrators, DRE’s, CRE’s, Teachers, CYM’s, Director of RCIA Boards of Education and Faith Formation Committees

FROM: Leland Morrison, Ph.D.  Superintendent of Schools

The following manual, the revised Policies for Diocesan Education and Faith Formation Programs includes all the official policies for our Faith Formation and Education Programs in the Diocese of Davenport. These policies were established over an extended period of time, beginning in 1969 to the most recent policies approved by the Diocesan Board of Education on December 17, 2015. A wide range of topics and school issues are covered in this Handbook in order to comply with approved standards for Iowa schools. Furthermore, certain policies provide guidelines for local Boards of Education and Faith Formation Committees and program administrators, including mandated policies on AIDS, Procedures for Reporting Child Abuse Cases, teacher/administrator contract and respect for life, to name just a few. These official diocesan policies should not be in conflict with local policies. If a serious conflict is noticed, please contact the Director of Faith Formation and Education/Superintendent of Schools.

At the request of the Iowa Department of Education, this revised Handbook codifies our policies according to the following series:

- Series 100 Education Philosophy
- Series 200 Board of Education
- Series 300 Administration
- Series 400 Staff Personnel
- Series 500 Student Personnel
- Series 600 Education Programs
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Each series has sub-numbers and letters since there may be several policies within each of the series. There may be some duplication inasmuch as some policies belong in two or three different series. The table of contents has been designed to allow adequate spaces between each policy thereby allowing you to add/include new polices that will be determined at later dates.

The Diocesan Board of Education is the body that establishes policies for all Faith Formation and Education Programs. We ask that all the administrators, pastors, and Boards of Education and Faith Formation Committees keep these policies readily available. We want to thank you in advance for your cooperation, ideas and efforts on behalf of Total Catholic Education.
# Handbook of Policies for Diocesan Education and Faith Formation Programs

Davenport Diocesan Board of Education

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Adopted, Reviewed and Revised

December 2015

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HANDBOOK APPLICATION

All policies in this Handbook of Policies for Diocesan Faith Formation Programs will apply to all faith formation programs of the Diocese of Davenport unless specifically stated.
Central Leadership

Bishop, Ordinary of the Diocese

The Bishop has responsibility for the spiritual formation of the faithful. With respect to schools he shares his regulatory and supervisory responsibility with the superintendent of schools. All Catholic elementary and secondary schools in the Diocese of Davenport are canonically responsible to the Bishop and shall remain in true communion with the Catholic Church. The Bishop has the sole authority to recognize and designate a school as “Catholic”. He shares his regulatory and supervisory responsibility for faith formation programs with the Director of the Office of Faith Formation.

Superintendent of Schools Director of the Office of Catholic Schools

The superintendent of schools is appointed by the Bishop and will serve as director of the Office of Catholic Schools. The superintendent shall respect the independent nature of certain major aspects of governance and management of Catholic elementary and secondary schools. Each local Catholic elementary and secondary school has its own corporate board, constitution and by-laws and hires an administrator to run the day to day operations. The superintendent represents the Bishop in preserving and promoting the Catholic identity of the school and adherence to state and federal regulations.

Director of the Office of Faith Formation

The director of the Office of Faith Formation is appointed by the Bishop to assist the Bishop by supervising all faith formation opportunities in the parishes and schools in the Diocese of Davenport. The Director of the Office of Faith Formation and affiliated staff will ensure suitable instruments of catechesis are available and duly prepare catechists through continuing formation opportunities.
Equal Opportunity and Nondiscrimination

It is the policy of the Diocese of Davenport to provide equal employment and educational opportunities and not to discriminate.

The educational system of the Diocese of Davenport is committed to equal opportunities to the extent required by law, and does not discriminate on the basis on age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in educational programs or activities which it operates. As a religious institution, we affirm the right to consider creed a bona fide qualification in certain cases. The educational system policy is not to discriminate in educational programs and activities extends to the employment in, and admission to, such programs, activities, and services. It does not discriminate in the administration of its educational policies, employment policies, admission policies, scholarship and loan programs, athletic and other school and parish administered programs.

Further, the Board affirms the right of all persons to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment, thereby meeting the requirements of Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments and the Federal Rehabilitation Act of 1973 and the Code of Iowa.

Ref: Section 504 of the Rehabilitation Act of 1973 (as applied to diocesan schools)  
Title I of the Americans of Disabilities (as applied to diocese)

Policy Adopted: September 13, 1975
Policy Revised: November 15, 2001
Policy Revised: August 15, 2006
Policy Revised: November 29, 2007
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
Educational Philosophy

Diocesan Education Mission and Belief Statements for Faith Formation Programs and the Catholic School Programs:

It shall be the policy of the Diocesan Board of Education that all Faith Formation Programs and Catholic Schools adhere to the mission and belief statements, which state:

Mission For faith Formation Programs in parishes and Schools:

The mission of the Faith Formation Programs of the parishes and Catholic schools in the Diocese of Davenport is to provide meaningful educational experiences for all persons in an environment integrated by the Gospel values which nurture faith, community, prayer and service.

Belief Statements for Faith Formation programs at parishes and schools:

- Faith Formation exists to teach the traditions and doctrines of the Catholic Church and to live the Gospel message of Jesus Christ.
- Parents/guardians are the first educators.
- Faith Formation Programs partner with parents/guardians in the education of all.
- Each person in the Faith Formation Program, regardless of race, cultural, heritage, age or gender, will have the opportunity to grow in self-esteem through the development of his/her talents, skills, and interests.
- To the best of its ability, Catholic education will provide a warm, caring environment where participants will be challenged to learn the essential curriculum regardless of learning rate or style is taught.
- All persons in Catholic education will learn the value of human dignity and the concepts of peace and justice to enable them to be participants in a global society.

Mission of Catholic Education Diocese of Davenport Catholic Schools
The Catholic Schools of the Diocese of Davenport will provide Pk-12 Catholic Youth and Non-Catholic youth who share the Gospel values a faith community of students and educators in partnership with parents, where they will be develop their physical, moral, spiritual and intellectual gifts, while learning responsibility and the right use of freedom, preparing to fulfill God’s calling in the world.

Belief Statements for the Catholic Schools Program:

- It is the mission of the Diocese of Davenport Catholic Schools to prepare students to succeed in a diverse, global society by providing high quality academically excellent experiences in a safe Christian environment forming them into life-long learners and productive leaders in our society.
- We believe all individuals have the ability to learn.
- We believe high expectations are essential to achieve an excellent education.
- We believe that educator and leader focus on examination of effective teaching and leadership practices will positively impact student achievement.
- We believe that academic excellence and increasing individual student achievement is our highest priority.
- We believe students should have the opportunity to explore and develop one abilities.
- We believe a culture of continuous school improvement will promote the success and well-being of every student.
- We believe that instruction that maximizes student learning will promote the success and well-being of every student.
- We believe that promoting communities of engagement for families and other stakeholders will promote the success and well-being of every student.
- We believe that understanding, acceptance, and respect for diversity and individual differences promotes the success and well-being of every student.
• We believe that robust curricula and authentic assessment programs will promote the success and well-being of every student.
• We believe the effective and efficient management of the schools will promote the success and well-being of every student.
• We believe effective and efficient management and use of resources to promote social and academic learning will promote the success and well-being of every student.
• We believe that regular access to devices for learning will promote the academic success and well-being of every student.
• We believe that teaching students to become responsible, engages learners will promote the success and well-being of every student.

Educational Philosophy for the Catholic Schools of the Diocese of Davenport

The Catholic Schools in the Diocese of Davenport exist to integrate the elements of the Catholic faith with the learning process. Our schools exist to:

1. Educate our children and youth with Gospel values and teach the doctrine of the Catholic faith.
2. Build a faith-community of learners.
3. Provide opportunities for worship.
4. Educate for service to others.

Additionally our Diocesan Catholic schools exist to:

1. Educate the whole child
2. Educate for global awareness
3. Educate for justice issues
4. Provide opportunities for community service learning
5. Provide opportunities to learn a common core of essential skills that will provide them the opportunity for success in college or the workplace upon graduation from any of our Catholic schools.
6. An educational program that is intentionally directed to the growth of the whole person.

A Vision for Catholic School Education in the Diocese of Davenport

Through our Catholic Schools in the Diocese of Davenport, our students will encounter God, who in Jesus Christ reveals his transforming love and truth. Through this Christian vision, our Catholic schools as a faith community of students, parents, and educators in unity with the Church shall develop each student’s physical, moral, spiritual, and intellectual gifts, teaching responsibility and the right use of freedom, preparing them to fulfill God’s calling in this world, and attaining the eternal kingdom for which they were created.

Policy Adopted: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
EDUCATIONAL PHILOSOPHY

Essential Learnings (Student Learning Goals)

It shall be the policy of the Diocesan Board of Education that all schools/faith formation program strive to attain the following Essential Learnings:

Students in the Catholic schools of the Davenport Diocese will be challenged as the result of their Catholic education to integrate Gospel values into their daily lives as they:

**Spiritual/Social Outcomes:**
- Accept church, civic and personal responsibility
- Anticipate and constructively react to change
- Communicate ideas and feelings appropriately
- Demonstrate global awareness, cross cultural understanding, and social justice principles
- Demonstrate personal wellness practices
- Cultivate an understanding of and appreciation for the arts.

**Academic Outcomes:**
- Witness Gospel values through a lifestyle of discipleship
- Develop an active prayer life
- Access and use information effectively
- Apply technology competently
- Think critically and creatively
- Solve problems independently and cooperatively
- Reason scientifically, mathematically and historically
- Appreciated the need to be stewards of their God given gifts

For State Chapter 12
Reference: Iowa Administrative Code, Chapter 12

Policy Adopted: November 15, 2001
Policy Revised: June 4, 2008
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
The Diocesan Board of Education has adopted the Common Core standards for Literacy, Mathematics and Science. It shall be the policy of the Diocesan Board of Education that the Office of Catholic Schools, in consultation with the school administrators and teachers, shall draft and publish the necessary Standards and Benchmarks for each remaining area of the curriculum. These Standards and Benchmarks shall be the core of the teaching curriculum for which the students, faculty and administration will be held accountable. These benchmarks will be an alignment with the Iowa CORE requirements.

Further, these Standards and Benchmarks shall be submitted to the Iowa Department of Education as the approved Standards and Benchmarks by the Diocesan Board of Education. In addition, assessment and revision of the Standards and Benchmarks shall be a continual process.

Local and regional schools shall conform to both diocesan and Iowa standards as they implement their curriculum.

Parish/cluster faith formation programs shall follow diocesan Lifelong Faith Formation Curriculum Guide.
EDUCATIONAL PHILOSOPHY

Board of Education/Faith Formation Committee Membership

It shall be the policy of the Diocesan Board of Education/Faith Formation that parish, parish grouping or regional areas having a school shall have a Board of Education.

Any parish, parish grouping, or regional area not having a Board of Education/Faith Formation shall have an active Faith Formation Committee.

A copy of committee meeting minutes need to be on file in the parish office and archived for future reference.

A parish, parish grouping or regional area may have both.

Eligibility

- Eighteen years of age or older
- Genuine interest in Catholic school education or Parish Faith Formation programs
- A credible witness of the Catholic Faith: a member of a parish: or if non-Catholic, not opposed to the tenets of the Catholic faith.
- Ability to work with other to achieve consensus
- Ability to make time commitment for meetings, committee work or board formation/in-service
- Willing to maintain confidentiality and a high level of integrity
- Willing to support school /faith formation program philosophy and mission
- Have a personal or professional life that is reflective of the teachings of the Catholic Church
EDUCATIONAL PHILOSOPHY

Board of Education/Faith Formation Committee Removal from Office

The call to “universal holiness’ is echoed in every group of volunteers who so generously give of their time, talent and treasure to work as Catholic Board/Faith Formation Committee members. In community members have a unique opportunity to protect and advance the teaching mission of the Church.

The code of ethics and policy manual delineate the expectations inherent in the purpose of the board/faith formation committee. Members are reminded that they are working toward one common goal: to promote the mission and purpose of total Catholic education. It is the Diocesan expectation that members will:

- Avoid conflicts of interest
- Observe confidentiality
- Remain objective
- Ensure justice and fairness in proceedings and actions
- Promote the maintenance of unity.

Removal from Board or Faith Formation Committee membership:

Failure to ascribe to the above expectations can lead to removal from the board/faith formation committee:

Who may remove an individual board?

1. The Parish Priest affiliated with the school or if a number of priests are affiliated with the school, the priest chosen by his fellow priests to be priest moderator for school matters.
2. The Bishop of the Diocese of Davenport who also has authority under the Code of Canon Law to remove a board in its entirety.

Reasons for removal:

1. Failure to maintain the practices of the faith.
2. Immoral behavior resulting in scandal
3. Open support of inappropriate liturgical practices
4. For the good of the community

Policy Adopted: November 15, 2001
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
Diocesan Board of Education

The Diocesan Board of Education is an advisory body to the Bishop and is responsible for advice and counsel to Catholic schools and parishes through policy development and consultation with the Bishop. Its policies and regulations must be followed by all local parish and region boards/faith formation committees once approved at the Diocesan level. Implementation of all policies will be monitored by the Director of Faith Formation and the Diocesan Superintendent of Schools. The Diocesan board of education also serves as the identifiable agent required by the Department of Education for all schools holding accreditation.
Elections (Board of Education)

All members of Boards of Education in the Diocese shall be elected by the parish/parishes during the spring preferably (April/May) and take office preferably in the month of June or July. Members of the Boards of Education in the Diocese should be elected for three terms. Boards should arrange that one-third (or a close approximation) of the members be elected each year. The Diocesan Director of Faith Formation and or Superintendent of Schools must be consulted if elections take place at another period of time during the year. In lieu of an election, members may be selected through a selection process in accordance with applicable bylaws or constitution.

Election / Selection (Faith Formation Committee)

All chairpersons of parish Faith Formation Committees shall be elected/selected according to the applicable bylaws or constitution for Parish Pastoral Councils.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 210.2

Relationship with Parish Pastoral Councils and Boards of Education/Faith Formation Committee of Parish/Regional Education Centers and Schools

BOARD OF EDUCATION

1. Each Board of Education shall be elected in an open election or by a selection process in accordance with appropriate bylaws or constitutions, which adhere to diocesan particular law.

2. Boards of Education shall include the DRE/CRE, CYM, Adult Formation Director, Principal/Administrator and RCIA director as non-voting ex-officio members.

3. Boards of Education have jurisdiction over the parish schools, regional school, religious education programs, preschool, youth, campus ministry, and adult education programs.

4. Board of Education submits the budget to the parish council and finance council as appropriate for approval and/or information.

5. Board of Education is responsible to the Diocesan Board of Education to carry out policies, programs and curriculum.

6. Board of Education shall be represented on the parish council(s) ex officio, voting privileges to be determined by the local parish(es).

FAITH FORMATION COMMITTEE

1. Faith Formation Committee shall be elected/selected according to the appropriate bylaws and constitutions, adhering to diocesan particular law.

2. Faith Formation Committee shall have jurisdiction over the parish religious education program, preschool, campus ministry, youth ministry, RCIA, Adult Formation, and all other parish faith formation programs.

3. Faith Formation Committee shall include the DRE/CRE, CYM, Adult Formation Director/as ex-officio non-voting members.

4. Faith Formation Committee submits the budget to the parish pastoral council and finance council for approval.

5. Faith Formation Committee is responsible to the Diocesan Board of Education to carry out policies, programs and curricula.

Policy Adopted: January 9, 1970
Policy Revised: November 15, 2001
Policy Revised: June 6, 2008
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
EDUCATIONAL PHILOSOPHY

Board of Education Constitution and By-Laws

It shall be the policy of the Diocesan Board of Education that all parish or regional Boards of Education adopt a Constitution and/or By-Laws. These documents are to serve as the guide for the Boards. They shall adhere to diocesan particular law and model documents.

All Board Constitutions and/or By-Laws, new or revised, must be reviewed at least every five (5) years by said boards.

A copy of the current, approved Constitution and/or By-Laws shall be provided to the Diocesan Board of Education and be on file at the Diocesan Faith Formation office or schools office.

Constitution Defined

The Constitution is the founding document of an organization that establishes and defines mission, structure and process.

Things found in the constitution:
- The official title of the Board/Faith Formation Committee
- The purpose and function of the board
- The responsibilities of the board
- Membership
- Officers of the Board/Faith Formation Committee
- Quorum
- Role of the Chief Administrator
- Role of Committees
- Amendments

By-Laws

The by-laws are the rules adopted by the organization to govern its operation.

Things included in the by-laws should include but are not limited to:
- Membership of the board/Faith Formation Committee
- Officers of the Board/Faith Formation Committee
- Responsibilities of officers
- Meetings
- Committees
- Amendments to the by-laws
- Review Process for the by-laws
Board of Education/Faith Formation Committee Members

Board of Education Committee and Faith Formation Committee members have authority only when acting as a Board or Faith Formation Committee, legally in session. The Board or Faith Formation Committee shall not be bound by any statement or action on the part of any individual member of the Board or Faith Formation Committee, except when such statement or action is in pursuance of specific instructions by the Board or Faith Formation Committee.
Executive Session

Executive or Closed Sessions of the Board or Faith Formation Committee

The board or faith formation committee may meet in closed or executive session. The closed or executive session is sometimes necessary to deal with sensitive issues that may not be shared with the public. Executive or closed sessions are to be kept to a minimum. Notice of the need for an executive or closed session and the reason for it must be provided to the board members in advance. The agenda must reflect that the Board/ Faith Formation Committee will meet in closed or executive session if it is known in advance.

Ordinarily closed or executive sessions will occur prior to the announced open meeting so that necessary action can occur in the open meeting. If an executive session or closed session occurs within an open meeting, a motion to go into executive or closed session should be made and voted and similar action taken to return to open session. No action is taken during a closed or executive session. If action is necessary as a result of an executive/closed session deliberation, it is taken in open session with no discussion. Minutes will be taken of the closed or executive session and remain confidential.

Some topics which may be covered in executive or closed session include but are not limited to: the final selection of a principal hired to fill a vacancy, the resignation or the proposed removal of a board member, the review of the performance of the principal, the renewal or non-renewal of a principal’s contract, matters of potential litigation or strategies/offers to secure real estate.

The pastor and chief administrator or principal will be present for an executive/closed session of the board. The principal will be present except when his/her performance is being evaluated.

Members of the Board of Education/Faith Formation Committee are to keep all matter discussed in executive or closed session in confidence. Official information/business discussed in closed sessions cannot be shared with non-board members, even one’s spouse.

Policy Adopted: November 14, 1969
Policy Revised: November 15, 2001
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
Board of Education/Faith Formation Committee

Code of Ethics for Individual Board Members

Members of the Board/faith formation committee, by accepting the positon to serve on the board/faith formation committee, ascribe to this code.

**Conflict of Interest**
School board/faith formation committee members shall avoid situations that present actual, perceived or potential conflict between their interest and the interests of the school or program.

**Confidentiality**
Members of the school board/faith formation committee are responsible to keep matters discussed in executive/closed sessions in confidence. Official information/business in such sessions cannot be shared with non-board members.

**Objectivity**
As total objectivity is impossible for anyone to achieve, members are asked to identify and manage their personal biases. It is important that members see situations from multiple points of view rather than solely from their own perceptions, assumptions and feelings.

**Justice and Fairness**
Consideration of the good of the total parish/school, the board/faith formation committee should be integral in the decision making process. Every member should uphold decisions. When decisions will affect various constituencies, those constituencies should be informed at the same time through an agreed upon vehicle of communication.

**Maintenance of Unity**
In achieving its objectives within the faith community of the parish/school. The board/faith formation committee is to do all it can to avoid creating factions, sides or other divisive groupings in the parish or school community. Members should function within the framework of total leadership of the parish/school and strive to cooperate with other leadership groups in the local faith community.
It shall be the policy of the Diocesan Board of Education that the Diocesan Board of Education and all local Boards/Faith Formation Committees develop and maintain a policy manual which provides for the codification of policies. The adoption date, review date and/or any revision dates must be included as part of the policies. Policies shall be reviewed at least every five (5) years to ensure relevance to current practice and compliance with Iowa Code and rules and regulations. The review may be done on a rotating basis by reviewing some sections of the policies every year.

Reference: Chapter 12, Iowa Administrative Code

Policy Adopted: November 15, 2001
Policy Reviewed: October 15, 2009
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
Board of Education/Faith Formation Committee

Chain of Command/Complaints or Concerns

Members of the Board/faith formation committee will from time to time be approached by parents or members of the faithful with concerns or complaints about individuals or programs in the school or faith formation program. The Diocesan staff adheres to the principal of subsidiarity. Problems and issues will be solved best at the local level, starting with the parties involved and moving up the chain of command.

The chain of command to be followed in the Diocese of Davenport is as follows:

- Teacher/Catechist
- Principal/Director
- Pastor(s)
- Parish/regional faith formation committee
- Superintendent /Director of Faith Formation
- Diocesan Board of Education
- Bishop
Catholic Identity of All Catholic Schools

Catholic identity is best expressed by a school’s visible communion and cooperation with the Bishop, the appropriate sacramental life, the teaching of the faith and an environment permeated with the spirit of the Gospel. Policies and rubrics in the area of Catholic identity apply to all Catholic schools and seek to ensure that the Good News that Jesus proclaimed is truly passed on from one generation to the next through the Catholic schools.

Schools Catholic Identity
The Catholic identity of the school shall remain a top priority in the school’s planning and operations. The school’s foundational statements, handbooks, promotional materials, and communications should make frequent reference to the school’s Catholic identity.

Participation in Religious Activities
Schools should provide regular opportunities for students to participate in liturgies, religious activities, and service projects. These opportunities should reflect the school’s Catholic identity, religious charism, and teachings of the Church. All liturgies and religious activities should conform to the norms of the United States Conference of Catholic Bishops (USCCB).

Prayer
Prayer should be integrated throughout the day, and during co-curricular and extra-curricular activities. Each school day should start with prayer.

Sacraments
When possible, all-school Masses shall be celebrated at least weekly at Catholic schools. Reconciliation should be offered twice annually, to coincide with the seasons of Advent and Lent.

Retreats
Each high school shall provide, when appropriate and possible, an annual retreat for all grades in the school. Retreats may also be offered for older elementary students. Retreats must be religious in nature, with the goal of providing students with religious development, awakening and renewal.

Campus Ministry
Each high school shall designate someone for the position of campus minister, who will coordinate religious activities, liturgies, and other sacraments. The campus minister shall work closely with surrounding parishes to encourage students to regularly attend mass and participate in youth ministry activities.

Religious Leadership
Each school shall designate a staff member who is assigned to assist the Principal in providing religious leadership to the school. This individual shall be a qualified catechetical leader in the Diocese. He/she shall work with the principal in such tasks as ensuring that religious instruction authentically reflects the teaching of the Catholic Church, help arrange for liturgy and special religious events, and assist in in-service for staff faith formation.

Catechesis of Parents and Guardians
Schools and Faith Formation programs should seize every opportunity to catechize parents and guardians. Extra-curricular and co-curricular events should begin with prayer. School communications should make reference to religious events and lessons. Parents and guardians should be encouraged to attend liturgies and religious events, as deemed appropriate.

Parish Support
School administrators and teachers should strongly encourage Catholic students to regularly attend Mass at their home parish. Students should be encouraged to actively participate in parish life through volunteer service, leadership opportunities. Principals should maintain positive communication with the pastors of applicable parishes.
Use of Parish/Interparochial Facilities on the Lord’s Day

It shall be the policy of the Diocesan Board of Education that the uses of Parish/Interparochial schools, buildings, and grounds on Sundays be restricted for any activity other than the celebration of the Lord’s Day by the worshiping community in sacraments, liturgies, spiritual formation programs, and educational activities of the Church. Such restrictions shall exist for that part of the Lord’s Day before 12:00 (noon), unless the local governing body grants an exception.

All requests for use of the facility shall be in writing and describe the event and necessity of beginning before noon. The local governing body may grant use of their facilities prior to 12:00 (noon) for special and appropriate activities. This exception should be reviewed very carefully and should be allowed only on a two/thirds vote.
# Conformity Listing of Catechetical Texts and Series

As of **July 21, 2016** the following texts and series have been found to be in conformity with the *Catechism of the Catholic Church* by the Subcommittee on the Catechism, United States Conference of Catholic Bishops.

## Key to the Conformity Listing:
- **S** = School Student Text
- **P** = Parish Student Text
- **TM** = Teacher Manual
- **CM** = Catechist Manual
- **S/P** = single edition applicable to both school and parish
- **S&P** = two separate editions, both found in conformity

### Pre-School Series
- **Allelu! Growing and Celebrating with Jesus (3, 4, 5, and K)**
  - Publisher: Our Sunday Visitor
- **Discovering God**
  - Publisher: William H. Sadlier, Inc.
  - Specifics: S/P&TM/CM ©2000
- **God Made Everything (3, 4, and K)**
  - Publisher: Loyola Press
- **I am Special (3, 4, and K)**
  - Publisher: Our Sunday Visitor
- **Pflaum Gospel Weeklies: What the Church Believes and Teaches (Student Handbook) (3,4)**
  - Publisher: Pflaum Publishing Group
  - Specifics: S/P, TM ©2010
- **Questions for God**
  - Publisher: VirTru Powers
  - Specifics: S/P ©2007
- **Stories of God’s Love (3,4, 5, and K)**
  - Publisher: RCL Benziger

### Elementary Series: School and Parish
- **Alive In Christ**
  - Publisher: Our Sunday Visitor
  - Specifics: S&TM/P&CM ©2014
- **The Apostleolate’s Family Catechism**
  - Publisher: Apostolate for Family Consecration
- **Be My Disciples (1-6)**
  - Publisher: RCL Benziger
- **Be My Disciples (7-8)**
  - Publisher: RCL Benziger
  - Specifics: S&TM/P&CM ©2014
- **Blest Are We (1-6)**
  - Publisher: RCL Benziger
- **Blest Are We (7-8)**
  - Publisher: RCL Benziger
- **Blest Are We Faith and Word Edition (1-6)**
  - Publisher: RCL Benziger
- **Blest Are We Faith and Word Junior High (7-8)**
  - Publisher: RCL Benziger
  - Specifics: S ©2010
- **Call to Faith (K-6)**
  - Publisher: Harcourt (OSV Curriculum)
  - Specifics: S&TM/P&CM ©2005, 2009
- **Call to Faith (7-8)**
  - Publisher: Harcourt (OSV Curriculum)
  - Specifics: S&TM/P&CM ©2007
- **The Catholic Connections for Middle Schoolers**
  - Publisher: Saint Mary’s Press
- **Christ Jesus, the Way (K-6)**
  - Publisher: RCL Benziger
  - Specifics: S&TM, P&CM ©2003
- **Christ Jesus, the Way (7-8)**
  - Publisher: RCL Benziger
  - Specifics: S&TM, P&CM ©2004
- **Christ Our Life (K-8)**
  - Publisher: Loyola Press
  - Specifics: S/P&TM #97, 02, 09, CM #99, 09
- **Christ Our Life: The New Evangelization Edition (1-8)**
  - Publisher: Loyola Press
  - Specifics: S/P, TM&CM ©2016
- **Come Follow Me (K-8)**
  - Publisher: RCL Benziger
  - Specifics: S/P, TM&CM ©1998
- **Coming to Faith (K-6)**
  - Publisher: William H. Sadlier, Inc.
- **Coming to Faith/Keystone Edition (K-6)**
  - Publisher: William H. Sadlier, Inc.
- **Consecration in Truth**
  - Publisher: Apostolate for Family Consecration
- **Faith and Life (1-8)**
  - Publisher: Ignatius Press
- **Faith and Life (1-8)**
  - Publisher: Ignatius Press
- **Faith and Witness Program (7-8)**
  - Publisher: William H. Sadlier, Inc.
- **Faith First (K-6)**
  - Publisher: RCL Benziger
- **Faith First (7-8)**
  - Publisher: RCL Benziger
  - Specifics: S&TM, P&CM ©2001
- **Faith First Legacy Edition Church History (7-8)**
  - Publisher: RCL Benziger
  - Specifics: S&TM ©2007
- **Faith First Legacy Edition/Parish (K-8)**
  - Publisher: RCL Benziger
- **Faith First Legacy Edition/School (1-8)**
  - Publisher: RCL Benziger
  - Specifics: S&TM ©2007
- **Faith Fusion: Knowing, Loving, and Serving Christ in the Catholic Church (3-5)**
  - Publisher: Our Sunday Visitor
  - Specifics: S/P&T/CM ©2016
- **Faith Fusion: Knowing, Loving, and Serving Christ in the Catholic Church (6-8)**
  - Publisher: Our Sunday Visitor
  - Specifics: S/P&T/CM ©2010
- **Faith of the Mountain (1-8)**
  - Publisher: St. Maron’s Publications
  - Specifics: S&T ©2000
- **Faith of the Mountain (K-8)**
  - Publisher: St. Maron’s Publications
  - Specifics: S ©2010
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<th>High School Texts</th>
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<tr>
<td>The Bible: The Living Word of God</td>
<td>Saint Mary’s Press</td>
<td>S ©2011</td>
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<tr>
<td>The Blessed Trinity and our Christian Vocation</td>
<td>Midwest Theological Forum</td>
<td>S ©2009</td>
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<tr>
<td>Catholic Essentials: An Overview of the Faith</td>
<td>Ave Maria Press</td>
<td>S/P ©2009</td>
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<tr>
<td>The Church: Our Story</td>
<td>Ave Maria Press</td>
<td>S ©1999, 2006</td>
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<tr>
<td>The Church Through History</td>
<td>Harcourt (OSV Curriculum)</td>
<td>S ©2007</td>
</tr>
<tr>
<td>The Church: Christ in the World Today</td>
<td>Saint Mary’s Press</td>
<td>S ©2011</td>
</tr>
<tr>
<td>The Church: Sacrament of Salvation</td>
<td>Midwest Theological Forum</td>
<td>S ©2010</td>
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<tr>
<td>God’s Word Revealed in Sacred Scripture</td>
<td>Veritas Communications</td>
<td>S/TM ©2011</td>
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<tr>
<td>Faith and Revelation: Knowing God through Sacred Scripture</td>
<td>Midwest Theological Forum</td>
<td>S ©2009</td>
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<tr>
<td>The History of the Church</td>
<td>Midwest Theological Forum</td>
<td>S ©2005, TM ©2007</td>
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<td>Introduction to Catholicism</td>
<td>Midwest Theological Forum</td>
<td>TM ©2003, S ©2011</td>
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<td>Jesus Christ: God’s Love Made Visible</td>
<td>Saint Mary’s Press</td>
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<td>Jesus Christ: God’s Revelation to the World</td>
<td>Ave Maria Press</td>
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<td>Jesus Christ: His Mission and Ministry</td>
<td>Ave Maria Press</td>
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<td>Jesus Christ: Source of our Salvation</td>
<td>Ave Maria Press</td>
<td>S ©2011</td>
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<tr>
<td>The Light of Faith</td>
<td>Harcourt (OSV Curriculum)</td>
<td>S ©2005</td>
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<tr>
<td>Marriage and Holy Orders: Your Call to Love and Service</td>
<td>Ave Maria Press</td>
<td>S ©2007</td>
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<tr>
<td>Meeting Jesus in the Sacraments</td>
<td>Ave Maria Press</td>
<td>S ©2010</td>
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<td>Morality: Our Response to God’s Love</td>
<td>Harcourt (OSV Curriculum)</td>
<td>S ©2005</td>
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<tr>
<td>The Old Testament: Our Call to Faith and Justice</td>
<td>Ave Maria Press</td>
<td>S ©2005, 2013</td>
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<tr>
<td>Our Catholic Faith: Living What We Believe</td>
<td>Ave Maria Press</td>
<td>S ©2006</td>
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<tr>
<td>Our Moral Life in Christ</td>
<td>Midwest Theological Forum</td>
<td>S/TM ©2003</td>
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<tr>
<td>Our Sacramental Life: Living and Worshiping in Christ</td>
<td>Ave Maria Press</td>
<td>S ©2003</td>
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<td>The Paschal Mystery: Christ’s Mission of Salvation</td>
<td>Saint Mary’s Press</td>
<td>S ©2011</td>
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<td>Sacraments: Celebrating, Living, Believing</td>
<td>Harcourt (OSV Curriculum)</td>
<td>S ©2008</td>
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<td>The Sacraments: Source of Our Life in Christ (Semester Ed.)</td>
<td>Midwest Theological Forum</td>
<td>S ©2009</td>
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<td>Sacred Scripture</td>
<td>Ave Maria Press</td>
<td>S ©2012</td>
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<tr>
<td>Son of the Living God</td>
<td>Our Sunday Visitor</td>
<td>S ©2011</td>
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<tr>
<td>This is Our Church: A History of Catholicism</td>
<td>Ave Maria Press</td>
<td>S ©2007</td>
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<tr>
<td>Understanding the Catechism: Creed</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM ©2003, 2013</td>
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<tr>
<td>Understanding the Catechism: Liturgy and Sacraments</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM ©2003, 2013</td>
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<tr>
<td>Understanding the Catechism: Morality</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM ©2003, 2013</td>
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<tr>
<td>Vocation: Our Response to God’s Call</td>
<td>Harcourt (OSV Curriculum)</td>
<td>S ©2008</td>
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<tr>
<td>Where Did I Come From? Where Am I Going?</td>
<td>St. Augustine’s Press</td>
<td>S ©2009</td>
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<tr>
<td>How Do I Get There?</td>
<td></td>
<td>S ©2011</td>
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<tr>
<td>The Word</td>
<td>Our Sunday Visitor</td>
<td>S ©2011</td>
</tr>
<tr>
<td>Written on Our Hearts (Old Testament)</td>
<td>Saint Mary’s Press</td>
<td>S ©2002, 2009</td>
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### High School Doctrinal Framework Texts

[The Secondary Level Protocol was approved as a review instrument by the Subcommittee on the Catechism in April 2011]

<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher</th>
<th>Editions</th>
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<tbody>
<tr>
<td>The Bible: The Living Word of God</td>
<td>Saint Mary’s Press</td>
<td>©2011 (Framework Core Course I)</td>
</tr>
<tr>
<td>The Blessed Trinity and Our Christian Vocation</td>
<td>Midwest Theological Forum</td>
<td>©2009, 2012 (Framework Core Course II)</td>
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<tr>
<td>The Body of Christ: The Church</td>
<td>Veritas Communications</td>
<td>©2014 (Framework Core Course IV)</td>
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<tr>
<td>Catholic Social Teaching: Christian Life in Society</td>
<td>Saint Mary’s Press</td>
<td>©2012 (Framework Elective C)</td>
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<tr>
<td>Christian Morality: Our Response to God’s Love</td>
<td>Saint Mary’s Press</td>
<td>©2012 (Framework Core Course VI)</td>
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<tr>
<td>Church History: Apostolic Times to Today</td>
<td>Saint Mary’s Press</td>
<td>©2013 (Framework Elective B)</td>
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<td>The Church Our Story</td>
<td>Ave Maria Press</td>
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<td>The Church: Sacrament of Salvation</td>
<td>Midwest Theological Forum</td>
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<td>The Cornerstone</td>
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<td>Faith and Revelation: Knowing God Through Sacred Scripture</td>
<td>Midwest Theological Forum</td>
<td>©2009, 2012 (Framework Core Course I)</td>
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<td>Foundations of Catholic Social Teaching</td>
<td>Ave Maria Press</td>
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<td>The Fountain of Life</td>
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<td>Jesus and the Church: One, Holy, Catholic, and Apostolic</td>
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<td>Jesus Christ: God’s Love Made Visible</td>
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<td>Jesus Christ: God’s Revelation to the World</td>
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<td>Jesus Christ: His Mission and Ministry</td>
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<td>Jesus Christ: Source of Our Salvation</td>
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<td>Living and Loving as Disciples of Christ</td>
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<td>Marriage and Holy Orders: Your Call to Love and Service</td>
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<td>The Mystery of Redemption and Christian Discipleship</td>
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<td>The Revelation of Jesus Christ in Scripture</td>
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<td>The Risen One</td>
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<td>Sacred Scripture: A Catholic Study of God’s Word</td>
<td>Ave Maria Press</td>
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<td>The Social Doctrine of the Catholic Church</td>
<td>Midwest Theological Forum</td>
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<td>Son of God and Son of Mary</td>
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<td>This Is Our Church: A History of Catholicism</td>
<td>Ave Maria Press</td>
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<td>Understanding the Scriptures</td>
<td>Midwest Theological Forum</td>
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<td>Vocations: Answering God’s Call</td>
<td>Saint Mary’s Press</td>
<td>©2013 (Framework Elective D)</td>
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<td>The Way</td>
<td>Our Sunday Visitor</td>
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<td>The Word</td>
<td>Our Sunday Visitor</td>
<td>©2011, 2014 (Framework Core Course I)</td>
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<tr>
<td>Your Life in Christ: Foundations of Catholic Morality</td>
<td>Ave Maria Press</td>
<td>©2008 (Framework Core Course VI)</td>
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### High School Series

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<td>Dominican Series</td>
<td>Priory Press</td>
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<tr>
<td>Friends of Jesus/Witnesses of Christ</td>
<td>Legionaries of Christ</td>
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### Sacramental Preparation Materials

[In granting conformity to these supplemental texts it is understood that they are not to be used in isolation but in conjunction with basal series.]

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<td>Anointed in the Spirit – A Middle School Confirmation Program</td>
<td>Saint Mary’s Press</td>
<td>S/P &amp; TM/CM ©2010</td>
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<td>Anointed in the Spirit – A High School Confirmation Program</td>
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<tr>
<td>Be Sealed</td>
<td>Pauline Books and Media</td>
<td>S/P&amp;TM ©1998</td>
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<tr>
<td>Call to Celebrate: Confirmation (Older Adolescents)</td>
<td>Harcourt (OSV Curriculum)</td>
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<td>Call to Celebrate: Confirmation (Younger Adolescents)</td>
<td>Harcourt (OSV Curriculum)</td>
<td>S/P&amp;TM/CM ©2008</td>
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<td>Call to Celebrate: Eucharist</td>
<td>Harcourt (OSV Curriculum)</td>
<td>S/P&amp;T/CM/CM ©2007</td>
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<td>Call to Celebrate: Reconciliation</td>
<td>Harcourt (OSV Curriculum)</td>
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<td>Call to Celebrate: Reconciliation and Eucharist (intermediate)</td>
<td>Harcourt (OSV Curriculum)</td>
<td>S/P&amp;T/CM/CM ©2007</td>
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<td>Celebrate and Remember: Eucharist</td>
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<td>Celebrating Our Faith: Confirmation</td>
<td>Harcourt (OSV Curriculum)</td>
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<td>Celebrating Our Faith: Reconciliation and Eucharist</td>
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August 2016
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<tr>
<td>Confirmation</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM/CM © 2007</td>
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<tr>
<td>Confirmation: Gifted with the Spirit (7-8)</td>
<td>Pflaum Publishing Group</td>
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<td>Confirmation: Receiving the Gift of the Spirit (9-12)</td>
<td>Pflaum Publishing Group</td>
<td>S/P &amp; TM/CM © 2010</td>
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<tr>
<td>Confirmed in a Faithful Community: Candidate’s Handbook</td>
<td>Saint Mary’s Press</td>
<td>S/P © 2006</td>
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<tr>
<td>Confirmed in a Faithful Community: Candidates Handbook (Immediate Preparation)</td>
<td>Saint Mary’s Press</td>
<td>S/P © 2006</td>
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<tr>
<td>Encounter with Christ, Eucharant and Reconciliation</td>
<td>Our Sunday Visitor</td>
<td>S/P &amp; TM/CM © 2016</td>
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<td>Eucharist</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM/CM © 2003</td>
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<tr>
<td>Eucharist: We Give Thanks and Praise (Primary)</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM/CM © 2006, 2015</td>
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<td>The Gift of Eucharant</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM/CM © 2000</td>
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<td>The Gift of Reconciliation</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM/CM © 2000</td>
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<tr>
<td>The Holy Mystery of First Communion</td>
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<tr>
<td>Jesus Brings Us Life</td>
<td>Pauline Books and Media</td>
<td>S/P &amp; TM/CM © 1996</td>
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<tr>
<td>Little Catechism on the Eucharant</td>
<td>New Hope Publications</td>
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<td>Reconciliation</td>
<td>RCL Benziger</td>
<td>S/P &amp; TM/CM © 2003</td>
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<td>The Sacrament of Confirmation</td>
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<tr>
<td>Send Out Your Spirit: A Confirmation - Candidate’s Handbook for Faith</td>
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<tr>
<td>We Believe and Celebrate First Communion</td>
<td>William H. Sadlier, Inc.</td>
<td>S/P &amp; TM/CM © 2006</td>
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<td>We Believe and Celebrate First Penance</td>
<td>William H. Sadlier, Inc.</td>
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<td>¡Alelú! Crecer y celebrar con Jesús (3-4)</td>
<td>Our Sunday Visitor</td>
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<td>¡Alelú! Crecer y celebrar con Jesús (4,5)</td>
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<td>¡Alelú! Crecer y celebrar con Jesús (K)</td>
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<td>Bendecidos / Bieat Are We (1-6)</td>
<td>RCL Benziger</td>
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<tr>
<td>A Catholic Catechism in English and Polish</td>
<td>Rev. Edmund Siedlecki</td>
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<td>Celebrar nuestro fe: Reconciliación y Eucaristía</td>
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<td>Celebrar nuestro fe: Reconciliación y Eucaristía (Nivel II)</td>
<td>Harcourt (OSV Curriculum)</td>
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<td>Conociendo nuestra fe católica (1-3)</td>
<td>Loyola Press</td>
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<td>Creed: A Course on Catholic Faith</td>
<td>Vietnamese Catechetical Community U.S.A.</td>
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<td>Fusión en la fe: Conocer, amar y servir a Cristo en la Iglesia Católica (6-8)</td>
<td>Our Sunday Visitor</td>
<td>S/P &amp; TM/CM © 2011</td>
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<td>Un llamado a celebrar: la Confirmación</td>
<td>Harcourt (OSV Curriculum)</td>
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**August 2016**
### Supplier Catalog

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<td>Mi fe católica: What the Church Believes &amp; Teaches (Pre-K - 8)</td>
<td>Pflaum Publishing Group</td>
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<td>Nuestra fe católica (4-6)</td>
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<td>Primera Reconciliación</td>
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<td>Relatos del amor de Dios Kindergarten</td>
<td>RCL Benziger</td>
<td>5/P &amp; TM ©2012</td>
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<td>Sean Mis Discipulos, 1-6 (Be My Disciples Bilingual Edition)</td>
<td>RCL Benziger</td>
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<td>Sean Mis Discipulos: Cristo en el Nuevo Testamento, Jr. High (Bilingual Edition)</td>
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<td>The Spirit Sets Us Free: Confirmation Prep for Youth</td>
<td>Vietnamese Catechetical Community U.S.A.</td>
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<td>Vivimos nuestra fe, como discípulos de Jesús</td>
<td>William H. Sadlier, Inc.</td>
<td>© 2010</td>
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<td>Vivimos nuestra fe, Inspirados por el Espíritu</td>
<td>William H. Sadlier, Inc.</td>
<td>© 2011</td>
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<td>Vivos en Cristo (A-F)</td>
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### Material for RCIA

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<tr>
<td>Be My Disciples: Our Catholic Heritage</td>
<td>RCL Benziger</td>
<td>P&amp;CM ©2013</td>
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<td>Benziger Family Life (K-8)</td>
<td>RCL Benziger</td>
<td>5 ©2001 (4th edition)</td>
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<td>Catholic Vision of Love (5-8)</td>
<td>Our Sunday Visitor</td>
<td>S&amp;T ©1996 (revised edition)</td>
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<td>Great People of the Bible (5-7)</td>
<td>Saint Mary’s Press</td>
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<td>Growing in Love (K-8)</td>
<td>Harcourt (OSV Curriculum)</td>
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<td>Family Life Series</td>
<td>RCL Benziger</td>
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<td>Heritage Bowl My Beliefs Workbook (6-8)</td>
<td>You Turns</td>
<td>S/P &amp; TM/CM ©2004</td>
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<td>My Personal Power Trip A &amp; B (7-12)</td>
<td>You Turns</td>
<td>S/P &amp; TM/CM ©2004</td>
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<td>Project Genesis (K-8)</td>
<td>Leaflet Missal Company</td>
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### Supplemental Materials

In order to be eligible for conformity review, as of January 2016, all supplemental materials must cross reference a specific basal text/series already granted a declaration of conformity with the *Catechism of the Catholic Church*.

