Policies for Diocesan

Diocese of Davenport

Davenport, Iowa

August 2008
Revised August 2009
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Revised March 2020
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**Scope of this Handbook**

The Diocesan Board of Education has determined and voted that these *Policies* are applicable to our Diocesan Catholic Schools and those who come in contact with our schools and will be closely followed.

The Diocesan Board of Education has determined and voted that these *Procedures* are the manner by which the associated policy must be carried out in each individual school.

This Handbook contains *Forms* that can be used by schools to implement these policies and procedures. Sample Forms may be modified by the local board of education. Any form with a notation that it is not able to be modified, is not considered a Sample Form, but a Diocesan Form.

**Definitions**

Board/board: When capitalized, this term refers to the Diocesan Board of Education for the Diocese of Davenport. When not capitalized, this term refers to the local or regional board of education.

Board of Education/board of education: When capitalized, this term refers to the Diocesan Board of Education for the Diocese of Davenport. When not capitalized, this term refers to the local or regional board of education.

Schools: In the context of this *Handbook for Diocesan Catholic Schools*, the term “schools” refers to accredited and recognized nonpublic Catholic Schools located within the Diocese of Davenport.

**Associated Manuals**

In addition to this *Handbook for Diocesan Catholic Schools*, the following Manuals and/or Policies apply to the Catholic Schools of the Diocese of Davenport. Should contradictory information arise among manuals/policies, the most recently revised document is in effect.

- Bookkeeper’s Manual for Parishes and Schools
- *Catholic Schools and Catholic Identity: An Instrument for Self-Study and Reflection*
- *Policies Relating to Planning for Seasonal and Pandemic Influenza (and other Infectious Disease Outbreaks)*
- *Policies Relating to Sexuality and Personal Behavior*
- *Safe Environment Requirements*
- *Speaker Approval Policy and Procedure*
- *Staff Handbook for Entities in the Diocese of Davenport*
HANDBOOK APPLICATION

All policies in this Handbook for Diocesan Catholic Schools will apply to all Schools of the Diocese of Davenport.
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 with the Superintendent of Schools.

Superintendent of Schools/Director of the Office of Catholic Schools

The Superintendent of Schools is appointed by the Bishop and serves 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.
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 Diocesan Board of Education 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)
DIOCESAN EDUCATION MISSION AND BELIEF STATEMENTS FOR CATHOLIC SCHOOL PROGRAMS

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

**Mission of Catholic Education Diocese of Davenport Catholic Schools**
The Catholic Schools of the Diocese of Davenport will provide Pk-12 Youth, regardless of religious affiliation, a faith community of students and educators in partnership with parents, where they will 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.

**Mission of Faith Formation within Catholic Schools:**
The mission of the Faith Formation Program of the 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.

**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 Catholic 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.

**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.

**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 Catholic
environment forming them into life-long learners and productive leaders in our society.

- We believe all individuals can learn.
- We believe high expectations are essential to achieve excellence in academics, the arts and other extra-curricular activities.
- We believe that educator and leader focus on the 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’s 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.
ESSENTIAL LEARNINGS (STUDENT LEARNING GOALS)

It shall be the policy of the Diocesan Board of Education that all schools strive to attain the following Essential Learnings.

Students in the 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
- Appreciate the need to be stewards of their God given gifts

Reference: Iowa Administrative Code, Chapter 12
CURRICULUM STANDARDS AND BENCHMARKS

The Diocesan Board of Education has adopted the Iowa Core standards for Literacy, Social Studies, 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 Core standards as they implement their curriculum.

Reference: Iowa Administrative Code, Chapter 12
It shall be the policy of the Diocesan Board of Education that parish, parish grouping or regional areas having a school shall have a board of education.

A copy of board meeting minutes needs to be on file in the School office and archived for future reference.

**Eligibility**

- Eighteen years of age or older
- Genuine interest in Catholic school education
- 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 others 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 philosophy and mission
- Have a personal or professional life that is reflective of the teachings of the Catholic Church
BOARD OF EDUCATION 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 local board of education members. In community, members have a unique opportunity to protect and advance the teaching mission of the Church.