### Materials for RCIA

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<td>God Calls You By Name</td>
<td>Mother’s House Publishing</td>
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**Subcommittee on the Catechism, USCCB**

**Conformity Listing (July 21, 2016)**
BOARD OF EDUCATION

Board/Committee Membership

Membership on the parish or regional boards/committees of education shall not be open to employees or to members of the immediate family (spouse, parent, sibling, children) of employees of that particular board/committee involved, with the exception of ex-officio members.

If a person is offered employment with a board/committee whose membership contains a member of his/her immediate family, the two individuals involved must determine the solution by which one declines employment or the other resigns from the board/committee. Realizing the importance of hiring quality employees, local boards will be allowed to grant individual exceptions of a case by case basis. Annually, the local board shall inform the diocesan schools office if they have board members who have a member of his/her immediate family employed by the school. Said member shall recues himself/herself from voting or participation in discussion on matters pertaining to the family members position.

If a member of a board/committee of education seeks to become an employee of said board/committee; the member shall not participate in any discussion and decision affecting the position. If the board/committee member is offered and accepts the position, the member will immediately cease to be a member of said board/committee.

The pastor will be an active participant in all parish board/faith formation committee meetings. In regional schools or inter-parish school with multiple priests affiliated with the school, the constitution and by-laws shall state the number of priests on the board. If multiple priests serve on a board or are affiliated with a school or faith formation program the priests must choose one priest as priest moderator to the board or faith formation committee and that priest shall have the power of canonical veto on that board/faith formation committee.
BOARD OF EDUCATION/FAITH FORMATION COMMITTEE

Membership Roster

A list of all local or regional Boards of Education/Faith Formation Committee members must be sent to the Diocesan Office of Faith Formation or the Office of Catholic schools by September 15 of each year.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 222

Role of the Pastor on Faith Formation Committees/Boards of education

The pastor or priest moderator to the Faith Formation Committee

The contribution of the priest or pastor is unique because of his vision of ministry, his broad perspective of the faith community and its needs, his spiritual leadership, and his familiarity with the financial situation. The pastor of a local parish, or priest representative(s) to a regional board shall be present at all Faith Formation/Board Meetings and participate fully in discussions ensuring the teaching mission of the Catholic Church is protected.

Canonical Veto

In rare occasions a pastor may not be able to approve a board/faith formation committee decision because of major concerns in the area of faith and morals or good of the community. The Code of Canon Law allows a canonical veto by the pastor in these instances. The pastor will usually express these concerns during deliberations allowing time for the board/faith formation committee to modify their intended action thus avoiding the need for a veto.
BOARD OF EDUCATION/FAITH FORMATION COMMITTEE

Board/Committee Records

It shall be the policy of the Diocesan Board of Education that the Chairperson of all parish or regional boards of education and faith formation/committees have a copy of the minutes of all Board of Education/Committee meetings forwarded to the Diocesan Office of Faith Formation and Schools Office for record maintenance shall be done electronically. Each parish/school entity must keep a copy of their minutes and archive previous year minutes in a parish or school office that is in a safe secure location.

Minutes of all board/committee meetings in Executive Session shall be maintained confidentially without public access in a designated administrator’s office for review by duly authorized parties. Minutes of the Executive Session are voted on at the end of the executive session, put in a sealed envelope, dated and archived.

Policy Adopted: November 15, 2001
Policy Revised: May 15, 2010
Policy Revised: December 2015
BOARD OF EDUCATION

Change in Organization Process

It shall be the policy of the Diocesan Board of Education that the Diocesan Director of Faith Formation and/or Superintendent of Schools be consulted prior to any change in the organizational structure of any youth education / faith formation program. Those Directors may further consult with the Diocesan Board and possibly refer the matter to the Bishop or his designee prior to its enactment.

If Diocesan Directors or Coordinators determine that diocesan board action is necessary, the board shall use a process that is adapted to the needs and circumstances of the local situation which will provide data and input for good decision-making.

The process should give evidence of local board involvement of many persons who provide leadership to and who receive services/benefits from the programs; sufficient time in order to avoid rash or hurried decisions; the collection and use of pertinent information; and a study of alternative courses of action.

Policy Adopted: November 15, 2001
Policy Amended: May 17, 2010
Policy Reviewed: December 2015
Personnel Policies

All Personnel

While the Diocese of Davenport and Diocesan entities are independent corporations, we are unified by our call to live the Gospel of Jesus Christ by sharing our concern for the welfare of our employees and volunteers.

Each Board of education/Faith Formation committee has the right and responsibility to hire paid staff to do the work of the school or faith formation program because each Diocesan Entity is a separate legal corporation. The board/pastor shall hire the principal/DRE/Youth Ministry Professionals and the principal/DRE in turn recommends all other personnel for schools/faith formation program to the board/faith formation committee for approval.

The board/faith formation committee must approve all contracts for new hires, work agreements or statements of assignment and benefits, whichever is used for the various classes of personnel before they become official.

The Finance Office of the Diocese of Davenport has established a Staff Handbook for Diocesan Entities in the Diocese of Davenport. This handbook serves as a template for modification for each Diocesan Entity. All personnel policies shall reflect the Gospel values, the mission, philosophy and goals of the school and of Catholic education as a whole. Information that is required for each Diocesan Entity is in bold text, other than headings. The handbook covers the following employment topics:

- Conditions of Employment
- Employees Benefits
- Performance Evaluation
- Staff Guild lines
- Safety and Security

Policy Adopted: March, 2007
Policy Revised: May 17, 2010
Policy Revised: December 2015
ADMINISTRATION/CATECHETICAL LEADERS

Certification

It shall be the policy of the Diocesan Board of Education that all paid faith formation program leaders, which includes coordinators/directors of faith formation (C/DFF), coordinators/directors of youth ministry (C/DYM), and other catechetical leaders in parish(s) submit the required evidence of certification/education to the *Diocesan Coordinator for Lifelong Faith and Lay Ministry Formation or the Coordinator of Youth and Young Adult Ministry.  

*this includes appropriate levels of certification as specified for C/DFF, C/DYM, and other catechetical leaders in the Faith Formation Guidelines: basic, advanced, master, and professional.
ADMINISTRATION/TEACHERS

Contract and Certification

It shall be the policy of the Diocesan Board of Education that all paid program administrators and teachers in the Catholic schools be placed on contract, after Board/Committee approval using the current written official contract approved by the Diocesan Board of Education and, where applicable, submit required evidence of certification/licensure to the Superintendent of Schools.*

In addition, the teacher must possess or be eligible to obtain an Iowa teaching license/certificate with the necessary endorsement(s) for the grade levels and/or subject(s) taught prior to being placed on a contract.

Probationary contracts will be used for teachers (First Three Years) and administrators (First Two Years) pursuant to. The Policies for Faith Formation and Education Programs for the Diocese of Davenport.

Variations to the contract may be made with the approval of the Superintendent of Schools.

- Each school administrator (president/principal) shall present evidence to their board of education:
- That a valid Iowa teacher’s license as required by law has been obtained before being given payment of any part of the annual salary.
- That a copy of the license be sent to the Diocesan Superintendent of Schools needs to accompany signed contract by July 1 of each year.
- That each Administrator submit to the Diocesan Superintendent of Schools a resume of an administrator’s credentials before being given payment of any part of the annual salary.

Reference: [The above is in accordance with the School Laws of Iowa, as compiled from the Code of Iowa and Acts of the General Assembly, published under authority of Section 279.13 and Iowa Code Chapter 272 (1995), a policy of proper licensure of all teachers and administrators in diocesan schools is required.]
This agreement is entered into between ____________________________________________
(hereafter designated as the employer) and ____________________________________________
(hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. **RESPONSIBILITY.** The employee represents that the employee is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in employer’s administrative offices.

2. **TERM.** The term of this contract shall begin on _______________ and terminate on _______________ and includes _______ days of service. Specifically, the agreement is for services rendered from _______________ to ___________ with payments from _______________ to ___________.

3. **DUTIES.** The employee promises to support and model the Catholic mission and philosophy of the school, the policies and regulations of said employer and the Board of Education of the Diocese of Davenport, and will faithfully perform the duties of ______________________ as stated in the job description. Employee will observe the policies, regulations and directives of the Diocese, the local Board of Education, the State Department of Education (with the understanding that when applicable the Faith Formation Guidelines is overriding), and abide by the policies and procedures specified in the Diocesan and local school/parish handbooks.

4. **COMPENSATION.** The employer shall pay the employee a salary of $____________________ a year, payable in ____________ equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. Compensation for less than a full year of service will be based on the percentage of days served less any allowed deductions. Unauthorized or leave exceeding that allowed by contract and benefits attachment shall be without pay and may affect job performance reviews.

5. **BENEFITS.** The following benefits shall be provided by the employer: (If using an attachment note that here e.g. see Attachment 1).

6. **DISCHARGE.** The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract for reason, which may include, but not limited to:
   a. inefficiency or incompetence;
   b. insubordination;
   c. disability, as shown by medical evidence resulting in an inability to teach effectively;
   d. immoral conduct as identified in Policies for Faith Formation and Education Programs series 365.
7. **BREACH OF CONTRACT.** If principal terminates this agreement prior to the expiration date, the teacher may be required to pay an amount not to exceed ______ for associated costs. Principal recognizes the disruptive effect of this breach and will make every effort to continue administrative duties until a suitable replacement is obtained.

8. **AGREEMENT.** This contract is the entire agreement between the employer and the employee and extends for only this term. Issues and timelines related to future contracts are governed by Policies for Faith Formation and Education Programs. This contract supersedes all prior written or oral agreements; there are no agreements outside of the contract other than those as specifically set forth herein; and this contract may not be amended, changed, modified or altered without the written consent of both the employer and the employee.

This contract must be signed and returned by ________________________________.

**IN WITNESS WHEREOF,** the parties hereto have affixed their signatures on the date set forth opposite their signatures.


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Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
This agreement is entered into between ____________________________ (hereafter designated as the employer) and ____________________________ (hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. **RESPONSIBILITY.** The employee represents that the employee is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in employer’s administrative offices.

2. **TERM.** The term of this contract shall begin on __________ and terminate on __________ and includes ______ days of service. Specifically, the agreement is for services rendered from __________ to __________ with payments from __________ to __________.

3. **DUTIES.** The employee promises to support and model the Catholic mission and philosophy of the school, the policies and regulations of said employer and the Board of Education of the Diocese of Davenport, and will faithfully perform the duties of ____________________________ as stated in the job description. Employee will observe the policies, regulations and directives of the Diocese, the load Board of Education, the State Department of Education (with the understanding that when applicable the Diocesan Handbook is overriding), and abide by the policies and procedures specified in the Diocesan and local school/parish handbooks.

4. **COMPENSATION.** The employer shall pay the employee a salary of $____________ a year, payable in __________________ equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. Compensation for less than a full year of service will be based on the percentage of days served less any allowed deductions.

5. **BENEFITS.** The following benefits shall be provided by the employer: (If using an attachment note that here (e.g. See Attachment A).

6. **DISCHARGE FOR CAUSE.** The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract, for just cause as defined and provided for in the Diocesan Educators’ Handbook and Local Handbook or policies of the employer. In the absence of such definition, "just cause" shall mean violations of the terms and conditions of this employment contract (which would include Diocesan and Local Handbooks and policies), or performance, conduct or behavior on the part of the employee which, in the opinion of the employer, adversely affects the desirability of continued employment in a Catholic School. The employee shall be entitled to earn salary to the termination date on a per diem basis.

7. **BREACH OF CONTRACT.** If teacher terminates this agreement prior to the expiration date, the teacher maybe required to pay an amount not to exceed ________ for associated costs. Teacher recognizes the disruptive effect of this breach and will make every effort to continue teaching until a suitable replacement is obtained.
8. AGREEMENT. This contract is the entire agreement between the employer and the employee and extends for only this term. Issues and timelines related to future contracts are governed by Policies for Faith Formation and Education Programs. This contract supersedes all prior written or oral agreements; there are no agreements outside of the contract other than those as specifically set forth herein; and this contract may not be amended, changed, modified or altered without the written consent of both the employer and the employee.

This contract must be signed and returned by ________________________________.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date set forth opposite their signatures.

_________________________________________  _______________________
Official title of corporation (parish/school institution)  Date

_________________________________________  _______________________
Signature Pastor or Canonical Administrator  Date

_________________________________________  _______________________
Signature Board of Education President  Date

_________________________________________  _______________________
Signature Superintendent of Schools  Date

_________________________________________  _______________________
Signature Principal  Date
This agreement is entered into between ______________________
(hereafter designated as the employer) and ______________________
(hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. **RESPONSIBILITY.** The employee represents that the employee is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in employer's administrative offices.

2. **TERM.** The term of this contract shall begin on _______ and terminate on _______ and includes _______ days of service specifically the agreement is for services rendered from _______ to _______ with _______ payments from _______ to _______.

3. **DUTIES.** The employee promises to support the Catholic mission and philosophy of the school, the policies and regulations of said employer and the Board of Education of the Diocese of Davenport, and will faithfully perform the duties of ______________________ as stated in the job description. Employee will observe the policies, regulations and directives of the Diocese, the local Board of Education, the State Department of Education (with the understanding that when applicable the Faith Formation Guidelines is overriding), and will know and abide by the policies and procedures specified in the Diocesan and local school/parish handbooks.

4. **COMPENSATION.** The employer shall pay the employee a salary of $________________________ a year, payable in ________________ equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. Components for less than a full year will be based on the percentage of days allowed less any deductions. Unauthorized or leave exceeding that allowed by contract and benefits attachment shall be without pay and may affect job performance reviews.

5. **BENEFITS.** The following benefits shall be provided by the employer: (If using an attachment note that here e.g. see Attachment 1).

6. **DISCHARGE.** The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract for reason, which may include, but is not limited to:
   a. inefficiency or incompetence;
   b. insubordination;
   c. disability, as shown by medical evidence resulting in an inability to teach effectively;
   d. immoral conduct as identified in Policies for Faith Formation and Education Programs series 365

   The employee shall be entitled to earn salary to the termination date on a per diem basis.

7. **BREACH OF CONTRACT.** If teacher terminates this agreement prior to the expiration date, the teacher maybe required to pay an amount not to exceed _______ for associated costs. Teacher recognizes the disruptive effect of this breach and will make every effort to continue teaching until a suitable replacement is obtained.

8. **AGREEMENT.** This contract is the entire agreement between the employer and the employee and extends for only this term. Issues and timelines related to future contracts are governed by Policies for Faith Formation and Education Programs. This contract supersedes all prior written or oral agreements; there are no agreements
outside of the contract other than those as specifically set forth herein; and this contract may not be amended, changed, modified or altered without the written consent of both the employer and the employee. This contract must be signed and returned by ________________________________.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date set forth opposite their signatures.

______________________________________________________________________________
Official title of corporation (parish/school institution)

By: ________________________________ ________________
   (Signature) Principal                        Date

______________________________________________________________________________
   (Signature) Pastor or Canonical Administrator                        Date

______________________________________________________________________________
   (Signature) Board of Education President                        Date

______________________________________________________________________________
   (Signature) Employee                        Date

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
This agreement is entered into between _______________________________ (hereafter designated as the employer) and _______________________________ (hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. RESPONSIBILITY. The employee represents that the employee is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in the employer’s administrative offices.

2. TERM. The term of this contract shall begin on ________________ and terminate on ________________, and includes _______ days of service. Specifically, the agreement is for services rendered from ___ to ___ with payments from _______ to _______.

3. DUTIES. The employee promises to support the Catholic mission and philosophy of the school, the policies and regulations of said employer and the Board of Education of the Diocese of Davenport, and will faithfully perform the duties of __________________ as stated in the job description. Employee will observe the policies, regulations and directives of the Diocese, the local Board of Education, the State Department of Education (with the understanding that when applicable the Faith Formation Guidelines is overriding), and will know and abide by the policies and procedures specified in the Diocesan and local school/parish Handbooks.

4. COMPENSATION. The employer shall pay the employee a salary of $______________ a year, payable in __________ equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. Compensation for less than a full year of service will be based on the percentage of days served less any allowed deductions. Unauthorized or leave exceeding that allowed by contract and benefits attachment shall be without pay and may affect job performance reviews.

5. BENEFITS. The following benefits shall be provided by the employer: (If using an attachment note that here e.g. See Attachment A).

6. DISCHARGE FOR CAUSE. The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract for just cause, which may include, but is not limited to the following:
   a) Inefficiency or incompetence
   b) Insubordination
   c) Disability, as shown by medical evidence resulting in an inability to teach effectively
   d) Immoral conduct as identified in the Policies for Faith Formation and education Programs series 365

The employee shall be entitled to earn salary to the termination date on a per diem basis.

7. BREACH OF CONTRACT. If teacher terminates this agreement prior to the expiration date, the teacher maybe required to pay an amount not to exceed _________ for associated costs. Teacher recognizes the disruptive effect of this breach and will make every effort to continue teaching until a suitable replacement is obtained.

8. AGREEMENT. This contract is the entire agreement between the employer and the employee and extends for only this term. Issues and timelines related to future contracts are governed by Policies for Faith Formation and Education Programs. This contract supersedes all prior written or oral agreements; there are no agreements outside of the contract other than those as specifically set forth herein; and this contract may not be amended, changed, modified or altered without the written consent of both the employer and the employee.
This contract must be signed and returned by ________________________________.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date set forth opposite their signatures.

__________________________________________  ______________________________
Official title of corporation (parish/school institution)  Date

__________________________________________  ______________________________
Signature Pastor or Canonical Administrator  Date

__________________________________________  ______________________________
Signature Board of Education President  Date

__________________________________________  ______________________________
Signature Superintendent of Schools  Date

__________________________________________  ______________________________
Signature Principal  Date

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2012
Policy Revised: December 2015
Acknowledgement – Diocesan Faith Formation Guidelines

It is expected that each employee has a copy (hard or electronic) of the Faith Formation Guidelines. The employee is expected to read and understand its content. This acknowledgement will be signed annually and will be maintained in his/her personnel file.

I have received a copy, read and understood the Faith Formation Guidelines.

__________________________________________________________________________
Signature                                                                 Date

☐ Copy in Personnel File
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 310

PERSONNEL - ADMINISTRATIVE

Recruitment, Interview, and Selection

Principal, Director/Coordinator of Religious Education (DFF/C) or Coordinator of Youth Ministry (DYM/C)

Procedures for recruiting, interviewing, and hiring a principal, DFF/C, DYM/C, RCIA Director or Adult Faith Formation Director.

1. The local Board of Education/Faith Formation Committee will notify the Diocesan Director of Faith Formation and Coordinator of Young/Young Adult Ministry or Lifelong Faith and Lay Ministry Formation Coordinator or Superintendent of Schools as soon as it is known that a new principal, DFF/C, DYM/C, RCIA Director or Adult Faith Formation Coordinator will be needed. The Director of Faith Formation and or Superintendent of Schools will assist the Board/Faith Formation Committee in the search for a principal, DFF/C, DYM/C, RCIA Director or Adult Faith Formation Coordinator.

2. The first step in the hiring process is that local Boards/Faith Formation Committees will review the principal’s, DFF/C’s, DYM/C, RCIA Director or Adult Faith Formation Coordinator’s job description to assure that expectations are reflected in that description.

3. Each Local Board of Education or Faith Formation Committee will be responsible for recruitment and interviewing candidates. The Diocesan Director of the Office of Faith Formation or Superintendent of Schools will assist the Board/Faith Formation Committee with each step of the process. The Board/Faith Formation Committee may establish sub committees to review recruits and select applicants to interview.

4. Recruitment and Interviews
   a. The Board/Faith Committee Chair will decide to advertise in such places as The Catholic Messenger, Teach Iowa for principals and teachers and the NCEA website. They may choose to advertise in other Diocesan newspapers
   b. All applicants for school positions will be directed to the Board Chair’s attention at the school’s address. Applicants for Faith Formation positions will be directed to the Pastor at the parish address.
   c. The Board Chair or Pastor will respond to those interested applicants by sending a job description and application form.
   d. Request transcript of credits, resume and references for each applicant for a principal position or resumes and references for DFF/C, DYM/C, RCIA Director or Adult Faith Formation Coordinator positions.
   e. A sub-committee of the Board or Faith Formation Committee may be used to study materials received and conduct personal interviews with promising candidates or the Board/Faith Formation Committee as a whole may select candidates for interview and interview candidates for the position.
   f. The Pastor, Board Chair, Director of the Office of Faith Formation or Superintendent of Schools will follow up written references with telephone contacts.
   g. The Board /Faith Formation Committee Chair and pastor will establish and interview schedule to conduct interviews for the qualified applicants. The Superintendent of Schools or the Director of the Office of Faith Formation will be present at interviews where their schedule permits.
h. The Board/Faith Formation Committee will decide who or what groups will be invited to participate in
the interview process mindful that the final decision is up to the Faith Formation/Board Committee
and the Pastor.

i. If an interview subcommittee is used they will recommend candidate(s) to the Board of
   Education/Faith Formation Committee.

5. The local Board/Committee should strive for consensus among members in choosing the principal, DFF/C
   DYM/C, RCIA Director or Adult Faith Formation Coordinator. A vote of the majority of Board/Committee is
   required for board approval. Local by-laws may also require pastoral council approval. These approvals
   are recommendations to the final decision-maker which may be the pastor, canonical administrator or
   corporate board.

6. Adherence to the Diocesan Policies Relating to Sexuality and Personal Behavior, including requirements
   for background checks must be ensured.
PERSONNEL

Principal

Appointment - Contract

It shall be the policy of the Diocesan Board of Education that decisions regarding the contracting of the principal of an elementary or secondary school shall be determined by vote of the Parish Board of Education/Regional Board only after completing the Hiring Procedures established by the Office of the Superintendent of Schools.
The Diocesan superintendent of Schools is a Diocesan employee and is evaluated by the appropriate Diocesan staff member.

The local board will participate in an ongoing evaluation of the superintendents/chief administrator’s/president’s skills, abilities, and competence according to the Faith Formation Guidelines. The Diocesan superintendent with an evaluator’s endorsement will complete the final annual yearly evaluation for all principals.

ADMINISTRATION

Catholic Youth Education/Formation Assessment Tool

It shall be the policy of the Diocesan Board of Education that any assessment tool used regarding Catholic youth education/formation at the parish, area or regional level be approved by the Office of the Director of Faith Formation & Coordinator of Youth/Young Adult Ministry and Lifelong Faith and Lay Ministry Formation Coordinator and the Diocesan Board of Education.

Policy Adopted: November 15, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: December 2015
ADMINISTRATION

Supervision of Catechetical Programs

Catechists in Catholic schools and parish faith formation programs shall receive consistent and ongoing professional enrichment. To make this possible, the administrator, DFF/C, DYM/C, RCIA Coordinator, or Adult Faith Formation Coordinator are to arrange for ongoing faith formation for all catechists.

The Office of Faith Formation provides catechist formation opportunities and certification processes designed to provide formation, annual assessment, recognition, and support.

Policy Adopted: November 15, 2001
Policy Revised: June 5, 2002
Policy Revised: March 2007
Policy Revised: May 17, 2010
Availability of Instructional Time for Students

INSTRUCTION

It shall be the policy of the Davenport Diocesan Board of Education that a copy of the instructional schedule and teacher assignments for the entire school be available on the local level for the Superintendent of Schools. A description of provisions within or outside the schedule for items such as co-curricular and extracurricular activities, announcements, etc. shall also be available on the local level to the Superintendent of Schools at the time a designated representative of the office visits the school.

Policy Adopted: March 22, 1988
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Reviewed: December 2015
ADMINISTRATION

Disaster and Crisis Management Plan/Pandemic Plan

It shall be the policy of the Diocesan Board of Education that, for the safety and care of all program participants, each faith formation program, school, and youth ministry program develop a Disaster and Crisis Management Plan. This plan must be made known to all program staff members and practiced, if need be, to successfully carry out the plan.

All Disaster and Crisis Management Plans should include the following provisions:

1. Emergency Phone Numbers for police, fire, poison control, medical/hospital, and utility companies.

2. Directions to be followed in case of a fire, natural disaster, pandemic*, weapons on property, hazardous material spill, medical emergency, intruder, bodily fluids, suicide, transportation accident, bomb threat, intruder, targeted school violence, etc. (Directions for fire and tornado drills need to be posted in each area.)

3. Arrangements made for the use of some alternate facility in case of the need to evacuate your facility in an emergency (fire, gas leak, etc.).

4. A listing by name, position and phone number of specific persons who will assume various tasks in emergencies, e.g. contact authorities and pastor, secure access to alternate facility if need be, deal with participants and parents, deal with press, deal with staff members, etc.

Each faith formation program, school, and youth ministry program within a parish may need a different Disaster and Crisis Management Plan based on the purpose and scope of the program.

*Please use Policies Relating to Planning for Pandemic Influenza.
ADMINISTRATION

Sexual Offender Notification

It shall be the policy of the Diocesan Board of Education that all schools/faith formation programs of the Diocese notify the parents/guardians of their students, once the school receives official notice from a local or state law enforcement agency directly or through the Director of Faith Formation and Education and Superintendent of Schools, that a convicted, released sexual offender now resides in the geographical area of the school. (IA Code 692A.13(3)) Such notification may be given for their faith formation programs as well.

All schools and faith formation programs need to check the Iowa and Illinois sexual registry monthly for notification. Those along state borders check state registries monthly.

*There is a protocol on our diocesan website regarding registered sex offenders who are parents of student in school or faith formation programs. There is a diocesan policy that applies to sex offenders that are members of a parish. (DBE 334.1)

Iowa Sex Offender Website: http://www.iowasexoffender.com/

This might be removed need to verify the procedure.
(Person’s name) is the (relationship) of (child’s name) who is currently enrolled in (School/FF Name) (Person’s name) is currently on the Sex Offender Registry in the State of Iowa. This Safety Plan is designed to protect the children and family members of the (School Name) community as well as (Person’s name’s) interests and those of (child’s name).

1. (Person’s name) shall not enter the (School Name) premises for reasons other than Parent-Teacher Conferences, Special Events, i.e., Christmas Programs, Athletic or Social Events in which (Child’s Name) is a participant, or as otherwise directed by the Principal, faculty and/or staff.

2. When attending Special Events, (Person’s Name) shall be accompanied by another family member or adult who is aware of his status on the Registry, at all times.

3. For other activities/clubs/organizations, such as Brownies, Boy Scouts, etc., (Person’s Name) will drop (Child’s Name) off and pick (Child’s Name) up at the end of each session. Again, if there are any events associated with activities/clubs/organizations, (Person’s Name) shall be accompanied by another family member or adult who is aware of his/her status on the Registry, at all times.

4. (Person’s Name) will arrive shortly before and leave immediately after any Special Event, activities/clubs/organizational events.

5. (Person’s Name) shall refrain from interacting with the other school children at (School/FF Name) at all times. At no time will he/she be in a position where he/she is alone with any child. (Person’s Name) is limited to greeting others as appropriate but is restricted from carrying on any conversation with students of (School/FF Name).

6. (Person’s Name) will not enter any room of (School/FF Name) unattended, where children are present.

7. (Person’s Name) will not be allowed to volunteer for any activities that require him/her to be around, supervise or chaperone any students of (School/FF Name).

8. (Person’s Name) shall continue to follow any and all other existing Code of Conduct Rules currently established by (School/FF Name).

9. While in the school for reasons other than Special Events or Activities, (Person’s Name) is to be escorted by a staff member while moving throughout the school. For example, if (Person’s Name) is entering the school for a Parent-Teacher Conference, he/she is to be accompanied to and from the classroom where the conference is occurring.

10. If there should ever be a circumstance under which this Safety Plan does not address but appears to need to be addressed, (Person’s Name) will review the circumstance with the School Administration prior to taking any action.

11. (Person’s Name) shall make himself/herself available to the Principal to discuss/review the terms and conditions of this School Safety Plan at any reasonable time.
This Safety Plan may be modified or otherwise altered at a later date at the direction of School Administration and upon the agreement of both parties. The parties shall continue to have open communication with the (School) staff on all related issues.

Willful violation of this Safety Plan may result in (School/FF Name) dismissing (Child’s Name) as a student from school permanently.

________________________________________  ___________
Parent’s Signature                           Date

________________________________________  ___________
Principal’s Signature                        Date

________________________________________  ___________
Director of Faith Formation and Education Signature  Date

Procedure Adopted: May 2007
Procedure Reviewed: May 17, 2010
Procedure Reviewed: December 2015
ADMINISTRATION

Director/Coordinator of Catechetical Programs

It shall be the policy of the Diocesan Board of Education that all parish or regional catechetical programs be administered by a Director/Coordinator of Religious Education (DFF/C), a Coordinator of Youth Ministry, RCIA Coordinator, or Adult Faith Formation Coordinators who is a practicing Catholic.

All administrators shall have a written job description which will be submitted to the Office of Faith Formation when they are offered a contract or salary and benefits summary.
ADMINISTRATION – DFF/C, DYM/C, RCIA Coordinator, and Adult Faith Formation Coordinator

Function of Director/Coordinator of Faith Formation, Director/Coordinator Youth Ministry, RCIA Coordinator, Adult Faith Formation Coordinator:

The DFF/C and DYM/C are responsible for the overall direction, coordination, and supervision of the parish/s faith formation programs and those that volunteer as catechists. Appropriate preparation and/or study for a Director/Coordinator of Faith Formation or Director/Coordinator of Youth Ministry would include theology (which includes scripture), Methodology, personal and spiritual formation, and leadership/management in accordance with national competencies as approved by the USCCB as well as catechetical experience with adults and youth.

Directors/Coordinators of Faith Formation (DFF/C) and Directors/Coordinators of Youth Ministry (DYM/C) are expected to complete or show evidence of having completed 90 clock hours of study (Master Certification Level) which includes:

- 30 hours in Theology
- 10 hours in Methodology
- 10 hours in Personal and Spiritual Formation
- 40 hours in Pastoral Leadership, or completed Yrs I & II in the diocesan Ministry Formation Program, or met the following requirements in another diocese or previous certification program in the Diocese of Davenport, or completed a BA in Religious Studies or Theology
- Three or more years of successful catechetical teaching experience in an approved catechetical program is recommended.

Directors of Faith Formation (DFF) and Directors of Youth Ministry (DYM) are expected to complete or show evidence of having completed 180 clock hours of study (Professional Certification Level) which includes:

- 60 hours in Theology
- 30 hours in Methodology
- 30 hours in Personal and Spiritual Formation
- 60 hours in Pastoral Leadership., or completed Yr I & II and the specialized track for catechetical endorsement in the diocesan Ministry Formation Program, or met the following requirements in another diocese or previous certification program in the Diocese of Davenport, or completed a BA or MA in Religious Studies or in Theology
- Five or more years of successful catechetical teaching experience in an approved program is recommended.

The RCIA Director and Adult Faith Formation Coordinator are responsible for the overall direction and supervision of the parish/es adult formation and catechumenate process. Appropriate preparation and/or study for a RCIA Director and Adult Faith Formation Coordinator would include:

- Theology
- Scripture
- Liturgy
- Methodology
- Personal and Spiritual Formation
- Pastoral Leadership
- Practical experience with adults is recommended

Policy Adopted: November 15, 2001
Policy Revised: June 5, 2002
Policy Revised: March, 2007
Policy Revised: May 17, 2010
Policy Reviewed: December 2015
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 350

ADMINISTRATION

Principal Requirement and Jurisdiction/Duties

It shall be the policy of the Diocesan Board of Education that each elementary and secondary school comply with the State of Iowa law and accreditation standards regarding the employment of a certified, licensed principal.

The principal shall be available to devote the entire school day to the duties of the principal. If the local Board of Education and the principal believe there is some reason why this policy should not be followed, permission must be granted from the Superintendent of Schools.

The principal serves as the day-to-day administrator of the school, and leads the schools religious, academic, and operational programs.

The principal shall approve any school-sponsored social activity. All social activities must be in accord with the mission, vision, and goals of the Catholic School and the tenets of the Protecting God’s Children program.

The athletic program of the school is at all times subject to the control of the principal of the school. Parish athletic programs are subject to the control of the parish.

The principal is ultimately responsible for the content of all school publications. The principal shall appoint a staff moderator who is responsible for the supervision of the publications.

The Principal has jurisdiction over hiring, appointing, directing, and discharging school employees within the limits of the employee regulations authorized by local governing documents and Diocesan policy. The local board must either affirm or reject those recommendations.

Appointment of Presidents

Schools may appoint a President, as approved by the school’s governing authority.

Any person appointed to serve as President in a school of the Diocese of Davenport shall:
   a) Be a practicing Catholic in full communion with the Catholic Church.
   b) Possess a bachelor’s degree or higher.
   c) Provide evidence of three years of successful leadership in an organizational setting.

He/she is charged with implementing the school’s strategic plan. In most cases the President oversees such areas as finances, marketing, fundraising, admissions, and development. If qualified by Iowa licensure as a school administrator, the individual may perform duties allowed by licensure, as determined by the local board, if not they are restricted to duties not requiring Iowa licensure.
Assistant Principal or Building Coordinator

It shall be the policy of the Diocesan Board of Education that the principal of each elementary and secondary school shall secure the appointment of an assistant principal or one or more who is to assume the role of principal temporarily in the absence of the principal (e.g. Teacher in charge). The chain of and change in command must be identified and published so that all will know who is to assume the role of principal in his/her absence. The Superintendent of Schools shall be notified of an anticipated or current absence of more than a week during the school year for personal, medical or bereavement.

A job description shall be written and utilized in order to best serve the needs of all involved.

It is recommended that provision shall be made for the absence of the DFF/C or DYM/C. Those provisions should include notification of the Director of Faith Formation & Coordinator of Youth/Young Adult Ministry and/or Lifelong Faith and Lay Ministry Formation Coordinator for absences of three or more meetings.
Teaching staff and all other Personnel

It shall be the policy of the Diocesan Board of Education that the principal of each elementary and secondary school shall secure and recommend appointment of all teachers and other personnel necessary to operate a fully functioning Catholic school to the local Pastor/Faith Formation committee or board for approval.

The hiring procedures for hiring teachers in the Diocese of Davenport shall be contained in policy 402.

A job description shall be written and utilized in order to best serve the needs of all involved. It is the responsibility of the principal to establish the work assignments of each of the members of the staff.
ADMINISTRATION

All employees of the schools and parishes are considered “at will” employees with no continuing contract. Diocesan policy outlines two methods of termination, non-renewal and termination. The non-renewal procedure should be followed in cases where employees are still in their probationary period. Termination procedures will be followed for all non-probationary employees.

Administrators will be considered probationary for the first two years of employment with the individual school/parish.

Teachers shall be considered probationary for the first three years of employment. New teachers with prior teaching experience may have all but one year of their probationary period waived.

All support staff will be defined as probationary or not by the local staff handbook.

Contract Renewal/Non-Renewal

It shall be the policy of the Diocesan Board of Education that the administrator should be notified on or before the date stated in the Diocesan Faith Formation handbook Guidelines of the local board/committee’s intent to renew or refrain from renewing the administrator’s contract for the next academic year. This intent may be in the form of a general letter of intent.

When dismissal is considered for a teacher, the principal shall make contact with the diocesan superintendent. The diocesan superintendent shall assist the principal and board in ensuring that the dismissal follows civil laws as well as Human resources Policies of the Diocese of Davenport.

When dismissal is considered for a principal, the board president or pastor shall make contact with the diocesan superintendent. The diocesan superintendent will assist the pastor or board president in ensuring that all relevant civil laws as well as Human Resources Policies of the Diocese of Davenport are followed.

When dismissal is considered for a parish paid employee in Faith Formation or Youth Ministry, the pastor or Faith Formation Committee Chair shall contact the Director of the Office of Faith Formation. The Director of the office of Faith Formation shall assist the pastor or Faith Formation committee chair in ensuring that all relevant civil laws and Human Resources policies of the Diocese of Davenport are followed.

Policy Adopted: March 22, 1988
Policy Revised: June 5, 2002
Policy Revised: June 6, 2008
Policy Revised: January 26, 2012
Policy Revised: December 2015
ADMINISTRATION

Non-Renewal Process

Written notification that the administrator’s contract will not be renewed shall be delivered to the administrator by registered mail or in person by the pastor/provost or by the chairperson of the local Board of Education or Faith Formation Committee. The notification should be signed by the pastor/provost and the chairperson of the local Board of Education/Faith Formation Committee.

Policy Adopted: November 15, 2001
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
PERSONNEL

Due Process

Due process is based on the belief that rights and freedoms cannot be abridged without justification and that persons in authority are responsible to protect the rights of those within their jurisdiction. In the Diocesan educational system the preservation of rights and the resolution of disputes are protected through due process.

The employment of competent personnel within our educational and faith formation system is a responsibility of the board of education/faith formation committee that must be exercised on behalf of learners in our programs. The elected board of education/faith formation committee, which receives its authority from the Diocesan Board of Education, represents the rights of the Catholic community and the parents/guardians in the control of the educational and faith formation programs.

The Diocesan educational/faith formation system seeks to minimize the necessity for termination or non-renewal of an employee’s contract by means of a positive program of staff recruitment and development. Initial preventive measures are taken whenever recruiters select personnel who have the qualities and competencies for professional growth. For all staff members, development is an expected way of life. Provisions are made by every level in the educational system to meet the needs of staff members in order that they in turn might more effectively meet the needs of students.

Though a board and its administrator need always be knowledgeable about due process and termination and non-renewal procedures, a thorough review of procedural steps is to be undertaken when termination or non-renewal becomes a possibility.

The detailed procedural steps that follow are intended as a practical guide to leaders in Catholic educational/faith formation programs as they exercise their responsibility in justice and charity.
PERSONNEL

Due Process: Growth/Evaluation of Teachers

1. At the time of recruitment and contracting, inform the teacher in a general way of the established rationale and procedures for development, evaluations, and due process. Do this in the context of the individual’s accountability for achieving the goals and objectives of the program and in relationship to the professional assistance given by instructional leadership at the local and archdiocesan levels.

2. Provide information on policies and procedures dealing with responsibilities, due process, termination, and non-renewal of contract using the Faith Formation Guidelines.

3. Involve teachers regularly in assessing needs, in establishing goals and objectives, and in planning and evaluating educational programs.

4. Utilize constructive processes for staff improvement and evaluation within a climate of trust and communication. Professional assistance in achieving goals coupled with support and reinforcement also contribute to this climate.

5. Visit each teacher in his/her area of responsibility regularly using the established improvement and evaluation processes. Keep notes to insure objectivity and consistency in follow-through.

Administrator in this procedure refers to Principal or Director/Coordinator of Faith Formation and Director/Coordinator of Youth Ministry.

Regulation Adopted: February 2, 1978
Regulation Revised: July 7, 1984
Regulation Revised: December 6, 1986
Regulation Revised: August 15, 2006
Regulation Revised: May 17, 2010
Policy Reviewed: December 2015
PERSONNEL

Due Process: Non-renewal of Teacher Contracts (For Use with Probationary Teachers)

Consecutive Procedural Steps to Ensure Due Process. Non-renewal of Teacher* Contract at End of School Year

In the case of a priest or religious contact the Office of Faith Formation for assistance in identifying proper ecclesiastical channels and procedures.

** All days herein are calendar days.

September - February

1. The administrator maintains the personnel file of each teacher which includes teacher evaluations and any other documentation related to the concerns.

2. The administrator meets with and notifies the teacher* that non-renewal is a possibility. In a situation of serious nature, this notification may be immediate.

Prior to midnight March 31st

3. Prior to midnight March 31st, the administrator must meet with and notify the teacher that a recommendation for non-renewal of contract will be made to the board of education. At this meeting the administrator will provide the teacher written notification of the teacher’s right to a hearing before the board of education, the requirement to request such a hearing, the procedural safeguards to be afforded the teacher at the hearing as set forth below and the rationale or reason for non-renewal. This rationale or reason need not constitute “just cause”. A copy of this written notification must be furnished to the board at least twenty (20) days prior to the regular or special board meeting at which the hearing will be held.

Diocesan board acknowledges that circumstances demonstrating significant incompetence or moral scandal may arise that warrant immediate termination of a teacher at any time of the year. The teacher must still be afforded twenty days (20) days’ notice prior to a hearing before the board of education.

4. If the teacher desires a hearing before the board, the teacher must so advise the administrator in writing within ten (10) days of receipt of notice and provide a copy to the board president or designee.

At Board meeting to consider termination

5. At the hearing, the administrator recommends to the board in closed session that the teacher’s contract should not be renewed and presents his/her reason or rationale in support of that recommendation. At this meeting, while in closed session, the teacher is entitled to be represented by counsel or a spokesperson and will be afforded the following rights:
   a. To confront and question the administrator and any witness(es) testifying adversely to the teacher;
   b. To present witnesses and evidence; and
   c. To comment on the evidence presented and make a statement on his/her behalf.
   d. Copies of evidence presented by the board will only be shared with counsel, the teacher, board members, the court reporters or the diocesan superintendent.

The board may also desire to retain an attorney to facilitate the hearing. Either the teacher, the administrator, or the board will have the right to retain, at his/her/its own expense, a certified court reporter to record and transcribe the hearing. If a court reporter is not retained, a non-verbatim record of the hearing will be kept by the secretary to the board or, at the board’s discretion, an individual(s) who is not a board member will be retained to keep a non-verbatim record of the hearing.
6. Upon completion of the hearing, the board will dismiss all witnesses who are not board members, the teacher involved, and the administrator making the recommendation. The board, while still in session, will then deliberate, and decide whether to accept or reject the administrator’s recommendation or to take whatever other action it deems appropriate. The board must then move to open session and the decision made in closed session must be presented, voted upon and approved by a majority of board members in attendance at that open session before becoming effective. The teacher will be notified by the board president or designee in writing within thirty (30) days. Written notification may be accomplished by personally delivering the notice, by ordinary first class mail, or by certified mail, return receipt requested. Notification by ordinary mail is deemed complete upon mailing.

**Appeal**

7. The teacher may appeal the board’s decision in writing by certified mail to the diocesan Board of Education President setting forth the basis for the appeal. Appeal must be made within ten (10) days of receipt of the board’s decision. The appeal to the Diocesan Board of Education will be held in session and will be limited to argument on the record made at the hearing before the local board and the exhibits introduced into evidence at that hearing. The teacher is entitled to be represented by counsel or a spokesperson. The local board may also retain an attorney to prosecute the appeal to the Diocesan Board of Education. No new evidence will be presented or admitted. The Diocesan Board of Education will act by simple majority vote. The local board’s decision will be sustained unless substantial rights of the teacher have been prejudiced because the local board’s action is:
   a. In violation of rules or procedures;
   b. Unsupported by substantial evidence in the record made before the local board when that record is viewed as a whole; or
   c. Unreasonable, arbitrary or capricious, or characterized by a clearly unwarranted exercise of discretion.

The President of the Diocesan Board of Education or his/her designee will render the board’s decision in writing, to the teacher within thirty (30) days of argument affirming, rejecting, or modifying the decision of the local board. Written notification may be accomplished by personally delivering the notice, by ordinary first class mail, or by certified mail, return receipt requested. Notification by ordinary mail is deemed complete upon mailing.

Regulation Adopted: February 2, 1978
Regulation Revised: December 6, 1986
Regulation Revised: August 15, 2006
Regulation Revised: January 26, 2012
Policy Revised: December 2015
Due Process: Teacher Termination (For use with Non Probationary Teachers)

Consecutive Procedural Steps to Insure Due Process

Termination of Teacher* Contract during the School Year
* In the case of a priest or religious contact the Office of Faith Formation for assistance in identifying proper ecclesiastical channels and procedures
** All days herein are calendar days.

Continuing
1. The administrator maintains a personnel file of each teacher which includes teacher evaluations and other documentation related to the concerns.

2. The administrator meets with and notifies the teacher that performance and growth are unsatisfactory. The teacher signs the plan/expectation for improvement which includes a statement that continued employment may depend on satisfactory progress. The provision for a growth plan is waived when matters of serious nature are involved, prompting immediate action moving toward termination.

Prior to Midnight March 31st and at least 20 days prior to board meeting to consider termination
A teacher being considered for termination for the upcoming school year will be given written notice of the intent to terminate prior to midnight March 31st. The Diocesan board acknowledges that circumstances demonstrating significant incompetence or moral scandal may arise that warrant immediate termination of a teacher at any time of the year. The teacher must still be afforded twenty days (20) days’ notice prior to a hearing before the board of education.

3. The administrator meets with and notifies the teacher that performance and growth remain unsatisfactory and advises the teacher that a recommendation for termination of contract will be made in writing to the board specifying the date of that board meeting. At this meeting, the administrator will provide the teacher with written notification of his/her right to a hearing, the requirement to request such a hearing, the procedural safeguards to be afforded the teacher at the hearing as set forth below and the rationale or reason constituting “just cause” for the recommendation of termination. A copy of this written notification should be furnished to the board at least twenty (20) days** prior to the board meeting. The recommendation for termination will set forth the specific grounds for recommending termination. If the case is severe, the administrator may summarily suspend the teacher from his/her teaching duties with pay, while continuing the procedural steps that follow. Summary suspension is done only after consultation with the Office of Faith Formation / Superintendent of Schools. The teacher must still be afforded twenty (20) days** prior to the board meeting.

At least 10 days prior to board meeting to consider termination
4. If the teacher desires a hearing before the board, the teacher must so advise the administrator in writing within ten (10) days of receipt of the notice and provide a copy to the board president or designee.

At board meeting to consider termination
5. The administrator recommends to the board in closed session that the teacher’s contract should be terminated and presents his/her reason or rationale in support of that recommendation. At this meeting, while in closed session, the teacher is entitled to be represented by counsel or a spokesperson and will be afforded the following rights:
   a. To confront and question the administrator and any witness(es) testifying adversely to the teacher;
   b. To present witnesses and evidence; and
   c. To comment on the evidence presented and make a statement on his/her behalf.
   d. Copies of evidence presented by the board will only be shared with counsel, the teacher, board members, the court reporters or the diocesan superintendent.
The board may also desire to retain an attorney to facilitate the hearing. Either the teacher, the administrator or the board will have the right to retain, at their own expense, a certified court reporter to record and transcribe the hearing. If a court reporter is not retained, a non-verbatim record of the hearing will be kept by the secretary to the board, or, at the board’s discretion, an individual(s) who is not a board member will be retained to keep a non-verbatim record of the hearing.

6. Upon completion of the hearing, the board will dismiss all witnesses who are not board members, the teacher involved, and the administrator making the recommendation. The board while still in closed session will then deliberate and decide by majority vote whether to accept or reject the administrator’s recommendation or to take whatever other action it deems appropriate. The board must then move to open session and the decision made in the closed session must be presented, voted upon, and approved by a majority of board members in attendance at that open session before becoming effective. The teacher will be notified by the board president or designee in writing within thirty (30) days of the board’s decision. Written notification may be accomplished by personally delivering the notice, by ordinary first class mail, or by certified mail, return receipt requested. Notification by ordinary mail is deemed complete upon mailing.

Appeal

7. The teacher may appeal the board’s decision in writing by certified mail to the Diocesan Board of Education setting forth the basis for appeal. Appeal must be made within ten (10) ** days of receipt of the board’s decision. The appeal to the Diocesan Board of Education will be held in closed session and will be limited to argument on the record made at the hearing before the local board and the exhibits introduced into evidence at that hearing. The teacher is entitled to be represented by counsel or a spokesperson. The local board may also desire to retain an attorney to prosecute the appeal to the Diocesan Board of Education. No new evidence will be presented or admitted. The Diocesan Board of Education will act by simple majority vote. The local board’s decision will be sustained unless substantial rights of the teacher have been prejudiced because the local board’s action is:

a. In violation of rules or procedures;
b. Unsupported by substantial evidence in the record made before the local board when that record is viewed as a whole; or
c. Unreasonable, arbitrary or capricious, or characterized by an abuse of discretion, or a clearly unwarranted exercise of discretion.

The President of the Diocesan Board of Education or his/her designee will render the Board’s decision to the teacher in writing within thirty (30) days of argument, affirming, rejecting or modifying the decision of the local board. Written notification may be accomplished by personally delivering the notice, by ordinary first class mail, or by certified mail, return receipt requested. Notification by ordinary mail is deemed complete upon mailing.
PERSONNEL

Due Process: Growth/Evaluation of Administrator*

*Administrator in this procedure refers to Principal or Coordinator/Director of Faith Formation and Coordinator/Director Youth Ministry.

1. The Office of Superintendent of Schools / Faith Formation implements policies of the Diocesan Board which call for the growth and development of the administrator. Local boards/faith formation committees expect their administrator to participate in regular in-service and workshops. Local boards/faith formation committees shall budget funds for that purpose, but participation is not dependent upon the budgeting of such funds.

2. One source of in-service is participation in programs for administrators provided by the Diocesan Office of Superintendent of Schools / Faith Formation. Other sources include area, state, and/or national workshops and conferences.

3. The board will participate in an ongoing evaluation of the (superintendent’s/administrators/president’s/principal’s) skills, abilities, and competence according to the Faith Formation Guidelines. The Diocesan superintendent of schools will do the summary evaluation for all administrator’s in the Diocese of Davenport.

4. The administrator, through Diocesan Board Policies and handbooks, should be acquainted with Due Process and complaint procedures.

5. Office Superintendent of Schools / Faith Formation staff persons will meet with administrators, individually and in groups, to assist their professional growth and personal development.

Regulation Adopted: February 2, 1978
Regulation Revised: July 1984
Regulation Revised: December 6, 1986
Regulation Revised: December 2, 1989
Regulation Revised: August 15, 2006
Regulation Revised: January 26, 2012
Regulation Revised: December 2015
PERSONNEL

Due Process: Nonrenewal of Administrator (For use with a probationary administrator)

In case of a priest or religious, the Office of Educational Services should be contacted for assistance in identifying proper ecclesiastical channels and procedures.

** All days herein are calendar days.

September — February

1. The board or its designated agent meets with the administrator and notifies the administrator that non-renewal of contract is a possibility. To insure competency and consistency in accomplishing tasks the board may designate a responsible agent. This agent may be:
   1. Board president;
   2. A board member or a committee of board members selected by the board; or
   3. Board as a whole.

If the board decides to proceed with non-renewal:

Prior to midnight March 31:

2. Prior to midnight March 31st the responsible agent of the board must meet with and notify the administrator that a recommendation for non-renewal of contract will be made to the board of education. At this meeting the responsible agent of the board will provide the administrator written notification of the administrator’s right to a hearing before the board of education, the requirement to request such a hearing, the procedural safeguards to be afforded the administrator at the hearing as set forth below and the rationale or reason for non-renewal. This rationale or reason need not constitute “just cause”. A copy of this written notification must be furnished to the board at least twenty (20) days prior to the regular or special board meeting at which the hearing will be held.

Diocesan board acknowledges that circumstances demonstrating significant incompetence or moral scandal may arise that warrant immediate termination of an administrator at any time of the year. The teacher must still be afforded twenty days (20) days’ notice prior to a hearing before the board of education.

At least ten (10) days prior to the meeting at which the hearing will be held

3. At least 10 days prior to the board meeting at which the termination will be considered.
   If the administrator desires a hearing before the board, the administrator must so advise the board in writing ten (10) days after receipt of notice of non-renewal.

   At Board meeting to consider termination

4. The board, in closed session at the meeting, hears the recommendation of its agent that the administrator’s contract should not be renewed and the reasons or rationale in support of that recommendation. At this meeting, while in closed session, the administrator is entitled to be represented by counsel or a spokesperson and will be afforded the following rights:
   a. To confront and question any witness testifying adversely to the administrator;
   b. To present witnesses and evidence; and
   c. To comment on the evidence presented and make statements in his or her behalf.
   d. Copies of evidence presented by the board will only be shared with counsel, the teacher, board members, and the court reporters of the diocesan superintendent.
The board may desire to retain an attorney or spokesperson to facilitate the hearing and to present evidence as to why the administrator’s contract should not be renewed. Either the administrator or the board will have the right to retain, at their own expense, a certified court reporter to record and transcribe the hearing. If a court reporter is not retained, a non-verbatim record of the hearing will be kept by the secretary to the board or, at the board’s discretion, an individual(s) who is not a board member will be retained to keep a non-verbatim record of the hearing.

5. Upon completion of the hearing, the board will dismiss everyone who is not a board member, and the administrator. The board, while still in closed session, will then deliberate and decide whether to accept or reject the recommendation or whatever other action it deems appropriate. The board must then move to open session and the decision made in closed session must be presented, voted upon, and approved by a majority of board members in attendance at that open session before becoming effective. The administrator will be notified by the board president or designee in writing within thirty (30) days, of the board’s decision. Written notification may be accomplished by personally delivering the notice, by ordinary first class mail, or by certified mail, return receipt requested. Notification by ordinary mail is deemed complete upon mailing.

Appeal

6. The administrator may appeal in writing by certified mail the board’s decision to the Diocesan Board of Education setting forth the basis for the appeal. Appeal must be made within ten (10) days of receipt of the board’s decision. The appeal to the Diocesan Board of Education will be held in closed session and will be limited to argument on the record made at this hearing before the local board and the exhibits introduced into evidence at that hearing. The administrator is entitled to be represented by counsel or a spokesperson. The local board may also desire to retain an attorney to prosecute the appeal to the Diocesan Board of Education. The Diocesan Board of Education. No new evidence will be presented or admitted. The Diocesan Board of Education will act by simple majority vote.

The local board’s decision will be sustained unless substantial rights of the administrator have been prejudiced because the local board’s action is:
1. In violation of rules and procedures;
2. Unsupported by substantial evidence in the record made before the local board when the record is viewed as a whole; or
3. Unreasonable, arbitrary or capricious or characterized by an abuse of discretion or clearly unwarranted exercise of discretion. No new evidence will be presented or admitted.

The President of the Diocesan Board of Education or his/her designee will render the board’s decision in writing, to the administrator within thirty (30) days of argument affirming, rejecting, or modifying the decision of the local board. Written notification may be accomplished by personally delivering the notice, by ordinary first class mail, or by certified mail, return receipt requested. Notification by ordinary mail is deemed complete upon mailing.
PERSONNEL

Due Process: Administration Termination (For Use with Non Probationary Administrators)

Consecutive Procedural Steps to Ensure Due Process

In the case of a priest or religious contact the Office of Faith Formation for assistance in identifying proper ecclesiastical channels and procedures ** All days herein are calendar days.

Continuing
1. When the administrator’s performance and growth are unsatisfactory the board or a designated agent of the board meets with the administrator to express concerns and observations. The board may request a professional evaluation of the administrator by Office of Faith Formation personnel. The administrator working with the board (and Office evaluator) signs a plan/expectation for improvement which includes a statement that continued employment may depend on satisfactory progress. The provision for a growth plan is waived when matters of serious nature are involved, prompting immediate action moving toward termination.

If the board decides to proceed with termination of an administrators contract:

Prior to midnight March 31st and at least 20 days prior to board meeting to consider termination

2. The board or its designated agent meets with and notifies the administrator that performance and growth remain unsatisfactory, and advises the administrator that a recommendation for termination of contract will be made in writing to the board. An administrator being terminated for the upcoming school year must be given written notice of the intent to terminate prior to midnight March 31st. At this meeting the board or its designated agent will provide the administrator with written notification of his/her right to a hearing, the requirement to request such a hearing, the procedural safeguards to be afforded the administrator at the hearing as set forth below and the rationale or reason constituting “just cause” for the recommendation of termination. The recommendation for termination will set forth the specific grounds for recommending termination. If the case is severe, the board will summarily suspend the administrator from his/her duties with pay while continuing the procedural steps that follow. Summary suspension is done only after consultation with the Office of Superintendent. The administrator must still be afforded twenty (20) days** prior to the board meeting.

The diocesan board acknowledges that circumstances demonstrating significant competence or moral scandal may arise that warrant immediate termination of an administrator at any time of the year. The administrator must still be afforded twenty (20) days’ notice prior to a hearing before the board of education.

At least 10 days prior to board meeting to consider termination

3. If the administrator desires a hearing before the board, the administrator must so advise the board in writing within ten (10) days of receipt of the notice.

At board meeting to consider termination

4. The board or its designated agent, in closed session, recommends that the administrator’s contract should be terminated and states the reason or rationale for this recommendation. At this meeting, while in closed session, the administrator is entitled to be represented by counsel or a spokesperson and will be afforded the following rights:
   a. To confront and question any witness(s) testifying adversely to the administrator;
   b. To present witnesses and evidence; and
   c. To comment on the evidence presented and make a statement on his/her behalf.
   d. Copies of evidence presented by the board will only be shared with counsel, the teacher, board members, the court reporters or the diocesan superintendent.
5. The board may also desire to retain an attorney or spokesperson to facilitate the hearing. Either the administrator or the board will have the right to retain, at their own expense, a certified court reporter to record and transcribe the hearing. If a court reporter is not retained, a non-verbatim record of the hearing will be kept by the secretary to the board or, at the board’s discretion, an individual(s) who is not a board member will be retained to keep a non-verbatim record of the hearing.

6. Upon completion of the hearing, the board will dismiss all witnesses who are not board members and the administrator. The board, while still in closed session, will then deliberate and decide by majority vote whether to accept or reject the recommendation or to take whatever other action it deems appropriate. The board must then move to open session, and the decision made in the executive session must be presented, voted upon and approved by a majority of the board members in attendance at that open session before becoming effective. The administrator will be notified by the board president or designee in writing within thirty (30) days of the board’s decision. Written notification may be accomplished by personally delivering the notice, by ordinary first class mail, or by certified mail, return receipt requested. Notification by ordinary mail is deemed complete upon mailing.

Appeal
7. The administrator may appeal the board’s decision in writing by certified mail to the Diocesan Board of Education, setting forth the basis for the appeal. Appeal must be made within ten (10) ** days of receipt of the board’s decision. The appeal to the Diocesan Board of Education will be held in closed session and will be limited to argument on the record made and the exhibits introduced into evidence at the hearing before the local board. The administrator is entitled to be represented by counsel or a spokesperson. The local board may also desire to retain an attorney to prosecute the appeal to the Diocesan Board of Education. No new evidence will be presented or admitted. The Diocesan Board of Education will act by simple majority vote.

The local board’s decisions will be sustained unless substantial rights of the administrator have been prejudiced because the local board’s action is:

a. In violation of rules or procedures;
b. Unsupported by substantial evidence in the record made before the local board when that record is viewed as a whole; or
c. Unreasonable, arbitrary, capricious, or characterized by an abuse of discretion or a clearly unwarranted exercise of discretion.

The President of the Diocesan Board of Education or his/her designee will render the board’s decision to the administrator in writing within thirty (30) days of the argument, affirming, rejecting, or modifying the decision of the local board. Written notification may be accomplished by personally delivering the notice, by ordinary first class mail, or by certified mail, return receipt requested. Notification by ordinary mail is deemed complete upon mailing.
PERSONNEL

Due Process: Significant Formal Complaints against Teacher/Employee

This complaint procedure is to be used by a third party — that is someone other than principal/program administrator.

Conciliation
1. The initiator discusses the matter with the person against whom the complaint is made (respondent) with the objective of resolving the matter informally at the point of origin.
2. If the problem remains unresolved, the initiator has another meeting with the respondent, this time clarifying in writing the complaint including specifics such as evidences for complaints, sources of information, etc.
3. If the problem remains unresolved, the initiator or the respondent refers the complaint to the administrator/program director in writing. The administrator of the educational/faith formation program has authority for decision-making in regard to the program and its teachers/catechists. Teachers/catechists are accountable to the administrator; the administrator is accountable to the board of education/faith formation committee and the Diocesan Office of Faith Formation or Superintendent of Schools.

The administrator/program director:
   a. Names a conciliator; (administrator may assume this task or name another agreeable to the concerned parties)
   b. Meets initiator and respondent individually;
   c. Meets with initiator and respondent together to facilitate, enable, and/or guide them to a peaceful solution of their problem.

Arbitration
4. If the problem remains unresolved, the principal/program director or either party may call for a decision-making meeting.
5. The administrator prepares for and chairs the decision-making meeting. The following data may be requested from the initiator and respondent:
   • Initiator’s written description of the problem includes but is not limited to specifics, allegations, evidence to support the allegations, sources of information, etc.;
   • Respondent’s written response to the problem.

The chair involves participants as much as possible in coming to a decision. The decision in writing is given to both parties. If the matter remains unresolved, any party may revert to the procedures set forth in DBE 360.4h — “Complaints against an Administrator.”

Policy Adopted: April 8, 1972
Policy Revised: August 15, 2006
Policy Revised: May 17, 2010
Policy Revised: December 2015
Due Process: Significant Complaints against Administrator*

Regulation
Refers to Principals and Administrators of Faith Formation and Youth Ministry

Conciliation
1. The initiator first discusses the matter with the administrator with the objective of resolving the matter informally.
2. If the problem remains unresolved, initiator has another meeting with the administrator, this time clearly stating the complaint in writing, including specifics such as evidences for complaint, sources of information, etc.
3. If the problem remains unresolved, the initiator or the administrator may identify a mutually acceptable conciliator for informal conciliation.
4. If the problem is resolved in the informal conciliation, the conciliator shall prepare a summary statement of the problem and its resolution, and shall affix the signature of the three participants. Each participant is to receive a copy of the signed statement of agreement.

Arbitration
5. If no agreement is reached in steps 1 through 4 above, initiator, respondent/administrator, or conciliator may request arbitration by the local board of education.
6. Data provided the board while serving as arbitrator should include the following:
   • Written description of the problem, by the initiator, including but not limited to specific allegations, evidence to support the allegations, sources of information, etc.;
   • Written response of the respondent/administrator to the problem under discussion;
   • Written report by the conciliator of all conciliation meetings;
   • The board serving as arbitrator, while meeting in executive session, may request that any or all of the persons named above be present for the review.
7. The board, meeting in executive session, after hearing the reports, dismisses the parties in attendance: and
   • Recommends the continuance of the administrator’s procedures; This means the initiator is expected to accept and comply with the current administrative procedures and practices; or
   • Recommends a change, adaptation, or modification of administrative procedures and practices; this may call for action including in-service of the initiator or the administrator or both. The local board may call for an improvement plan which includes provision for in-service and evaluation of progress.

Procedures:
   a. In the case of a principal/administrator of a faith formation program the improvement plan is developed and carried out in conjunction with the Office of Faith Formation or Superintendent of Schools;
   b. In the case of a teacher the improvement plan is developed in conjunction with and carried out under the direction of the administration;
   c. In the case of an initiator other than a teacher, a recommended course of action is developed in conjunction with the Superintendent of Schools.

8. Recourse if action of the board is not accepted:
   Administrator
   • May request a hearing by the Office of Faith Formation or Superintendent of Schools who has the discretion to recommend a review by the Diocesan Board of Education;
   • May resign his/her position.
**Initiator**

- May request a hearing by the Office of Faith Formation or Superintendent of Schools who has the discretion to recommend a review by the Diocesan Board of Education;
- May resign his/her position as an employee of the school/program.

9. When actions and procedures referred to in #7 above give evidence of insufficient progress, the following actions may be taken:

- Administrator shows insufficient progress: Board follows procedural steps as given for “Due Process for Administrators” (DBE 360.4d-f);
- Teacher shows insufficient progress: Administrator follows procedural steps as given in “Due Process for Teachers” (DBE 360.4a-c).
PERSONNEL

Due Process: Selection and Qualifications of Conciliator

1. The conciliator must be mutually agreed upon by the initiator and respondent. If mutual agreement cannot be reached, the Office of Faith Formation or Superintendent will name the conciliator(s). (In serious matters, the appropriate diocesan office may decide to name a conciliation board made up of one party named by the initiator, one named by the program administrator and one named by the diocesan office.)

2. The conciliator(s) must have the skill to facilitate and the ability to be objective.

Tasks of the Conciliator

- Discuss the problem with initiator and respondent individually.
- Meet with the initiator and respondent together, endeavor to facilitate, enable and/or guide them to a peaceful solution of their problem.
- Schedule as many meetings as deemed necessary to progress to a solution.
- Carry out procedures as given for “Complaints against an Administrator” and/or other archdiocesan policies/regulations.
- Attempt to resolve the matter but has no authority to mandate the participants to adopt a solution.

Convictor may, however, decide that any participant is not cooperating in good faith. Evidences of lack of good faith include but are not limited to failure to attend scheduled meeting(s), failure to respond to substantial questions of the conciliator, or failure to suggest any way of accommodating the reasonable interests of the other participants. In the event that for these or other reasons the conciliator believes the participant is not cooperating in good faith, he/she shall apprise him/her of this orally, and failing future cooperation, then in writing. If there is still no cooperation, the conciliator shall notify the Office of Faith Formation or Superintendent of Schools who shall endeavor to persuade the participant to cooperate.

3. Keep a brief summary statement of each meeting, stating the problem and its resolution, or the efforts taken for resolution.

4. After the final meeting of conciliation, a brief summary statement is written. The statement, signed by all participants, is given to each participant and a copy provided the Office of Faith Formation or Superintendent of Schools.
Reduction in Staff - Teachers

It shall be the policy of the Diocesan Board of Education that, when the number of contracted teachers desiring to return to school exceeds the number of teaching positions which will be available, it is the responsibility of the local board of education with the recommendation of the principal to determine which contracts will be renewed. Refer to policy DBE 360 and Regulations 360, etc.

If it becomes necessary to notify a teacher that a contract will not be renewed because of a reduction in teaching positions the board should try to notify the teacher by midnight March 31.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 365

PERSONNEL

Immoral Conduct as Grounds for Dismissal

Catholic school administrators, teachers, and DFF/C, DYM/C (hereafter referred to as “employee”) in Catholic educational and Faith Formation programs hold a unique public position of importance and dignity within the Catholic community. Indeed, appropriate public ceremonies are encouraged which proclaim and celebrate their special role.

While we profess that all members of the Catholic community are sinners in need of redemption, it is also true that immoral behavior by employees carry with it additional gravity because of their special position in the community. Some immoral actions or habits, because of their nature or circumstances, may disqualify a person, at least for a time, from holding an office, role, or function within the Catholic community. This is true for the employee in the Catholic school or in a catechetical program.

The board and administration do not pass judgment on subjective morality. In assuming their rightful responsibilities, the board and administration consider behavior which, in their judgment, is publicly and manifestly inconsistent with the moral standards of the community and the school/educational program.

Teaching or living a life-style in contradiction to the teachings of the Church may disqualify one as an employee of our educational system, at least for a time. When there are actions contrary to this moral policy, the board and administration reserve the option to release or retain/reinstate the employee having considered the following:

1. The public action of the employee was in fact immoral. (See also DBE 365.6c)
2. The openness of the employee to be responsible for both his/her actions and their effects. (See also DBE 365.6a)
3. The openness of the employee to make a commitment to the ideals of the community. (See also DBE 365.6a)
4. The nature and extent of the public scandal. (See also DBE 365.6b)
5. The willingness of the employee to repair any scandal, public or private, insofar as possible. (See also DBE 365.6 a-b)
6. The pastoral circumstances will affect the welfare of the community and the welfare of the individual as judged by the board and administration. (See also DBE 365.6b)

Rationale

Authoritative statements by Catholic Church leaders have given direction to those responsible for making decisions about employees.

“People today listen more willingly to witnesses than to teachers, and if they do listen to teachers, it is because they are witnesses.” (Encyclical by Pope Paul VI On Evangelization, #41) “But let teachers realize that to the greatest possible extent they determine whether the Catholic school can bring its goals and undertakings to fruition. They should, therefore, be trained with particular care so that they may be enriched with both secular and religious knowledge, appropriately certified, and may be equipped with an educational skill which reflects modern day findings. Bound by charity to one another and to their students, and penetrated by an apostolic spirit, let them give witness to Christ, the unique Teacher, by their lives as well as by their teachings.” (Vatican Council II, Declaration on Education, #8)

“The achievement of the specific aim of the Catholic school depends not so much on the subject matter or methodology as on the people who work there. The extent to which the Christian message is transmitted through education depends to a very great extent on the teachers. The integration of culture and faith is mediated by the other integration of faith and life in
the person of the teacher. The nobility of the task to which teachers are called demands that, in imitation of Christ, the only Teacher, they reveal the Christian message not only in word but also by every gesture of their behavior. This is what makes the difference between a school whose education is permeated by the Christian spirit and one in which religion is only regarded as an academic subject like any other.” (Vatican document, *The Catholic School*, #43)

“This integration of religious truth and values with the rest of life is brought about in the Catholic school not only by its unique curriculum but, more important, by the presence of teachers who express an integrated approach to learning and living in their private and professional lives.” (Pastoral letter of US Catholic Bishops, *To Teach as Jesus Did*, #104

“The new awareness that all members of the faculty, at least by their example are an integral part of the process of religious education, has brought with it a more conscientious approach to the selecting of teachers and the professional development of staff. Teachers’ life style and character are as important as their professional credentials. We commend this trend and urge the development of appropriate ceremonies by which the Church can publicly express its appreciation for their role in the Church’s educational ministry.” (Pastoral letter of US Catholic Bishops, *Teach Them*)

“All who share the responsibility for the educational ministry* should support programs which give promise of realizing this threefold purpose.” (Pastoral letter of US Catholic Bishops, *To Teach as Jesus Did*)

- In this policy the words “minister” and “ministry” are used in the broad pastoral sense referred to in numerous Church documents. The words are not used in a strict canonical sense of being an ordained minister. (See *Ministries in the Church Study*, Text 3, by the U. S. Bishops’ Committee on the Liturgy, United States Catholic Conference, 1974.)
PERSONNEL

Due Process: Growth/Evaluation of Teachers

1. At the time of recruitment and contracting, inform the teacher in a general way of the established rationale and procedures for development, evaluations, and due process. Do this in the context of the individual’s accountability for achieving the goals and objectives of the program and in relationship to the professional assistance given by instructional leadership at the local and archdiocesan levels.

2. Provide information on policies and procedures dealing with responsibilities, due process, termination, and non-renewal of contract using the Faith Formation Guidelines.

3. Involve teachers regularly in assessing needs, in establishing goals and objectives, and in planning and evaluating educational programs.

4. Utilize constructive processes for staff improvement and evaluation within a climate of trust and communication. Professional assistance in achieving goals coupled with support and reinforcement also contribute to this climate.

5. Visit each teacher in his/her area of responsibility regularly using the established improvement and evaluation processes. Keep notes to insure objectivity and consistency in follow-through.

Administrator in this procedure refers to Principal or Director/Coordinator of Faith Formation and Director/Coordinator of Youth Ministry.
PERSONNEL

Scandal/Reparation

I. Scandal

Scandal in the Scriptures does not mean “actions that shock others” but refers to any action or speech, which, because it is immoral in fact or appearance, provides an occasion of sin for others.

Scandal Given

Scandal is given when someone directly advises or encourages another person to sin, thus sharing in his/her sin; either because someone gains by the other’s action or even because someone wants to ruin a person spiritually. Scandal is given indirectly and implicitly when someone, although not actually causing another to sin, gives bad example which can be the occasion of another’s sin.

Scandal Taken

Scandal is taken by the person who is injured in one of three ways.

1. It is taken because a person yields to another’s encouragement or bad example. To avoid this, Christians must:
   a. Avoid any bad act;
   b. Avoid even those acts that have the appearance of evil, unless there is an urgent and serious reason for them;
   c. In the last case, do what they can to prevent the scandal.

2. It is taken but not given when a person’s action is good, and the fault is in the other who wrongly misjudges the person. Christians should never omit doing their duty or obeying the law because of this kind of scandal, but sometimes they should avoid causing scandal by omitting actions which are morally indifferent but which shock others.

3. It scandalizes the ignorant, immature, or morally weak. To avoid this, Christians must do what is necessary for people’s salvation, avoiding that which violates the natural law or the common good.

II. Reparation

Because scandal given is an injury to the neighbor, if Christians cause it, they are obliged to repair it as best they can by giving good example and even by publicly admitting their bad influence and attempting to bring back into the right path those whom they have led astray.
PERSONNEL

Moral Grounds for Dismissal

The Diocese of Davenport, expects each school as an employer, to require all employees to be persons, who by word and deed, support and advocate the positions of the Catholic Church. We understand that employment by entities of the Roman Catholic Church is not for everyone, because there are people of good faith who disagree with our teachings and views.

As a community of believers, we embrace as a matter of faith, the teachings, policies and beliefs of the Magisterium of the Catholic Faith, as defined in the Deposit of Faith. Therefore we reject anything which is contrary to that teaching.

Actions that are considered moral grounds which may be judged as cause for dismissal include, but are not limited to the following:

1. Violations of criminal law considered as aggravated misdemeanors and felonies.
2. Cohabitation outside of marriage.
3. Engaging in same-sex sexual activity.
4. Same sex marriage.
5. Teaching or publicly advocating principles contrary to the dogmatic and moral teaching of the Church and the judgment of the Bishop. If there is a conflict as to the teaching of the Church, the judgment of the Bishop shall be the final arbiter.
6. Violations of the teachings of social justice as taught and commonly viewed by the Catholic Church, with the judgment of the Bishop as final arbiter. Such violations include unjust aggression against persons, abortion, unlawful discrimination, breach of contract, theft, perjury, defamation of character, and similar violations.
7. The abuse of alcohol or other chemical substances when proper treatment has been refused or has been Unsuccessful and the functioning of the person is impaired; advocating the use of alcohol or other chemical substances in an illegal or abusive manner.
8. Public violations or publicly advocating violations of the standards of sexual morality taught by the Catholic Church, with the judgment of the Bishop as final arbiter.

The Precepts of the Church - Catechism of the Catholic Church, ©1994

The precepts of the Church are set in the context of a moral life bound to and nourished by liturgical life. The obligatory character of these positive laws decreed by the pastoral authorities is meant to guarantee to the faithful the indispensable minimum in the spirit of prayer and moral effort, in the growth in love of God and neighbor:
1. The first precept ("You shall attend Mass on Sundays and holy days of obligation.") requires the faithful to participate in the Eucharistic celebration when the Christian community gathers together on the day commemorating the Resurrection of the Lord.[82]

2. The second precept ("You shall confess your sins at least once a year.") ensures preparation for the Eucharist by the reception of the sacrament of reconciliation, which continues Baptism’s work of conversion and forgiveness.[83]

3. The third precept ("You shall humbly receive your Creator in Holy Communion at least during the Easter season.") guarantees as a minimum the reception of the Lord’s Body and Blood in connection with the Paschal feasts, the origin and center of the Christian liturgy. [84]

4. The fourth precept ("You shall keep holy the holy days of obligation.") completes the Sunday Observance by participation in the principal liturgical feasts which honor the mysteries of the Lord, the Virgin Mary, and the saints. [85]

5. The fifth precept ("You shall observe the prescribed days of fasting and abstinence.") ensures the times of abstinence and penance which prepare us for the liturgical feasts; they help us acquire mastery over our instincts and freedom of heart. [86] The faithful also have the duty of providing for the material needs of the Church, each according to his abilities. [87]

Regulation Adopted: February 2, 1980
Regulation Revised: December 6, 1986
Regulation Revised: July 1, 2003
Regulation Revised: December 6, 2003
Regulation Revised: August 15, 2006
Regulation Revised: May 17, 2010
Regulation Revised: December 2015
Criteria and Guidelines for the Viability of Catholic Schools

Administrative Process

Planning: When a parish or school needs to explore the viability of a Catholic School, a planned process shall be developed in conjunction with the Diocesan Office of Director of Faith Formation and Education/Superintendent of Schools and must be followed. The process should be adapted to the needs and circumstances of the local/regional level. Pertinent data shall be collected for responsible decision-making.

Criteria for all schools:
1. Ability to promote Catholic identity and culture.
2. Motivation to open or continue.
3. Ability to compete locally.
4. Ability to finance and develop.
5. Ability to maintain and promote enrollment.

Defining characteristics of a Viable Catholic School:
1. Provides a rigorous academic program for religious studies in catechesis in the Catholic Faith.
2. Utilizes school-wide assessment practices to document student learning and program effectiveness of the total academic curriculum.
3. Employs qualified leadership to implement the school’s mission and vision.
4. Adheres to a clearly articulated, rigorous curriculum aligned to relevant, 21st century skills and Gospel values, implemented through effective instruction in the ability to compete with local schools.
5. Produces a feasible three to five year financial plan that includes both current and projected budgets and is a result of a collaborative process, emphasizing faithful stewardship and not causing undo stress and strain on the parish budget.
6. Develops an enrollment management plan which utilizes current and projected enrollment data and is driven by a strong marketing plan.

Policy Adopted: March 22, 1988
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: December 2015
Catholic School Profile

School ________________________________

Address ________________________________

Completed by ________________________________

Date ________________________________

CONFIDENTIAL**CONFIDENTIAL**CONFIDENTIAL**CONFIDENTIAL**
**CATHOLIC SCHOOL PROFILE**

**Job Title:** ____________________________

**DIRECTIONS:** Circle the number that most accurately reflects the school’s current state with respect to each marker. Then add each circled number to arrive the cumulative rating.

<table>
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<tr>
<th>CATHOLIC IDENTITY</th>
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<th>Somewhat Weak</th>
<th>Marginal</th>
<th>Somewhat Strong</th>
<th>Extremely Strong</th>
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<td>Evidence of Daily Prayer</td>
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<td>Strong School-Parish Relationship</td>
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<td>2</td>
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<td>Mission-Appropriate Diversity in Student Population</td>
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<td>4</td>
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<tr>
<td>Intangibles</td>
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<td>Faculty is Appropriately Credentialed and Qualified</td>
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<td>School is Appropriately Accredited</td>
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<td>School Facilities are Conductive to Learning</td>
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<td>Curriculum Meets Diocesan and/or State Guidelines</td>
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<td>Technology is Appropriately Integrated in Instruction and Administration</td>
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<td>Level of Parental Involvement</td>
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<th>Somewhat Strong</th>
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<td>Student-to-Teacher Ratio at least 18:1</td>
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<td>Balanced Budget Last Three Years</td>
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<td>School Savings Equal to 25% of Total Operating Budget</td>
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<td>Uncollected Tuition Less than 5% of Total Tuition Receivable</td>
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<td>Financial Aid Available to Assist Needy Families</td>
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<td>Strategic Plan in Place</td>
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<tr>
<td>Facility is adequate</td>
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<tr>
<td>Comprehensive School Development Program in Place</td>
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<td>Tuition Revenue + Parish Support = At Least 80% of Operating Exp.</td>
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<td>Faculty Salary Schedule is at or Above Diocesan Scale</td>
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<td>Parish Support (Subsidy) Not More than 30% of Total School Revenues</td>
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<td>Parish Support (Subsidy) Not More than 45% of Parish Ordinary Income</td>
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COMMENTS:
PROFILE SUMMARY SHEET

MISSION EFFECTIVENESS/CATHOLIC IDENTITY
CUMULATIVE SCORE

ACADEMIC QUALITY
CUMULATIVE SCORE

FINANCES
CUMULATIVE SCORE

PROFILE RATING

RATING KEY

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<tr>
<th>Rating Score</th>
<th>Description</th>
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<td>156 – 175</td>
<td>School has a strong positive outlook</td>
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<tr>
<td>136 – 155</td>
<td>School has a good/acceptable outlook</td>
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<tr>
<td>116 – 135</td>
<td>School has a marginal outlook</td>
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<tr>
<td>100 – 115</td>
<td>School has a negative outlook</td>
</tr>
<tr>
<td>0 – 99</td>
<td>School is not viable</td>
</tr>
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Policy Adopted: March 22, 1988
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
Criteria and Guidelines for the Viability of Parish/Regional Faith Formation Program

Administrative Process

Every parish or region shall provide viable Faith Formation opportunities. When a parish or a region needs to explore the viability of Faith Formation opportunities, a planned process will be developed in conjunction with the Office of Faith Formation and must be followed. The process should be adapted to the needs and circumstances of the local/regional level. Pertinent data shall be collected for responsible decision-making.

Criteria for a viable Parish/Regional Faith Formation Program:

A viable Faith Formation program shall offer Faith Formation opportunities for all ages based on:

1. Lifelong Faith Formation Curriculum Guide
2. USCCB (United States Conference of Catholic Bishops) and Roman documents
   a. The documents of the Second Vatican Council
   b. GDC (General Directory for Catechesis)
   c. CCC (Catechism of the Catholic Church)
   d. USCCA (United States Catholic Catechism for Adults)
   e. Renewing the Vision
   f. Sons and Daughters of the Light
   g. Our Hearts Were Burning Within Us
3. Diocesan Sacramental Preparation Policies
4. RCIA Process
5. Ability to promote Catholic identity and culture
6. Ability to finance and develop
7. Ability to maintain and promote enrollment
Accreditation of Catholic Schools

All schools of the Diocese of Davenport shall maintain accreditation with the Department of Education of the State of Iowa. If the continued accreditation of a school is in jeopardy, the Superintendent of Schools will work with the local/regional Board of Education to assist in future planning.
Closings

**Inclement Weather**

Catholic schools, during times of inclement weather, should follow the same schedule as the public schools of their area in emergency school closings. Parish or Regional Faith Formation programs shall decide closings at the local level.

**Circumstances Other Than Inclement Weather**

The Director of Faith Formation & Coordinator of Youth/Youth Adult Ministry and/or Lifelong Faith and Lay Ministry Formation Coordinator and/or Superintendent of Schools is to be contacted when school/faith formation programs are dismissed for circumstances other than inclement weather.
Inter-Parochial Support of Schools or Regional Programs

Inter-parochial support formulas once established in accordance with the appropriate governing documents are binding on all parties until they are renegotiated by the regional board or revised through appeal to the Diocesan Board of Education and the approval of the Bishop.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

Policy 390

Education Guidelines for Opening or Reorganization of Educational Systems

GUIDELINES FOR PROCEDURAL DEVELOPMENT

STAGE ONE -- PARISH STUDY

Purpose: A more in-depth approach to studying the feasibility of expanding services.

Who: The feasibility committee is retained and expanded to include membership from the larger parish or system. Membership should include both those directly affected by the program and those not affected. A wide age span is suggested. Upon the completion of the study, the Board of Education/Faith Formation Committee, and parish council again are the decision-making body in accordance with parish governing documents.

Relationship to Diocesan School Committee – The completed study and approval of the parish should be presented to the Diocesan Board of Education at least one month before the Diocesan Board of Education is requested to accept or reject the proposal. The Diocesan Board of Education will then meet with representatives of the committee to dialogue on the Board of Education’s concerns and decision. The Diocesan Board of Education is free to accept, reject or request further study and clarification before making a decision.

OUTLINE FOR PHASE ONE OF FEASIBILITY STUDY

The Parish or Catholic System Surveying the Possibility:

1. A questionnaire should be designed to receive input from existing educational services within the system. The questionnaire should allow the present educational services to express both how they would see the additional services as enriching the parish or causing tensions or conflict. The committee should summarize this input and make recommendations to the parish, which will reflect sensitivity toward the input.

2. An effort should be made to obtain some input from the parish or system at large. This could be done through open meetings, mailings, after liturgies, etc. -- the format should be determined by the committee.*

Some idea of the program itself and the scope of the entire study should be shared with the general membership. They should know the final implementation is not an accomplished fact, and hard study is preceding the decision. They should also know the relationship of the parish and the Diocesan Board of Education in this final decision making.

* What you wish to receive from the membership is a general indicator of support or disagreement. You might also wish to receive more concrete input such as how the general membership will support the program enrollment, donations, verbal, or work against it.

A summary of this input and recommendations flowing from it should be given to the parish for dissemination to the Board of Education/Faith Formation Committee, Parish Council and Finance Council.

The Community at Large:

1. The parish or Catholic educational system should reach out to the community at large in order to inform the community that you see the establishment of a new program as an enrichment of the community at large and also that you desire input from them on the possible relationship of the program to the community. To initiate this the committee will have to:

   a) Define the group(s) that will be contacted to speak for the community at large. (We would suggest other agencies involved in work similar to or related to the program.)
b) Design a cover letter and questionnaire that will explain the proposed program and solicit input from them that will be considered in the parishes and Diocesan Board of Education decision.

c) The questionnaire should request input on how they would see the proposed program enriching the community at large and also the potential tensions and conflicts that could arise. Also leave room for other constructive comments.

2. The returned questionnaires should be tallied, summarized and presented to the parish with the committee's recommendations on further action.

**Funding:**

1. Please design at least two projected plans that would describe the projected expenses and outline ways to obtain income to cover the expenses.

2. As a committee, scrutinize each of the plans and outline its strengths and weaknesses.

3. As a committee, prioritize the plans and submit the total package with your recommendations to the parish.

**Clientele:**

1. Contact the potential clientele for the program and ask for an indicator of interest, disinterest, etc.

2. The contact should include a brief description of the services the parish is considering and an explanation that since they are potential clientele, you would like to know if the services would be of interest or help to them. This contact is not to obtain a commitment. The commitment should be sought when the program is outlined, approved, etc.

3. The results of the questionnaire should be tallied, summarized and given to the parish with recommendations.

4. The committee should also decide if they wish to solicit clientele outside the parish and/or system and if so, outline a projected recruitment program to give to the parish.

**THE PARISH**

Upon receiving the various reports and recommendations from the committee, the Board of Education/Faith Formation Committee should all be involved in decision-making process in accordance with parish governing documents. These groups should either vote to initiate the program and explain why, and how, or vote not to initiate the program and explain why not.

The parish should then send all final reports and recommendations to the Diocesan Board of Education, as well as the decision and rationale.

The board of education will then invite the parish to send representatives to formally present the request or decision and ask approval.
Procedures for Withdrawing From a Regional School or Faith Formation Program

Administrative Operations

LINE OF RESPONSIBILITY

The parish considering withdrawal presents its petition with a well-documented rationale to the Board of Education or Faith Formation Committees of the regional entity and to the Office of Faith Formation or Superintendent of Schools.

A. If the members of the board of education and/or faith formation committees of the regional entity or program who are not in the petitioning parish vote to concur with the petition, the petition with its rationale and the response of the Board of Education/Faith Formation Committees of the consolidated entity is presented to the Diocesan Board of Education.

B. If the members of the board of education of the regional or central school or program who are not in the petitioning parish vote to reject the petition, the petitioner is informed of this decision and its reasons. If the petitioning parish still wishes to pursue the matter it presents its case and the response of the members of the board of education of the regional school or program, who are not members of the petitioning parish, to the Diocesan Board of Education for its review.