The Code of Ethics (Policy 211) and local “Board of Education Member Handbook” delineate the expectations inherent in the purpose of the board. 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 membership:

Failure to ascribe to the above expectations can lead to removal from the board.

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
The Diocesan Board of Education is an advisory body to the Bishop and is responsible for advice and counsel to schools through policy development and consultation with the Bishop. Its policies and procedures must be followed by all local parish and regional boards once approved at the Diocesan level.

Implementation of these policies will be monitored by the Diocesan Superintendent of Schools. The Diocesan Board of Education also serves as the identifiable agent required by the Iowa Department of Education for all schools holding accreditation.
ELECTIONS (LOCAL BOARD OF EDUCATION)

All members of local 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 local boards of education in the Diocese should be elected for three terms. Local boards of education should arrange that one-third (or a close approximation) of the members be elected each year. The Diocesan 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.
RELATIONSHIP BETWEEN PARISH PASTORAL COUNCILS AND BOARDS OF EDUCATION OF PARISH/REGIONAL SCHOOLS

LOCAL BOARD OF EDUCATION

1. Each local 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. The board of education shall include the Principal /Administrator as a non-voting and ex-officio member.

3. The board of education has jurisdiction over the parish school or regional school.

4. The board of education submits the budget to the parish council and finance council as appropriate for approval and/or information.

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

6. The board of education shall be represented on the parish council(s) ex officio, voting privileges to be determined by the local parish(es).
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 parish/regional board of education. They shall adhere to diocesan particular law and model documents.

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

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 Office of Catholic Schools.

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
- The purpose and function of the board
- The responsibilities of the board
- Membership
- Officers of the board
- 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
- Officers of the board
- Responsibilities of officers
- Meetings
- Committees
- Amendments to the by-laws
- Review Process for the by-laws
BOARD OF EDUCATION MEMBERS

Members of a local board of education have authority only when acting as a board, legally in session. The board shall not be bound by any statement or action on the part of an individual member of the board, except when such statement or action is pursuant to specific instructions by the board. This also holds true for members of the Diocesan Board of Education.
**EXECUTIVE OR CLOSED SESSIONS OF THE BOARD**

The board 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 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 local board of education 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.
BOARD OF EDUCATION CODE OF ETHICS FOR INDIVIDUAL BOARD MEMBERS

Members of the board, by accepting the position to serve on the board, ascribe to this code.

Conflict of Interest
School board members shall avoid situations that present actual, perceived or potential conflict between their interests and the interests of the school.

Confidentiality
Members of the school board 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 school 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 order to achieve its objectives within the faith community of the school, the board is to do all it can to avoid creating factions, taking sides or contributing to other divisive groupings in the school community. Members should function within the framework of total leadership of the school and strive to cooperate with other leadership groups in the local faith community. Local board members should strive to maintain unity and communication between the school and the sponsoring parish(es).
POLICY MANUAL

It shall be the policy of the Diocesan Board of Education that the Diocesan Board of Education and all local boards of education 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
CHAIN OF COMMAND/COMPLAINTS OR CONCERNS

Members of the local board of education 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. The diocesan staff adheres to the principle 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 defined by the local board of education policies.

If a decision has been made with which there is a disagreement, the individual may ask the individual making the decision to reconsider. If not satisfied they may appeal to the next level following the chain of command.

The chain of command for the schools in the Diocese of Davenport is as follows:

- Teacher/Coach
- Principal/Athletic Director
- Board of Discipline (If Applicable)
- Local board of education

An appeal could be made to the diocesan Superintendent of Schools after the above steps have been followed. The appeal should be communicated in writing and with sufficient evidence to cause or launch an appeal. If there is sufficient evidence, the parties shall be heard by the superintendent. The superintendent will consider adherence to local policies and procedures and assurance of due process. The superintendent can affirm the decision, overturn it, or send it back to the local board of education for further review. The decision of the Superintendent of Schools is final and may not be appealed.