The Diocesan Board of Education then makes a recommendation to Bishop for his decision.
STAFF PERSONNEL

Qualifications for Parish Catechists

It shall be the policy of the diocesan Board of Education that Catechists in parish Catechetical programs are to be fully initiated Catholic in good standing with the Church.

*See qualifications in the Faith Formation Guidelines

Religious Qualifications of Catholic School Teachers

Because the distinct purpose of a Catholic school is to create a Christian educational community where knowledge is enlightened and enlivened by the Catholic Faith and Catholic Social Teaching, teachers in the Catholic schools of the Diocese of Davenport should:

1. Be practicing Catholics who have knowledge of the Catholic faith adequate to teach its content.
2. Be non-Catholics fully committed to the distinctive purpose, philosophy, and spirit of Catholic School education.
3. Live and model the principles and moral values which are part of Catholic teaching regarding lifestyle.
4. Understand and be dedicated to the ministry of Catholic school education.

Requirements for Teachers of Religion in Catholic Schools

1. Be a practicing Catholic who has the knowledge of the Catholic faith adequate to teach its content.
2. Demonstrate a belief in and practice of the Catholic Faith.
3. Possess knowledge of the faith formation/religious education program of the school.
4. Work toward completion of the highest level of Catechetical certification provided the Office of Faith Formation in the Diocese of Davenport.
STAFF PERSONNEL

Recruitment and Selection of Teachers/Catechists

When vacancies become known at a local school or a new position is created for a teacher, the principal shall follow this procedure:

1. Advertise the teaching position on the Teach Iowa Website and the NCEA Jobs Bulletin site, which are both free to non-public schools. The principal may choose to also list the teaching vacancy in The Catholic Messenger or the local newspaper.

2. It shall be the policy of the Diocesan Board of Education that the administrator utilize a committee to assist in interviewing candidates for teaching positions. Committee membership might include the pastor, a member of the Board of Education/Faith Formation and a teacher from the department or grade band in which a vacancy exists.

3. The principal/search committee will review and select applicants for interview.

4. The principal/search committee may select interview questions from the teacher interview question bank that best suit the needs for the position to be filled.

5. The principal or his designee will select the proper location for the interviews to be conducted and make a schedule to follow for the interviews.

6. The principal or a staff member may offer the applicant a tour of the classroom to be occupied by the teacher to be hired and the rest of the building.

7. The principal or his/her appropriate designee will conduct all correspondence between applicants and the local Catholic school.

8. Responsibility for recommending to the Board of Education/Parish Council a candidate for a contract rests solely with the administrator. Search committee members shall share strengths and areas of concern for each applicant and point out how certain applicants might possess the skills needed for the current vacancy.

9. The principal will offer the position to an applicant and upon confirmation of acceptance of the offer, pending board approval, begin the background check procedure and start the new hire on the Protecting God's Children program which must be completed before an initial contact with students.

Recruitment and Selection of Catechists

It is recommended that the DFF/C, DYM/C, and/or Adult Formation Coordinator inform the pastor and Faith Formation Committee/Board of Education of catechists selected for the programs.
STAFF PERSONNEL

Job Description for a Catholic School Teacher
CATHOLIC SCHOOL TEACHERS "Teachers must remember that it depends chiefly on them whether the Catholic school achieves its purpose.

Teacher Position Description

Community of Faith
1. Supports and implements the mission/philosophy of Catholic education and the school.
2. Gives evidence of lived Gospel values.
3. Participates in building faith community.

Instructional Process
5. Presents classes clearly and effectively.
6. Assesses student progress effectively.
7. Provides for individual differences.
8. Demonstrates ability to motivate students.
9. Maintains an atmosphere conducive to learning.
10. Knows and uses technology appropriately.

Interpersonal Relationships
11. Works cooperatively with administration.
12. Works positively with colleagues, support staff, and parish staff.
13. Demonstrates positive interpersonal relations with students.
14. Maintains positive interpersonal relations with parent(s)/guardian(s).

Other Professional Responsibilities
15. Maintains a professional manner in the classroom and other related settings.
16. Demonstrates a sense of professional responsibility and leadership.
17. Reports any knowledge or suspicion of child abuse as required by law.
18. Accepts, willingly, extra assignments and supervisions.
19. Attends all faculty meetings, inservices, and other meetings as specified by the principal unless excused by the principal prior to the meeting.
20. Is responsible for the care and use of instructional materials, equipment and school facilities.
21. Reviews emergency procedures and practices with students regularly.
22. Provides necessary documentation for personnel file.
23. Follows directives regarding collection of monies.
24. Communicates with parent(s)/guardian(s) in an effective and timely manner.
25. Supports and implements diocesan policies.

Professional Growth
27. Interacts with colleagues to further professional growth.
28. Takes advantages of opportunities for professional improvement.
29. Completes necessary work toward obtaining and/or maintaining a valid license.
STAFF PERSONNEL

Catholic School Teacher Commitment to the Students of the Diocese of Davenport

As Christian Catholic educators, we have a responsibility to encourage each student to achieve his/her maximum potential. We work to stimulate the spirit of inquiry, the acquisition of knowledge and the thoughtful formation of worthy goals. In fulfilling our obligation to the student we are called to:

1. Help students see the relevance of a Christian value system in their daily lives.
2. Help students learn to relate human culture and acknowledge to the news of salvation.
3. Show Christian concern about the joys and problems of each student.
4. Speak with charity and justice about students even when called upon to discuss sensitive matters.
5. Work with students preparing liturgies, Para liturgies and other religious programs.
6. Respect confidential information concerning students and their homes.
7. Plan appropriate service projects for students that will develop their sense of responsibility to the community.
8. Enable students to grow in a sense of self-worth and accountability by selecting activities that promote the positive self-concept as becomes a maturing Christian Catholic.
9. Develop the student’s knowledge and understanding of the subject(s) for which we are responsible, without suppression or distortion.

Catholic School Teacher Commitment to the Parents of Catholic School Students in the Diocese of Davenport.

As Catholic school educator we believe children are influenced by home, community, and the society in which attitudes toward Christian values are often challenged. Parents, the source of whom children and youth derive their values, entrust their children to the Catholic school to instruct, complement and intensify the education and formation begun in the home. We are called to assist these parents in fulfilling their obligation for the Christian formation and education of their child; therefore we will:

1. Respect parents’ fundamental right to know, to understand, and to share in decisions that affect the education of their child by:
   - Keeping parents apprised of the curriculum and methods of instruction.
   - Provide opportunities for parents to help shape school policies and keeping them informed of all current policies.
2. Develop educational programs and activities to enhance family life as well as the home-school relationship.
3. Respect any confidential information that parents share.
4. Report to parents their child’s progress regularly and as needed, in a spirit of charity, with professional accuracy and honesty.

Commitment to the profession as a Catholic School Educator:

We seek and encourage persons who live a life consistent with the Gospel values and Catholic Church teachings to pursue the apostolate of teaching by:

- Modeling the faith life and witnessing to the Faith community on the parish, and diocesan levels.
- Supporting and exemplifying the teachings of Jesus Christ by dealing with children and adults in true love and justice.

Policy Adopted: November 15, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: December 2015
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 403

STAFF PERSONNEL

Screening

In the interest of the safety of those we serve it shall be the policy of the Diocesan Board of Education that all persons, who regularly volunteer or are employed to work in one or more of the faith formation programs, school or youth ministry programs of the diocese, must be screened in relation to the nature of the position.

Parishes or institutions must obtain permission to conduct a background inquiry from the prospective employee/volunteer (see attached approved Diocesan Education Application). The screening must include previous or present involvement in activities that would indicate whether this person should be involved in your programs/activities: e.g. child abuse, criminal record, and sexual abuse.

Those driving as a regular part of their employment or volunteer service may be asked to complete the diocesan approved form regarding driving. They may also be asked to consent to a review of their driving record.

Documentation of information gathered shall be confidentially maintained by the parish/institution.

Any and all information gathered must be shared with others “on a need to know” basis only and as allowed by law.

Policy Adopted: November 15, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Reviewed: December 2015
STAFF PERSONNEL

Screening

Persons who are responsible for the hiring of personnel and/or acceptance of regular volunteers who will work in any faith formation program, school or youth ministry program/activity may screen persons through a variety of means.

Included among them are:

1. Signed attestation to freedom from past convictions/investigation of child abuse.
2. Personal familiarity with individual over several years, personal contact with previous employers/program administrators, pastors.
3. State and/or federal criminal background checks for relevant & reasonable geographic areas.
4. Internet search: State/national search of child abuse or general abuse databases.
5. Review of driving record

These means should be uniform for all persons working/volunteering in the same category. Those working more directly with children may be screened more thoroughly than those working/volunteering more indirectly or infrequently. Consents should be obtained where required by law and are generally recommended.

There is a 6 month minimum affiliation with the parish/institution required before volunteer service can be accepted. This requirement may be waived with supportive documentation.
STAFF PERSONNEL

Support for Church Teachings

It shall be the policy of the Diocesan Board of Education that all employees/volunteers of the faith formation, school and youth ministry programs of the Diocese of Davenport are expected to support the mission of the program in which they are involved and the teachings of the Catholic Church.

Employees/volunteers shall be either Catholics in good standing with the Church or others who have a positive attitude toward the Catholic faith and could assume the role of witnessing Catholic values. Teachers of religion in Catholic schools and catechists in parish catechetical programs are to be fully initiated Catholics in good standing with the Church.

Administrators cannot and should not concern themselves with the private lives of employees/volunteers unless their public behavior and/or work becomes a source of scandal to the Catholic faith (Cf: Catechism of the Catholic Church: 2284-2287). If concern of this nature should arise, the program administrator should consult the proper diocesan official for the purpose of raising awareness and seeking information.

Upon confirmation that an employee/volunteer of the education/formation programs for youth demonstrates behavior that is inconsistent with church teachings, the person may no longer be qualified to serve in a given situation for a certain time.
COMMUNICABLE DISEASES

Classification: Personnel, Health and Safety

Each employee of a Diocesan Catholic school must be physically and mentally able to perform the essential job function of his/her duties and responsibilities of his/her position and must be free of any condition or disease which may be detrimental to the health and/or safety of students or fellow employees as determined by a licensed physician.

The Diocesan Board of Education recognizes that some employees with a communicable disease, as defined by the Federal Center for Disease control and the Iowa State Department of Health, may be able to perform their duties without creating a risk of transmission of illness or other harm to students or employees. The Board also recognizes that there may be greater risk for the transmission of a communicable disease for some persons than for other persons infected with the same disease.

It shall be the policy of the Diocesan Board of Education that these special conditions, the risk of transmission of the disease, and the effect upon the employee shall be considered in assessing the individual’s continued employment and/or placement. Responsibility for this assessment rests with the program administrator in consultation with the appropriate diocesan administrator. The Diocese reserves the right to require a physician’s statement prior to a decision regarding continued employment and/or placement following contagious illness.

Health data of an employee is held separate from personnel files, is confidential and released only as allowed by law, and shall not be disseminated without strict observance of the employee’s right to privacy.

It is recommended that full-time volunteers/employees in parishes only comply with the above policy.

Policy Adopted: November 15, 2001
Policy Revised: March 2007
Policy Revised: May 17, 2010
Policy Reviewed: December 2015
It shall be the policy of the Diocesan Board of Education that parishes and institutions must comply with current law at all times. Any parish/school operating its own bus program must become a member of the Iowa Drug and Alcohol Testing Program (IDATP). Parishes and schools contracting with a private provider must ensure that the provider has a drug and alcohol testing program complying with federal regulations.

Parishes and institutions must comply with current law at all times. At the time of this writing employees who operate parish/school vehicles are subject to drug and alcohol testing if a commercial driver’s license is required to operate the vehicle and the vehicle transports sixteen or more persons including the driver or the vehicle weighs twenty-six thousand one hundred pounds or more. For the purposes of the drug and alcohol testing program, the term “employees” includes applicants who have been offered a position to operate a parish/school vehicle and any volunteers who operate such a vehicle.

The employees operating a parish/school vehicle as described above are subject to pre-employment drug testing and random, reasonable suspicion, post-accident, and return-to – duty and follow-up drug and alcohol testing. Employees operating parish/school vehicles shall not perform a safety-sensitive function within four hours of using alcohol. Employees governed by this policy shall be subject to the drug and alcohol testing program beginning the first day they operate or are offered a position to operate parish/school vehicles and continue to be subject to the drug and alcohol testing program as long as they may be required to perform a safety-sensitive function as it is defined in the administrative regulations. Employees with questions about the drug and alcohol testing program may contact the program administrator or the person designated by the administrator to be responsible for this area.

Employees who violate the terms of this policy may be subject to discipline up to and including termination. Employees who violate this policy may be required to successfully participate in a substance abuse evaluation and, if recommended, substance abuse treatment program. Employees required to participate in and who fail to or refuse to successfully participate in a substance abuse evaluation or recommended substance abuse treatment program may be subject to discipline up to and including termination.

The administrator or designee shall inform applicants of the requirement for drug and alcohol testing in notices or advertisements for employment, in the application form and personally at the first interview with the applicant.

The administrator or designee shall also be responsible for publication and dissemination of this policy and it’s supporting administrative regulations to employees operating parish/school vehicles. The administrator or designee shall also oversee a substance-free awareness program to educate employees about the dangers of substance abuse and notify them of available substance abuse treatment resources and programs.
STAFF PERSONNEL

Medical Examination

Pre-employment physicals or certification of fitness to work are not required by the State of Iowa or the Diocese of Davenport. Bus drivers must follow Department of Education regulations. Individuals working in DHS approved aftercare, daycare or pre-school must follow the guidelines set forth for them by the Department of Human services.

(Iowa Administrative Code 12.4(14)).
Hepatitis B

It shall be the policy of the Diocesan Board of Education that each school provides information about Hepatitis B during its annual Right-to-know session.

Further, each school shall make available to employees identified by each school as being at occupational risk for exposure to blood or potentially infectious body fluids at no cost to the employee the Hepatitis B vaccine and vaccination series and post exposure evaluation and follow-up to employees who may have had exposure.

If an employee declines the vaccination for Hepatitis B, a signed and dated statement must be kept on file. If an employee identified as being at occupational risk for exposure initially declines Hepatitis B vaccination but later wishes to be vaccinated, the employer must provide such.
Hepatitis B Refusal Form

The following form, as required by the Occupational, Safety and Health Agency (OSHA) of the federal government, must be signed, dated and kept on file for any employee who declines the Hepatitis B vaccination series.

“I understand that due to my occupational exposure to blood and other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to me. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring Hepatitis B, a serious disease.

If in the future I continue to have occupational exposure to blood or other potentially infectious material and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.”

_____________________________  ____________________________
Signature of Employee          Date
Contractual Obligations – Diocesan Teachers

A teacher’s primary responsibility is to teach. Her/his energies and time should, to the greatest extent possible, be directed to this end.

The specific obligations of the contract that directs and rewards this responsibility should be supplemented with a professional attitude and behavior that is reflected in being punctual, in meeting assigned class schedules and in other measures of performance.
School Calendar

It shall be the policy of the Diocesan Board of Education that each school “shall adopt a school calendar that identifies specific days for student instruction, staff development and in-service time, and time for parent-teacher conferences.”

There should be at least 180 days or 1080 of instruction included in the approved calendar. You need to have a waiver from the Department of Education if your school has an innovative calendar.

(Iowa Administrative Code Ch 12.1(7).)
STAFF PERSONNEL

POLICY 413
Schools Only

Professional Growth

The Office of Catholic Schools shall be charged with identifying, designing, and implementing relevant and high-quality Professional development Opportunities for administrators and teachers of Catholic Schools. These opportunities shall reflect both identified initiatives emerging out of educational research as well as development needs identified by the Office of Catholic Schools amongst the schools. Professional development may be implemented on the Diocesan, regional, or local levels.

In accordance with this policy, the Catholic Schools Office may offer Diocesan or regional in-service days. All principals and teachers shall be required to attend designated professional development days provided by the Office of Catholic Schools.

Local Catholic School Responsibility

Ongoing professional Development for administrators, teachers and other staff members shall be made a priority in planning and budgeting. Each school shall continually collect and analyze performance data to shape school-wide, academic department, and teacher-level Professional development goals. Each school will develop a plan for ongoing professional development which aligns with the school’s Continuous Improvement Plan.

Each school shall provide at least five clock hours per year of catechetical development of the staff and or religious-based retreat. The Office of Faith Formation, the Office for Liturgy and the Office of Vocations from the Diocese of Davenport will assist Principals in the planning and execution of these days.
STAFF PERSONNEL

Teacher Observation and Evaluation

Teachers in the Diocese of Davenport will be evaluated using the Diocesan approved system available in the Diocesan Faith Formation Guidelines by their building principal. The principal will observe instruction in the classroom as outlined in the Faith Formation guidelines. Each teacher will receive a summative evaluation by the principal according to the TIER the individual is placed on according to the previous mentioned guidelines. This evaluation shall be based upon data collected during observations and should be the basis for ongoing teacher professional development. All evaluation forms must be signed by the teacher and the principal.

Employment Records and Confidentiality

Principals shall maintain a personnel file for each member of the instructional staff. Files shall be kept in a secured location in the office of the Principal. Each personnel file is confidential and shall be available only to the employees and to appropriate supervisory personnel. No information is to be released without the authorization of the principal and/or written approval of the employee.

Records

Members of the instructional staff are required to ensure that their personnel file is accurate and up-to-date. Each personnel file shall include the employee’s professional certificates/licenses, individual professional development plans, teaching experience, written evaluations, observation forms, accumulated and utilized leave.

Each employee’s emergency information form should contain the name of the employee’s preferred doctor, dentist, hospital, and the phone numbers of relatives or friends to contact in an emergency and remain in the employee’s personnel file.
Anti-Bullying/Harassment Policy

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the Diocesan Board of Education. The board is committed to providing all students with a safe and civil school/faith formation environment in which all members of the school/parish community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school/parish.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon the employee’s race, color, creed, sex, sexual orientation, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of each local boards of education/faith formation committee; while on school/parish-owned or school/parish-operated vehicles; while attending or engaged in school/parish-sponsored activities; and while away from school/parish grounds if the misconduct directly affects the good order, efficient management and welfare of the school/parish.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures which may include suspension or expulsion. If after an investigation a school/parish employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures which may include termination. If after an investigation a school/parish volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures which may include exclusion from school/parish grounds. “Volunteer” means an individual who has regular, significant contact with students.

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school/faith formation/youth ministry environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student’s person or property;
- Has a substantially detrimental effect on the student’s physical or mental health;
- Has the effect of substantially interfering with the student’s academic performance; or
- Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by a school/parish.

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one’s grades, achievements, property, etc.;
- Demeaning jokes, stories, or activities directed at the student; and/or
- Unreasonable interference with a student's performance.

Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
• Submission to the conduct is made either implicitly or explicitly a term or condition of the student’s education/faith formation or benefits;
• Submission to or rejection of the conduct is used as the basis for academic/faith formation decisions affecting that student; or
• The conduct has the purpose or effect of substantially interfering with the student’s academic/faith formation performance by creating an intimidating, hostile, or offensive education or faith formation environment.

In situations between students and school/parish officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

• Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student’s education/faith formation or participation in school/faith formation programs or activities; and/or
• Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

In the case of a student who threatens physical harm to another student for any reason, a “no tolerance” stance will be taken. The perpetrator will be suspended from the educational program immediately. Reentry will be contingent upon a report from a competent mental health professional that the perpetrator is not perceived to be a threat to self or others. It may also be contingent upon a program of continued counseling.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school/parish official, shall be immune from civil or criminal liability relating to such report and to the person’s participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school/parish employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school/parish volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school/parish grounds.

The school/parish will promptly and reasonably investigate allegations of bullying or harassment. The investigator or designee will be responsible for handling all complaints by students alleging bullying or harassment. The investigator or designee will be responsible for handling all complaints by employees alleging harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent or designee also is responsible for organizing training programs for students, school/parish officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent or designee will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the Diocesan Board of Education and each school/parish board of education/faith formation committee.

Each local board/faith formation committee will annually publish this policy. The policy may be publicized by the following means:

• Inclusion in the student handbook,
• Inclusion in the employee handbook and volunteer handbook
• Inclusion in the registration materials
• Inclusion on the school/parish or school web site, and the Diocesan website
• (other) ____________________________,

And a copy shall be made available to any person at the administrative office of each school/parish/Diocese.

It is the responsibility of all adults who supervise students directly (teachers, recess supervisors teacher assistants, coaching staff, counselors, paraprofessionals, bus drivers, bus associates etc.) to protect students and their well-being. They must
demonstrate that it is safe and worthwhile to report bullying behaviors by responding to students effectively when children report bullying, report what they hear and see to the principal, and follow-up to see if the situation has been addressed. These staff members are empowered to intervene, take measures to ensure the child’s safety temporarily, and record incidents.

*The Diocese of Davenport Policies Relating to Sexuality and Personal Behavior must be followed if there is a complaint on Sexual Harassment of an employee or volunteer
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

STUDENT PERSONNEL

POLICY 430

ANTI-HARASSMENT/BULLYING COMPLAINT FORM for Staff to Student, Student to Staff, or Staff to Staff Incidents

Check One (1): □ Student □ Staff □ Family Member □ Other/Volunteer

Name of complainant: __________________________________________

Position of complainant: ________________________________________

Name of student or Employee target: ________________________________

Date of complaint: _____________________________________________

Name of alleged harasser or individual accused of bullying behaviors: ________________________________

Date and place of incident or incidents: ________________________________

Nature of Discrimination or Harassment Alleged (Check all that apply)

<table>
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<tr>
<th>Age</th>
<th>Disability</th>
<th>Physical Attribute</th>
<th>Physical/Mental Ability</th>
<th>Sex</th>
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<td>National Origin/Ethnic Background</td>
<td>Religion / Creed</td>
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Other – Please Specify: _________________________________________

Description of misconduct: ____________________________________

Name of witnesses (if any): __________________________________

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible): ________________________________

Any other information: _______________________________________

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: __________________________________ Date: ________________

Policy Adopted: June 3, 2007
Policy Revised: December 2015
ANTI-HARASSMENT/BULLYING COMPLAINT FORM for Student to Student Incidents

Check One (1): □ Student  □ Staff  □ Family Member  □ Other/Volunteer

Name of complainant: __________________________________________________________

Position of complainant: _________________________________________________________

Name of student target: _______________________________________________________

Date of complaint: ___________________________________________________________

Name of alleged harasser or individual accused of bullying behaviors: ____________________________

Specific Details:

What happened?

When did it happen?

Where did it happen?

Were there any witnesses?

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):

________________________________________________________

________________________________________________________

Any other information: _______________________________________________________

___________________________________________________________________________

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: ___________________________  Date: ___________________________

Policy Adopted: June 3, 2007
Policy Revised: June 10, 2009
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
### ANTI-HARASSMENT/BULLYING WITNESS DISCLOSURE FORM

Check One (1): □ Student to Student □ Staff to Student □ Student to Staff □ Staff to Staff

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<td>Complainant(s)/Target(s)</td>
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<td>Reporter Name</td>
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<td>Name of witness:</td>
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<td>Position of witness:</td>
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<tr>
<td>Description of incident witnessed:</td>
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</table>

Any other information:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: ____________________________________________

Date: ______/_____/______

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Policy Adopted: June 3, 2007
Policy Revised: June 10, 2009
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
DISPOSITION OF ANTI-HARASSMENT/BULLYING COMPLAINT FORM

Name of complainant: ________________________________________________________________

Name of student or Employee target: __________________________________________________

Grade and building of Student or employee: ____________________________________________

Name and position or grade of alleged Perpetrator / respondent: ____________________________

Date of complaint: __________________________________________________________________

Nature of Discrimination or Harassment Alleged (Check all that apply)

<table>
<thead>
<tr>
<th>Age</th>
<th>Physical Attribute</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disability</td>
<td>Physical/Mental Ability</td>
<td>Sexual Orientation</td>
</tr>
<tr>
<td>Familial Status</td>
<td>Political Belief</td>
<td>Socio-economic Background</td>
</tr>
<tr>
<td>Gender Identity</td>
<td>Political Party Preference</td>
<td>Other – Please Specify:</td>
</tr>
<tr>
<td>Marital Status</td>
<td>Race/Color</td>
<td></td>
</tr>
<tr>
<td>National Origin/Ethnic Background</td>
<td>Religion / Creed</td>
<td></td>
</tr>
</tbody>
</table>

Summary of investigation: __________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: ___________________________________________ Date: ________________________________

Policy Adopted: June 3, 2007
Policy Revised: June 10, 2009
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
STUDENT PERSONNEL

Anti-Harassment/Bullying Investigation Procedures

Reporting suspected bullying behaviors

Individuals who feel that they have been harassed or bullied should report it immediately to:

a. teacher, counselor or an administrator; and/or responsible staff member working in the area at the time of an incident

And

b. write down exactly what happened, keep a copy and give another copy to the teacher, counselor or administrator including:
   - what, when and where it happened;
   - who was involved;
   - exactly what was said or what the harasser did;
   - witnesses to the harassment;
   - what the student said or did, either at the time or later;
   - how the student felt; and
   - how the harasser responded.

The teacher, counselor, or responsible adult who receives a complaint of bullying must notify the principal or building investigator.

COMPLAINT PROCEDURE

An individual (parent, teacher, or adult responsible for the supervision of children) who believes that a student has been harassed or bullied will notify building principal, the designated investigator. The alternate investigator is the school counselor or individual named by the building principal. The investigator will offer the individual the opportunity to complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The investigator may waive the form and do an intake interview right away if the individual student is reporting the bullying behaviors.

The investigator, with the approval of the Director of Faith Formation, or the Administrator has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will review the difference between conflict and bullying. If it is clear the event(s) reported are not simply a conflict between two students and appears the potential of bullying behaviors exists the investigator will reasonably and promptly commence the investigation upon receipt of the complaint.

The investigation begins with an intake interview of the student who claims to be the target of bullying behaviors, or a reporting teacher or parent who is submitted the claim of bullying behaviors against a targeted student. During the intake interview the investigator will meet with the complainant and explain the process including:

- Documentation of the allegation; a claim or assertion that an accused student has engaged in bullying behavior, usually made without proof.
- Explain their role as a neutral fact-finder
- Assure the complainant of non-retaliation
- Assure that the claim will be handled discreetly but confidentiality cannot be guaranteed because of witness interviews
• Address the filing of false claims and disciplinary action
• Obtain very specific details
  o What happened?
  o Where did this happen?
  o When did this happen?
  o Who is accused of this behavior?
  o Who witnessed this behavior?
• Document the complaint in chronological order.
• Have the complainant review and sign the allegations.
• Communicate deadlines for investigation completion.
• Consider precautionary measures if necessary, implement a pre-investigation safety plan.

If a pre-investigation safety plan is deemed necessary it should assure the target’s emotional and physical safety during the investigation and must be targeted to student’s individual circumstances, worries and needs. All staff will be informed of the safety plan and their responsibility for monitoring the plan.

**Meet with the Accused**
A. Explain why you are meeting.
B. Explain your role as a neutral investigator.
C. Advise the accused of the non-retaliation policy.
D. Address knowingly providing false information.
E. Review each allegation with the accused and obtain responses from the accused.
F. Obtain a witness list.
G. Have the accused review their responses and sign off.
H. Consider if action should be taken to protect students.

**Interview Witnesses**
A. Ask about their relationship with the complainant/target and the accused.
B. Ask witnesses what they observed with their own eyes, heard with their own ears.
C. Ask the witness about the specific allegations.

**Determination of the presence of bullying behaviors.**

**The investigator will:**
A. Analyze collected data.
B. Assess credibility.
C. Determine what the preponderance of the evidence indicates.
D. Determine if there was a violation of the policy for anti-bullying and harassment, then render a finding of a founded complaint, if not render an unfounded complaint.
E. Complete the investigative report and disclose the findings to the parties involved.
F. If the investigation does not yield clear findings in either direction: advise the accused that the school environment is being monitored to guard against bullying behavior, advise the complainant to report future incidents immediately and meet with the complainant periodically to determine if there are further problems.

**Determine Action Steps with Accused Student if Claim of Bullying Behavior is founded**
A. The principal will determine the need for discipline and will administer the consequences he/she deems necessary for the scope of the bullying activity.
B. The principal will determine if the student engaged in bullying should receive counseling services.
C. The principal will develop a post-investigation safety plan that restricts a student in the environment in which they have been engaged in unsafe behavior.

Policy Adopted: June 3, 2007
Policy Revised: June 10, 2009
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
RESOLUTION OF THE COMPLAINT
Following receipt of the investigator’s report, the administrator may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the administrator may, at the administrator’s discretion, interview the complainant and the alleged harasser. The administrator will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The administrator will maintain a log of information necessary to comply with Iowa Department of Education and Diocesan reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION
- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retalitators will be disciplined up to and including suspension and expulsion.

CONFLICTS
If the investigator is a witness to the incident, the alternate investigator shall investigate.

Iowa Code §§ 216.9, 280.3 (2007).
281 I.A.C. 12.3(6).
Morse v. Frederick, 127 S.Ct. 2618 (2007)
STAFF PERSONNEL

Faith Formation and Youth Ministry Personnel - Evaluation

If the parish or regional DFF/C, DYM/C, RCIA Director, and/or Adult Faith Formation Coordinator serves several parish or regional programs, the administrators of those programs shall be involved in the evaluation as the performance relates to their program.

The performance of the parish or regional directors/coordinators of religious education, adult faith formation directors, and coordinators of Youth Ministry shall be evaluated through use of the process established by the Diocese.

Non-teaching staff shall be evaluated by their immediate supervisor utilizing the instruments and processes established by the Diocesan Director of Faith Formation.

If an employee serves several parishes or regional programs, one of which is the school, the principal shall be involved in the evaluation as the performance relates to school.
STAFF PERSONNEL

Personnel Evaluations (Support Staff)

The performance of all personnel shall be evaluated annually using the instruments and processes established by the Superintendent of Schools for each category of personnel.

All professional Faith Formation personnel, full and part-time, shall be evaluated by the administrator utilizing the instruments and processes established by the Diocesan Director of Faith Formation (see Faith Formation Guidelines).
**DIOCESE OF DAVENPORT**  
**BOARD OF EDUCATION**

**STAFF PERSONNEL**  
**REGULATION 440.3A**

**EMPLOYEE EVALUATION FORM**  
**SUPPORT STAFF**

**Anniversary Date**  
Six Month  
Other ______

Name: ___________________________  
Date Due: ________________________

Department: ___________________________  
Job Title: ______________________

*Check the appropriate square which most nearly describes this employee’s performance*

<table>
<thead>
<tr>
<th>QUALITY OF WORK: Consider neatness, accuracy and degree of excellence</th>
<th>Unsatisfactory, careless</th>
<th>Borderline</th>
<th>Satisfactory</th>
<th>Above Average</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUANTITY OF WORK: Consider the amount of work produced</td>
<td>Unsatisfactory</td>
<td>Below Average, just enough to get by</td>
<td>Average</td>
<td>Above Average</td>
<td>Outstanding, Eager to do more than assigned</td>
</tr>
<tr>
<td>ATTENDANCE: Consider absenteeism and tardiness</td>
<td>Frequently absent</td>
<td>Frequently late</td>
<td>Satisfactory</td>
<td>Above Average</td>
<td>Never late or absent</td>
</tr>
<tr>
<td>ATTITUDE: Consider ability to get along with others; willingness to cooperate with supervisors and conform to rules of work</td>
<td>Unwilling to cooperate, troublesome or indifferent</td>
<td>Sometimes difficult to work with; occasionally indifferent</td>
<td>Normal, usually tactful, works well with others</td>
<td>Congenial and cooperative</td>
<td>Always willing, highly cooperative</td>
</tr>
<tr>
<td>KNOWLEDGE OF WORK: Consider how well the employee is equipped with the knowledge essential to the performance of his/her work</td>
<td>Insufficient for position</td>
<td>Lacks knowledge of some phases of work</td>
<td>Adequate for position</td>
<td>Understand all phases of position</td>
<td>Comprehensive knowledge of all phases of position</td>
</tr>
<tr>
<td>DEPENDABILITY: Consider the extent to which the employee can be counted on to do assigned tasks and degree of supervision required</td>
<td>Unreliable, needs constant supervision</td>
<td>Sometimes requires prompting</td>
<td>Usually completes tasks with reasonable promptness</td>
<td>Very dependable, needs little supervision</td>
<td>Thoroughly dependable and trustworthy</td>
</tr>
<tr>
<td>INITIATIVE: Consider willingness to assume responsibility</td>
<td>Puts forth no effort, always waits to be told</td>
<td>Puts forth little effort, needs prodding</td>
<td>Average, does assigned work well</td>
<td>Hard worker, willing to do more than assigned</td>
<td>Exceptionally diligent, never waits to be told</td>
</tr>
<tr>
<td>PERSONAL APPEARANCE: Consider cleanliness, neatness, general grooming and appropriateness of attire</td>
<td>Always untidy, improper dress</td>
<td>Sometimes untidy and careless</td>
<td>Generally neat and clean</td>
<td>Well groomed</td>
<td>Very neat, extremely well groomed</td>
</tr>
<tr>
<td>ADAPTABILITY: Consider ability to adjust to changing situations and work assignments and ease with which learns new duties</td>
<td>Cannot adjust to changing conditions</td>
<td>Has difficulty, requires details and repeated instructions</td>
<td>Satisfactory, minimum instructions on most new duties</td>
<td>Very adaptable, quick to learn and understand</td>
<td>Exceptionally keen in adapting to new jobs and changing situations</td>
</tr>
</tbody>
</table>
RATE ONLY PERSONS WITH SUPERVISORY RESPONSIBILITY:

**LEADERSHIP:** Consider effectiveness in getting

<table>
<thead>
<tr>
<th>Sometimes fails to exercise effective direction and guidance</th>
<th>Generally wins confidence and loyal support</th>
<th>Often fails to motivate people</th>
<th>Leads people well, wins and holds enthusiasm</th>
<th>Provides leadership, motivation and direction under most conditions</th>
</tr>
</thead>
</table>

**OVERALL RATING:**

**AT HIS/HER LEVEL THIS EMPLOYEE IS RATED**

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>

**IF SALARY IS BEING CONSIDERED, COMPLETE THE FOLLOWING:**

<table>
<thead>
<tr>
<th>Recommended for</th>
<th>Salary Increase</th>
<th>No Increase</th>
<th>Re-evaluation</th>
</tr>
</thead>
</table>

**IF PLACED ON PROBATION OR RECOMMENDED FOR RE-EVALUATION:**

Date to be reviewed again: ____________________________

Additional Remarks by Evaluator:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Date: _______________ Signature: ___________________________________________

Employee Remarks:  □ Concur with Rating  □ Do not Concur

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Date: _______________ Signature: ___________________________________________
STAFF PERSONNEL

Non-instructional Staff: Dismissal

Diocesan Board of Education

The board of education/faith formation committee fosters the growth of the staff so students and the staff members benefit to the maximum. Ongoing staff appraisal is expected. Continuous improvement, development, and growth are an expectation in our educational system. The processes for staff improvement are based on an assumption of honest communication between administration and staff.

In all relations with staff, the board’s primary concern is the welfare of the learners.

Evaluation and professional recommendations are functions appropriate to the administration.

The local board of education/faith formation committee exercises control of the parish/school and represents the rights of the Catholic community, parents and the students, through delegated authority by the Diocesan Board and appropriately approved election procedures.

The board of education/faith formation committee with the recommendation of its administration/pastor is responsible for corrective action with staff members. Due process guidelines established by the Diocesan Board of Education and promulgated by the Bishop shall apply to non-instructional staff.

*Included are bus drivers, food service workers, custodians, clerical personnel, teacher aides, etc.

Rationale:

State Standard 12.3(3) “Each board shall adopt evaluation criteria and procedures for all contracted staff. The evaluation processes shall conform to Iowa Code § 272.33, § 279.14, and § 279.23A.”
Catechist Formation – Catechist Enrichment Process

It shall be the policy of the Diocesan Board of Education that teachers in Catholic schools and other parish catechists are to be provided ongoing in-service and faith formation opportunities. Adequate financial support for these in-services and workshops should be budgeted annually by the parish/institution.
STAFF PERSONNEL

Accident/Injury

It shall be the policy of the Diocesan Board of Education that all faith formation programs, schools, and youth ministry programs of the parishes, institutions and diocese make and maintain adequate documentation of all accidents and/or injuries of personnel for the protection of all involved.

These records must be available to program administrators and stored in a central location of the parish/institution.

In addition, accidents/injuries should be reported to the parish's/institution's liability insurance company and to either the Faith Formation Office or Schools Office.

An incident is defined as: Action or episode involving persons that may have serious results. These may involve a) an action which creates an unsafe or uncomfortable situation; b) an action which violates the rules, regulations or policies of the parish, institution or diocese; or c) an action which violates the mission or overall philosophy of the Catholic Church. (Regulation 452.2)
STAFF PERSONNEL

Accident/Injury Report

The parish/institution should make a report that contains the following information:

1. Name of Injured Party (ies), address and phone number.
2. Names, addresses and phone numbers of witnesses, if there were any.
3. Description of the Accident/Injury in as much detail as possible including what injured was doing, the chain of events, who was involved, where accident happened, date and time of accident, etc.
4. Names and phone numbers of local person(s) who conducted the investigation.
5. Signature and date of Program Administrator.

OR

Complete this form:

Accident Report for Injuries

Complete this report for all accidents/injuries. This report is for information only. All claims should be reported immediately. Please read each question carefully, and answer all questions as completely as you can. Please do not leave any blanks, unless the question does not apply.

Place and Location: ______________________________________ Date: ______________________

Name of Person Injured: __________________________________ Time of Accident: ____________

Address: _____________________________________________ Phone: _____________________

M or F   Age:____________ What was happening at the time of accident?:________________________

Apparent Cause: ______________________________________________________________________

Nature of Injury: _____________________________________________________________________

First Aid Treatment Administered: ______________________________________________________

Name of Person Administering Aid: ______________________________________________________

Taken to the Hospital?    Y or N       By:____________________________

Parents' Name (if Minor):______________________________________________________________

Parents Were Notified at (Time):________________________________________________________

Parents not Notified (Give Reason):_____________________________________________________

Persons Who Witnessed the Accident: _________________________________________________
<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Person Making Report: _________________________________________ Title: ____________________

Signature: _____________________________________________________________________________

Additional information may be given on reverse side of this form.

Additional sheets may be used.
STAFF PERSONNEL

Incident Report

The parish/institution should make a report that contains the following information:

1. Name of Involved Party (ies), address and phone number;
2. Names, addresses and phone numbers of witnesses, if there were any;
3. Description of the Incident in as much detail as possible including what injured was doing, the chain of events, who was involved, where accident happened, date and time of accident, etc;
4. Names and phone numbers of local person(s) who conducted the investigation;
5. Signature and date of Program Administrator.

OR

Complete this form:

INCIDENT REPORT FORM

Location of Incident: ______________________ Date_________ Time_____________

With Whom: _________________________________________________________________

Filed By: _________________________________________________________________

Description of Incident: _______________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Action Taken: ______________________________________________________________

________________________________________________________________________

Preventive Measures for Future: ______________________________________________

________________________________________________________________________

Signature: __________________________ Title: ________________________________

Regulation Adopted: July 16, 2001
Regulation Revised: June 5, 2002
Regulation Reviewed: May 17, 2010
Regulation Reviewed: December 2015
STAFF PERSONNEL

Corporal Punishment Ban “Restraints”

It shall be the policy of the Diocesan Board of Education that no school/faith formation program employee/volunteer shall “inflict, or cause to be inflicted, corporal punishment upon a student.”

Corporal punishment is defined to mean the intentional physical punishment of a student. It includes the use of unreasonable or unnecessary physical force, or physical contact made with the intent to harm or cause pain. It does not include:

- Verbal recrimination or chastisement.
- Reasonable requests or requirements of a student engaged in physical education or extra-curricular activities.
- Detention in a seat, classroom or other part of a school/parish facility unless the detention is accomplished by material restraints.
- Use of force to quell a disturbance, to prevent physical harm to another, to take away a weapon or other dangerous object, for protection of property, for prevention of self-inflicted harm, for the removal of a disruptive student. (Iowa Code Section 280.21)
STAFF PERSONNEL

Electronic Communications and Social Media

- Employees shall avoid e-mailing students through address not associated with the school or parish.
- Employees shall limit text messaging with individual students to professional purposes only.
- Employees shall exercise extreme care when interacting with students through social media; it is highly recommended that employees not engaged in such communication.
- Employees should be aware that electronic communications and social media can affect their employment status if used inappropriately with students.
STAFF PERSONNEL

Professional Contact with Students

Communication Guidelines

Each school or parish should develop and promulgate a list of professional guidelines for employees interacting with students. These guidelines shall reflect the Diocesan Safe Environment Policies.

Appropriate Topics

School employees shall exercise care in discussing personal or potentially controversial topics with students. In such cases, the employee should consider the school’s Catholic Identity as well as the age level of the student.

Employees shall avoid conveying opinions that are contrary to the teachings of the Catholic Church.

Employees should exercise great care when communicating with students outside of school hours and away from school sponsored events including electronic or phone communications, and personal contact.
SMOKEFREE AIR

The Iowa Smokefree Air Act took effect on July 1, 2008. The Smokefree Air Act prohibits smoking in most indoor areas, including workspaces such as private offices, conferences and meeting rooms, classrooms, auditoriums, lounges and cafeterias, hallways, medical facilities, restrooms, elevators, stairwells and stairways. The Act also prohibits smoking in vehicles owned, leased, or provided by employers unless the vehicle is used exclusively by one person. The Act may also prohibit smoking in outdoor areas of a business if that business operates a restaurant, sport area, stadium, or entertainment venue or are located in a publicly owned building. Additional areas may be designated as non-smoking. Smoking may be permitted in outdoor non-enclosed areas.

The Act requires employers to take several actions:
1. All ashtrays must be removed from areas where smoking is prohibited. Since smoking is prohibited in all classroom buildings, no ashtrays should be available in any school building.
2. “No Smoking” signs must be posted in a clear and conspicuous manner at every doorway or entrance to any area where smoking is prohibited and in all vehicles where smoking is prohibited. The signs must be at least 24 square inches in size, and contain the words “no smoking” or the international “no smoking” symbol along with the Department of Health’s number for reporting complaints (1-888-944-2247) and the Smokefree Air Act website www.iowasmokefreeair.gov; and
3. A policy must inform all current employees and prospective employees, at the time of application, of the provisions of the Act.

Employers must also inform any customer, employee or other individual smoking in a non-smoking area that they must stop immediately. If a customer refuses to stop smoking, the employer should discontinue service to that individual or may request the individual leave the area. If the individual refuses to leave, the employer may notify state or local law enforcement. If an employee is smoking in a no smoking area, the employee should be disciplined.

The Act prohibits employers from discharging, refusing to hire, or discriminating against any employee, applicant or customer who files a complaint under the Act or seeks to exercise their rights under the Act. Employees may bring civil actions to enforce the Act. Employers who discriminate or retaliate against any employee, applicant or customer are subject to civil fines and damages.

Employers who violate the Act by permitting smoking is subject to fines and other disciplinary action.
STUDENT PERSONNEL

Commitment to the Student in a Catholic School

We believe that Christian Catholic educators have a special responsibility to encourage each child to achieve to his/her maximum potential. Teachers work to stimulate the spirit of inquiry, the acquisition of new knowledge and the understanding and the thoughtful formulation of worthy goals. In fulfilling the obligation to the student our teachers are called to:

1. Help students see the relevance of a Christian value system in their daily lives.
2. Help students learn to relate human culture and acknowledge to the news of salvation
3. Show Christian concern about the joys and problems of each student.
4. Speak with charity and justice about students even when called upon to discuss sensitive matters.
5. Work with students in preparing liturgies and other religious activities.
6. Respect confidential information concerning students and their homes.
7. Plan appropriate service projects for students that will develop their sense of responsibility to the community.
8. Enable students to grow in a sense of self-worth and accountability by selecting activities that promote a positive self-concept as becomes a maturing Christian.
9. Develop the student’s knowledge and understanding of the subjects for which they are responsible, without suppression or distortion

Policy Adopted: July 16, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: December 2015
STUDENT PERSONNEL

Admissions

It shall be the policy of the Diocesan Board of Education that students that students meeting the school’s reasonable academic and financial requirements are to be admitted regardless of race, ethnic origin, or creed if the parents/guardians express that they are choosing the school because of the Catholic philosophy of education, the incorporation of Gospel values, the quality of education and/or other qualities of Catholic education.

Parents seeking to enroll students, and likewise the prospective student, should be appraised of the philosophy and objectives of the Diocesan Board of Education.

Prior to permanently admitting any transfer student, the school shall contact the administrator of the school from which the student is/has transferred. Parents/Guardians must do whatever is necessary to consent to or otherwise facilitate the receipt of these records.

Each Catholic school should have a written policy in the Parent/Student handbook regarding application and acceptance procedures of children into the schools community that are in accord with Diocesan policy.

As a Catholic school, the admission policy must reasonably reflect the purpose for which the school was established, giving due consideration to the constituency, those people responsible for its foundation and maintenance. Consequently, priority is given to the admission of children of the constituency. Other students are admitted as space and conditions allow. Both faculty and students will in true ecumenical spirit welcome all admitted students into the Christian educational community of the school.

Policy Adopted: July 16, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: December 2015
STUDENT PERSONNEL

International Student Admissions

The Diocese of Davenport encourages our individual schools to accept international students. We believe they bring diversity to our classrooms. All diocesan schools must follow Immigration and diocesan procedures when accepting international students.

1. Agencies or individuals must provide supporting documents and credentials to the school office for approval.
2. Schools will be notified of approved recruitment agencies.
3. Schools will decide to accept students based on their academic criteria.
4. The Diocese of Davenport schools office will continue to work with the agency, family or host family to complete the required forms in order to issue the student’s I-20 document.
5. When a student has completed the consulate interviews they are required to contact the school or school office to complete the process of paperwork and registration.
6. If a violation occurs at the school level with an international student the diocesan school office has to be notified immediately to determine the outcome with Immigration.
7. Host families (non-family members) will be required to complete and pass a background check. This will have to be approved by the school office.
8. No minor students are allowed to live with college/university students unless approved by the Diocesan School Office.

Policy Adopted: September 2011
Policy Revised: June 6, 2012
Policy Reviewed: December 2015
STUDENT PERSONNEL

Probationary Admissions

It shall be the policy of the Diocesan Board of Education that, in the event an application to a Diocesan school should be made by a student expelled from another school, a careful investigation must be made by the school administrator. If the administrator desires the involvement of the local board in this investigation, the board chairperson shall appoint one member to assist. The confidentiality of this matter must be protected. If a student who was expelled from another school is admitted, the enrollment shall be probationary at the discretion of the administrator.
Admission or Retention of Students with Special Needs

The Board of Education recognizes the need to afford students with special needs the opportunity for admission to Catholic schools. ADA states that private schools “may not exclude or deny admission to an otherwise qualified disabled student solely because of the student’s disability. For Catholic schools, the law requires that an appropriate education be provided only if it can be accomplished with “minor adjustments.” What constitutes minor adjustments will differ for each school. While there is no comprehensive list of minor adjustments, it may include:

- Preferential classroom seating
- Enlarging print materials on a copier
- Multi-modal instruction (esp. visual and auditory)
- Temporarily changing an instructional room
- Replacing a desk with a small adjustable table to accommodate a wheelchair
- Addressing some allergy and medical needs that can be met with/without parent/aides

No comprehensive list exists of things that constitute major adjustments. However “minor adjustments” do not include:

- Spending substantial amounts of money
- Establishing a new program to address the disability
- Hiring additional personnel to work with the disabled student
- Negatively impacting universal instruction as determined by the principal
- Disregarding existing school behavior and conduct codes

The individual student’s disability needs to be judged against the ability of the individual school to address those needs, in light of the school’s financial, physical, and human resources capacity.

Catholic schools strive to provide minor accommodations and/or modifications within the scope of their school’s resources for students who are identified as having special learning needs (individuals with an IEP or an active 504 plan in place). Catholic schools will collaborate with parent(s), the public school, or the Area Education Agency when providing a plan of services for the child.

If students require more than reasonable or minor accommodations that cannot be provided for by the local Catholic school to effectively meet the student’s needs, the principal shall meet with the parents and refer them to other schools and programs that have the ability to effectively serve their child’s needs.
STUDENT PERSONNEL

Parent Student Handbook

All diocesan schools shall annually prepare and make available to all parents and students a handbook that presents all school policies, regulations and procedures of the local Catholic school. School policies shall be consistent with diocesan policies as provided by the office of Catholic schools.

Discipline and Student Accountability

It shall be the policy of the Diocesan Board of Education that each board/faith formation committee adopt student responsibility and discipline policies as required by Iowa Code 279.8. The board/faith formation committee shall involve parents, administrators, community members, instructional staff, and, as appropriate, students, in the development and revision of discipline policies.

The policies shall relate to the mission and educational purposes of the school/faith formation program. The policies shall include, but not be limited to, the following: attendance; use of tobacco, the use or possession of alcoholic beverages or any controlled substance; harassment of or by students and staff; violent, destructive, and seriously disruptive behavior; suspension, expulsion and emergency removal; weapons and threats; out-of-school behavior; participation in extra-curricular activities; academic progress; and citizenship.

The policies shall ensure due process rights for students and parents.

The discipline policies and student responsibilities shall be published for the awareness and knowledge of the program participants and their parents/guardians. A complete copy of said policies must be on file in the program administrator’s office. (Chapter 12.3(6) Iowa Administrative Code, School Rules)

*Bullying and Harassment Policy and Procedures See Policy 430
ADMINISTRATIVE ACTION

Probation, Suspensions, a Request to Withdraw from a School for Disciplinary Reasons, Request to Withdraw for Financial Reasons, and Expulsions

Schools shall have clearly defined probation, suspension, a request for withdrawal for disciplinary reasons, and a request to withdraw for academic reasons, and expulsion procedures. Decisions regarding suspensions and expulsions shall be made in consultation with the Office of Catholic Schools. Disciplinary records shall not be a component of the student’s permanent record.

A. Probation
   1. Probation is conditional suspension of a penalty for a set period of time. Probation may be imposed by the principal/director of faith formation or coordinator of youth ministry for infractions of school/parish faith formation rules which do not warrant the necessity of removal from school/parish faith formation program.
   2. The principal/director of faith formation or coordinator of youth ministry will conduct an investigation of the allegations against the student prior to imposition of probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. Written notice and reasons for the probation will be sent to the parents.

Definition of Suspension

B. In-School/Parish Faith Formation Suspension
   1. In-school/parish faith formation suspension is the temporary isolation of a student from one or more classes while under administrative or school personnel supervision. In-school/parish faith formation suspensions may be imposed by the principal/director of faith formation or coordinator of youth ministry for infractions of school/parish faith formation rules which are serious but which do not warrant the necessity of removal from school/parish faith formation.
   2. The principal/director of faith formation or coordinator of youth ministry shall conduct an investigation of the allegations against the student prior to imposition of an in-school/parish faith formation suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. In-school suspension will not be imposed for more than ten school days or two faith formation sessions. Notice and reasons for the in-school/parish faith formation suspension will be provided to the student’s parents. Documentation of this communication should be retained.

C. Out-of-School/Parish Faith Formation Suspension
   1. Out-of-school/parish faith formation suspension is the removal of a student from the school/parish faith formation environment for periods of short duration. Out-of-school/parish faith formation suspension is to be used when other available school/parish faith formation resources are unable to constructively remedy student misconduct.
   2. A student may be suspended out of school/parish faith formation for up to five school days or two parish faith formation sessions (unless an expulsion hearing is pending) by a principal/director of faith formation or coordinator of Youth ministry for a commission of gross or repeated infractions of school rules, regulations, policy or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school/parish faith formation. The principal/director of faith formation or coordinator of youth ministry may suspend students after conducting an investigation of the charges against the student, giving the student:
      a. Oral or written notice of the allegations against the student and
      b. The opportunity to respond to those charges.
At the principal’s/director of faith formation or coordinator of youth ministry’s discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.

3. Notice and circumstances which led to the suspension will be communicated to the student, his/her parents, the superintendent or diocesan faith formation office, Board of Education President/Faith Formation Committee Chair and Pastor. Documentation of this communication should be retained.

4. For the duration of either form of suspension (in school /faith formation or out-of-school/faith formation) a student will be restricted from school extracurricular activities or faith formation activities/social events.

5. In the case of a pending expulsion, the suspension shall not exceed ten (10) school days or two (2) faith formation sessions.

D. Suspensions and Special Education Students

1. Students who have been identified as special education students may be referred for a review of the student’s Individual Education Program (IEP). The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.

2. Students who have not been identified as special education students may be referred for evaluation after the student’s suspension to determine whether the student has a disability and is in need of special education.

3. Every effort will be made by the school/parish faith formation program to provide parent/s or legal guardians with resources that may be used at home to further the student’s faith development.

Regulation Adopted: February 12, 2003
Regulation Reviewed: May 17, 2010
Regulation Accepted: March 21, 2013
Regulation Revised: December 2015
### SUSPENSION REPORT

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>Date</th>
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<table>
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<th>Parent or Guardian</th>
<th>Address</th>
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</table>

**In School Suspension**

**Out of School Suspension**

**Reason for Suspension:**

**Duration of the Suspension:**

**Conditions of Return to School:**

**Conditions of Suspension:**

Parent Signature: ___________________________ Date: ________________

Principal Signature: ___________________________ Date: ________________

---

Policy Adopted: March 15, 2012
Policy Reviewed: December 2015
STUDENT PERSONNEL

Withdrawal of Students Based on Financial Delinquency

Students may be withdrawn if their parents/guardians fail to fulfill their financial/tuition obligations to the school. Before withdrawal occurs, the Principal (or designee) shall attempt to formulate a payment plan with the family. The principal (or designee) should attempt to be sensitive to the unique circumstances of the family, while assuring that the family is able to fulfill their fiduciary obligations.
Request for Student Withdrawal from a Faith Formation Program or School for Disciplinary Reasons

The student’s interest in receiving a quality faith based education can be served if students, parents, and school officials work together. Normally differences between individuals can and should be resolved. In rare instances, however, the school may find it necessary, in its discretion, to require parents/guardians to withdraw their child from the faith formation program or school.

It shall be an express condition of enrollment that the student behave in a manner, both on and off campus that is consistent with the Christian principles of the school as outlined in policies and procedures contained in student and parent handbooks and well as board of education policy.

These Christian principles further include but are not limited to, the following:

1. Parents and guardians are expected to work courteously and cooperatively with the school to assist the student in meeting the academic, moral, and behavioral expectations of the school.

2. Students and parents may respectfully express concerns about the school operation and its personnel. However, they may not do so in a manner that is discourteous, scandalous, rumor driven, disruptive, threatening, hostile or divisive.

3. These expectations for students and parents/guardians include, but are not limited to, all schools sponsored programs and events.

The school reserves the right to determine, in its discretion, which actions fall short of meeting the Christian principles of the school. Failure to follow these principles will normally result in disciplinary action short of the requirement to withdraw from the school. However, an accumulation of events may lead to enforcement of this policy.

The school reserves the right to determine, in its discretion, when conduct is of such a severe nature as to warrant immediate action without warning and or an intermediate step short of withdrawal.

The principal is the only individual or party who may request that a parent or guardian withdraw their child from school.

Action by the board would constitute expulsion from school which must initiate with the principal and follow the policies for expulsion.
Request for Student Withdrawal from a Faith Formation Program or School for Academic Reasons

A principal may require a student to voluntarily withdraw for serious academic reasons if the school is unable to meet the student’s’ needs. If such a request is made, the following conditions shall have been fulfilled:

a) The school team has first placed the student on an intervention plan that includes additional support, as appropriate and feasible by the school.
b) The school team has met with parents to discuss this plan and provided written evidence of student performance.
c) The intervention has not succeeded in achieving the academic goals in a reasonable amount of time.
d) The school team has provided documented evidence to the parents that the plan has not succeeded.
e) The parent is given the opportunity to voluntarily withdraw the student from the school.
f) The principal agrees to cooperate with any receiving school in placing the student and providing academic records.
EXPULSION

It shall be within the discretion of the principal or faith formation director to recommend to the board or faith formation committee the expulsion of a student for disciplinary purposes. Only the board/faith formation committee may take action to expel a student and to readmit the student. The principal/pastor or director of faith formation or director of youth ministry shall keep records of expulsions in addition to the board’s/faith formation committee’s records.

Students may be expelled for violations of board policy, school/parish faith formation rules or the law. It shall be within the discretion of the board/faith formation committee to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense.

When a student is recommended for expulsion by the principal, director of faith formation or director of youth ministry, the student shall be afforded the opportunity of a hearing before a quorum of the board/faith formation committee at which time the board/faith formation committee will hear all the facts presented and thereafter shall take such action which it deems necessary and proper. The student shall be provided with:

1. Notice of the reasons for the proposed expulsion; delivered in person or mailed within five school days from the date of the temporary suspension. One copy of the notice shall be filed with the president of the board of education/faith formation committee and another served upon the student.
2. The time and place of the proposed hearing.
3. The hearing shall be held on a date not later than ten (10) school days subsequent to the date of the temporary suspension.
4. The names of the witnesses and an oral or written report on the facts to which each witness testifies unless the witnesses are students whose names may be released at the discretion of the principal.
5. An opportunity to present a defense against the charges and provide either oral testimony or written affidavits of witnesses on the student’s behalf;
6. The right to be represented by counsel. The school/parish may also be represented by its legal counsel.
7. The board shall consider the relevant evidence and determine such disciplinary action as it deems appropriate. The board shall properly notify the student of the boards’ findings of fact and determination of discipline within two school days. The results and finding of the board shall be in writing and open to the student’s inspection.

In addition to these procedures, a special education student (an individual with an IEP or a 504 plan in place) must be provided with additional procedures. A determination should be made of whether the student is actually guilty of the misconduct. A staffing team should determine whether the student’s behavior is caused by the student’s disability and whether the conduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.

If the special education student’s conduct is not caused by the disability, the student may be expelled or suspended for a long-term period following written notice to the parent and pursuant to the diocesan expulsion hearing procedures. If the misconduct is caused by the disability and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school/diocese/parish.

Every effort shall be made to provide the parents/guardians, faith formation resources that they can use to help their child/young person grow in his/her faith.

Policy Adopted: February 12, 2003
Policy Reviewed: May 17, 2010
Policy Amended: March 21, 2013
Policy Revised: December 2015
Student Personnel

Joint use of facilities when disciplinary action terminates the rights of a school/parish student.

When the Catholic School and Faith Formation Program in a parish use the same facilities, both entities must work together to ensure the safety of the occupants. When a school student is placed on suspension or is expelled for dangerous behavior, the DFF/C, the DYM/C, or designated administrator of the parish should be informed of the extent of the disciplinary action and any restrictions placed on the youth regarding admittance to specific parish/school facilities after school hours for Faith Formation Programs. If the disciplinary action includes expulsion or a conditional suspension from the school, the DFF/C and/or the DYM/C should offer the family an alternative location for faith formation. The concerns that should be addressed as soon as possible include:

- Maintaining the safety of the students and staff,
- Protecting school/parish property,
- And providing an alternative means of faith formation for a youth who is no longer allowed in specific school or parish facilities.

Also, if disciplinary concerns warrant removal of a youth from the parish Faith Formation Programs that meet in the parish/school, the school principal should be notified so that he/she will be aware of the situation in the event that the youth applies for admittance into the Catholic school or enters school facilities.

The main parish worship space (church sanctuary, or temporary liturgical space) should not be included on a list of specific school or parish facilities that are off-limits to a suspended or expelled student. It should be explained to the student and his/her parents that they are welcomed and encouraged to participate in the Eucharist, Reconciliation and other liturgies, rites and activities that take place within the main parish worship space.

Policy Adopted: March 2007
Policy Revised: May 17, 2010
Policy Reviewed: December 2015
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

STUDENT PERSONNEL

Child Custody

It shall be the policy of the Diocesan Board of Education that all schools follow the provision of the Family Educational Rights and Privacy Act, which would apply in a particular way to divorced and separated parents. It is most desirable for the student that parents present a united front in reference to the child’s education. Both parents will have access to the records that are directly related to the child, unless the school has been provided evidence in a legally binding document that restricts such access.

When both parents have legal custody, they are joint decision makers for the child and each have parental rights to information and the file.

The parent with physical custody must provide the school with pertinent documentation relating to, if and when the school may release the child to the other parent.

This policy shall also apply to Faith Formation Programs.
STUDENT PERSONNEL

Child Custody/Student Records

The Family Educational Rights and Privacy Act establishes the parents’ and students’ right of access to and control of their child’s educational record. This means:

1) The school will make an effort to inform parents/guardians of student’s progress (report card). The parent with physical custody shall receive the report card. The other parent may receive the report card if he/she requests such. A fee may be assessed for copying and mailing if the school so desires.

2) The school is under no obligation to arrange a separate conference for the non-custodial parent.

3) The school is considered in compliance if it makes all parental contact through the custodial parent.

4) Non-custodial parents may request to view the school records and shall be allowed to do so unless prohibited by court order.

This regulation shall also apply to Faith Formation Programs.

Regulation Adopted: July 16, 2001
Regulation Revised: June 5, 2002
Regulation Reviewed: May 17, 2010
Regulation Reviewed: December 2015
PROGRESS REPORTS AND CONFERENCES K-12

The Board of Education recognizes the following objectives or purposes of a system of student reporting practices:

1. To inform parents of the progress made by their children.
2. To bring parents into closer understanding of the work of the school.
3. To record for pupils their growth or achievement.
4. To assist pupils in evaluating their growth or achievement.
5. To assist the pupil, the parents, and the school in working cooperatively for the welfare of the pupil.

The Principal, with assistance from the teaching staff, shall develop and periodically review a report card for evaluating and reporting pupil progress to parents. Students shall receive progress reports on a regular basis, and with ample time before the end of each grading period. Where feasible schools will provide parent portals to view progress. Parents/Guardians of students who are doing poorly shall be notified prior to the end of each grading period in order for the students to have an opportunity to improve his/her grades. The board encourages the notification of students who have made marked improvement prior to the end of the semester.

Parent-teacher conferences shall be scheduled during the first semester and at any other time when requested by teacher or parent.

Legal Reference: Iowa Code § § 256.11, .11A; 280 (1995) 281 I.A.C. 12.3(6), .3(7); .5(16).

Policy Adopted: February 12, 2003
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
PREGNANT STUDENTS

The School Board of Education and administration will not object to the presence of pregnant students and encourages pregnant students to continue to attend school as long as they are physically able to do so.

A pregnant student is encouraged to notify the Principal and/or someone on the administrative staff as soon as she is aware of the pregnancy. The school may require that a pregnant student provide the principal with a written note from her doctor relative to special conditions that might exist and specific instructions as to how long the student may continue to attend classes. If the student is unable to attend school because of her physical condition, the student may be excused and arrangements made to continue her studies during her absence. The student may resume classes upon the recommendation of her physician.
Married Students

Diocesan Board of Education will not object to the presence of married students in high school. The presence of married students should be decided by the local board. Each case should be considered individually by the local board in conjunction with the individual’s pastor. The pastor, principal and faculty should be consulted before a final decision is made. Whenever a decision is made which limits attendance or participation in an activity, scholastic, extracurricular or otherwise, a copy of such decision shall be immediately transmitted to the Diocesan Board of Education.

This policy must be enforced with equity between the genders.
STAFF PERSONNEL and Students

Corporal Punishment Ban

It shall be the policy of the Diocesan Board of Education that no school/fait formation program employee/volunteer shall “inflict, or cause to be inflicted, corporal punishment upon a student.”

Corporal punishment is defined to mean the intentional physical punishment of a student. It includes the use of unreasonable or unnecessary physical force, or physical contact made with the intent to harm or cause pain. It does not include:

- Verbal recrimination or chastisement.
- Reasonable requests or requirements of a student engaged in physical education or extra-curricular activities.
- Detention in a seat, classroom or other part of a school/parish facility unless the detention is accomplished by material restraints.
- Use of force to quell a disturbance, to prevent physical harm to another, to take away a weapon or other dangerous object, for protection of property, for prevention of self-inflicted harm, for the removal of a disruptive student.

(Iowa Code Section 280.21)
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 512

Dress Code

All Catholic schools shall utilize a defined uniform or dress code. The Principal is responsible for the establishment, promulgation, and enforcement of the uniform policy/dress code for all students. The policy shall be non-discriminatory.

Legal Reference: Iowa Code § 256.11, .11A; 280 (1995) 281 I.A.C. 12.3(6), .3(7), .5(16).

Policy Adopted: February 12, 2003
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
Class Size

The local parish/school board is responsible for determining maximum class size and student/teacher ratio. The educational needs of the students and the overall instructional quality of the class shall be considered when determining class size.

Legal Reference:  Iowa Code § 256.11, .11A; 280 (1995) 281 I.A.C. 12.3(6), .3(7); .5(16).
STUDENT PERSONNEL

Student Medication Administration

Some students may need prescription and nonprescription medication to participate in their educational program. These students shall receive medication consistent with their educational program. Medication shall be administered when the student’s parent or guardian (hereafter “parent”) provides a signed and dated written statement requesting medication administration and the medication is in the original labeled container, either as dispensed or in the manufacturer’s container.

When administration of the medication requires ongoing professional health judgment, an Individual Health Plan (IHP) shall be developed by the licensed health personnel with the student and the student’s parent. Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student’s parent shall be kept on file requesting co-administration of medication, when competence has been demonstrated. By law, students with asthma or other airway constricting disease may self-administer their medication upon approval of their parents and prescribing physician.

Person administering medication shall include the licensed registered nurse, parent, physician, and persons who have successfully completed a medication administration course. A medication administration course and periodic update shall be conducted by a registered nurse or licensed pharmacist, and a record of course completion will be kept on file at the agency.

A written medication administration record shall be on file including:

- Date;
- Student’s name;
- Prescriber or person authorizing administration;
- Medication;
- Medication dosage;
- Administration time;
- Administration method;
- Signature and title of person administering medication; and
- Any unusual circumstances, actions, or omissions

Medication shall be stored in a secured area unless an alternative provision is documented. Emergency protocols for medication-related reactions shall be posted. Medication information shall be confidential information.

Students requiring medication while on a field trip shall provide the licensed staff member who is in charge of the field trip with a copy of the School Medication Authorization Form.

Parents/guardians may administer medication and/or over-the-counter medications at school to their own child without any request form. Teachers and other licensed personnel or secretaries so designated by the administrator may administer medication.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

This policy shall also apply to Faith Formation Programs.
Note: This law reflects the Iowa Department of Education’s special education administrative rule regarding administration of medication. Since there are no rules addressing students not receiving special education services, IASB has written the sample policies and regulations to address all students. Iowa law requires school districts to allow students with asthma and other airway constricting disease to carry and self-administer their medication as long as the parents and prescribing physician approve. Students do not have to prove competency to the school district, the consent form is all that is required. Schools districts that determine students are abusing their self-administration can either withdraw the self-administration or discipline the student.

Legal Reference:
§124.101(1), Code of Iowa
§147.107, Code of Iowa
§155A.4(2), Code of Iowa
§280.23, Code of Iowa
§280.16, Code of Iowa
Education [281.]-§41.12(11) IAC
Pharmacy [657]-§8.32(124, 155A), IAC
Nursing Board [655]-§6.2(152), IAC
STUDENT PERSONNEL

Student Medication Administration Guidelines

Qualified designated personnel may administer medication with the following conditions:

1. Prescriber’s written authorization. The legal prescriber’s directions on the prescription or non-prescription label specify the student, medication dosage, administration instructions, and date.

2. Parents’ written authorization. A parental signed, dated, statement on file at school authorizing medication administration in accord with the prescription or non-prescription medication instructions. The authorization includes a statement on side effects experienced, possible side effects, individual instructions, permission to contact the prescriber as needed, and permission to share medication information with appropriate school personnel. Medication administration authorizations are renewed annually and updated immediately as changes occur. A school nurse and/or school employee may accept a faxed parent or health provider signature requesting medication administration or any change in medication administration as long as the nurse or employee doesn’t have any question about the authenticity of the signature.

3. The parent will safely deliver the medication to and from school, and the parent will be notified when more medication is needed.

4. The labeled medicine is in the original container with the original label as dispensed or the manufacturer’s label. The parent provides the labeled medication and supplies.

5. Ongoing communication among the individuals administering medication.

6. Confidentiality of medication information.

7. Maintain a record of administration.

8. Store medication in a secure area or as authorized.

9. Advise the parent or guardian at the completion of medication administration to arrange for safe delivery of all unused medication back to the home. Return all unused medication to the parent or guardian by the method he/she arranges. If medication is still at the school 14 days after the end of the school year due to the parent or guardian not making the necessary arrangements, the medication may be discarded by school staff.

Iowa law requires school districts to allow students with asthma or other airway constricting disease to carry and self-administer their medication as long as the parents and prescribing physician approve. Students do not have to prove competency to the school district. School districts that determine students are abusing their self-administration can either withdraw the self-administration or discipline the student. In order for a student to self-administer asthma or medication for an airway constricting disease:

- Parent/guardian provides signed, dated authorization for student medication self-administration.
- Physician (person licensed under chapter 148, 150, or 150A, physician, physician’s assistant, advanced registered nurse practitioner, or other person licensed or register to distribute or dispense a prescription drug or device in the course of professional practice in Iowa in accordance with section 147.107, or a person licensed by another state in a health field in which, under Iowa law, licensees in this state may legally prescribe drugs) provides written authorization containing purpose of the medication, prescribed dosage, times or special circumstances under which the medication is to be administered.
- The medication is in the original container as dispensed or the manufacturer’s labeled container containing the student name, name of the medication, directions for use, and date.
- Authorization is renewed annually. If any changes occur in the medication, dosage or time of administration, the parent is to immediately notify school officials and the authorization shall be reviewed as soon as practical.

The school and its employees are to incur no liability, except for gross negligence, as a result of any injury arising from self-administration of medication by the student. The parent or guardian of the student shall sign a statement acknowledging that the school and its employees are to incur no liability, except for gross negligence, as a result of self-administration of medication by the student as established by Iowa Code 280.16.
Non-prescription Medication
Non-prescription medication administered at school may include a standing authorization with specific guidelines, administration circumstances, when the medication may be given, and other specifications. The same authorization form as used for prescription medication will be used for non-prescription medication with the exception that a prescriber is not necessary.

Uncommon situations
The school has a plan for uncommon medication administration situations. These situations result in the student not receiving the specified medication and are a medication administration incident requiring an Incident Report. General actions include:

1. Observe and document the situation.
2. Initiate the school’s guidelines (see 6-10 below).
3. Notify the parent as soon as possible and determine if a nurse or other health care provider needs to be contacted.
4. Notify the administrator.
5. Document the situation and file a written incident report.
6. Refusal—Notify the student’s parent, document the incident, and file an incident report.
7. Vomiting—Report to the parent. Include the student’s name, age, medication, dosage, time lapse since medication administration and vomiting, and if the medication was visible or intact in the vomitus. Document the incident, and file an incident report.
9. Not swallowed—When the student has difficulty swallowing medication actions may include the following. Give one medication at a time with adequate fluids. Place the medicine on the back of the tongue. Give with food or crushed only if directed (effectiveness may be lost if crushed). Report to the parent. Describe the circumstances. Document the incident, and file an incident report.
10. Spilled or Lost—Report to the parent. Describe the circumstances. Document the incident, and file an incident report.
11. Return the medication to the parent (do not dispose of medication at school).

Field trips
A plan for administering medication while a student is on a field trip and in school activities is necessary. Ideally, a qualified designated person should accompany children with medications on field trips. However, this may not always be possible. The school nurse may decide to provide specific medication administration education to a select person who will be responsible for medication on the field trip or at the activity. The nurse or qualified designated personnel administer medication and prepare the medication. Medication is poured into a small-labeled envelope and sealed. The envelope label includes the student name, teacher and classroom, medication, dosage, time to administer, and an identified space to document medication administration. The person designated to administer the medication keeps the medication in a secure place. On returning to school following the activity, the qualified designated personnel returns the signed empty envelope and documents administration including the student, date, time, and signature.
Parent Authorization Form for the Administration of Medication (sample)

Student’s Name (Last)  (First)  (Middle)  

Birthday  Date  

School medications and health services are administered following these guidelines:  
- Parent has provided a signed, dated authorization to administer medication and/or provide the health service.  
- The medication is in the original labeled container as dispensed or the manufacturer’s labeled container.  
- The medication label contains the student name (if prescription medication), name of the medication, directions for use and date.  
- Authorization is renewed annually and immediately when changes occur.  

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<tr>
<th>Medication/Health Care</th>
<th>Dosage</th>
<th>Route</th>
<th>Time at School</th>
</tr>
</thead>
</table>

Administration Instructions:  

Special Directives, Signs to Observe, and Side Effects:  

Discontinue/Re-evaluate/Follow-up Date:  

Prescription Medication Only

Prescriber  Date  

Prescriber’s Address  Prescriber’s Emergency Phone

I request the above student receive medication and/or health service at school and school activities by qualified staff, according to the prescription or nonprescription instructions, and a written record be kept. Special considerations are noted above. The information is confidential according to the Family Education Rights and Privacy Act (FERPA) and school personnel needing to know have access to the information. I agree to coordinate and work with school personnel and prescriber when questions arise. I agree to provide safe delivery of medication and equipment to and from school and pick up remaining medication and equipment.

Parent/Guardian Signature  Date  

Parent/Guardian Address  Home Phone  

Additional Information  Work Phone/Other Phone
Self-Administration Authorization at _____________________: Asthma or Airway Constricting Medication

Student’s Name (Last) (First) (Middle) Birthday Date

In order for a student to self-administer asthma or medication for an airway constricting disease:

- Parent/guardian provides a signed, dated authorization for student self-administration.
- Physician (person licensed under chapter 148, 150, or 150A, physician, physician's assistant, advanced registered nurse practitioner, or other person licensed or registered to distribute or dispense a prescription drug or device in the course of professional practice in Iowa in accordance with section 147.107, or a person licensed by another state in a health field in which, under Iowa law, licenses in this state may legally prescribe drugs) provides written authorization containing purpose of the medication, prescribed dosage, times or special circumstances under which the medication is to be administered.
- The medication is in the original labeled container as dispensed or the manufacturer’s labeled container containing the student name, name of the medication, directions for use, and date.
- Authorization is renewed annually. If any changes occur in the medication, dosage or time of administration, the parent is to immediately notify school officials and the authorization shall be reviewed as soon as practical.

Provided the above requirements are fulfilled, a student with asthma or other airway constricting disease may possess and use the student’s medication while in school, at school-sponsored activities, under the supervision of school personnel, and before or after normal school activities, such as while in before-school or after-school care on school-operated property. If the student abuses the self-administration policy, the ability to self-administer may be withdrawn by the school or discipline may be imposed.

The school and its employees are to incur to liability, except for gross negligence, as a result of any injuring arising from self-administration of medication by the student. The parent/guardian of the student shall sign a statement acknowledging that the school is to incur no liability, except for gross negligence, as a result of self-administration of medication by the student as established by Iowa Code 280.16.

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<th>Time at School</th>
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</thead>
</table>

Purpose of Medication/Administration Instructions: ____________________________________________________________

Special Circumstances: ________________________________________________________________

Discontinue/Re-evaluate/Follow-up Date: ________________________________

To be completed by a prescriber:

Prescriber ________________________________ Date ________________

Prescriber’s Address ________________________________ Prescriber’s Emergency Phone ________________________________

- I request the above student possess and self-administer asthma or other airway constricting disease medication(s) at school and in school activities according to the authorization and instructions.
- I understand the school and its employees acting reasonably and in good faith shall incur no liability for any improper use of medication or for supervising, monitoring, or interfering with a student’s self-administration of medication.
- I agree to coordinate and work with school personnel and prescriber when questions arise or relevant conditions change.
- I agree to provide safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment.
- I agree the information is shared with school personnel in accordance with the Family Education Rights and Privacy Act (FERPA).
- I agree to provide the school with back-up medication approved in this form.
Medication Incident Report (sample)

Student: __________________________       DOB: __________       Grade: __________

Medication(s): _______________________       Dosage: ________________

Time medication to be administered: ________________________________

Date of incident: ________________________________

Reason for report: (Ex: missed medication, wrong medication, etc. Give detailed report as to how incident happened.)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Action taken/intervention: ________________________________

Name of parent/guardian notified: ________________________________

Time and date of notification: ________________________________

Building nurse notified? ___ Yes ___ No   Name of nurse notified: ________________________________

Name of building administrator or Teacher in charge notified who was notified: ________________________________

Building administrator/Teacher in charge signature: ________________________________

Printed name of person preparing report: ________________________________

Signature of person preparing report: ________________________________

Follow-up contact/care: ________________________________
Search and Seizure

It is the philosophy of the Diocese of Davenport to operate its educational institutions in a Catholic, orderly manner. The presence of contraband on school/faith formation program property or on the person of a student attending school/faith formation program is not consistent with this philosophy; therefore the Diocese of Davenport hereby adopts the following policy relating to periodic inspection, to the search of students, and/or protected student areas:

Search of student and/or Protected Student Area by School/Parish/Diocesan Program Official

1. The Board of Education/Faith Formation Committee of the school/parish/diocesan program shall establish a procedure for the search of a student or protected student area. This procedure shall be published in the Student Handbook of the school/parish/diocesan program. A school/parish/diocesan program official may search individual students and individual protected student areas if both of the following apply:
   a. The official has reasonable grounds for suspecting that the search will produce evidence that a student has violated or is violating either the law or a school/parish/diocesan program rule/regulation.
   b. The search is conducted in a manner which is reasonably related to the objectives of the search and which is not excessively intrusive in light of the age and gender of the student and nature of the infraction.

2. A search may not be made which is unreasonable in light of the following:
   a. The age of the student;
   b. The nonseriousness of the violation;
   c. The nature of the suspected violation;
   d. The gender of the student.

3. A school/parish/diocesan program official shall not conduct a search which involves:
   a. A strip search;
   b. A body cavity search;
   c. The use of a drug sniffing animal to search a student’s body.

4. Searches of a protected student area as defined in 4a and 4b below by a school/parish/diocesan program official shall:
   a. Be conducted by a school/parish/diocesan program official of the same gender as the student being searched;
   b. Be witnessed by another adult of the same gender as the student being searched.

School/parish/diocesan program officials may conduct periodic inspections of all, or a randomly selected number of, school/parish/diocesan program lockers, desks and other facilities or spaces owned by the school/parish/diocesan program and provided as a courtesy to a student. The furnishings of a school/parish/diocesan program locker, desk or other facility or space owned by the school/parish/diocesan program and provided as a courtesy to a student shall not create a protected student area, and shall not give rise to an expectation of privacy on a student’s part with respect to that locker, desk, facility or space. Allowing students to use a separate lock on locker, desk or other facility or space owned by the school/parish/diocesan program and provided to a student shall not give rise to the expectation of privacy with respect to that student’s facility or space.
However, each year when the school/parish/diocesan program begins, the school/parish/diocesan program shall provide written notice to all students and the students’ parents, guardians or legal custodians that school/parish/diocesan program officials may conduct periodic inspections, without prior notice, of school/parish/diocesan program lockers, desks and other facilities or spaces owned by the school/parish/diocesan program and provided as a courtesy to a student. Such an inspection shall occur in the presence of the student whose lockers are being inspected or in the presence of at least one other adult.

**Students Search by Peace Officer:**

The search of a student or of a protected student area by a peace officer who is not a school/parish/diocesan program official, or by a school/parish/diocesan program official at the invitation or direction of a peace officer who is not a school/parish/diocesan program official, shall be governed by the statutory and common law requirements for police searches.

**Definitions:**

1. “Student” means a person enrolled in, or participating in, a school/parish/diocesan program for any of grades preschool through twelve.

2. “School/parish/diocesan program official” means an employee or volunteer responsible for the supervision or security of the school/parish/diocesan program.

3. “Contraband” includes substances or items which, if found on school/parish/diocesan program/diocesan property, violate the law and school/parish/diocesan regulations, or are detrimental to, an orderly environment. Contraband includes, by way of illustration, but is not limited to, drugs, narcotics, tobacco, liquor, weapons and stolen property. It consists of substances or items which may cause a substantial disruption of the school/parish/diocesan environment, and/or which present a threat to the health and safety of the students and staff.

4. “Protected student area” includes, but is not limited to:
   a. A student’s body;
   b. Clothing worn or carried by a student;
   c. A student’s pocketbook, briefcase, duffel bag, book bag, backpack, knapsack, or any other container used by a student for holding or carrying personal belongings of any kind, and in the possession or immediate proximity of the student.

5. “Student search policy” means a policy established by the authorities in charge of the school/parish/diocesan program controlling the manner of the searching of students or protected student areas. To be valid, a student search policy shall require that all searches of students or protected student areas be reasonably related in scope to the circumstances which gave rise to the need for the search and based upon consideration of relevant factors which include, but are not limited to, the following:
   a. The nature of the violation for which the search is being instituted;
   b. The age or ages and gender of the students who may be searched pursuant to the policy;
   c. The objectives to be accomplished by the search.

Sec: Iowa Code Section 808A.1 (2001)
School Attendance

SCHOOL ABSENCE

Students enrolled in the Davenport Diocesan Catholic schools are required to attend school each day that schools are in session during the school year.

The school laws of the State of Iowa require school attendance and the Diocesan Catholic schools follow the school laws for the State of Iowa. Frequent and prolonged absence is a serious handicap to the student as well as the entire school. Attendance is the responsibility of the student and his/her parent(s) or guardian(s). Frequent absences will lower the grade of a student and excessive absences may cause the student to be dropped from a class or to repeat a grade. When excessive absences are noted, a parent conference will be set up to discuss the consequences of excessive absenteeism.

All students are expected to arrange jobs, medical appointments and other personal appointments after school hours. In those cases where this is not possible, the early release permission must be obtained from an administrator. Only in emergency and exceptional cases will early releases permit a student to miss a class. All class work must be made up if credit is to be obtained for assignments missed. Make up work must be planned with school personnel. The full responsibility for make-up work resulting from absence shall be assumed by the parents/guardians and the child. Teachers will cooperate with parents and students to make assignments available. For cases other than personal serious illness in the home or death in the family, arrangements for the absence must be made in advance.

EXCUSES FOR ABSENCE

It shall be the responsibility of the parent or guardian to notify the student’s school as soon as the parent/guardian knows the student will not be in attendance on a given day.

The Diocesan policy for excused absences requires a written excuse or telephone contact with parents or legal guardians for all students under the age of 18 stipulating the cause of the absence. The school shall contact the parent/guardian if they have not received notification of the student’s absence. The purpose of the contact is to inform the parents/guardians of the absence. All absences will be recorded and a record kept. Procedures shall be established by the school administration.

Any child may be excused for any part of the day for an appointment with a dentist, doctor, Community Health Care Center, or visiting nurse, providing the child is present for a part of the one-half day in which the appointment takes place in order to receive credit for that one-half day’s attendance.

TRUANCY

Any child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age. Any child in this age group failing to attend school regularly without a reasonable excuse for absence, as provided by the State Code of Iowa, shall be deemed to be a truant.

In such a case, the truant officer may be notified and he/she shall enforce the laws provided by the State Code of Iowa.
STUDENT PERSONNEL

Accident/Injury

It shall be the policy of the Diocesan Board of Education that all faith formation programs, schools and youth ministry programs of the parishes, institutions and dioceses make and permanently maintain adequate documentation of all accidents and/or injuries of students for the protection of all involved. (Except minor scrapes on the playground, etc.)

These records must be available to program administrators and stored in a central location of the parish/institution.

In addition, accidents/injuries should be reported to the parish’s/institution’s liability insurance company.

☐ Inform Diocese of Davenport
☐ Inform Insurance Company
STUDENT PERSONNEL

Accident/Injury Report

The school/daycare/parish should make a report that contains the following information:

Accident Report for Injuries

Complete this report for all accidents/injuries. This report is for information only. All claims should be reported immediately. Please read each question carefully, and answer all questions as completely as you can. Please do not leave any blanks, unless the question does not apply.

Name of School/Daycare/Parish: __________________________ Date: __________________

Address of School/Daycare/Parish: ______________________________________________________

Name of Person Injured: ____________________________ Time of Accident: __________

Address of Injured: ____________________________ Injured Phone: __________________

M or F Age: __________ What was happening at the time of accident? __________________________

Location of the Accident: ____________________________ (ex: playground, parking lot, etc)

Apparent Cause: ____________________________

Nature of Injury: ____________________________

First Aid Treatment Administered: ____________________________

Name of Person Administering Aid: ____________________________ Taken to the Hospital? Y or N

By: ____________________________

Parents’ Name (if Minor): ____________________________ Time Parents Were Notified: __________

Parents not Notified (Give Reason): ____________________________

Persons Who Witnessed the Accident:

<table>
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<th>NAME</th>
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</table>

School/Daycare/Parish Person Making Report: ____________________________ Title: ____________________________

Phone number: ____________________________ Email: ____________________________

Signature: ____________________________ Inform Insurance Company

Additional information may be given on reverse side of this form. Additional sheets may be used.
Incident

It shall be the policy of the Diocesan Board of Education that all faith formation, school and youth ministry programs of the parishes, institutions and diocese make and permanently maintain adequate documentation of all incidents or injuries of students for the protection of all involved.

These records must be available to program administrators and stored in a central location of the parish/institution.

An incident is defined as: action or episode involving persons that may have serious results. These may involve:
   a) an action which creates an unsafe or uncomfortable situation;
   b) an action which violates the rules, regulations or policies of the parish, institution or diocese; or
   c) an action which violates the mission or overall philosophy of the Catholic Church.
STUDENT PERSONNEL

Incident Report

The parish/institution should make a report that contains the following information:

1. Name of Involved Party (ies), address and phone number;
2. Names, addresses and phone numbers of witnesses, if there were any;
3. Description of the Incident in as much detail as possible including what injured was doing, the chain of events, who was involved, where accident happened, date and time of accident, etc;
4. Names and phone numbers of local person(s) who conducted the investigation;
5. Signature and date of Program Administrator.

OR

Complete this form:

INCIDENT REPORT FORM

Location of Incident: ___________________________ Date_________ Time______________

With Whom: _______________________________________________________________________

Filed By: _________________________________________________________________________

Description of Incident: _____________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Action Taken: ______________________________________________________________________
__________________________________________________________________________________

Preventive Measures for Future: ______________________________________________________
__________________________________________________________________________________

Signature: _________________________________ Title: ________________________________

Regulation Adopted: July 16, 2001
Regulation Revised: June 5, 2002
Regulation Reviewed: May 17, 2010
Regulation Reviewed: December 2015
STUDENT PERSONNEL

Student Records Retention

A permanent office record and cumulative record of pupils must be kept. Student records shall be kept confidential, “unless otherwise ordered by the court, by the lawful custodian of the records, or by another person duly authorized to release such information.” (Iowa Code § 22.7.) Release of information found on these records must be in compliance with state and federal guidelines.