Policy 430 addresses issues of bullying and harassment which are assigned to a Level I investigator. Such issues indicating criminal activity will immediately be referred to local law enforcement and a Level 2 investigator.
CATHOLIC IDENTITY OF 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 schools and seek to ensure that the Good News that Jesus proclaimed is truly passed on from one generation to the next through the schools.

For specific information on the tenets of Catholic Identity of the Catholic School in the Diocese of Davenport, refer to Catholic Schools and Catholic Identity: An Instrument for Self-Study and Reflection from the Diocese of Davenport and National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools from NCEA.
USE OF SCHOOL FACILITIES ON SUNDAY

It shall be the policy of the Diocesan Board of Education that the use of schools, buildings, and grounds on Sundays be restricted for any activity other than the celebration of the worshiping community in sacraments, liturgies, spiritual formation programs, and educational activities of the Church.

All requests for use of the facility on Sundays shall be received and reviewed by the local governing body. The local governing body shall identify its local procedures for exceptions to this policy. At the beginning of each school year, the local governing body shall report its procedures regarding exceptions to this policy to the Superintendent of Schools.
BOARD MEMBERSHIP

Membership on the parish or regional board of education shall not be open to employees or to members of the immediate family (spouse, parent, sibling, child) of employees of the school governed by the board, except for ex-officio members.

If a person is offered employment with the school governed by a board whose membership contains a member of his/her immediate family, the two individuals involved must determine the solution by which one declines employment with the school or the other resigns from the board. Realizing the importance of hiring quality employees, local boards will be allowed to grant individual exceptions on a case by case basis, after consulting with the Office of Catholic Schools. Should an exception be granted, an involved board member shall recuse himself/herself from voting or participation in discussion on matters pertaining to the family member’s position.

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

The pastor will be an active participant in all school board meetings. In a regional school 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, the priests must choose one priest as priest moderator to the board and that priest shall have the ability to veto on that board.
MEMBERSHIP ROSTER

A list of all local or regional board of education members must be sent to the Diocesan Office of Catholic Schools by September 15 of each year.
ROLE OF THE PASTOR OR PRIEST MODERATOR TO THE LOCAL BOARD OF EDUCATION

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 board meetings and participate fully in discussions, ensuring the teaching mission of the Catholic Church is protected.

The pastor is bound to receive the consent of a local board of education only when universal or particular law requires it. The pastor has final say on any issues proposed by the local board of education but is to disregard its opinion only for reasons of grave importance or moral necessity.

The constitution and by-laws of institutions that are not subject to a single pastor, such as consolidated schools, should reflect the unique role that clerics play in their governance. When several pastors are members of the same board of education, one pastor should be named as the moderator who can speak for the other clerics in everyday matters. When there is disagreement about a matter of grave importance, the pastors should hear from all concerned parties and hold a consultative vote in order to proceed to a decision. In the event of a tie, the Dean of the deanery may cast the deciding vote.
LOCAL BOARD RECORDS

Each school must keep a copy of their minutes and archive previous year minutes in a safe and secure location in the school office.

Minutes of all board 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.
CHANGE IN ORGANIZATION PROCESS

It shall be the policy of the Diocesan Board of Education that the Superintendent of Schools be consulted prior to and approve any change in the organizational structure of any school. The Superintendent may further consult with the Diocesan Board and possibly refer the matter to the Bishop or his designee prior to its enactment.

If the Superintendent determines 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.
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 local board of education has the right and responsibility to hire paid staff to do the work of the school because each Diocesan Entity is a separate legal corporation. The board /pastor shall hire the principal and the principal, in turn recommends all other personnel for schools to the board for approval.