If a diocesan high school closes, the permanent records from that school are to be maintained in a fireproof file in the affiliate elementary school office, unless the school combines with another diocesan high school to form a new entity, in which case it is stored at the new school. In the event that an elementary school closes, the records remain in the offices of the parish in which the elementary school operated. In the event of a consolidation, the records from the schools joining the consolidation are to be kept either in the central office of the consolidated elementary school, or in the offices of the individual parishes of the consolidation. In the event that a parish closes, the Superintendent of Schools is consulted for disposition of school records.

Catechetical Programs

In the event of a consolidation, the records from the catechetical program joining the consolidation are to be kept either in the central office of the consolidated catechetical program or in the offices of the individual parishes joining the consolidation. In the event that a parish closes, the diocesan Office of Faith Formation should be consulted for disposition of permanent catechetical program records.

State Standard 12.3(4) Student records. Each board shall require its administrative staff to establish and maintain a system of student records. This system shall include for each student a permanent office record and a cumulative record.

The permanent office record shall serve as a historical record of official information concerning the student’s education. At a minimum, the permanent office record should contain evidence of attendance and educational progress, serve as an official transcript, contain other data for use in planning to meet student needs, and provide data for official school and school district reports. This record is to be permanently maintained and stored in a fire-resistant safe or vault or can be maintained and stored electronically with a secure back-up file.

The cumulative record shall provide a continuous and current record of significant information on progress and growth. It should reflect information such as courses taken, scholastic progress, school attendance, physical and health record, experiences, interests, aptitudes, attitudes, abilities, honors, extracurricular activities, part-time employment, and future plans. It is the working record used by the instructional professional staff in understanding the student. At the request of a receiving school or school district, a copy of the cumulative record shall be sent to officials of that school when a student transfers.

For the sole purpose of implementing an interagency agreement with state and local agencies in accordance with Iowa Code § 280.25, a student permanent record may include information contained in the cumulative record as defined above.

The board shall adopt a policy concerning the accessibility and confidentiality of student records that complies with the provisions of the federal Family Educational Rights and Privacy Act of 1974 and Iowa Code chapter 22.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

STUDENT PERSONNEL

Student Records, Accessibility and Confidentiality

In accordance with Iowa Code Section 256.7 Chapter 12.3(6), it shall be the policy of the Diocesan Board of Education that each school establish and maintain a system of pupil records which include:

a. A permanent record (the official information concerning the pupil’s education, i.e. attendance and education progress, serves as an official transcript, all data used to plan for the pupil’s educational needs). This is to be permanently maintained and stored in a fire-resistant, locked file or safe.

b. A cumulative record (continuous and current record of progress and growth; i.e. courses taken, progress, attendance, physical and health record, interests, attitudes, abilities, honors, extracurricular activities – the working record). This may be sent to a receiving school.

c. Or a record, which includes all of the information, required for a permanent record and a cumulative record. A copy of this record could be sent to a receiving school and the original must be permanently retained in the school.

It shall be the policy that parents or legal guardians of students under age 18 have the right to inspect and review their child’s educational records, including a right to copy the records for a reasonable fee. They also have the right to ask the school to amend the child’s educational records if they feel the information in the records is misleading or inaccurate. Should the school refuse to amend the records, they have a right to a hearing and to place an explanatory letter in the child’s file explaining why they feel the records are misleading or inaccurate. Any student age 18 or older has the same rights regarding his/her own educational records.

Disclosure of any student records shall not be made unless there is written consent of the parents/legal guardian(s) for students under age 18, written student consent for students 18 years or older, a judicial order or a request of a receiving school. If a school wishes to release records to a receiving school without written permission, notice of such practice must be placed in the student/parent handbook.
Students

HEALTH RECORDS

It shall be the policy of the Diocesan Board of Education that each school maintain a school health services program which provides at least:

1. maintenance of student health records;
2. emergency health procedures and responsibilities;
3. periodic assessment of areas such as hearing and vision; and
4. procedures for dispensing of prescription medication.

It shall also be the policy of the Diocesan Board of Education that each school utilize the health services provided by local Area Education Agencies and other health services provided by local/regional/state agencies if such services are available to the nonpublic school students of Iowa.
COMMUNICABLE DISEASES

Classification: Student Personnel

The Diocesan Board of Education recognizes that some students with a communicable disease, as defined by the Federal Center for Disease Control and the Iowa State Department of Health, may be able to attend school/faith formation programs without creating a risk of transmission of the illness or other harm to students or employees. The board also recognizes that there may be greater risks for the transmission of a communicable disease for some persons than for other persons infected with the same disease.

It shall be the policy of the Diocesan Board of Education that these special conditions -- the risk of transmission of the disease, the effect upon the educational program, and the effect upon the student – shall be considered in assessing the student’s continued attendance at school/faith formation programs. Responsibility for this assessment rests with the program administrator in consultation with the appropriate diocesan administrator. The Administrator shall consult with the director of the diocesan office to which the program relates (religious education, schools, youth ministry). The Diocese reserves the right to require a physician’s statement before readmitting a student following contagious illness.

Health data of a student is confidential and released only as allowed by law. It shall not be disseminated without strict observance of the student’s right to privacy.

In Catholic schools, it shall be the responsibility of the building principal, in conjunction with the school nurse, to inform the public, staff, and students about communicable diseases and related issues. The principal shall provide for notification to the proper legal authorities about the presence of a communicable disease.
Acquired Immune Deficiency Syndrome

“As members of the Church and society, we have a responsibility to stand in solidarity with and reach out with compassion and understanding to those exposed to or experiencing this disease.” (Administrative Board of the United States Catholic Conference). Faithful to the Gospel and responsible in a manner consistent with the best medical and scientific information available, the Diocesan Board of Education has as its policy that:

1. No prescreening or testing for the purpose of detecting HIV infection will be utilized, nor will admission, enrollment, or continued attendance of any student be conditioned on providing proof that the student is free from HIV infection.

2. Students who are identified as being infected with the human immunodeficiency virus will be allowed to attend programs in an unrestricted setting unless conditions arise in the program that place an infected student at risk of special health hazards, or the student is too ill to attend.

3. Decisions regarding educational management shall be shared utilizing expertise of the student’s physician, parent or guardian, school nurse, public health personnel, and the program administrators.
   a. The administrator shall be responsible to notify, with signed and specific parental consent, only those members of the staff who, in the administrator’s discretion, have substantial contact with the student.
   b. Confidentiality must be maintained at all times.
      1) Notes regarding student’s physical condition shall be maintained separate from cumulative record.
      2) Notification of staff identified in 3a. will be through direct person to person conversation and never in writing.
      3) Staff will be informed of its obligation to maintain confidentiality.

4. If conflict regarding educational arrangements for the student arises, the case shall be referred to the State Department of Health for review and consultation prior to the final decision being made by school authorities.

5. In-service education regarding AIDS and the AIDS associated virus (HIV) shall be provided school personnel.

6. Education regarding AIDS shall be provided with existing curriculum/guidance areas as directed by the Diocesan Office of Faith Formation or Superintendent of Schools.

7. All school/faith formation personnel shall receive instruction in the proper handling, treatment, and disposal of bodily fluids or wastes based upon Universal Precaution as recognized by medical professionals. These procedures shall be followed for all students, regardless of HIV status.
Weapons Policy

Weapons and other dangerous objects in Diocesan Parish and School Facilities cause material and substantial disruption to the school/parish environment or present a threat to the health and safety of students, employees and visitors on the premises or property within the jurisdiction of the school/parish.

School/parish facilities are not an appropriate place for weapons or other dangerous objects. Weapons or other dangerous objects shall be taken from students and others who bring them onto the school/parish property or onto property within the jurisdiction of the school/parish or from students who are within the control of the school/parish.

Parents/guardians of students found to possess a weapon or a dangerous object shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to law enforcement officials, and the student will be subject to disciplinary action including suspension or expulsion.

Students bringing a firearm to school/faith formation programs shall be expelled for not less than twelve months. The superintendent/director of faith formation shall have the authority to recommend this expulsion requirement be modified on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

As used in the policies, rules, regulations, codes, codes of conduct, and any other written documents of the Office of Director of Faith Formation and Education/Superintendent of Schools pertaining to the governing and operation of the schools, the term "weapon(s)" and "other dangerous objects" shall include, but shall not be limited to the following:

1. Pistols;
2. Revolvers;
3. Any other firearm meeting the definition of such under Public Law No. 103-227, including pistols, revolvers, rifles and shotguns;
4. Daggers;
5. Razors blades and blades for opening packets;
6. Stilettos;
7. A knife of any type or nature regardless of the composition of the materials used to make the knife;
8. Any object which is an offensive weapon as defined by Section 723.1, Code of Iowa 1993, or as so found by any interpretation of the Supreme Court of the State of Iowa;
9. Any object which is a dangerous weapon as defined by Section 702.7, Code of Iowa 1993, or as modified for a student on a found by any interpretation of the Supreme Court of the State of Iowa;
10. Any instrument designed primarily for use in inflicting death upon a human being or animal and which is capable of inflicting death upon a human being when used in the manner for which it was designed;
11. Any instrument or device of any sort whatsoever which is actually used in such a manner as to indicate that the user intends to inflict death or serious injury on another;
12. Starter pistols and any other mechanical device of any nature whatsoever designed for or capable of discharging blank rounds;
13. Pellet guns and air guns, whether the projectile is discharged by C02, air, or some other form of propellant;
14. Replicas and models of any type of firearm, whether or not said replicas and models are capable of discharging a projectile and of whatever construction or material. (This includes any object which appears when shown as if it is a pistol, revolver, firearm of any type. or any other "weapon" or "dangerous object" as defined herein.)
15. Any type of martial arts device including, but not limited to, throwing stars, numchucks, staffs, batons, or swords (wooden or metal);
16. Stun guns;
17. Ammunition or magazines for any firearm regardless of whether the ammunition is capable of being fired and regardless of whether the ammunition and magazines are installed a firearm, and regardless of whether the firearm is present;

18. Pipe bombs and any other explosive device including hand grenades, mines, and claymores regardless of whether or not any of said devices are, in fact, capable of exploding;

19. Any incendiary device, of any nature whatsoever, including but not limited to "Molotov Cocktails," and other fused containers of petroleum or explosive products designed to explode, regardless of whether or not said devices are capable of exploding;

20. Mufflers or silencers for any firearms regardless of whether the mufflers or silencers are installed on a firearm and regardless of whether the firearm is present;

21. Mace, pepper spray, gas of any nature propelled from any type of spraying device, and poison gas.

Weapons under the control of law enforcement officials shall be exempt from this policy. The program administrator may allow authorized persons to display weapons or other dangerous objects for educational purposes. Such a display shall also be exempt from this policy.

Student Personnel

Lodging

It shall be the policy of the Diocesan Board of Education that any overnight events involving youth be organized so that males and females sleep in different rooms or, in large room setting (e.g., gymnasium or parish hall), sleep on separate ends of the room.

Additionally, when sleeping in:

1. Dorm-style settings – there shall be both male and female supervisors appropriate to the size of the group and gender(s) of the youth.
2. Hotel settings – there shall be both male and female supervisors who must sleep in rooms separate from but nearby the youth appropriate to the gender(s) of the youth.
3. Campground settings – there shall be enough tents so that males and females sleep in separate quarters and that supervisors sleep in quarters separate from the youth appropriate to the gender(s) of the youth.
Home Instruction

It shall be the policy of the Diocesan Board of Education that parents/guardians choosing the competent private instruction (home schooling) option afforded them by the Iowa Code contact the local public school district to receive approval to educate their children at home. Catholic schools of the Diocese do not provide this option nor may they enter into any dual enrollment arrangement for any portion of the day with schools not accredited by the State of Iowa.

Rationale: The Catholic school represents an option for parents which provides a setting in which the student can continue to be formed in Catholic faith in a community strengthened by prayer and reaching out in service. Primary authority for programs of home schooling rests with the public school district which receives necessary funding and bears the responsibility for reporting the adequacy of such programs.

The Diocese of Davenport remains committed to operating schools accredited by the State of Iowa and, for this reason, will not become involved with non-accredited programs.

Policy Adopted: January 9, 1999
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Reviewed: August 2016
STUDENT PERSONNEL

Part Time Student

Diocese of Davenport Policy 600 of the Policies for Faith Formation and Education Programs does not allow part time enrollment in any of the diocesan approved Catholic Schools. The Diocesan Board of Education and the Bishop of the Diocese of Davenport will allow the implementation of a pilot program of part time enrollment at a diocesan approved school to be selected by the diocesan superintendent of schools for the 2016-17 school year.

Policy for Part time enrollment pilot project for the 2016-17 school year:

Definition of a part time student:
A part-time student is a 6th through 12th grade student who is currently receiving home instruction, is from a Catholic family actively involved in a parish, and is enrolled for at least one period but less than four of the total number of classes offered per day in a given school.

Part time-Enrollment Policy
A child must go through the admissions process of the local Catholic school to be enrolled as a part-time student. Part-time students must enroll in at least one class for the school year. Room must exist per the local Catholic school’s class size policy. The principal will make the final determination as to whether a student is accepted on a part-time status. The number of part-time spaces may be limited based upon space available due to full-time enrollment students. Priority will be given to all full-time enrolled students. Additionally:

- Part-time students are NOT eligible to earn a diploma from a diocesan Catholic High School.
- All full time students are required to take a religion class. The local Catholic school may require that a religion class be taken by the part time student in addition to any other class they wish to enroll in.
- The part-time student must adhere to all attendance policy, behavior, and academic performance standards required of all students.
- The student must dress appropriately for attendance at a diocesan Catholic High School. The local Catholic school will determine the actual dress code.
- The student will be encouraged yet not required to participate in various spiritual formation opportunities (school mass, adoration, bible studies, retreats, or community service).
- Part-time students are expected to follow the school schedule and attend class according to the approved school calendar for the academic year.
- Parents will be expected to volunteer a share proportionate to the expectation of the full-time requirement for parents.
- Any student enrolling in more than three classes will be considered a full time student and must pay full tuition.
- Students enrolled on a part time basis will not receive STO funds.

Transportation
Parents or legal guardians for any student enrolled on a part –time basis will have sole responsibility for transportation to and from school.

Fees, Registration, Tuition
All full time students who attend Catholic schools must pay tuition. The same will be true for students enrolled part-time. The local Catholic school will determine what fees, registration costs and tuition is applicable for a part-time student. Those fees during the pilot program must be approved by the diocesan superintendent of schools.

Extra-Curricular Activity Participation
All full or part-time enrolled students must strictly adhere to the guidelines set forth by the Iowa Department of Education, The Iowa High School Girls Athletic Union or the Iowa High School Boys Athletic Association for participation in extracurricular activities. The local Catholic school will make the determination as to whether part time students may participate in extracurricular sports.

Policy Adopted: August 2016
FAITH FORMATION PROGRAMS

We affirm and recognize the role of parents/guardians as first educators of their children. At the same time, the role of Bishop as Chief Catechist includes responsibility to ensure that all materials used in faith formation are in full conformity with the teachings of the Church.

Parent/guardians and children are expected to participate in the faith formation programs in the parish/regional system, which have been approved by the Diocesan Office of the Director Faith Formation.

Financial hardship should not be a deterrent to enrolling a child in the parish/regional program nor should be considered a reason for not enrolling a child in the parish/regional program.

Regulations:

1. The Diocese must approve programs and materials. If the parish/regional programs use family supplemental materials, the parents/guardians are expected to include them in the instruction of their child.
2. Approved faith formation programs must include a parish/regional component involving participants gathering periodically for information, faith sharing, community building, and service opportunities.
3. Parents/guardians are to participate in the parish sacramental preparation programs and sacramental celebrations according to the guidelines of each parish in accordance with diocesan policies and regulations.
EDUCATIONAL PROGRAMS

Homework Guidelines

The board of education for the Diocese of Davenport recognizes the importance and the role of homework. Each local Catholic school entity shall establish a homework philosophy and policy that fits the needs of the local Catholic school.

Diocesan Philosophy on Homework

Homework is one strategy for extending the school day and increasing the amount of time students spend learning. It is an integral part of their educational program that contributes to good study habits, self-discipline, personal initiative, independence, and responsibility as well as providing a vital link between teacher, child and the home.

The board of education for the Diocese of Davenport believes homework should be structured so that it is meaningful to the student, clear in purpose, and has a high probability of success. All homework should provide feedback to the student by being reviewed in class or corrected and returned by the teacher.
EDUCATIONAL PROGRAMS

School Calendar

In the State of Iowa students may not begin classes prior to August 23 of any given school year. Catholic school personnel may be required to work prior to this date as mandated by their individual contract or work agreement.

It is the responsibility of the local president or principal(s) to develop a school year calendar for recommendation, approval and adoption by the board annually.

The academic school year for students is for a minimum of one hundred eighty days or 1080 hours in the school calendar. Our local Catholic schools provide education in several communities and rely on local public schools for bussing. Therefore each local Catholic school in the Diocese of Davenport will have a calendar adopted by the local Catholic school board of education that best suits the needs of the local Catholic school. Each local school board will adopt either the hours or days model. A copy of the local Catholic school adopted calendar will be sent to the Office of Catholic Schools for the Diocese of Davenport.

It is the responsibility of the President or principal of each school to account for the hours or days of instruction for their individual school. The president or principal will recommend hours or days that need to be made up due to inclement weather to the board of education, keeping in mind the law and the importance of instructional time for students.

The board, in its discretion, may excuse graduating seniors from up to five days or 30 hours of instruction after the district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school’s requirements for graduation.

Kindergarten

The number of instructional days or hours within the school calendar and the length of the school day for kindergarten shall be defined by the authorities in charge (Board of Education) of each local accredited nonpublic school (Catholic) that operates a kindergarten program.
EDUCATIONAL PROGRAMS

School Day

Definitions:

Hour- is 60 minutes of instruction excluding lunch.
Day- is six hours of instruction excluding lunch.
Recess- Instructional time if under the supervision of instructional professional staff.
Passing Time- Is considered instructional time.
Instructional time is based on time available to all students.
Instructional Time- only instruction time and /or parent-conferences count as instructional time.
Professional Development may not be counted as instructional time under either option, days or hours.

Effective July 1, 2014 accredited non-public schools have the option to choose between 180 days or 1080 hours of instruction according to Iowa Code section 256.7(19). School boards and authorities in charge of an accredited non-public school are authorized to determine the days or hours of their school calendars. The local decision must be reported in Spring BEDS.

Accredited non-public schools are not required to hold a public hearing prior to the approval of the school-year calendar.

If a non-public school chooses the 180 day option the length of the school day must be a minimum of six hours. For accredited non-public schools using the 1,080 hours of instruction option there is no minimum or maximum day length. Day length is a local non-public school decision and may vary. The annual number to be reported is the annual sum of hours the non-public schools have documented to meet 1,080 hours.

Parent Conferences
Time spent in parent teacher conferences shall be considered instructional time. If the non-public school is using the hour’s option, the time may apply to the hour’s total. If a non-public school is using the day’s option, a 6-hour parent teacher conference day will count as one day toward the total of 180 days.

If a non-public school utilizes the days option they follow this rule: If the instructional time for grades one through 12 for any five consecutive school days equal a minimum of 39 hours because of a staff development opportunity provided for the professional instructional staff or because parent-conferences have been scheduled beyond the regular day, then the non-public school can have a day of less than six hours. If the total of instructional time for the first 4 consecutive days equal at least 30 hours because parent-teacher conferences have been scheduled beyond the regular day, a non-public school may record zero hours of instructional time on the fifth consecutive day as a minimum school day.

Inclement Weather
Non-public schools which select the day’s option may record a day of school with less than the minimum instructional hours as a minimum school day if emergency health or safety factors require the late arrival or early dismissal of students on a specific day. Non-public schools utilizing the hour’s option may not count the time missed due to health or safety factors. They may only count the amount of time spent in instructional time for that day.

Policy Adopted: January 9, 1999
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Reviewed: August 2016
STUDENT PERSONNEL

Educational/Faith Formation Programs

It shall be the policy of the Diocesan Board of Education that the high schools of the Diocese establish and publish their graduation requirements. In addition to the courses mandated by the Iowa Department of Education, the schools shall require a minimum of one religion course for each semester a student attends school.

All schools in the Diocese are required to have daily religion class for an age appropriate length of time. Class or an all school Mass may count as the religion class.

In parish or cluster faith formation programs classes will be for a period of no less than one hour. The duration of these classes must be at least 30 weeks. No more than four classes in addition to, may be used for Holydays, Ash Wednesday and/or class or group Masses.

Sacramental preparation is exclusive of these 30 weeks.
EDUCATIONAL PROGRAMS

Summer School Instruction

It shall be the policy of the Diocesan Board of Education that all local Catholic schools may conduct summer school instruction in their buildings. Offerings, fees, staffing, schedule and location etc. are decisions of the local Catholic school board of education.

The program offered during the summer may encompass the following general areas:

a. Enrichment and extension of the program provided during the regular academic year.
b. Spiritual: including retreats or vacation bible camps and schools.
c. Remedial for those pupils who need and can profit from further work in the basic core areas of the curriculum.
d. Recreational activities appropriate for the age level of the students.
e. Credit courses offered at the high school in required areas.

Tutoring conducted on campus by licensed professionals in the state of Iowa must follow the guidelines for tutoring developed by the Iowa Board of Educational Examiners.
EDUCATIONAL PROGRAMS

Student Field Trips and Excursions

The principal may authorize field trips and excursions when such events contribute to the achievement of education goals of the local school curriculum. Written parental permission will be required prior to the student’s participation in field trips and excursions.

All drivers and volunteer chaperones must follow the policy from the Diocese of Davenport regarding Safe Environment and drivers.

Policy Adopted: January 9, 1999
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Reviewed: August 2016
EDUCATIONAL PROGRAMS

School Accreditation

It shall be the policy of the Diocesan Board of Education that all schools of the Diocese be accredited by the State Department of Education. Additional accreditation, such as AdvancED, may also be sought. The accredited schools of Iowa must adhere to the rules and regulations of the Iowa Administrative Code, Chapter 12, General Accreditation Standards. Local boards of education should establish the policies required in Chapter 12 if such policies do not exist in Diocesan Policy or current local policies.
EDUCATIONAL PROGRAMS

Instruction

Curriculum Guidelines

It shall be the policy of the Davenport Diocesan Board of Education to provide guidelines for each curriculum area for grades K-12. The Catholic schools in the Diocese of Davenport will utilize the Iowa Core Curriculum in the areas of Math, Literacy, 21st Century Skills, Science and Social Studies. The Core companion documents for drama and speech, visual arts, vocal and instrumental music as well as general music will supplement the existing curriculum guides in those specific areas. For subject areas not listed previously, the Board of Education of the Diocese of Davenport will provide curriculum guides.

A long-range plan for reviewing curriculum and resources shall be updated annually. Each parish and school, utilizing the diocesan guidelines, shall develop a five-seven year plan for assessment of needs, determination of goals, and selection of instructional materials for each area of the curriculum.

The educational program as defined in 281-Chapter 12, Division II, shall incorporate career education, multicultural and gender fair education, technology integration global education, higher order thinking skills, learning skills and communication skills.

Policy Adopted: July 16, 2001
Policy Reviewed: May 17, 2010
Policy Reviewed: August 2016
Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- Understanding the conceptual framework of the content/discipline being implemented; and,
- Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The superintendent shall support curriculum implementation and assist in determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework shall describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

- Study and identify the best instructional practices and materials to deliver the content;
- Procedures for the purchase of instructional materials and resources should be made at the local level;
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- Provide ongoing professional, development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback:
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation,
- Involve staff, parents, students, and community members in curriculum implementation decisions.

It shall be the responsibility of the Superintendent of Schools to keep apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including recommendations to the Diocesan Board of Education. Local administrators are responsible in the same way to their own local Boards of Education/Faith Formation Committees to the Superintendent of Schools.

Iowa Code § § 216.9, 256.7, 279.8, 280.3-.14 (1999)
281 I.A.C. 12.8 (1)©(1).
CURRICULUM EVALUATION

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in our Diocesan Schools and Faith Formation programs to evaluate (make judgements about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informs decisions which impact significant and sustainable improvements in teaching and student learning.

The Superintendent of Schools shall be responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school and faith formation improvement with a particular focus on improving teaching and learning. A curriculum framework shall describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data including analysis of the performance of various sub-groups of students);
- Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least on level describes students who are not yet performing at the proficient level):
- Identify procedures for using assessment information to determine long-range annual improvement goals;
- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
- Provide support to staff in using data to make instructional decisions;
- Define procedures for regular and clear communication about assessment results to various internal and external publics (mandatory for communication about students receiving special education services):
- Define data reporting procedures;
- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.

It shall be the responsibility of the Superintendent of Schools to keep the Diocesan Board of Education apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities and to develop administrative regulations for curriculum evaluation including recommendation to the Diocesan Board of Education. Local administrators are responsible in the same way to their own local boards of education/faith formation committees and to the Superintendent of Schools.

Legal Reference:  

Policy Approved: June 8, 2000
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Curriculum development is an ongoing process in the Diocese of Davenport and consists of both research and design. Research is the studious inquiry and critical investigation of the various content area for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standard; professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensures the identified learnings are rigorous, challenging, and represent the most important learnings for our students.
- Increases the probability that students will acquire and desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

The Superintendent of Schools shall be responsible for curriculum development of subject areas not included in the Iowa Core and for determining the most effective method of conducting research and design activities. A curriculum framework shall describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will, at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends, research, and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning),
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates. (MCNS, school-to-work, etc.);
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

It shall be the responsibility of the Superintendent of Schools to keep the Diocesan Board of Education apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including recommendations to the Diocesan Board of Education. Local administrators are responsible in the same way to their own local boards of education/faith formation committees and to the Superintendent of Schools.

Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (1999)
281 I.A.C. 12.8 (1) © (1).

Policy Approved: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
EDUCATIONAL PROGRAMS

State Reporting

It shall be the policy of the Diocesan Board of Education that the local boards of education, through their Principal, submit the required state reports.
EDUCATIONAL PROGRAMS

Comprehensive School Improvement Plan

In order to maximize the knowledge and expertise as well as avoid, as much as possible, duplication of efforts, the Superintendent of Schools and the school Principals should, where and when possible, jointly plan, design, strategize and facilitate the processes and instruments involved in state reporting.

Regulation Adopted: July 16, 2001
Regulation Revised: June 5, 2002
Regulation Revised: May 17, 2010
Regulation Revised: August 2016
Data Collection and Analysis

In order for long-range planning to be effective, a needs assessment process is to be utilized. The local board of education, under the leadership of the Principal, should conduct on-going and in-depth needs assessments which will enable the school to analyze data, obtain feedback from the community about its expectations of students and determine how well students are meeting student learning goals. This is all necessary in order that students be prepared to be responsible members of the Church, citizens of their community and world, and productive members of society. At a minimum, local schools are to utilize the tools recommended by the Diocese of Davenport.
School Improvement Advisory Committee

Each school, under the direction of the board of education, shall appoint members annually to the School Improvement Advisory Committee. This Committee, under the leadership of the Principal, shall be composed of persons who represent faculty and staff; parents; where and when appropriate, students; and community members. For non-public schools, the community is considered to be members of the sponsoring parish(es). A school may elect to include community members wider than the parish.

The School Improvement Advisory Committee is to make recommendations and assist the board and administration in determining the basic skill areas of the education program.
EDUCATIONAL PROGRAMS

Diocesan Wide Assessment

A variety of assessment measures need to be utilized to not only demonstrate student performance but also to assist in goal setting, annual as well as long-range.

The state required assessment(s) will be utilized at the required grade levels. It is a local option to test at other grade levels.

The testing results are to be analyzed for use in future planning. Also, individual test results should be shared with the students and their parents in a confidential and explanatory manner.

The local school has several options for the second assessment currently required to be given in reading, math and science, including the Diocesan Assessments or assessments on the approved list from the Iowa Department of Education’s website.

Iowa Assessments
EDUCATIONAL PROGRAMS

Staff Development

It is the policy of the Diocesan Board of Education that the area of staff development is considered to be a local decision. A plan for staff development is to be developed by each school. The building administrator is to supervise the design of this plan which includes staff activities (in-service days, workshops, seminars, professional growth programs) and objectives. Each Catholic school shall incorporate into its comprehensive school improvement plan provisions for the professional development of staff. To meet the needs of instructional staff, professional development activities shall align with school achievement goals and shall be based on student achievement needs and staff professional development needs.

The plan shall deliver research-based instructional practices to realize increased student achievement, learning, and performance as set forth in the comprehensive school improvement plan.

Each Catholic school is encouraged to utilize the services and programs of staff development provided by the attending Area Education Agency and other educational agencies. On the local level, a line item on the budget will be established for staff development.

All schools and Faith Formation programs should develop a staff development plan that will incorporate the Catechist Certification plan.
EDUCATIONAL PROGRAMS

Reporting Student Achievement and School Improvement Results

The Iowa Department of Education requires the reporting of the schools’ efforts toward meeting the established goals and student achievement results. In order to accomplish these requirements, the schools should design and complete a plan whereby it will report annually to its community, the Diocesan Superintendent of Schools, Iowa Department of Education and its local Area Educational Agency.

In addition, schools will utilize individual student report cards and schedule a minimum of one Parent-Teacher Conference per year to inform individual parents of their child’s achievement.

Regulation Adopted: April 25, 2000
Regulation Revised: June 5, 2002
Regulation Revised: May 17, 2010
Regulation Revised: August 2016
Programs Not Required of nonpublic (Catholic Schools)

All Catholic schools in the Diocese of Davenport of Davenport must maintain State of Iowa Accreditation and follow the guidance of Iowa Administrative Code Chapter 12. Chapter 12 refers to some requirements that are differentiated between public schools referred to as school districts and nonpublic schools referred to as schools. Not all requirements of Chapter 12 pertain to nonpublic (Catholic Schools).

Most notably programs not required of nonpublic (Catholic) schools are school guidance counseling programs, school library programs, programs for gifted and talented students, and school nursing services.

The Board of Education for the Diocese of Davenport encourages the local Catholic schools to meet the needs of all learners. The local Catholic school may choose to adopt these programs and if they do with the same titles and program guidelines they must employ staff for these programs set forth in the rules of certification provided by the Iowa Board of Educational Examiners.

For instance a school guidance counseling program would be required to obtain a certified guidance counselor. Schools may provide extended learning opportunities for students needing academic challenges beyond the core curriculum. If that program is referred to as the Talented and Gifted program following exact guidelines set forth by the Iowa department of Education the school would have to hire a certified TAG teacher. A teacher that assists students with extended learning opportunities in a learning supports program would not be required to possess TAG certification.
Units and Credits High School

A unit is a course which meets one of the following criteria: it is taught for at least 200 minutes per week for 36 weeks; it is taught for the equivalent of 120 hours of instruction; it requires the demonstration of proficiency of formal competencies associated with the course according to the state guidelines for Competency Based education or its successor organization. A fractional unit shall be calculated in a manner consistent with this sub rule.

Unless the method of instruction is competency-based, multiple section courses taught at the same time in a single classroom situation by one teacher do not meet this definition for an assignment of a unit of credit.

The third and fourth years of a foreign language may be taught at the same time by one teacher in a single classroom situation each yielding a unit of credit.

Credit

A student shall receive a unit of credit upon successful completion of a course that meets one of the three criteria in sub rule 12.5(14). The local Catholic school board may award high school credit to a student who has demonstrated required competencies for a course or content area in accordance with assessment methods approved by the local Catholic school board.

Subject Offering

A subject offering shall be regarded as offered when the teacher of the subject has met the license and endorsement standards of the state board of educational examiners for that subject; instructional materials and facilities for that subject have been provided; and students have been informed, based upon their aptitudes, interests, and abilities, about the possible value of the subject.

A subject shall be regarded as taught only when students are instructed in it in accordance with all applicable requirements outlined therein. Subjects which the law requires schools to offer and teach shall be made available during the school day.
Requirements for Graduation

Each local Catholic school board providing a program through grade 12 shall adopt a policy establishing the requirements students must meet for high school graduation.

Each Catholic school must require at a minimum the following as part of its graduation requirements:

1. One-half unit of United States Government
2. One unit of American History
3. Student participation in physical education for one-eighth unit in each semester of enrollment in high school.
4. Four years of English and language arts.
5. Three years of mathematics
6. Three years of science
7. Three years of social science
8. Four years of religion
9. Any additional graduation credits or units are determined by the local Catholic High School board of education.

Criteria established for early graduation are locally determined.
Elementary Programs Grades 1-6

Each local Catholic school board providing a program grades one through grade six shall teach the following areas:

1. English-language arts
2. Social studies
3. Mathematics
4. Science
5. Health,
6. Human growth and development
7. Physical education
8. Traffic safety
9. Music
10. Visual art

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
High School/Secondary Credit

The decision to offer secondary credit at the junior high level is determined by the board of the local Catholic school. Accredited nonpublic schools are not mandated to offer secondary credit under the following guidelines. If credit is offered under these guidelines, the credit must apply toward graduation requirements of the accredited nonpublic school.

An individual pupil in a grade that precedes grade nine may be allowed to take a course for secondary credit if all of the following are true:

1. The pupil satisfactorily completes the course.
2. The course is taught by a teacher licensed by the Iowa Board of Educational examiners for grades 9-12 in the subject area.
3. The course meets all the components listed in sub rule 12.5(15a) for the specific curricular area.
4. The board of the local Catholic school have developed enrollment criteria that a student must meet to be enrolled in the course.
High School Programs 9-12

All students enrolled in Catholic High Schools in the Diocese of Davenport shall satisfactorily complete at least four units of English-language arts, three units of mathematics, three units of science, three units of social studies, and one full unit of physical education for graduation. All students enrolled in Diocesan High Schools must enroll in religion class each year.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 613.7

Vocational Education at a Nonpublic (Catholic) High School

All Catholic Schools which provide an educational program that includes grades 9-12 shall offer and teach five units of occupational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations and health occupations.

The Catholic High School has broad discretion as to the kinds of occupational subjects to offer. The Catholic High School may use state developed competencies or develop their own for vocational education.

The local Catholic High School may meet the articulation agreement requirement either directly with a post-secondary program or through a sharing agreement with a district that includes vocational articulation agreements.

How vocational instruction is delivered is a local Catholic High School decision.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Technology Literacy

The Diocesan Board of education shall require that components of Technology Literacy be taught to include creative thinking; development of innovative products and processes; support personal learning and the learning of others; gathering, evaluating, and using information; use of appropriate tools and resources; conduct of research; project management; problem solving; and informed decision-making with the Gospel values and Catholic Social Teaching as the guideposts for all learning in a Catholic school.

The time allotted to each of the five 21st-century skills is to be determined by the local Catholic school. The skills do not need to be separate courses, units or activities. Not all components listed for each of the 21st century skills need to be taught at each grade level but all components must be taught at some time during grades kindergarten through twelve.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Technology Literacy

The Diocesan Board of education shall require that components of Technology Literacy be taught to include creative thinking; development of innovative products and processes; support personal learning and the learning of others; gathering, evaluating, and using information; use of appropriate tools and resources; conduct of research; project management; problem solving; and informed decision-making with the Gospel values and Catholic Social Teaching as the guideposts for all learning in a Catholic school.

The time allotted to each of the five 21st-century skills is to be determined by the local Catholic school. The skills do not need to be separate courses, units or activities. Not all components listed for each of the 21st century skills need to be taught at each grade level but all components must be taught at some time during grades kindergarten through twelve.
Financial Literacy

The Diocesan Board of education shall require components of financial literacy be taught to include developing short and long-term financial goals; understanding needs vs. wants; spending plans and positive cash flow, informed and responsible decision-making; repaying debt, risk management options, saving, investing and asset building; understanding human, cultural, and societal issues, legal and ethical behavior and Catholic social teaching on related matters.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Employability Skills

The Diocesan Board of education shall require components of employability skills be taught to include different perspectives and cross cultural understanding; adaptability and flexibility; ambiguity and change; leadership; integrity; ethical behavior, and social responsibility, initiative and self-direction; productivity and accountability with the Gospel values and Catholic Social teaching as the backdrop for all learning in our Catholic schools.

Not all components listed for employability skills need be covered at each grade level. All components must be covered at some time during grades kindergarten through twelve. The time allotted to each skill is the decision of the local Catholic School. Not all components listed for each employability skill need to be covered at each grade level.
Health Literacy

Schools Only

The Diocesan Board of Education shall require components of Health Literacy be taught to include understanding of basic health concepts to enhance personal, family, and community health; establish and monitor health goals; effectively manage health risk situations and advocate for others; demonstrate a healthy lifestyle that benefits the individual and society, and is aligned with the Gospel values and Catholic Social Teaching.

Not all components listed for employability skills need be covered at each grade level. All components must be covered at some time during grades kindergarten through twelve. The time allotted to each skill is the decision of the local Catholic School.

Not all components listed for each employability skill need to be covered at each grade level.
Content Standards and Bench Marks

Schools Only

The Diocesan Board of education shall adopt clear, rigorous, and challenging content standards and benchmarks in reading mathematics, and science to guide the learning of students from the date of school entrance until high school graduation. Included in diocesan standards and benchmarks shall be the core content standards from Iowa’s approved standards.
The Diocese of Davenport supports the use of innovative methods and the use of technology in the delivery of the education program. It encourages school personnel to efficiently and effectively utilize technology and technological skills to advance teaching and learning.

Components of technology literacy in each Catholic school shall include creative thinking, development of innovative processes and products, support of personal learning and the learning of others, gathering, evaluating, and using information, use of appropriate tools and resources: conduct of research; project management; problem solving; and informed decision making.

Not all components listed for each twenty-first century skill need to be covered at each grade level but all components must be covered at some time between kindergarten through grade twelve. The twenty-first century learning skills do not need to be separate courses, units, or activities. The time allotted to each of the five twenty-first century learning skills will be determined by the local Catholic school in the Diocese of Davenport.

*Please consult the Staff Handbook for Diocesan Entities.
*Internet Use, see Policies Relating to Sexuality and Personal Behavior
Internet Safety Policy/Appropriate student Use Policy

The Diocese of Davenport board of education recognizes that access to technology in schools and parishes gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, service, growth opportunities in the Catholic faith, and Christian citizenship. The schools and parishes of the diocese are committed to helping students develop 21st-century technology and communication skills.

Prior to use of any Catholic school or parish owned technology, students will be provided instruction regarding these or the local schools’ policies and regulations regarding the use of technology.

Technologies covered

The Diocese of Davenport parishes and schools may provide internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more. As new technologies become available the schools and parishes of the Diocese of Davenport will attempt to provide access if they are deemed educationally appropriate and beneficial to further understanding the Catholic faith. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

Internet-Appropriate use

To safeguard the Internet and its users the Diocese requires that the following regulations be enforced by the system administrators of each Internet access site in the Diocese:

This policy represents the Diocese of Davenport’s good-faith efforts to promote safe, ethical, responsible, and legal use of the internet, support the effective use of the internet for educational purposes, protect students against potential dangers in their use of the internet, and ensure accountability.

The Diocese of Davenport schools and parishes’ Internet system has an educational purpose and has not been established as a public access service or a public forum. The local diocesan parish or school has the right to place restrictions on its use to ensure that use of the system is in accord with its education purpose. Any network or computer may be monitored for improper use, network diagnosis and virus detection.

Along with the inherent freedom of the Internet comes the possibility of accessing material that is not consistent with the Catholic faith. Although precautions should be taken to restrict access to controversial materials, such access may still be possible. The schools and parishes of the Diocese of Davenport have the right to place restrictions on use to ensure that use of the technology systems is in accord with its educational purpose.

Transmission or intended reception of any material in violation of any national, state, or local regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities, product advertisement, or political lobbying is prohibited. Intended transmission or reception of material that would tend to violate the moral teaching of the Catholic Church or be scandalous to the Church is also prohibited.

Filtering Software

The Diocese requires the use of filtering software or services on all school computers with access to the Internet. When minors are using the Internet, access to visual depictions must be blocked or filtered if they are: (a) obscene, as that term is defined in section 1460 of title 18, United States Code; (b) child pornography, as that term is defined in 2256 of title 18, United States Code; or (c) harmful to minors. Schools cannot disable the filters when minors are using them, even with parental or teacher permission and supervision. Appropriate school staff may disable filters only for adults who are using school computers for bona fide research purposes. Schools must monitor minors’ use of the Internet in school.
Internet information is assumed to be private property but is not guaranteed to be confidential. The dissemination of credit card information is prohibited unless a secure system of encryption is available.

Attempts to disrupt the use of the network by destroying data of another user or of the network is prohibited. Attempts to use system administrator access rights or another user’s account without written permission are prohibited. Any user identified as a security risk may be denied access to the Internet.

All computers should continuously run anti-virus software while in operation. Any information downloaded from the Internet should be scanned for viruses before use.

The Diocese of Davenport makes no warranties of any kind, either expressed or implied, that the functions or services provided by or through the local parish or school Internet system will be error-free or without defect. The local Catholic school or parish is not responsible for any damage users may suffer, including but not limited to loss of data, interruptions of service, or exposure to inappropriate material or people. The local Catholic school nor the Diocese of Davenport will not be responsible for the accuracy and quality of the information obtained through the system.

The Diocese of Davenport and the local Catholic school or parish will not be responsible for any financial obligations arising through unauthorized use of the system. Students may not use the system for personnel commercial purposes. Including offering or purchasing products or services. Users or parents of users will indemnify and hold the Diocese of Davenport and local Catholic parish or school harmless from any losses sustained as a result of misuse of the system by that user.

The Diocese of Davenport Catholic schools and parishes will cooperate fully with local, state, or federal officials in any investigation involving or relating to any unlawful activities conducted through the individual diocesan school or parish Internet system.

**Supervision**

Student use of the internet system in a parish or school will be supervised by staff in a manner that is appropriate to the age of the students and circumstances of use. Computers used by students in classrooms and labs will be positioned to facilitate effective staff supervision. Student use and activities will be structured in a manner that is appropriate to the age and skill of students, recognizing the importance of providing more secure environments for younger students and supporting safe and responsible independent use by older students.

The local Catholic schools may utilize an extended day computer lab with access to the internet for non-educational purposes. All students in extended day programs will be closely supervised and must follow the rules and regulations that apply to internet use during class time.

**Inappropriate Material**

Students shall not intentionally access or download any text, file, or pictorial material, information or software, or engage in any conference or other online activity that includes material that is illegal, defamatory, obscene, pornographic, libelous, indecent, vulgar, profane, or lewd or is otherwise harmful to minors: advertises any product or services not permitted to minors by law: constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school/parish activities or will cause the commission of unlawful acts or the violation of lawful school regulations.

**Personal Devices**

Each parish and school in the Diocese of Davenport will determine their own policy when determining if personally-owned devices (including laptops, tablets, smartphones, and cell phones) are allowed for use during school time. If allowed such personally-owned devices should not interfere with the delivery of instruction by a teacher or catechist or create a disturbance in the educational environment. Any misuse of personally owned devices will result in disciplinary action outlined in the student handbook or code of conduct. Proper netiquette and adherence to the acceptable use policy should always be followed.
Downloads

Users should not download or attempt to download or run programs over the school or parish network or onto school or parish resources without the express permission of the instructional staff or IT staff. For the security of the school or parish network, download such files only from reputable sites, and only for educational purposes.

Cyberbullying Board Policy:

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don’t send emails or post comments with the intent of scaring, hurting or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that all activities are monitored and retained.

Violations of the Acceptable Use Policy

Local Catholic schools and parishes will determine consequences for violating the acceptable use policy but may include the following disciplinary actions:

- Suspension of network, technology or computer privileges
- Notification of parents in most cases
- Detention or suspension from school and school related activities
- Legal action or prosecution

Limitation of Liability

The Diocese of Davenport and the local Catholic school or parish will not be responsible for damage or harm to persons, files, data, or hardware. While the Diocese of Davenport and the local Catholic school or parish employs filtering and other safety mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. The Diocese of Davenport and the local Catholic school or parish will not be responsible financially or otherwise, for unauthorized transactions conducted over the school network.