The board 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 Guidelines
- Safety and Security

Policy Adopted: March 2007
Policy Revised: May 17, 2010
Policy Revised: December 2015
Policy Amended: October 25, 2018
Policy Revised: February 28, 2019
Policy Promulgated: July 29, 2019
POLICY 302

TEACHER FORMATION

It shall be the policy of the Diocesan Board of Education that teachers of grade-level religion (regardless of number of hours), counselors, administrators, and full-time teachers in the school must be compliant with the Diocesan Lay Formation Plan at the Basic Formation level within the first three years of employment. Part-Time teachers who do not teach grade-level religion must be compliant with the “What is Ministry?” component within the first two years of employment.
**CONTRACT AND CERTIFICATION**

It shall be the policy of the Diocesan Board of Education that, after local board approval, all paid administrators and teachers in the schools be placed on contract, and submit required evidence of certification/licensure to the appropriate authority.

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 the first three years of a teacher’s employment and the first two years of an administrator’s employment.

By July 1st or prior to a teacher or administrator receiving compensation, each school administrator (president/principal) shall present evidence to their local board of education:

- That all contracted teachers hold a valid Iowa teacher’s license and any applicable certification, with a copy on file at the school
- That a copy of the administrator’s license, contract and resume/curriculum vitae has been submitted to the Office of Catholic Schools
- That all school employees and volunteers are compliant with the Diocesan Safe Environment Requirements, as set forth by the Office of Safe Environment
PROBATIONARY PRINCIPAL CONTRACT

This agreement is entered into between __________________________ and __________________________
(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 Diocesan Board of Education, 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 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 Handbook for Diocesan for Catholic Schools Policy 365.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
Policy Reviewed: October 2019
Policy Promulgated: October 17, 2019
7. **BREACH OF CONTRACT.** If the principal terminates this agreement prior to the expiration date, the principal may be required to pay an amount not to exceed ________ for associated costs. The 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 the *Handbook for Diocesan Catholic Schools*. 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 Local Board of Education President  Date

___________________________  ____________________________
Signature Superintendent of Schools  Date

___________________________  ____________________________
Signature Principal  Date
FORM 303.1A

PRINCIPAL CONTRACT

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 Diocesan Board of Education, 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, 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 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 the principal terminates this agreement prior to the expiration date, the teacher may be required to pay an amount not to exceed ____________ for associated costs. The 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 the *Handbook for Diocesan Catholic Schools*. 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 Local 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, 2010
Policy Revised: December 2015
Policy Reviewed: October 2019
Policy Promulgated: October 17, 2019
PROBATIONARY TEACHER CONTRACT

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 _______________. The term of this contract 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 Diocesan Board of Education, 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, 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 the Handbook for Diocesan Catholic Schools Policy 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. The 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 the *Handbook for Diocesan Catholic Schools*. 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) Principal

______________________________  Date

(Signature) Pastor or Canonical Administrator

______________________________  Date

(Signature) Local Board of Education President

______________________________  Date

(Signature) Employee
TEACHER CONTRACT

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 Diocesan Board of Education, 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 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. 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:

   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 Handbook for Diocesan Catholic Schools Policy 365

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

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:

   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 Handbook for Diocesan Catholic Schools Policy 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 may be 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 the *Handbook for Diocesan Catholic Schools*. 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 Principal  Date

_________________________________________  ______________
Signature Pastor or Canonical Administrator  Date

_________________________________________  ______________
Signature Local Board of Education President  Date

_________________________________________  ______________
Signature Employee  Date
**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 local board of education only after completing the *Process for Hiring Principals* established by the Office of Catholic Schools.
PRINCIPAL

Procedures for recruiting, interviewing, and hiring a principal.

1. The local board of education will notify the Superintendent of Schools as soon as it is known that a new principal will be needed. The Superintendent of Schools will assist the board in the search for a principal.

2. The first step in the hiring process is that local board will review the principal’s job description to ensure that expectations are reflected in that description.

3. Each local board of education will be responsible for recruitment and interviewing candidates. The Diocesan Superintendent of Schools will assist the local board with each step of the process. The board may establish sub committees to review resumes and select applicants to interview.