Student technology Use Agreement

These administrative rules apply to all persons accessing and using electronic network systems owned, leased, or allowed by a local Catholic school or parish in the Diocese of Davenport. These persons include students, faculty, staff, and user privileges extended by the local Catholic School or parish. A user does not own his/her network accounts, but does have access to the accounts. Access to computing resources is a privilege, not a right. It is a privilege that the local Catholic school or parish extends to users who are trusted to make responsible use of computing resources.

The user agrees to:

- Use school technologies for school-related activities and research.
- Follow the same guidelines for respectful, responsible behavior that I am expected to follow offline.
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff members if I see bullying/threatening, inappropriate, or harmful content (images, messages, and posts) online.
- Use school technologies at appropriate times, in approved places, for educational pursuits only.
- Cite sources when using online sites and resources for research; ensure there is no copyright infringement.
- Be cautious to protect the safety of myself and others.
- Help protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgement when using school or parish technologies.
The following violations may lead to disciplinary action or loss of Network privilege or both. This list includes but is not limited to the following:

I will not

- Use of school or parish technologies in a way that could be personally or physically harmful to myself or others.
- Search inappropriate images or content.
- Place illegal, or inflammatory material on the Internet in the form of e-mail or web pages.
- Give my password to another user.
- Pose or try to log in as a network user other than yourself.
- Attempt to post messages or sign up with a public USENET group or ListSERV without the authorization of a teacher or network administrator.
- Create or spread computer viruses.
- Forward messages that would be considered obscene or unacceptable by the standards of the local Catholic school or parish.
- Download applications, executables, or installers without permission of the network administrator.
- Use electronic communication to inform other students or give them information about tests, answers to quizzes, or other information that would be considered cheating.
- Copy software without the written permission of the software manufacturer.
- Attempt to hack into a server, computer, or network inside or outside of the local Catholic school or parish.
- Vandalize any network hardware, software, printers, computers, keyboards, etc.
- Pose or try to log in as a network administrator.
- Use another person’s name or password to access Internet or e-mail.
- Let another user use my network account-with or without permission.
- Try to break the security system or bypass safeguards put in place by the local Catholic school or parish.
- Nail bomb or purposefully overload another user or system using e-mail.
- Connect to any site involving, gambling, alcohol, or drugs.
- Access chat rooms of any kind without the permission of a staff member.
- Send pictures that are personally identifiable without permission.
- Send abusive messages to others or use inappropriate language.
- Play online games without the permission of the teacher.
- Use local Catholic school or parish resources for political lobbying.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others, staff or students.
- Plagiarize content I find online or break copyright rules or laws.
- Try to find ways to circumvent the schools safety measures and filtering tools.
- Use school or parish technologies to send spam or chain mail.
- Post another student’s work without that student’s consent or knowledge or post information anonymously.
- Use the internet from the local Catholic school or parish for commercial purposes or product advertisement.
- Use or attempt to use proxy servers to bypass filtering mechanisms put in place by the local Catholic school or parish.
- Access, download, store copy or print files that are profane or obscene.
- Post personally-identifying information, about myself or others without permission including phone numbers and addresses.
- Agree to a personal encounter with someone who may have contacted you online.
- Use school or parish technologies for illegal activities or to pursue information on such activities.
- Attempt to hack or access sites, servers, accounts, or content that isn’t intended for my use.
- Modify in any way the hardware or software owned or leased by the local Catholic school or parish.

A copy of this signed agreement should be kept by the local computer system administrator.

I understand and will abide by the above acceptable use policy. I further understand that any violation of the policy is unethical and may constitute a criminal offense that may result in the revocation of privileges, disciplinary action and/or legal action.

User’s Full Name: ________________________ Signature: ________________________ Date: ___/___/___

If the user is under age 18, a parent or guardian must also sign below:
Parent or Guardian: I understand the acceptable use policy and hereby give permission to issue an account for my child and certify that the information given on this form is correct.

Name:________________________________Signature:_______________________Date:___/___/___

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
In order for students to experience a diverse curriculum, the board encourages employees to supplement their regular curricular materials with other resources. In doing so, the board of education recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or using media, including, but not limited to, print, electronic and web-based materials, unless the copying or using conforms to the “fair use” doctrine. Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research providing that all fair use guidelines are met.

While the Diocese of Davenport board of education encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of the employees of each Catholic school to abide by the local Catholic school’s copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for local Catholic school staff to violate copyright requirements in order to perform their duties properly. The local Catholic school board, parish, or corporation will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright laws by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to, and including, suspension or expulsion.

Any employee or student at the local Catholic school who is uncertain as to whether reproducing or using copyrighted material complies with the local Catholic school procedures or is permissible under the law should contact the building principal who will assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

It is the policy of the educational programs governed by the Diocesan Board of Education that all employees, volunteers, and students will abide by the federal copyright laws. Items covered by copyright law include:

- Copyrighted Material in the Library
- Copyrighted Music or dramatic Works
- Copyrighted Television Programs
- Copyrighted Computer Software
- Copyrighted Educational Multimedia

Employees, volunteers, and students may copy print or non-print materials allowed by:

1. copyright law
2. fair use guidelines
3. specific licenses or contractual agreements
4. other types of permission

Specific guidelines follow in Policy 616.1

Use of Information Resources Regulation 616.1

Employees and students may make copies of copyrighted materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the publisher or producer with the assistance of the principal. Employees and students who fail to follow this procedure may be held personally liable for copyright infringement and may be subject to discipline by the board.
Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purpose as criticism, comment, news reporting, teaching, scholarship or research. Under the fair use doctrine, each of the following for standards must be met in order to use the copyrighted document:

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Mark for or value of the Copyrighted Work - If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

**Authorized Reproduction and Use of Copyrighted Material Reminders:**

- Materials on the Internet should be used with caution since they may, and likely are, copyrighted.
- Proper attribution (author, title, publisher, place, and date of publication) should always be given.
- Notice should be taken of any alterations to copyrighted works, and such alterations should only be made for specific instructional objectives.
- Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to material may not be circumvented.

In preparing for instruction, a teacher may make or have made a single copy of:

- A chapter form a book;
- An article from a newspaper or periodical;
- A short story, short essay or short poem; or,
- A chart, graph, diagram, drawing, cartoon or picture form a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one pupil for classroom use or discussion, if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

- Brevity
  - A complete poem if less than 25 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
  - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event. The minimum is 500 words;
  - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
  - One chart, graph, diagram, drawing, cartoon or picture per book or periodical maybe copied. “Special” works cannot be reproduced in full; this includes children’s books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.
- Spontaneity – Should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.
- Cumulative Effect - Teachers are limited to using copied material for only one course for which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied form a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.
Copying Limitations

Circumstances will arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the principal should be contacted. The following prohibitions have been expressly stated in federal guidelines:

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by the school district action, there shall be no copying from copyrighted consumable material such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees shall not:
  - Use copies to substitute for the purchase books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner’s permission;
  - Copy or use more than nine instance of multiple copying of protected material in any one term;
  - Copy or use more than one short work or two excerpts from works of the same author in any one term;
  - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
  - Reproduced or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher’s use of copyrighted material without permission of the copyright owner.
  - Require other employees or students to violate the copyright law or fair use guidelines.

Authorized Reproduction and Use of Copyrighted Material in the Library

A library may make a single copy or three digital copies of:

- An unpublished work in its collection;
- A published work in order to replace it is damaged, deteriorated, lost or stolen, provided that an unused replacement cannot be obtained at fair price.
- A work that is being considered for acquisition, although use is strictly limited to that decision. Technological protection measures may be circumvented for purposes of copying materials in order to make an acquisition decision.

A library may provide a single copy of copyrighted material to a student or employee at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringements.

Authorized Reproductions and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section form a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performances, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;
- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is made for purpose of evaluation or rehearsal;
- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examinations questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.
Performance by teachers or students of copyrighted musical or dramatic works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of nondramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers are compensated; and,
- Admission fees are used for educational or charitable purposes only.

All other musical and dramatic performances require permission from the copyright owner. Parents or others wishing to record a performance should check with the sponsor to ensure compliance with copyright.

**Recording of Copyrighted Programs**

Television programs, excluding new programs, transmitted by commercial and non-commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately. Certain programming such as that provided on public television may be exempt from this provision; check with the principal or the subscription database, e.g. unitedstreaming.

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the 10 day period.

Off-air recordings need not be used in their entirety, but the recorded program may not be altered from their original content. Off-air recordings may not be physically, or electronically combined or merged to constitute teaching anthologies or compilations. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

**Authorized Reproduction and Use of Copyrighted Computer Software**

Schools have a valid need to high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school district shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs. To this end, The following guidelines shall be in effect:

- All copyright laws and publisher license agreements between the vendor and the school district shall be observed;
- Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;
- A back-up copy shall be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a replacement, the school district shall make a back-up copy that will be used for replacement purposes only;
- A copy of the software license agreement shall be retained by the technology director; and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.
Fair Use Guidelines for Educational Multimedia

Students may incorporate portions of copyrighted materials in producing educational multimedia projects such as videos, power points, podcasts and web sites for specific course, and may perform, display or retain the project. Educators may perform or display their own multimedia projects to students in support of curriculum-based Instructional activities. These projects may be used:

- In face-to-face, instruction;
- In demonstrations and presentations, including conferences;
- In assignments to students;
- For remote instruction if distribution of the signal is limited;
- Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be saved on-site only; or,
- In their personal portfolios.

Educators may use copyrighted materials in a multimedia project for two years, after that permission must be requested and received.

The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

- Motion media: ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music videos: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work;
- Illustrations, cartoons and photographs: No more than five images by an artist and no more than ten percent or fifteen images whichever is less form a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

Fair use does not include posting a student or teacher’s work on the internet if it includes portions of copyrighted materials; permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online. The opening screen of such presentations shall include notice that permission was granted and materials are restricted from further use.

Policy Adopted: March 2007
Policy Reviewed: May 17, 2010
Policy Revised: August 2016
Lifelong Faith Formation Curriculum Guides and Educational Materials List

It shall be the policy of the Diocesan Board of Education that, under the leadership of the Faith Formation Office and Superintendent, Standards, Benchmarks and Assessments for religion shall be provided. The parishes and schools will use the diocesan guidelines in reference to the curriculum and select their educational materials from the approved Diocesan list, which is found as an appendix to the diocesan Lifelong Faith Formation Curriculum and in policy 617.1.
**Conformity Listing of Catechetical Texts and Series**

As of **July 21, 2016** the following texts and series have been found to be in conformity with the *Catechism of the Catholic Church* by the Subcommittee on the Catechism, United States Conference of Catholic Bishops.

***NEW INFORMATION ITEM: As a matter of clarification, the Subcommittee on the Catechism does not currently review the following components in catechetical programs that may be found on this list: videos, parent and sponsor materials, websites (other than the USCCB, Vatican and the publisher’s own website), digital libraries and any other materials listed on the letter on eligibility and applicability ([http://www.usccb.org/about/evangelization-and-catechesis/subcommittee-on-catechism/conformity-review/upload/NEW-Letter-on-Criteria-and-Applicability.pdf](http://www.usccb.org/about/evangelization-and-catechesis/subcommittee-on-catechism/conformity-review/upload/NEW-Letter-on-Criteria-and-Applicability.pdf)).***

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<td>Discovering God</td>
<td>William H. Sadlier, Inc.</td>
<td>$/P/TM/CM ©2000</td>
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<td>I am Special (3, 4, and K)</td>
<td>Our Sunday Visitor</td>
<td>$/P/TM/CM ©2007-2009</td>
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<td>Pflaum Gospel Weeklies: What the Church Believes and Teaches (Student Handbook) (3,4)</td>
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<td>Questions for God</td>
<td>VirTru Publishing Group</td>
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<td>Stories of God’s Love (3, 4, 5, and K)</td>
<td>RCL Benziger</td>
<td>$/P&amp;T/M/CM ©2009, 2011</td>
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<td><strong>Elementary Series: School and Parish</strong></td>
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<td>Alive In Christ</td>
<td>Our Sunday Visitor</td>
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<tr>
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<tr>
<td>Be My Disciples (1-6)</td>
<td>RCL Benziger</td>
<td>P&amp;CM © 2013, S&amp;T&amp;M © 2014</td>
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<td>RCL Benziger</td>
<td>$/S/TM/P&amp;CM ©2014</td>
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<td>$/S&amp;TM ©2004, P&amp;C ©2002</td>
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<td>Best Are We (7-8)</td>
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<td>$/S&amp;TM ©2005, P&amp;C ©2003, $/P, TM&amp;M ©2010</td>
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<td>Harcourt (OSV Curriculum)</td>
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[The Secondary Level Protocol was approved as a review instrument by the Subcommittee on the Catechism in April 2011]

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[In granting conformity to these supplemental texts it is understood that they are not to be used in isolation but in conjunction with basal series.]

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- RCL Benziger
- S/P&T/CM ©2006, 2015

### Reconciliación Perdón y Paz Bilingüe Intermedia
- RCL Benziger
- S/P&T/CM ©2017

### Relatos del amor de Dios Kindergarten
- RCL Benziger
- S/P & TM ©2012

### Sean Mis Discípulos, 1-6 (Be My Disciples Bilingual Edition)
- RCL Benziger
- P&C ©2014

### Sean Mis Discípulos: Cristo en el Nuevo Testamento, Jr. High (Bilingual Edition)
- RCL Benziger
- P&C ©2015

### Sean Mis Discípulos: Cristo en la Liturgia, Jr. High (Bilingual)
- RCL Benziger
- P&C ©2014

### Sean Mis Discípulos: Cristo Revela el Misterio de Dios, Jr. High (Bilingual Edition)
- RCL Benziger
- P&C ©2015

### Sean Mis Discípulos: Vida en Cristo Jesus, Jr. High (Bilingual)
- RCL Benziger
- P&C ©2014

### The Spirit Sets Us Free: Confirmation Prep for Youth
- Vietnamese Catechetical Community U.S.A.
- S/P ©2001

### Una sola fe un solo Señor (7-8)
- William H. Sadlier, Inc.
- S/P&T/CM ©2003, 2009

### Unidos en Jesús Primera Eucaristía
- Pflaum Publishing Group
- S/P&T ©2004, 2011

### Unidos en Jesús Primera Eucaristía
- Pflaum Publishing Group
- S/P & TM ©2004, 2011

### Vivimos nuestra fe, como discípulos de Jesús
- William H. Sadlier, Inc.
- S ©2010

### Vivimos nuestra fe, Inspirados por el Espíritu
- William H. Sadlier, Inc.
- S ©2011

### Vivos en Cristo (A-F)
- Our Sunday Visitor
- S/P&C ©2015

### Be My Disciples: Our Catholic Heritage
- RCL Benziger
- P&C ©2013

### Be My Disciples: Our Catholic Heritage Family Life (K-8)
- RCL Benziger
- S ©2001 (4th edition)

### Catholic Vision of Love (5-8)
- Our Sunday Visitor
- S&T ©1996 (revised edition)

### Great People of the Bible (5-7)
- Saint Mary’s Press
- S ©2010

### Growing in Love (K-8)
- Harcourt (OSV Curriculum)
- S ©2001

### Family Life Series
- RCL Benziger
- S/TM ©2011

### Heritage Bowl My Beliefs Workbook (6-8)
- You Turns
- S/P & TM/CM ©2004

### My Personal Power Trip A & B (7-12)
- You Turns
- S/P & TM/CM ©2004

### New Corinthians Curriculum (K-8)
- Foundation for the Family
- TM and Parent Guide ©1996

### Project Genesis (K-8)
- Leaflet Missal Company
- S&TM ©1996

### Materials for RCIA
- God Calls You By Name
- Mother’s House Publishing
- P&C ©2006

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**Supplemental Materials**

[In order to be eligible for conformity review, as of January 2016, all supplemental materials must cross reference a specific basal text/series already granted a declaration of conformity with the *Catechism of the Catholic Church*.]

- Be My Disciples: Our Catholic Heritage
- RCL Benziger
- P&C ©2013

- Catholic Vision of Love (5-8)
- Our Sunday Visitor
- S&T ©1996 (revised edition)

- Great People of the Bible (5-7)
- Saint Mary’s Press
- S ©2010

- Growing in Love (K-8)
- Harcourt (OSV Curriculum)
- S ©2001

- Family Life Series
- RCL Benziger
- S/TM ©2011

- Heritage Bowl My Beliefs Workbook (6-8)
- You Turns
- S/P & TM/CM ©2004

- My Personal Power Trip A & B (7-12)
- You Turns
- S/P & TM/CM ©2004

- New Corinthians Curriculum (K-8)
- Foundation for the Family
- TM and Parent Guide ©1996

- Project Genesis (K-8)
- Leaflet Missal Company
- S&TM ©1996

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### Secretariat of Evangelization and Catechesis

Subcommittee on the Catechism, USCCB

Conformity Listing (July 21, 2016)
EDUCATIONAL PROGRAMS

Faith Formation Programs for Students

Hours of Formal Catechesis

It shall be the policy of the Diocesan Board of Education that parishes provide a sufficient number of contact hours for catechetical (religious education) formation in order to accomplish the fundamental tasks of catechesis (GDC #85 and #86):

- Promoting knowledge of the faith
- Liturgical education
- Moral formation
- Teaching to pray
- Education for Community Life
- Missionary initiation

Guidelines will be provided by the Office of the Diocese Director of Faith Formation and Education.

It shall be the policy of the Diocesan Board of Education that the high schools of the Diocese establish and publish their graduation requirements. In addition to the courses mandated by the Iowa Department of Education, the schools shall require a minimum of one religion course for each semester a student attends school.

All schools in the Diocese are required to have daily religion class for an age appropriate length of time. Class or an all school Mass may count as the religion class.

In parish or cluster faith formation programs classes will be for a period of no less than one hour. The duration of these classes must be at least 26 weeks. No more than four classes in addition to, may be used for Holy Days, Ash Wednesday and/or class or group Masses.

Sacramental preparation is exclusive of these 26 weeks.

Policy Adopted: July 16, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
EDUCATIONAL PROGRAMS

Textbook Selection for All Curriculum Areas Except Religion

The board of education for the Diocese of Davenport recommends that local Catholic schools maintain an approximate six-year cycle. The principal will select textbook committee membership for the specific content area under study. The principal will solicit appropriate help in determining the textbooks available in the content area under study.

The committee will get the principal’s approval of the textbook selection. The principal will inform the superintendent for the Diocese of Davenport of the textbook recommendation to gain approval. The Board of education for the local Catholic school will approve the expenditure for the textbook selected for implementation.
EDUCATIONAL PROGRAMS

Animals in the Classroom

Live animals will not be allowed in the local Catholic school facilities except under special circumstances (Blessing of the Pets) and for educational purposes. The principal must establish the local Catholic school policy for animals in the classroom and must grant permission for anyone wishing to bring an animal into the local Catholic school facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Diseases may be transmitted by some animals so some animals may be prohibited by local policy.

Animals in the classrooms of the local Catholic school which bite faculty or students will be confined by a veterinarian for a period of fourteen days.

Local Catholic schools will also adopt policy for the use of therapy dogs in the local Catholic schools.
Student Activity Program

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in students during their school years and for a lifetime.

It is the responsibility of each local Catholic school to design a program of student activities sufficiently broad and balanced to offer opportunities for all pupils to participate. The program shall be supervised by qualified professional staff and shall be designed to meet the needs and interests of all pupils.

The program of activities in a Catholic school should contribute to the spiritual, physical, mental, athletic, civic, social, moral and emotional growth of all pupils. Activities may be individual or group activities. A balance of activities must be provided so that there will be opportunities for all students to participate.

Each Catholic school will develop regulations and code of conduct guidelines for each activity. The student activity program must not disrupt the education program and must follow the values established by the local Catholic school.

Catholic schools providing interscholastic sports and designating it as an “athletic activity” must abide by all rules of the respective state associations for athletics, the rules of the Iowa Board of Education and the Iowa Board of Educational Examiners. Whether or not an activity is designated an “athletic activity” is a local Catholic school decision. Only coaches or sponsors of an “athletic activity” must have the proper endorsement.

Coaches or sponsors of activities that are not designated as an athletic activity do not have to be licensed teachers or have any special endorsement. However if the activity takes place under the auspices of the school these individuals must be supervised by a licensed or endorsed school employee.

Parishes may conduct athletic programs independent of the school without the use of certified staff. Handbooks at all schools must clearly delineate a parish program.
EDUCATIONAL PROGRAMS

Kindergarten Program

The kindergarten program shall include experiences designed to develop healthy emotional and social habits, and growth in language and communication skills, as well as the capacity for the completion of tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills. A kindergarten teacher shall be licensed to teach in kindergarten.

Age Requirements

In all public school districts, students must be five on or before September 15 in order to be enrolled in kindergarten. The Board of Education for the Diocese of Davenport recommends local Catholic schools follow this rule. It is a local Catholic School decision to admit students to kindergarten prior to age five on September 15 with appropriate readiness testing.

Policy Adopted: March 2007
Policy Reviewed: May 17, 2010
Policy Revised: August 2016
EDUCATIONAL PROGRAMS

Video Selection Policy

This policy is recommended when selecting a video or portions of a video for use with students in a local Catholic school or parish in the Diocese of Davenport.

All videos must be previewed by a classroom teacher prior to showing the video to students. If there are concerns regarding the video, the building principal shall be consulted.

The teacher should determine the curriculum objective that the video supports.

Parents may request a list of videos that may be shown during the school year from an individual teacher.

If the video contains an element that is potentially offensive, use this three-fold test in determining whether the video should be shown. Nudity and sexual scenes or connotations would not be allowed. Violence is considered potentially objectionable.

- **Gratuitousness** - does the objectionable material in question serve a purpose, or does it exist for its own sake.
- **Explicitness** - Is the material, even if not gratuitous, more detailed than the purpose requires?
- **Moral Tone** - does the entire work approve or disapprove of the evil presented? Is the viewer attracted or repulsed by the objectionable element?

Catholic sources rate videos and those references should be followed in parishes and schools in the Diocese of Davenport.

Generally follow these ratings when selecting videos:

- Pk_5th grades - G rated videos only.
- 6th through 8th grades - G or PG rated videos only.
- 9-12th grades = G, PG, or PG 13 videos only

If portions of R rated movies are used to demonstrate a learning concept, please follow the above criteria and the teachings of the Catholic Church.

Policy Adopted: March 2007
Policy Reviewed: May 17, 2010
Policy Revised: August 2016
MULTICULTURAL/GENDER FAIR EDUCATIONAL OPPORTUNITY

It is the intent of the Board of Education of the Diocese of Davenport that each Catholic school shall incorporate multicultural/gender fair goals for the educational program in their schools. These shall be defined as approaches which foster knowledge of and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups.

It is the philosophy of the Faith Formation Programs/Catholic School Programs not to discriminate on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in educational programs or activities which it operates. As religious institutions, we affirm the right to consider creed a bona fide qualification in certain cases. Employment policies will follow Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments and Section 504 of the Federal Rehabilitation Act of 1973 to the extent required.

It is the policy of this Diocese that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the world. A prime objective of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion and disability. The curriculum should foster respect and appreciation of the rights, duties, and responsibilities of each individual as a member of society.

Objectives will be achieved by direct instructional/infusions in all academic areas.

MULTICULTURAL/GENDER FAIR POLICY GUIDELINES

Introduction

To insure that these commitments and intentions are fulfilled, the following multicultural/gender fair implementation plan has been written and reviewed by the committee of professional staff of the Diocese of Davenport, and reviewed and approved by the Diocesan Board of Education.

Definition

The multicultural educational process is characterized by practices which provide equal opportunity for all participants regardless of race, color, age, national origin, religion or disability.

The gender fair educational process is characterized by practices which foster the knowledge of, respect for and appreciation for the historical and contemporary contributions of men and women to society and that reflect the variety of roles open to both men and women.

Multidisciplinary Goals

These goals form the basis for the multicultural/gender fair education plan. They are written to ensure that pluralism and equality are part of the structure, content, processes, and instructional strategies of each program, activity and curricular area.

1. To enable students to understand themselves and others as cultural beings acting within a cultural context.
2. To enable students to recognize, respect and value the diversity represented in the population of the United States and the world.
3. To enable students to understand how group membership affects one’s values, attitudes, and behaviors.
4. To enable students to understand the dynamics of discrimination, bias, prejudice, and stereotyping.
5. To enable students to demonstrate the skills for effective social action and interaction among races, ethnic groups, gender, and persons of varying abilities and socioeconomic backgrounds.
6. To promote a curriculum review and development process which will include procedures and activities which ensure adherence to the multicultural/gender fair philosophy.

7. To provide specifications for the selection of instructional materials which will include procedures and activities which ensure adherence to the multicultural/gender fair criteria.

**Extracurricular Activities**

All co-curricular and extracurricular activities will be managed and scheduled to ensure equal access by all students regardless of race, creed, national origin, gender, disability or socioeconomic status. (Iowa Code section 256.11)

Mascots, logos, symbols and materials used by schools and faith formation programs shall be reviewed to ensure that they are culturally sensitive, gender inclusive, and non-stereotypic on the basis of disability.

Where segregation on the basis of gender, race, national origin or disability occurs in co-curricular and extracurricular activities, program policies and practices will be reviewed to ensure that they are not contributing to the segregation. Affirmative efforts will be made to include students who have historically not been involved.

**Multicultural/Gender Fair In-Service Education**

Each staff person employed by schools/faith formation programs in the Diocese of Davenport is encouraged to respect human diversity.

In order to meet this expectation, multicultural/gender fair in-service activities will be conducted locally on a regular basis for professional staff. Activities include, but are not limited to, self-evaluation, curriculum evaluation and revision, exploration of teaching strategies, and resource speakers.

**It is recommended that Faith Formation Programs follow this in-service policy.**

**Monitoring and Evaluation**

The contents of this plan and the degree to which it is being successfully implemented will be evaluated regularly.

**Evaluation** will focus on these questions:

1. Are the goals and objectives of the plan being accomplished?

2. Have in-service activities been conducted? Were they successful?

3. Is the composition of the advisory committee appropriate? Did the committee function in its intended capacity?

4. Was the plan evaluated and amended as needed?

**This policy is recommended for Faith Formation Programs.**

**Legal References:**


Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: November 20, 2008
Policy Revised: October 15, 2009
Policy Revised: May 17, 2010
Policy Revised: August 2016
Community/Stakeholder Involvement

Each Catholic School system in the Diocese of Davenport shall involve the local faith community in decision-making process when appropriate and allowed by Canon Law. The Catholic school system shall seek input from the local Catholic school community about, but not limited to, the following elements at least once every five years:

1. Statement of philosophy, beliefs, mission or vision;
2. Major educational needs;
3. Student learning goals;
4. Attainment of catholic Identity Rubrics established by the Diocese of Davenport.
Data Analysis, and Goal Setting: Annual improvement Goals

Each Catholic School system board of education in the Diocese of Davenport, shall with input from its school improvement advisory committee, adopt annual improvement goals based on data from at least one system-wide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not be limited to, mathematics, reading, and science achievement for all students, for particular subgroups of students, or both.

Annual improvement goals may be set for state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.
Talented and Gifted /Extended Learning Opportunities

The Diocesan Board of Education encourages teachers at all levels to differentiate instruction to the extent possible to meet the needs of all students. While Iowa Code does not require non-public schools to have specific Talented and Gifted programs, the diocesan board recognizes some students require qualitative differentiated programming beyond the regular education program. Local schools may choose to develop a program for students with special abilities. These students will receive extended learning opportunities inside or outside the core classroom activities.

The identification of students for talented and gifted/extended learning opportunities will be a local decision based on practices identified in the field of enriched learning.
EDUCATIONAL PROGRAM

Media Center

Reconsideration

It shall be the policy of the Diocesan Board of Education that each school/faith formation program allow review of allegedly inappropriate instructional materials.
EDUCATIONAL PROGRAMS

Media Center

Reconsideration Request

Any parent/guardian or employee of the school/faith formation program may formally request reconsideration of materials in the media center.

The school/faith formation program will have a Reconsideration Committee which will respond to requests for reconsideration of materials in the media center. Membership of the committee shall include:

- one teacher/catechist designated by the administrator,
- the school media specialist if available,
- one member of the Office of Faith Formation and/or Superintendent of Schools,
- one representative of the parish/school community,
- one member of the local board of education appointed by the president.

The committee may also include a student if recommended by the administrator. The chairperson is to be appointed from the above.

If a reconsideration request form is submitted in its entirety, the chairperson will respond by written communication to the individual or group within 30 days of receipt of the request form. This communication will indicate the procedure the committee will follow.

Each school/faith formation programs will follow procedures for reconsideration as provided by the Office of the Director of Faith Formation and Education or Superintendent of Schools. (Refer to regulation 640.2)
RECONSIDERATION REQUEST FORM

REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
SUBMIT TO THE RECONSIDERATION COMMITTEE OF YOUR SCHOOL/FAITH FORMATION PROGRAM

Book or other printed material, if applicable:

Author ___________________________________________ Hardcover ___ Paperback ___ Other

Title ____________________________________________

Publisher (if known) _____________________________ Date of Publication ______________________

Audiovisual Material, if applicable:

Title ____________________________________________

Producer (if known) ______________________________

Type of Material (motion picture, video, DVD, etc.) ________________________________

Request initiated by ____________________________________________

Telephone ____________ Address _________________________________

City __________________________ Zone ________________

Location where item is used ________________________________

Person making the request represents: individual group or organization

Name of individual___________ Name of Group _________________________

Address: ________________ Address of Group _________________________

Phone:____________________ Phone:_________________________

1. What is your objection concerning this material? _(Please be specific; cite pages or frames, meter number, etc.)

____________________________________________________________________________

____________________________________________________________________________

2. In your opinion, what harmful effects upon students might result from use of this material?

____________________________________________________________________________

____________________________________________________________________________
3. What do you perceive is the instrumental value in the use of this material?

4. Did you review the material in its entirety and in the context of its use? If not, what sections did you review?

5. In the place of this material, would you care to recommend to the committee other material that you consider to be of equal or superior quality for the purpose intended?

6. Do you wish to make an oral presentation to the Reconsideration Committee?

____ Yes          Please call the office of the administrator ________________

telephone number
Provisions for At-Risk Students

12.5(13)

While provisions in Chapter 12 call only for public schools to develop programs for at-risk learners in their schools, it is the desire of the Board of Education of the Diocese of Davenport that all local schools meet the needs of all learners to the extent possible. How each local Catholic school identifies its at-risk students is a local decision.

Whether or not the local Catholic school has a separate program for at-risk learners, such as learning supports, it remains a local decision. The local Catholic school should employ the concept of student assistance teams to identify struggling learners and recommend services or strategies to meet the needs of at-risk learners.

The plan to assist at-risk learners may include collaboration with AEA services, counseling, community or parish based support services, spiritual counseling and parental involvement.

*Parish faith formation programs are encouraged to follow this policy.*
Guest Speakers

The Board of Education recognizes that one of the greatest resources for enhancing understanding of certain skills or concepts in the classroom can be found in the people of the community, diocese, or state who have special knowledge and particular talents to contribute to the school program.

Any person wishing to invite or permit a speaker/resource person into a student assembly, classroom, faith formation, youth ministry, or adult program, or any parish sponsored program must first obtain the permission of the local administrator (i.e. Principal, Director/Coordinator of Religious Education or Director/Coordinator of Youth Ministry, RCIA Coordinator, Adult Faith Formation Coordinator, pastor, etc.) If it is deemed necessary, the one inviting may appeal to the local board of education/faith formation committee. As applicable, the pastor or other final arbiter will have the final decision.

It is a matter of courtesy, as well as a method of knowledge of the presence of these outside resource people, for the classroom teacher to notify the principal at least two weeks in advance of the expected presentation. If the guest speaker or resource person is a priest outside of the state of Iowa, the school must obtain a letter of good standing from the diocese of residence for the priest presenter. Guest speakers who encourage or actively support causes or positions contrary to Catholic Church teaching will not be allowed to speak in the local Catholic Schools.
Teaching Controversial Issues

A controversial issue is defined as an area of significant academic inquiry about which substantial segments of the citizens of the community, state or nation hold sincere conflicting points of view. A controversial issue also is any topic that is contrary to the teachings of the Catholic Church.

It is the responsibility of the instructor to determine age appropriateness and relevance to the curriculum for the controversial topic that is being discussed. Issues must be discussed within the limits of good taste allowing students the opportunity to express personal opinions without jeopardizing their relationship with the instructor. Catholic doctrine or teaching that pertains to a certain controversial issues must always be examined. Teachers are not prohibited from expressing personal opinion unless it is in direct violation of Catholic Church teaching. Students by their very nature will reach their decision independently, but in our Catholic schools must be shown the Catholic world view of all controversial issues.
FAITH FORMATION PROGRAMS

Physical Activity Requirement (Not Synonymous with Physical Education)

Pursuant to the provisions of sub rule 12.5(6), physically able students in kindergarten through grades five shall engage in physical activity for a minimum of 30 minutes each school day.

Pursuant to the provisions of sub rule 12.5(6), physically able students in six through grades twelve shall engage in physical activity for a minimum of 120 minutes per week in which there is at least five days of school.

This requirement may be met by pupils in grades 6 through 12 by participation in the following activities but not limited to:

1. Interscholastic athletics sponsored by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union;
2. School sponsored marching band, show choir, dance, drill, cheer, or similar activities;
3. Non-school gymnastics, dance, team sports or individual sports;
4. Similar endeavors that involve movement, manipulation, or exertion of the body.

When the requirement is to be met in full or in part by a pupil using one or more non-school activities, the school shall enter into a written agreement with the pupil. The agreement shall state the nature of the activity and the starting and ending dates of the activity and shall provide sufficient information about the duration of time to the activity each week. The agreement shall also be signed by the school principal or principal’s designee and by at least one parent or guardian of the pupil if the pupil is a minor. The pupil shall sign the agreement, regardless of the age of the pupil. The agreement shall be effective no longer than one school year. There is no limit to the number of agreements that a school may have with any one pupil during the enrollment of the pupil.

The requirement may be met by physical education classes, activities at recess or class time, and before and after school activities.

Schools must provide documentation that pupils are being provided with the support to complete the physical activity requirement. The documentation may be provided through printed schedules, student handbooks, and similar means.

Policy Adopted: July 16, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Reviewed: August 2016
CARDIO-PULMONARY RESUSCITATION COURSE

Pursuant to the provisions of sub rule 12.5(6), any time prior to the end of twelfth grade, every pupil physically able to do so shall have completed a psychomotor course that leads to certification in cardio-pulmonary resuscitation. A Catholic school administrator may wave this requirement for any pupil that is not physically able to complete the course.

A course that leads to certification in CPR may be taught during the school day by either a school employee or by a volunteer, as long as that person is certified to teach a course that leads to certification in CPR.

In addition, a school shall accept certification from any nationally recognized course in cardiopulmonary resuscitation as evidence that this requirement has been met by the pupil.

A school shall not accept auditing of a CPR course, nor a course in infant CPR only.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 679.2

FAITH FORMATION PROGRAMS

Exemptions from Physical education Class

All physically able students are required to enroll in physical education in each semester they are enrolled.

If a parent files a statement signed by a licensed physician that a student is not “physically able” to participate in physical education, then the student is exempt from physical education.

A pupil is not required to enroll in physical education courses if the pupil’s parent files a written statement with the school principal that the course conflicts with the pupil’s religious beliefs pursuant to Iowa Code section 256.11(6).

A high school principal has the discretion to grant excusals from physical education to students in the 12th grade in three instances, if requested by a parent or guardian in writing. A principal may not grant any of these excusals until the principal has received a written request from a student’s parent or guardian. These excusals are to be considered on a student-by-student basis. They are not to be granted on a “blanket” or “en masse” basis.

Off-campus educational Program-

If a 12th grade student is enrolled in a “cooperative, work study, or other educational program authorized by the school requiring the student’s absence from the school premises during the school day, the principal may excuse the student from the physical education requirement. It is only available for students who divide their time between two locations.

Academic Course Not Otherwise Available

If a 12 grade student seeks to enroll in ‘academic courses otherwise not available to the student,” the student’s parent or guardian may request excusal from physical education, in writing. This matter is within the principal’s discretion. To qualify under this excusal provision, it is not necessary that the course at issue be a core course or a graduation requirement. The course may be an elective. It cannot be granted for an additional study hall or early release.

Organized and Supervised Athletic Program

If a twelfth grade student is participating in an “organized and supervised athletic program which requires at least as much participation per week as one-eighth unit of physical education the student’s principal may excuse the student from physical education.

Only when participation in an organized and supervised athletic program (which might be participation in one or more sports during a semester) equals 900 minutes (at least one-eighth unit per semester) during a semester may a senior be excused from physical education for that semester.

For purposes of this section, an organized and supervised athletic program is one that is sponsored by a school or school district and employs licensed and appropriately endorsed staff. To qualify as organized and supervised athletic programs, for example, cheerleading squads, dance squads, and show choirs must be supervised by employees with coaching endorsements.

Discretionary Excusals Available to Students in Ninth, Tenth, and Eleventh Grades

Academic Course Otherwise Not Available

If a ninth through eleventh grade student seeks to enroll in courses not otherwise available to the student, the student’s parent or guardian may request excusal from physical education, in writing, in the nonpublic board determine that the students from the school may be excused from physical education. This excusal requires action by the nonpublic school board before it is available.
Under this excusal provision, it is not necessary that the course at issue be a core course or a graduation requirement, it may be an elective. It must be an academic course.

**Organized and Supervised Athletic Program**

If a ninth, tenth, or eleventh grade student is participating in an organized and supervised athletic program which requires at least as much participation per week as one eighth unit of physical education at some time during the semester, trimester or quarter in a school year, the student’s principal may excuse the student from physical education for one quarter, trimester or semester **per year**. The activity must equal or exceed nine hundred minutes per semester.

Unlike the similar excusal granted to seniors it requires involvement of the student’s guidance counselor. This is to ensure the child’s multiple academic and developmental needs are met, and to ensure that the child and parents are aware of the positive and negative consequences of excusal from physical education.

Policy Adopted: July 16, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Reviewed: August 2016
WELLNESS POLICY

Local catholic schools in the Diocese of Davenport promote healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The Diocese of Davenport Board of Education supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

The local Catholic school provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity.

The Catholic schools in the Diocese of Davenport support and promote proper dietary habits contributing to students' health status and academic performance. All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the school district nutrition standards and in compliance with state and federal law. Foods should be served with consideration toward nutritional integrity, variety, appeal, taste, safety and packaging to ensure high-quality meals. See the DE guidance on Healthy Kids Act

All Catholic schools in the Diocese of Davenport will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the local Catholic school may utilize electronic identification and payment systems; provide meals at no charge to all children, regardless of income; promote the availability of meals to all students; and/or use nontraditional methods for serving meals, such as "grab-and-go" or classroom breakfast.

All local Catholic schools will develop a local wellness policy committee comprised of parents, students, and representatives of the school food authority, the school board, school administrators, and the public, physical education teachers, and school health professionals. The local wellness policy committee will develop a plan to implement the local wellness policy and periodically review and update the policy. The committee will designate an individual to monitor implementation and evaluation the implementation of the policy. The committee will report annually to the board and community regarding the content and effectiveness of this policy and recommend updates if needed. When monitoring implementation, schools will be evaluated individually with reports prepared by each school and the Diocesan system as a whole. The report will include which schools are in compliance with this policy, the extent to which this policy compares to model Wellness policies and describe the progress made in achieving the goals of this policy.

Specific Wellness Goals (local Catholic school boards need to insert their specific goals here)

- specific goals for nutrition education and promotion, (see Appendix A)
- physical activity, (see Appendix B)
- other school-based activities that are designed to promote student wellness, (see Appendix C)

The nutrition guidelines for all foods available will focus on promoting student health and reducing childhood obesity at each school building;

The local Catholic school board will monitor and evaluate this policy by (The board needs to insert its monitoring and evaluation process - see Appendix E).

Legal Reference:
- Iowa Code 256.7(29), 256.11(6) (2013)
- 281 IAC 12.5(19), 12.5(20), 58.11

Cross Reference:
- 504.5 Student Fund Raising
- 504.6 Student Activity Program
- 710 School Food Services
**NUTRITION EDUCATION AND PROMOTION**

The local Catholic school will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects;
- includes enjoyable, developmentally appropriate, culturally relevant participatory activities, such as contests, promotions, taste-testing, farm visits and school gardens;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and physical activity;
- links with meal programs, other foods and nutrition-related community services; and,
- includes training for teachers and other staff.

*Note: The above goals are samples. Local catholic schools can choose whatever goals they want based upon their individual school district needs assessments. The law only requires one goal but the school district can choose as many as it sees appropriate for its school district and students.*

**Daily Physical Education**

The local Catholic school will provide physical education that:

- is for all students in grades K-12 for the entire school year;
- is taught by a certified physical education teacher;
- includes students with disabilities, students with special health-care needs may be provided in alternative educational settings; and,
- engages students in moderate to vigorous activity during at least 50 percent of physical education class time.

(The Centers for Disease Control and Prevention recommends at least 150 minutes a week for elementary students and 225 minutes a week for middle and high school students);

**Daily Recess**

Elementary schools should provide recess for students that:

- is at least 20 minutes a day;
- is preferably outdoors;
- encourages moderate to vigorous physical activity verbally and through the provision of space and equipment; and,
- discourages extended periods (i.e., periods of two or more hours) of inactivity.

When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

**Physical Activity and Punishment**

Employees should not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

*Note - Iowa law now requires elementary students, K-5, to have 30 minutes of physical activity, not physical education, per day. This requirement can be met through a combination of PE, recess, classroom and other activities. Middle and high school students must have at least 120 minutes of physical activity per week. Again this is not just physical education but can be met with a combination of PE, school and non-school sponsored athletics and other activities where the body is exerted. Should a student wish to meet the requirement outside of school, the student and school district must have an agreement detailing the outside activity. A physical activity sample agreement may be found on IASB’s Web site at: [http://www.iasb.org/policy/legal.aspx?id=7766](http://www.iasb.org/policy/legal.aspx?id=7766) or the Iowa Department of Education Healthy Kids Act.*

**Physical Activity Opportunities after School**

After-school child care and enrichment programs will provide and encourage—verbally, and through the provision of space, equipment and activities—daily periods of moderate to vigorous physical activity for all participants.
Note: The above goals are samples. Local catholic schools can choose whatever goals they want based upon their individual school needs assessments. The law only requires one goal but the school district can choose as many as it sees appropriate for its school district and students.

These sample goals are divided between those required by federal law, during the school day, and others. Boards can determine to what extent it wants its goals to reach beyond the school day.

**OTHER SCHOOL-BASED ACTIVITIES THAT PROMOTE STUDENT WELLNESS**

**Integrating Physical Activity into Classroom Settings**
For students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond the physical education class. Toward that end, the school will:

- offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities;
- discourage sedentary activities, such as watching television, playing computer games, etc.;
- provide opportunities for physical activity to be incorporated into other subject lessons; and,
- encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.

**Communication with Parents**
The local Catholic school will support parents’ efforts to provide a healthy diet and daily physical activity for their children. The school will:

- offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school web sites and provide nutrient analyses of school menus;
- encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the established nutrition standards for individual foods and beverages;
- provide parents a list of foods that meet the school district’s snack standards and ideas for healthy celebrations/parties, rewards and fundraising activities;
- provide opportunities for parents to share their healthy food practices with others in the school community;
- provide information about physical education and other school-based physical activity opportunities before, during and after the school day;
- support parents’ efforts to provide their children with opportunities to be physically active outside of school; and,
- include sharing information about physical activity and physical education through a web site, newsletter, other take-home materials, special events or physical education homework.