4. Recruitment and Interviews
   a. The local board 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.
   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.
   e. A sub-committee of the board may be used to study materials received and conduct personal interviews with promising candidates or the board as a whole may select candidates for interview and interview candidates for the position.
   f. The Pastor, board chair, or Superintendent of Schools will follow up written references with telephone contacts.
   g. The local board and pastor will establish an interview schedule to conduct interviews for the qualified applicants. The Superintendent of Schools will be present at interviews when his/her schedule permits. The board will decide who or what groups will be invited to participate in the interview process, mindful that the final decision is up to the local board and the Pastor.
   h. If an interview subcommittee is used, they will recommend candidate(s) to the local board of education.

5. The local board of education should strive for consensus among members in choosing the principal. A vote of the majority of the board 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.

Policy Approved: June 8, 2000
Policy Adopted: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: December 2015
Policy Revised: February 28, 2019
Procedure Revised: March 20, 2020
Procedure Promulgated: May 5, 2020
PRINCIPAL/PRESIDENT EVALUATION

The local board will participate in an ongoing evaluation of the principal/president’s skills, abilities, and competence. The Diocesan Superintendent, with an evaluator’s endorsement, will complete the final annual yearly evaluation for all principals.
RELIGION ASSESSMENT TOOL

It shall be the policy of the Diocesan Board of Education that any Comprehensive Religion Assessment Tool used at the school be approved by the Office of Catholic Schools and the Diocesan Board of Education.
SUPERVISION OF ONGOING FAITH FORMATION FOR TEACHERS

School teachers, whether Catholic or non-Catholic, shall receive consistent and ongoing professional enrichment. To make this possible, the administrator, is to arrange for ongoing faith formation for all teachers.

The Office of Faith Formation provides teacher formation opportunities and processes designed to provide formation, annual assessment, recognition, and support.
INSTRUCTIONAL TIME FOR STUDENTS

It shall be the policy of the 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.
DISASTER AND CRISIS MANAGEMENT PLAN/PANDEMIC PLAN

Iowa Law requires that each school has an Emergency Operations Plan that has been approved by the local board of education. All schools in the Diocese of Davenport must follow this state law.

In addition, it shall be the policy of the Diocesan Board of Education that, for the safety and care of all program participants, each school includes in this plan measures for disasters and crisis management.

The Emergency Operations Plan is not a public document; however, all teachers and staff members must be aware of the plan. The plan should be reviewed annually and communicated to all appropriate external personnel and organizations.

The following provisions are to be included:

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, 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. The Diocesan Policies Relating to Planning for Seasonal and Pandemic Influenza (and other Infectious Disease Outbreaks).

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

5. 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.

6. Developing a relationship with local law enforcement.
It shall be the policy of the Diocesan Board of Education that all principals register for the Iowa Sex Offender Registry e-mail notification and, if along state borders, the equivalent in the border state(s). Principals/Pastors may use this information to raise awareness within the community, if deemed necessary.

There is a diocesan procedure that applies to sex offenders who are members of a parish or school community.

Iowa Sex Offender Website
ROLE OF PRINCIPAL

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 school’s 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 school and the tenets of the Protecting God’s Children program.

The athletic program of the school must be administered by a certified coach and is at all times subject to the control of the school’s principal. Athletic programs not administered by a certified coach are considered to be parish-based and are subject to the control of the parish, not the school.

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 is responsible for making recommendations to the local board of education regarding the hiring, appointing, directing, and discharging of 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.
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.
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 school to the local Pastor or board for approval.

The hiring procedures for hiring teachers in the Diocese of Davenport shall be contained in Procedure 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.
NON-RENEWAL/TERMINATION

All employees of the schools are considered “at will” employees with no continuing contract from year-to-year. Diocesan policy outlines two methods for the dismissal of employees, non-renewal and termination. The non-renewal procedure will 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.

It shall be the policy of the Diocesan Board of Education that the administrator should be notified on or before March 31st 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 non-renewal or termination is considered for an administrator, the board president or pastor shall contact the diocesan superintendent before notification of the administrator. 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.