**Food Marketing in Schools**
School-based marketing will be consistent with nutrition education and health promotion. The school district will:

- limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually;
- prohibit school-based marketing of brands promoting predominantly low-nutrition foods and beverages;
- promote healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products; and
- market activities that promote healthful behaviors (and are therefore allowable) including: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

**OTHER SCHOOL-BASED ACTIVITIES THAT PROMOTE STUDENT WELLNESS**

Examples: Marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities.
Staff Wellness
The Diocese of Davenport Board of Education values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each school should:
- establish and maintain a staff wellness committee composed of at least one staff member, local hospital representative, dietitian or other health professional, recreation program representative, union representative and employee benefits specialist;
- develop, promote and oversee a multifaceted plan to promote staff health and wellness developed by the staff wellness committee;
- base the plan on input solicited from employees and outline ways to encourage healthy eating, physical activity and other elements of a healthy lifestyle among employees.

School Meals
Meals served through the National School Lunch and Breakfast Programs will:
- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by state and federal law:
  - offer a variety of fruits and vegetables, legumes and whole grains;
  - serve only low-fat (1%) and fat-free milk and nutritionally equivalent non-dairy alternatives (as defined by the USDA);

Local Catholic schools should:
- engage students and parents, through taste-tests of new entrees and surveys, in selecting foods offered through the meal programs in order to identify new, healthful and appealing food choices; and,
- share information about the nutritional content of meals with parents and students. (The information could be made available on menus, a web site, on cafeteria menu boards, placards or other point-of-purchase materials.)

Breakfast
To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, schools will:
- operate the breakfast program, to the extent possible;
- arrange bus schedules and utilize methods to serve breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfasts or breakfast during morning break or recess, to the extent possible;
- notify parents and students of the availability of the School Breakfast Program, where available; and,
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means.

Free and Reduced-Priced Meals
The school will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may:
- utilize electronic identification and payment systems;
- provide meals at no charge to all children, regardless of income; and,
- promote the availability of meals to all students.

Meal Times and Scheduling
The school:
- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.; should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and,
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).
**Qualification of Food Service Staff**
Qualified nutrition professionals will administer the meal programs. As part of the school district’s responsibility to operate a food service program, the school district will:

- provide continuing professional development for all nutrition professionals; and,
- provide staff development programs that include appropriate certification and/or training programs for child nutrition directors, nutrition managers and cafeteria workers, according to their levels of responsibility.

**Sharing of Foods**
The school discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

**Foods Sold Outside the Meal (e.g. vending, a la carte, sales)**
All foods and beverages sold individually outside the reimbursable meal programs (including those sold through a la carte [snack] lines, vending machines, student stores or fundraising activities) during the school day, or through programs for students after the school day will meet nutrition standards as required by state or federal law. For current state guidelines, click here: [http://educateiowa.gov/index.php?option=com_content&view=article&id=1769&catid=838&Itemid=2545](http://educateiowa.gov/index.php?option=com_content&view=article&id=1769&catid=838&Itemid=2545).

**Fundraising Activities**
There are two types of fundraising – regulated and other. Regulated fundraisers are those that offer the sale of foods or beverages on school property and that are targeted primarily to PK-12 students by or through other PK-12 students, student groups, school organizations, or through on-campus school stores. Regulated fundraising activities must comply with the state nutrition guidelines. All other fundraising activities are encouraged, but not required, to comply with the state nutrition guidelines if the activities involve foods and beverages.

The local Catholic school encourages fundraising activities that promote physical activity. The schools will make available a list of ideas for acceptable fundraising activities.

**Snacks**
Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children’s diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of meals, children’s nutritional needs, children’s ages and other considerations. The school district will disseminate a list of healthful snack items to teachers, after-school program personnel and parents.

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

**Rewards**
The local Catholic school will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through meals) as a punishment.

**Celebrations**
Local Catholic schools should evaluate their celebrations practices that involve food during the school day. The school district will disseminate a list of healthy party ideas to parents and teachers.

**School-Sponsored Events**
Foods and beverages offered or sold at school-sponsored events outside the school day are encouraged to meet the nutrition standards for meals or for foods and beverages sold individually.

**Food Safety**
All foods made available on campus adhere to food safety and security guidelines.

For the safety and security of the food and facility, access to the food service operations are limited to child nutrition staff and authorized personnel.

Summer Meals
Schools in which more than 50 percent of students are eligible for free or reduced-price meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and, preferably, throughout the entire summer vacation.

PLAN FOR MEASURING IMPLEMENTATION

Monitoring
The superintendent will ensure compliance with established school district-wide nutrition and physical activity wellness policies.

In each Catholic school:
- the principal will ensure compliance with those policies in the school and will report on the school’s compliance to the superintendent; and,
- food service staff, at the school or school district level, will ensure compliance with nutrition policies within food service areas and will report on this matter to the superintendent or principal.

In the local Catholic school:
- the school will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the school has not received a SMI review from the state agency within the past five years, the school will request from the state agency that a SMI review be scheduled as soon as possible;
- the superintendent will develop a summary report every three years on school diocesan-wide compliance with the diocesan-wide established nutrition and physical activity wellness policies, based on input from schools within the school district; and,
- the report will be provided to the school board and also distributed to all school wellness committees, parent/teacher organizations, principals and health services personnel in the school district.

Policy Review
To help with the initial development of the school district’s wellness policies, each school in the school district will conduct a baseline assessment of the school’s existing nutrition and physical activity environments and practices. The results of those school-by-school assessments will be compiled at the diocesan level to identify and prioritize needs.

Assessments will be repeated every ___3____ years to help review policy compliance, assess progress and determine areas in need of improvement. As part of that review, the school district will review the nutrition and physical activity policies and practices and the provision of an environment that supports healthy eating and physical activity. The school district, and individual schools within the school district will, revise the wellness policies and develop work plans to facilitate their implementation.

Policy Adopted: August 2016
Wellness Program Components

Component 1: A Commitment to Nutrition & Physical Activity
- Nutrition education and physical activity are included in the school’s educational program from pre-kindergarten through grade 12.
- Members of the School Improvement Advisory Committee (SIAC) will participate in establishing procedures that affect nutrition and physical activity issues. School staff, students, and parents will be a part of the procedure-making process to support a healthy school nutrition environment. A member of the school food authority will be represented on this committee.
- Administrator(s) support the development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. In collaboration with the SIAC, he/she will address issues such as the kinds of foods available on the school campus; mealtime schedules; dining space and atmosphere; nutrition education; and physical activity.
- School personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Component 2: Quality School Meals
- Students are encouraged to participate in school offered food programs.
- The Child Nutrition Programs are administered by school foodservice staff that is properly qualified according to current professional standards.
- All school foodservice staff have appropriate pre-service training and regularly participate in professional development activities.
- School meals are offered at prices students can afford.
- Menus meet nutrition standards established by the U.S. Department of Agriculture, conform to good menu planning principles, and feature a variety of healthy choices that are tasty, attractive, and of excellent quality, & are served at the proper temperature.
- School foodservice staff use food preparation techniques to provide school meals that are low in saturated fat, sodium, and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains, and low-fat or non-fat milk.
- School meals are marketed to appeal to all students, who are encouraged to choose and consume the full meal.

Component 3: Other Healthy Food Options
- All foods and beverages that are available during the school day contribute to meeting the dietary needs of students; that is, they are from the five major food groups of the Food Guide Pyramid.
- School procedures include guidelines for foods and beverages offered at parties, celebrations, and social events.
- If a la carte foods are available, they include a variety of choices of tasty, nutritious foods and beverages, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.
- There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available.
- School staff are encouraged to use non-food items as classroom incentives.
- The school encourages parents to provide a variety of nutritious foods if students bring bag lunches from home.

Component 4: Pleasant Eating Experiences
- Meal periods are scheduled at appropriate times; schools do not schedule tutoring, pep rallies, club and organization meetings, and other activities during meal times.
- Meal periods are long enough for students to eat and socialize.
- Recess for elementary grades is encouraged to be scheduled before lunch so that children will come to lunch less distracted and ready to eat.
- Schools encourage socializing among students, and between students and adults. Adults properly supervise dining rooms and serve as role models to students.
• Creative, innovative methods are used to keep noise levels appropriate.
• Hand washing equipment and supplies are in a convenient place so that students can wash their hands before eating.
• Drinking fountains are available for students to get water at meals and throughout the day.
• Schools use an accounting system that protects the identity of students who eat free and reduced price school meals.

Component 5: Nutrition Education
• Students in pre-kindergarten through grade 12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
• Students receive nutrition messages throughout the school that are consistent and reinforce each other.
• Diocesan health education curriculum standards and guidelines include nutrition education and physical education.
• Nutrition is integrated into cross curricular areas such as math, science, and language arts.

Component 6: Marketing
• Positive, motivating messages about healthy lifestyles will be promoted to students, parents, teachers, administrators, and the community.
• Schools will consider input from students in planning for a healthy school nutrition environment.
• Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment.
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- Nutrition education and physical activity are included in the school’s educational program from pre-kindergarten through grade 12.
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- Administrator(s) support the development of healthy lifestyles for students, and establish and enforce policies that improve the school nutrition environment. In collaboration with the SIAC, he/she will address issues such as the kinds of foods available on the school campus; mealtime schedules; dining space and atmosphere; nutrition education; and physical activity.
- School personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

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- Students are encouraged to participate in school offered food programs.
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- All school foodservice staff have appropriate pre-service training and regularly participate in professional development activities.
- School meals are offered at prices students can afford.
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- School foodservice staff use food preparation techniques to provide school meals that are low in saturated fat, sodium, and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains, and low-fat or non-fat milk.
- School meals are marketed to appeal to all students, who are encouraged to choose and consume the full meal.

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- School procedures include guidelines for foods and beverages offered at parties, celebrations, and social events.
- If a la carte foods are available, they include a variety of choices of tasty, nutritious foods and beverages, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.
- There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available.
- School staff are encouraged to use non-food items as classroom incentives.
- The school encourages parents to provide a variety of nutritious foods if students bring bag lunches from home.

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- Meal periods are scheduled at appropriate times; schools do not schedule tutoring, pep rallies, club and organization meetings, and other activities during meal times.
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- Schools encourage socializing among students, and between students and adults. Adults properly supervise dining rooms and serve as role models to students.
• Creative, innovative methods are used to keep noise levels appropriate.
• Hand washing equipment and supplies are in a convenient place so that students can wash their hands before eating.
• Drinking fountains are available for students to get water at meals and throughout the day.
• Schools use an accounting system that protects the identity of students who eat free and reduced price school meals.

Component 5: Nutrition Education
• Students in pre-kindergarten through grade 12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
• Students receive nutrition messages throughout the school that are consistent and reinforce each other.
• Diocesan health education curriculum standards and guidelines include nutrition education and physical education.
• Nutrition is integrated into cross-curricular areas such as math, science, and language arts.

Component 6: Marketing
• Positive, motivating messages about healthy lifestyles will be promoted to students, parents, teachers, administrators, and the community.
• Schools will consider input from students in planning for a healthy school nutrition environment.
• Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment.

Policy Adopted: April 26, 2006
Policy Revised: October 15, 2009
Policy Reviewed: May 17, 2010
Policy Revised: August 2016
LONG RANGE NEEDS ASSESSMENT

Long range needs assessment enables the Diocese of Davenport and each individual board of education/faith formation committee to analyze assessment data, get feedback from the community about its expectations of students and determine how well students are meeting student learning goals. The board shall conduct ongoing and in-depth needs assessment, soliciting information from business, labor, industry, higher education and community members, regarding their expectations for adequate student preparation as responsible citizens and successful wage earners.

In conjunction with the in-depth needs assessment of the board of education, the board shall authorize the appointment of a committee, representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the school in addition to the basic skills areas of the education program.

Each school shall issue a newsletter to report progress on their individual school yearly goals.

It shall be the responsibility of the superintendent and building principals to ensure the Diocese of Davenport community is informed of goals and has students’ progress on state and locally determined indicators. The superintendent shall report annually to the Diocesan Board of Education about the means used to keep the community informed.

As a result of the local board and committee’s work, the board shall determine major educational needs and rank them in priority order; developing long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the Diocese of Davenport’s progress made under the plan to the committee, community, and Iowa Department of Education.

LONG RANGE GOALS

- Provisions for collecting, analyzing and reporting information derived from local, state and national resources.
- Provisions for reviewing information acquired on the following:
  - State indicators and other locally determined indicators,
  - Locally established student learning goals,
- Specific data collection require by state and federal programs:
- Provisions for collecting and analyzing assessment data on the following:
  - State indicators
  - Locally determined indicators,
  - Locally established student learning goals.

It is recommended that all faith formation committees will be a part of the long-range planning for their parish/region.

Legal Reference: Iowa Code § § 21; 256.7; 2880.12, .18 (1997)
281 I.A.C. 12.8 (1)(b)
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

POLICY 690.1

NEEDS ASSESSMENT: FAITH FORMATION PROGRAMS

The Diocese of Davenport will periodically conduct a Needs Assessment to obtain information for long and short-range goal setting and planning. The assessment that follows will be used in all parish faith formation programs of the diocese.

The computerized data obtained from the assessment will give specific information to each local parish/region and will give a view of the total system to the diocese. This will help principals, faith formation directors and youth ministers plan the best programs in our parishes/Diocese.

The following is a template of the current needs assessment instrument used for Faith Formation programs in parishes and schools in the Diocese of Davenport.

DIRECTIONS:
How to Mark:
• All your answers are to be given by filling in the appropriate boxes on the answer sheet. (Scantron)
• Use a #2 soft pencil and make dark marks as directed (see example on the answer sheet).

Tell Who You Are:
• In the first row of the shaded box at the top of the answer sheet mark the appropriate box that tells who you are:
  - Mark #1 if you are a parent
  - Mark #2 if you are a catechist/faith formation leader
  - Mark #3 if you are a board member
  - Mark #4 if you are an elementary or junior high student
  - Mark #5 if you are a high school student
• Your parish program code will be written in the shaded box(es) beneath the top row. The school or faith formation program will add the code.
• After NAME at the right on the answer sheet, write the name of your parish.

Mark Your Response to the Needs Assessment:
• Read each statement and apply if it only to your parish - the one that sent you this Needs Assessment.
• For each statement in PART I (numbers 1 through 40) mark how well you feel your school/faith formation program is doing this.
  - Mark A (high) if you strongly agree your parish is doing as stated
  - Mark B if you agree
  - Mark C if you are somewhat in agreement
  - Mark D (low) if you disagree
  - Mark E only when you don’t know.
• Be sure to give a rating to each statement.

REMINDER: Be sure you mark the row whose number matches the statement.
PART I

PROGRAM
1. The parish/region offers quality faith formation programs.
2. Faith formation opportunities is provided according to the ability of the student.
3. The faith formation curriculum teaches church teachings.
4. The faith formation program offers opportunities for services.
5. The faith formation program offers opportunities for prayer and worship.
6. The faith formation program offers opportunities for scripture reflection.
7. The faith formation program offers opportunities for sacramental preparation.
8. The faith formation program provides education in human sexuality.

CATHOLIC DIMENSION
9. The philosophy and practices of our faith formation program are compliant with Catholic teachings.
10. The faith formation program effectively teaches religion and religious values.
11. The faith formation program provides sufficient opportunities for students to celebrate our faith (Mass, sacraments, prayer services...).
12. Students use Catholic values to make decisions.
13. Students have the opportunity to give service to others.

FACULTY
14. The Catechists of our faith formation program exhibits an attitude of love and trust in dealing with students.
15. Catechists are well prepared professionally.
16. Catechists witness their faith and Christian values.
17. The faith formation program has effective leadership.

STUDENTS
18. Students enjoy their classes and find them interesting.
19. Our faith formation program helps students develop a positive self-concept.
20. Our faith formation program helps students develop good self-discipline.
21. The faith formation program provides for students with special needs.
22. The discipline of the faith formation is effective.
23. Students develop an appreciation of lifelong learning in their faith.

PARENTS
24. Parents’ ideas and opinions are welcomed by the faith formation program directors..
25. Parents have opportunity to be actively involved in their children’s faith formation.
26. Parents have sufficient information about the faith formation program and related activities.

BOARD
27. The faith formation board is representative of the parish community.
28. The local board makes informed policies and decisions for the faith formation program.
29. The local board plans for its’ own spiritual growth and development.

PHYSICAL PLANT
30. The parish building has adequate space for the faith formation program.
31. The parish facilities and grounds are neat, safe and in good condition.

PUBLIC RELATIONS
32. The parish has a positive image in the community.
33. The parish faith formation program is available to all students.
PART II

PLEASE ADJUST YOUR THINKING!

In the items just completed (No. 1 through 40) you marked how well you thought your faith formation program was doing. In items 41 through 50 below you are asked to indicate the importance that you believe your parish/program should place on each item. In ranking do not consider what is presently being done in your parish. Simply mark according to the importance you think the item should have for your parish.

Mark  A  for items of greatest importance
       B  for items of great importance
       C  for items of importance
       D  for items of least importance
       E  only if you don’t know.

Be sure to give a rating to each item.

34.  Spiritual opportunities
35.  Service/Outreach
36.  Qualified volunteers
37.  Catholic identity
38.  Responsible student behavior/discipline
39.  Scriptural reflection/study
40.  Appearance and upkeep of the physical plant
41.  Parental input
42.  Parental support
43.  Positive learning environment

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: October 15, 2009
Policy Revised: May 17, 2010
Policy Revised: August 2016
RESPECT FOR LIFE--STUDENTS

All faith formation programs will regard all life with the greatest respect and dignity. It is the obligation of all faith formation programs to protect and cherish all life.

In dealing with student expectant parents, it remains the position of the faith formation programs that all life be respected, dignified and protected.

The faith formation programs will assist the individuals in the continuance of their faith formation. It is the goal of the faith formation program to provide the greatest degree of respect, safety, understanding, compassion and Christian charity.
Public Conduct at Parish/School Sponsored Events

School/parish/regional center sponsored/approved activities are an important part of their programming and offer faith formation students the opportunity to participate in a variety of activities. Parish/school/regional center sponsored/approved activities are provided for the enjoyment and the opportunity of involvement they afford faith formation students.

All attendees at parish/school/regional center sponsored/approved activities are guests of the parish/school/regional center and must comply with the parish/school/regional center’s rules and policies. Attendees will not be allowed to interfere with the enjoyment of the participating faith formation students or other attendees or with the performance of employees and officials supervising the parish/school/regional center sponsored/approved activity. All are expected to display mature behavior and sportsmanship. The failure of attendees to do so is not only disruptive but also embarrassing.

To protect the rights of faith formation students to participate without fear of interference and to permit the sponsors and officials of sponsored/approved activities to perform their duties without interference, the following provisions are in effect:

- Abusive, verbal or physical conduct of attendees directed at participants, at officials or sponsors of sponsored/approved activities, or at other spectators will not be tolerated.
- Verbal or physical conduct of attendees that interferes with the performance of students, officials or sponsors of sponsored/approved activities will not be tolerated.
- The use of vulgar, obscene or demeaning expressions directed at faith formation students, at officials or sponsors participating in a sponsored/approved activity, or at attendees will not be tolerated.

If an attendee at a sponsored/approved activity becomes physically or verbally abusive, uses vulgar, obscene or demeaning expressions, or in any way impedes the performance of an activity, the attendee may be removed from the event by the individual in charge or any staff representative. Law enforcement may be contacted immediately if the situation warrants. The program administrator may recommend the exclusion of the spectator from future sponsored or approved activities.

Upon recommendation of the local administrator or their designee, the local Board of Education/faith formation committee shall cause a notice of exclusion from sponsored/approved activities to be sent to the attendee involved. The notice shall advise the attendee of the parish/school/regional center’s right to exclude the attendee from the sponsored/approved activities and events and the duration of the exclusion.

If an attendee has been notified of exclusion and thereafter attends a sponsored/approved activity, the attendee shall be advised that his/her attendance will result in prosecution. The parish/school/regional center may obtain a court order for permanent exclusion from future sponsored/approved activities.

LEGAL REF.: Iowa Code 279.8;716.7 (1999)
Health Services

STUDENTS

Health service programs should be developed and applied in the individual’s three environments: home, church and school. In addition to the policy regarding Student Health Records, the following policy is also adopted for the Catholic schools of the Diocese of Davenport.

1. The program shall include information for sound physical growth and will include the importance of exercise, sound eating habits, and education regarding AIDS and sexually transmitted diseases, and abuse of drugs, tobacco, and alcohol. These will be taught in the context of Catholic teachings.

2. The program shall foster emotional and social well-being by teaching self-respect.

3. In addition to information relating to the physical environment and the care that it should be given, students will be aware of the problems of misuse of the environment. Special care should be given to the “environment of the school” that it be a place where personal and spiritual growth can occur. The importance of Catholic values should be noticeable in the school environment.

4. Emergency health forms are required to be on file annually in order to protect the students.

5. The program is to promote health from a holistic approach. It should not be only an informative program but one that teaches positive values and attitudes.

6. Dispensing of medication of any kind must be administered by a nurse or designated party with written consent of parent(s)/guardian(s). The designated party must be certified.

7. Schools need to maintain accurate health records. The administration is responsible for keeping these records.

This policy is required for schools by state law and recommended for parish faith formation programs where applicable.
STAFF PERSONNEL

Mandatory Reports of Child Abuse by a Care Giver

It shall be the policy of the Diocesan Board of Education that all instances of suspected child abuse by a caregiver be reported to the Iowa Department of Human Services by the professional employees of the schools of the Diocese of Davenport. The requirement to report both orally and in written form is mandatory. (Iowa Code 232.67-75)

A caregiver is defined as a parent, guardian, foster parent, relative or other person with whom the child resides, or any person providing care for a child but with whom the child does not reside.

Mandatory reporters (all professional educators) are required to complete two hours of training during their first six months of employment and two hours every five years thereafter (this course maybe completed online through AEA11, a password will be provided by the school administrator).

Priests are generally not considered mandatory reporters, unless they serve as professional educators. However, permissive reporting may be done by priests or others in the diocese pursuant to the Policies Relating to Sexuality and Personal Behavior. In addition, priests who receive information about child abuse in the context of the Sacrament of Reconciliation are not obligated to report on the basis of that information.

Permissive Reports of Child Abuse by a Care Giver

Although catechetical leaders and catechists are not mandatory reporters, ethically and morally they are encouraged to report any suspected abuse.

It shall be the policy of the Diocesan Board of Education that religious educators and youth ministers should make a report to the Iowa Department of Human Services when child abuse by a caregiver is suspected. Though the State of Iowa considers them to be permissive reporters, the Diocesan Board of Education encourages the “permissive” reporters to follow the same regulation as the mandated reporters as to types of reports, time frame and content of reports.

*Note that the diocesan Sexual Misconduct Policy must also apply regarding sexual misconduct. When either that policy or Iowa law change, they will be followed.
STAFF PERSONNEL

Mandatory Reports of Child Abuse

In order to provide the greatest possible protection to children (under age 18), mandatory reporters who “believe a child has suffered child abuse” must orally report such to the Iowa Department of Human Services within 24 hours. **A written report must be forwarded to the Department within 48 hours of the oral report.** (It is suggested that the person reporting request the form from the Department during the oral report, if not forms should be available in the school office.)

In lieu of the Department form, the written report must contain:

1. Name, age, address of the suspected abused child.
2. Name, address of parents, guardians or person legally responsible for the child.
3. Description of injuries including any evidence of previous abuse and the name of the person(s) thought to be responsible for the suspected abuse.
4. Name, age, condition of other children in the home.
5. Child’s whereabouts, if different from parents, guardian, or persons legally responsible for the child.
6. Name and address of person(s) making this report.

There are six categories of child abuse:

1. Physical abuse
2. Denial of critical care (food, nutrition, shelter, adequate clothing, adequate health care, mental health care, emotional needs and proper supervision.)
3. Sexual abuse (acts or omission).
4. Mental injury (ignoring, rejecting, isolating, terrorizing, corruption, verbal assaults and over-pressuring).
5. Presence of illegal drugs in the home or child’s body as a direct or foreseeable consequence of the acts or omissions of the person responsible for the care of the child.

It is the responsibility of the Iowa Department of Human Services to determine abuse and/or neglect. Therefore diocesan school personnel should not investigate any allegations or child abuse by caregivers. (Abuse by a school employee is covered in a separate policy.) All school administrators must be informed of any reports being made to the Iowa Department of Human Services on child abuse by a caregiver.

*Note that this policy as with all others, is written to adhere to current Iowa law at the time of the meeting. Any changes to Iowa law must be followed at once.
Personnel

Charging and Investigating Allegations of Abuse of Student by School Employee

Employees will not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any employee who commits such acts is subject to disciplinary sanctions up to and including discharge.

A first level investigator will respond promptly to allegations of abuse of students by employees by investigating or arranging for full investigation of any allegation, and will do so in a reasonably prudent manner.* The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. All employees are required to assist in the investigation when requested to provide information, and to maintain the confidentiality of the reporting and investigating process.

The Superintendent of Schools will appoint the level-one investigator (the principal) and alternate (another principal or Coordinators in Faith Formation Office). It is the responsibility of the school administrator to contract a trained, experienced professional to serve as the level-two investigator, unless it is an allegation of a sexual nature. At the expense of the school, the level-one investigator and alternate will be provided annual training in conducting an investigation.

The school will annually publish the name(s) of the designated investigator and alternate in the student handbook, newsletters, and in all school buildings.

*In the event the alleged misconduct appears to be any form of sexual abuse, the principal will contact the superintendent of the situation and the superintendent will contact the county attorney for Scott County who will coordinate the investigation of the allegation.

Rationale:
Iowa Code § 280.17; 281 IAC 102.1 - .15 (280)
PROCEDURES FOR INVESTIGATING ALLEGATIONS OF ABUSE OF STUDENTS BY SCHOOL EMPLOYEES

Policies and procedures for investigating allegations of abuse of students by school employees are required to be adopted by all schools. (Iowa Code section 280.17, 1995). It is based on administrative rules adopted by the State Board of Education and found in Iowa Administrative Code 281--102.

The Superintendent of Schools and Diocesan Board of Education have designated the building principal as the level one investigator. The building principal should designate another principal within the geographic area as an alternate level one investigator. The level two investigator shall be determined by the local Catholic board of education. If assistance is needed, contact the Superintendent of Schools.

Procedure:
1. Form COMPLAINT OF INJURY TO OR ABUSE OF A STUDENT BY A SCHOOL EMPLOYEE must be completed in its entirety and given to the building administrator. (Policy 755.1)

2. The building administrator will conduct a level one investigation following the procedures outlined in the Faith Formation Guidelines. (Policy 755.2)

Note: The diocesan Policies Relating to Sexuality and Personal Behavior is an overriding policy for all diocesan/parish/school certified and noncertified staff and volunteers.

Policy Adopted: March 27, 1990
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: December 2015
Complaint of Injury to or Abuse of a Student by a School Employee

*Please complete the following as fully as possible. If you need assistance, contact the designated investigator in your school.*

Student’s name: ________________________________________________________________

Student’s address: _______________________________________________________________________

Student’s telephone number: ___________________ Student’s school: __________________________

Name and place of employment of school employee accused of abusing student: _________________________________

________________________________________

Allegation is of: □ Physical Abuse □ Sexual Abuse

Please describe what happened. Include the date, time and where the incident took place, if known, and the nature of the student’s injury, if physical abuse is alleged:

________________________________________

________________________________________

________________________________________

________________________________________

Were there any witnesses to the incident, or are there students or other persons who may have information about this incident? □ Yes □ No

If yes, please list by name, if known, or classification (for example “third grade class” or “fourth period geometry class”)

________________________________________

Has any professional person examined or treated the student as a result of the incident? □ Yes □ No □ UnKnown

If yes, please list by name(s) and address(es) of the professional(s) and the date(s) of examination or treatment

________________________________________

Has anyone contacted law enforcement about this incident? □ Yes □ No
Please provide any additional information you have which would be helpful to the investigator. Attach additional pages if necessary.

Parents of children who are in pre-kindergarten through sixth grade and are the alleged victims of or witnesses to sexual abuse have the right to see and hear any interviews of their children in this investigation. Please indicate “yes” if the parent/guardian wishes to exercise this right.

☐ Yes ☐ No

TelephoneNumber: ________________________________

Complainant’s name: _________________________________________________________________

Address: ____________________________________________________________

Telephone Number: ________________________________ Relationship to student: _______________________

Complainants Signature ________________________________ Witness Signature ________________________________

Date ____________________________________________________________

Witness Name (please print) __________________________________________________

Witness Address ____________________________________________________________

Be advised that you have the right to contact the police or sheriff’s office, the county attorney, a private attorney, or the State Board of Educational Examiners (if the accused is a teacher or holds a teacher’s certificate) for investigation of this incident. The filing of this report does not deny you these opportunities.

If you are the parent or guardian of the named student, you will receive a copy of this report and a copy of the Investigator’s Report within fifteen calendar days of the filing of this report, unless the investigation is turned over to law enforcement.

Procedure Adopted: March 27, 1990
Procedure Revised: June 5, 2002
Procedure Reviewed: May 17, 2010
Procedure Reviewed: December 2015
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

PROCEDURE 755.2

REPORT OF LEVEL ONE INVESTIGATION

Student’s name: ____________________________________________

Student’s age: _______ Student’s grade: _______ Student’s school: ________________________________________

Student’s address: ____________________________________________

Name of accused school employee: __________________________ Building: __________________________

Name and address of person filing report: __________________________

Name and address of student’s parent/guardian, if different from person filing report: __________________________

Date report of abuse was filed: __________________________ Physical ☐ Sexual ☐

Describe the nature, extent and cause of the student’s injury, if any and known. Attach additional pages if needed.

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

Describe or summarize your investigation. Attach additional pages if needed. Please do not use the full names of student witnesses.

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

_____________________________________________________________________________________________________________

Were audio tapes made of any interviews? Yes ☐ No ☐

Were parent(s)/guardian(s) advised of their right to see and hear any interview of their pre-kindergarten through sixth grade children who are alleged victims of or a witness in a sexual abuse investigation? Yes ☐ No ☐

Was the right exercised? Yes ☐ No ☐

Was any action taken to protect the student during or as a result of the investigation? Yes ☐ No ☐

If yes, describe: Student excused from school ☐ Student assigned to a different class ☐

School employee placed on administrative or other leave ☐

Other ☐ Specify: ____________________________________________

LEVEL ONE INVESTIGATOR’S CONCLUSIONS:

<table>
<thead>
<tr>
<th>The complaint was dismissed for lack of jurisdiction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Physical abuse was alleged, but no allegation of injury was made</td>
</tr>
<tr>
<td>- Alleged victim was not a student at the time of the incident</td>
</tr>
<tr>
<td>- Physical abuse was alleged, but no evidence of physical injury exists and nature of alleged incident makes it unlikely an injury, as defined in the rules, occurred.</td>
</tr>
<tr>
<td>- Accused school employee is not currently employed by this school (district).</td>
</tr>
<tr>
<td>- Alleged incident did not occur on school grounds, on school time, during a school-sponsored activity, nor in a school-related context.</td>
</tr>
<tr>
<td>- Sexual abuse was alleged, but the alleged actions of the school employee, even if true, would not meet the definition of sexual abuse in the rules.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The complaint has been investigated and concluded at level one as unfounded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complaint was withdrawn or recanted.</td>
</tr>
<tr>
<td>- Insufficient evidence exists that an incident of abuse, as defined in the rules, took place.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The complaint has been investigated at level one and is founded.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The investigation is founded at level one and is being turned over to level two for further investigation.</td>
</tr>
<tr>
<td>- Investigation of the complaint was deferred at level one and referred to law enforcement.</td>
</tr>
<tr>
<td>- The investigation is concluded at level one because the accused school employee has admitted the violation, has resigned, or agreed to relinquish any teaching license held.</td>
</tr>
</tbody>
</table>

Current status of investigation:

| - Closed. No further investigation is warranted. |
| - Closed. Referred to school officials for further investigation as a personnel matter. |
| - Deferred to law enforcement. |
| - Turned over to level two. |

Comments:

I have given a copy of the complaint of abuse and this investigative report to the person filing the report (if he or she is the student’s parent or guardian) and informed the person filing the report of the options of contacting law enforcement, private counsel, or the State Board of Educational Examiners, if the accused school employee holds an Iowa teacher’s certificate or license.

Name of Investigator (please print) ___________________________  Investigator’s Place of Employment ___________________________

________________________________________  ___________________________
Signature of Investigator Date

Procedure Adopted: March 27, 1990
Procedure Revised: June 5, 2002
Procedure Reviewed: December 2015
All schools and parishes (Faith Formation Programs) must follow all rules, regulations and procedures outlined in the Parish Manual of the Diocese of Davenport and in particular at Policies Relating to Building and Renovation Projects in Parishes or Schools.

Those policies require a Corporate Resolution, which is defined as a signed approval by the corporate Board that describes the issue under consideration, including related expenses. Examples of issues requiring a Corporate Resolution include:

1) unbudgeted expenditures greater than $5,000,
2) approval of the annual school budget, and
3) the borrowing of money.

The Corporate Resolution requires the signatures of the Pastor, Corporate Board President, Vice-President and Treasurer, the Bishop, Vicar General, and Diocesan Superintendent of Schools.
All schools and Faith Formation Programs in the Diocese of Davenport are expected to produce a staff/personnel handbook following the format required in the *Staff Handbook for Diocesan Entities in the Diocese of Davenport (July 30, 2015)*. It shall serve as a template for modification by each Diocesan Entity. (Information that is required is in bold text, other than headings. The Appendix is required.)

All employees of Diocesan Entities must sign an acknowledgement that they have received a copy of the *Staff handbook for Diocesan Entities*. They must also acknowledge that they have reviewed the *Policies Relating to Sexuality and Personal Behavior*. 
Temporal Affairs of Catholic Schools

POLICY 803
Schools Only

The Bookkeeper’s Manual for parishes and Schools shall be the guiding document of all matters related to school finance. School leaders should reference this source for any issues not addressed in The Policies for Faith Formation and Education Programs in the Diocese of Davenport. (This policy book)

Some rules will appear in more than one policy book because they are of significance to parishes and schools.

Banking

Money belonging to a Catholic schools is to be deposited promptly in a bank checking account. The checking account shall be in the name of the institution and identified under the institution’s Federal Tax Identification number (TIN). The checking account must have dual signatures. At least two persons at each school shall be authorized to sign checks, preferably the business manager and principal. A copy of the signature card on file at the bank shall be kept in the school’s files.

Audits

The Finance Office will audit the parish or school finances within 30 days of a change of pastor or principal.
Management of Educational Funds

Educational programs are part of the Church’s ministry to teach and evangelize. Working with the parish (es), they strive to provide quality Catholic education to the greatest number of students in the most effective, economical manner. A sizable portion of parish resources are utilized to support this goal. In the spirit of stewardship and justice, these resources must be managed well. Therefore, the Finance Office of the Diocese has developed procedures to insure the appropriate management of educational funds.

I. General Operation Accounts
   A. Parish Schools
      Single parish schools shall operate from a unified parish checking account.
   B. Regional/Consolidated Schools
      Consolidated schools shall maintain accounts separate from their supporting parishes, but shall provide financial reports to the supporting parishes. (DBE 800)
   C. Catechetical Programs
      Catechetical programs shall operate from a unified parish checking account using the account numbers provided by the Finance Office. Consolidated catechetical programs maintain accounts separate from their supporting parishes but shall provide financial reports to the supporting parishes utilizing the Diocesan chart of accounts.

II. Auxiliary Organizations/Accounts/Development Funds

Auxiliary organizations/accounts/development fund accounts shall be incorporated into the main account of the school.

Rationale
1. Funds are raised using the school’s name;
2. People contribute/attend the fund raisers assuming proceeds will go to the benefit of the school;
3. A high percentage of the people contributing are parishioners or have children in the school;
4. These clubs and organizations are using the tax-exempt status of the school;
5. These funds would be reviewed at the same time the school/parish is reviewed.

III. Preschool/Day Care Centers

These programs shall operate from the same checking account as the parish/school under whose jurisdiction it operates.
Reimbursement of Employee Business Expense

According to the IRS, an arrangement that an employer establishes to reimburse employee business expense will be an accountable plan if it meets two requirements:

1. Involves a business connection.
2. Requires the employee to substantiate expenses incurred.

Employees must provide the Parish or Schools with sufficient information to identify the specific business nature of each expense and to substantiate each element of an expenditure. It is not sufficient for an employee to aggregate expenses into broad categories such as travel or to report expenses through the use of non-descriptive terms such as miscellaneous business expenses.

If the Church or School reimburses the employee for business expenses, but the arrangement does not satisfy the two requirements of an accountable plan, the amounts paid to the employees are considered wages and should be reported on Form W-2.
Administration of parish and Catholic school finances is a sacred trust. It is very important that the Pastor and the trustees establish a strong system of internal control because they have the responsibility for overall stewardship of the parish and school.

All Faith Formation and Catholic School programs will follow the *Standard Internal Controls Related to Parish and School Finance I-36* located in *Bookkeeper’s Manual for Parishes and Schools*. 
Policy Statement of Tuition

In all schools of the Diocese of Davenport and in particular at School, all expenses for religious instruction are paid from the contributions of the respective parish/parishes/parishioners which support the elementary or secondary school/schools. No part of the tuition or fees paid by parents/guardians or students, unless specifically itemized as an expense related to religious instruction, shall be deemed as tuition or fees for religious instruction. Thus, all tuition and textbook charges paid directly by parents and/or students are appropriate Iowa tuition and textbook tax credit.
General Tuition Guidelines

All schools of the Diocese of Davenport shall establish a basic tuition rate per pupil, realistically reflecting the actual cost of instruction and the economic characteristics of the school community. All schools may set discount rates for multiple children as long as the basic tuition rate is charged for the first child of each family.

All schools shall prepare a tuition agreement for signature by every parent/guardian with children in the school. At a minimum the agreement should state the tuition amount, the payment schedule, the penalty for failure to pay on time, the procedure for handling delinquent accounts, a statement that families with delinquent accounts will not be able to re-register for the following school year without permission of the pastor, or his delegate and a provision that says the parents/guardians understand and agree to the terms set forth in the agreement.
Bequests and donations for restricted purposes shall be used in exact accord with the directions of the donor or testator. Care should be exercised in acceptance of restricted funds to avoid incurring an obligation, which might turn out to be impossible or extremely hard to fulfill.

Donors and benefactors must be thanked for their generosity in a timely fashion. Individuals making a contribution to a school for the funding of a project or position at the school shall be informed of IRS rules that it is strictly a gift and after received by the school they cannot control the gift. They may not evaluate the performance of the individual hired for the position, set the compensation, or directly control the work activities of the individual hired for the donated position/endowed position or it ceases to be a gift.

They may be informed of the results/ impact that their gift is having on the school.
K-8 Per Student Income & Expense

______________ School Year

The average expense to educate each student is budgeted at _________ for the 20__-20__ school year. Tuition per student of $________ covers_____% of the expense per student. The remaining ______%, totaling $_______ per student is covered by a combination of sources that include parish support, grants, advancement and fundraising income.

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<thead>
<tr>
<th>Income Per Student</th>
<th>$ Per</th>
<th>% of Total</th>
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<tr>
<td>Student Income</td>
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<td>Tuition &amp; Fees</td>
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<td>Parish Subsidy</td>
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<td>Trust</td>
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<td>Fundraising</td>
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<td>Student Services</td>
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<td>Total Income Per Student</td>
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<tr>
<th>Expense Per Student</th>
<th>$ Per</th>
<th>% of Total</th>
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<tr>
<td>Student Expense</td>
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<td>Salaries</td>
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<td>Benefits</td>
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<td>Instructional Expenses</td>
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<td>Student Services</td>
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<td>Utilities</td>
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<td>Advancement &amp; Fundraising</td>
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<tr>
<td>Operational Expenses</td>
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<tr>
<td>Total Expense Per student</td>
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Percent of Parish Budget spent on Catholic School Education _____________%

Percent of School Budget Provided by Parish Subsidy _______________

Policy Reviewed: December 2015
Associations/Organizations/Clubs

Associations/Organizations/Clubs generally have one or more of the following major purposes:

- To promote communication among parents, teachers, and administration;
- To provide parents/guardians and teachers with information to aid in all aspects of education and student growth and development;
- To promote good will and cooperation between and among parents/guardians, faculty, administration, board of education, and parish(es);
- To direct and coordinate parental support to the school through specific assistance for activities, social functions, and fundraisers;
- To organize political action of the parents/guardians as advocates regarding local, state, and federal legislation that affects Catholic schools or the lives of students and parents.

The board of education approves the purposes, mission, and constitution when organizations/ clubs are formed.

Associations/Organizations/Clubs are accountable to the board of education in all areas related to governance and policy.

The local board may wish to establish an ex officio nonvoting role on the board for the organizations/ clubs.

Associations/Organizations/Clubs should report their activities to the board of education on a regular basis.

Fundraising and organization/club finances should be supportive of the mission and purpose of the school/program and in accord with DBE 805. Associations/organizations/clubs are to prepare an annual budget, submitting it to the board of education for review and approval.
DIOCESE OF DAVENPORT  
BOARD OF EDUCATION  

BUSINESS  

POLICY 831  

Fundraising/Private Fundraising/Solicitation by Outside Groups  

Fundraising for Church Organizations  

All fundraising efforts sponsored, endorsed, and/or promoted by a Catholic school for a Church Organization (i.e. an organization listed in the Official Catholic Directory/Kennedy Directory) must be approved by the Pastor/administrator in accordance with local and diocesan policies.

All fundraising efforts sponsored, endorsed, and/or promoted by a Catholic school for outside non-profit organizations (i.e. 501c3 organizations not listed in the official Catholic Directory) shall be approved by the pastor/administrator prior to the start of the fundraising effort. Approval may also be necessary from the school board depending on local policies.

Private Fundraising Efforts  

Private fundraising efforts can be defined as fundraising activities not officially sponsored by the Catholic school, but instead conducted by a private individual or group on behalf of an outside non-profit (501c3) organization. All such fundraising efforts conducted by school employees, parents/guardians, students, volunteers, or other stakeholders shall be pre-approved by the local pastor/principal in accordance with Diocesan policy. The mission and purpose of the outside organization must be consistent with the teachings of the Catholic Church.

Solicitation by Outside Groups  

The local parish/school authorities have the right to determine solicitation within the school. The local parish/school authorities shall select organizations that conform to the theology and practices of the Catholic Church, and fit the mission and philosophy of the school. The local parish/school authorities shall determine the manner in which the solicitation may take place.

Only those persons authorized by the local parish/school authorities shall be brought into the Catholic school as a promotor, participant, leader, or director of student activities.

Policy adopted: May 6, 2000  
Policy Revised: July 17, 2008  
Policy Reviewed: May 17, 2010  
Policy Revised: December 2015
All school facilities (including buildings, grounds, athletic centers and fields, etc.) shall adhere to relevant state and local regulations and policies. The Principal shall ensure that regular fire, safety, and health inspections take place and are properly documented, and that emergency drills occur as required.
Policy 910.0

Asbestos Containing Materials

It shall be the policy of the Diocesan Board of Education that friable and non-friable asbestos containing materials be maintained in good condition and appropriate precautions followed when the material is disturbed for any reason. If there is a need to replace asbestos wrapped pipes or boiler covering, these will be replaced with non-asbestos containing materials.

Schools of the Diocese of Davenport shall implement the rules of AHERA according to school plan. Schools may work with their local AEA for training, planning and implementation.
Handicapped Accessibility

It shall be the policy of the Diocesan Board of Education that all buildings comply with the State of Iowa regulations concerning handicapped accessibility to the extent applicable.