It shall be the policy of the Diocesan Board of Education that a teacher should be notified on or before March 31st of the local board/committee’s intent to renew or refrain from renewing the teacher’s contract for the next academic year. This intent may be in the form of a general letter of intent.

When non-renewal or termination is considered for a teacher, the principal shall contact the diocesan superintendent before notification of the teacher. The diocesan superintendent shall assist the principal and board in ensuring that the non-renewal/termination follows civil laws as well as Human Resources Policies of the Diocese of Davenport.
NON-RENEWAL PROCESS - ADMINISTRATORS

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. The notification should be signed by the pastor/provost and the chairperson of the local board of education.
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 system is a responsibility of the board of education that must be exercised on behalf of learners in our programs. The Diocesan educational 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, professional development is an expected way of life. Provisions are made by every level in the educational system to meet the professional 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, 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 education, as they exercise their responsibility in justice and charity.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

SERIES 300: ADMINISTRATION

PROCEDURE 360.4A

DUE PROCESS: GROWTH/EVALUATION OF TEACHERS

The administrator will:

1. At the time of recruitment and contracting, inform the teacher in a general way of the established rationale and procedures for professional 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 diocesan levels.

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

3. Involve teachers regularly in assessing institutional 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 state established improvement and evaluation processes. Keep notes to insure objectivity and consistency in follow-through.
**DUE PROCESS: NON-RENEWAL OF TEACHER CONTRACTS (FOR USE WITH PROBATIONARY TEACHERS)**

Consecutive Procedural Steps to Ensure Due Process

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

**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. The administrator should offer the teacher a growth plan/expectation for improvement, which includes a statement that continued employment may depend on satisfactory progress. If offered, the teacher must sign the growth plan. The provision for a growth plan is waived when matters of serious nature are involved, prompting immediate action moving toward termination.

**Prior to midnight on March 31st**

3. Prior to midnight on 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) calendar days prior to the regular or special board meeting at which the hearing will be held.

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 (20) calendar 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) calendar days of receipt of notice and provide a copy to the board president or designee.

**At local board meeting to consider termination**

5. At the hearing, the administrator recommends to the board in executive session that the teacher’s contract should not be renewed and presents his/her reason or rationale in support of that recommendation. No audio/video recording of this executive session is permitted.

6. At this meeting, while in executive 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.
The board may also desire to retain an attorney to facilitate the hearing.

A non-verbatim record of the hearing will be kept by the secretary to the board or, at the board’s discretion, an individual who is not a board member will be retained to keep a non-verbatim record of the hearing.

7. Copies of evidence and proceedings will only be shared with counsel, the teacher, board members, or the diocesan superintendent. Individual board members are not permitted to retain the copies of evidence and proceedings. Upon completion of the hearing, the board will dismiss all individuals, except for those board members with voting rights who were not witnesses at the hearing and legal counsel for the board. The board, while still in executive 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 executive session must be presented, voted upon and approved by a majority of board members, who were not witnesses at the hearing, at that open session before becoming effective. The teacher will be notified by the board president or designee in writing within thirty (30) calendar 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

8. 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) calendar days of receipt of the local board’s decision. The appeal to the Diocesan Board of Education will be held in executive 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. The Diocesan Board of Education may question the teacher or the local board’s representative; however, 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) calendar 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.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

SERIES 300: ADMINISTRATION

PROCEDURE 360.4C

DUE PROCESS: TEACHER TERMINATION (FOR USE WITH NON PROBATIONARY TEACHERS)

Consecutive Procedural Steps to Ensure Due Process

In the case of a priest or religious, contact the Office of Catholic Schools for assistance in identifying proper ecclesiastical channels and procedures

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 principal offers the teacher a growth plan/expectation for improvement, which includes a statement that continued employment may depend on satisfactory progress. The teacher must sign the growth plan. The provision for a growth plan is waived when matters of serious nature are involved, prompting immediate action moving toward termination.

Prior to Midnight on March 31st and at least 20 days prior to the local board meeting to consider termination

3. A teacher being considered for termination for the upcoming school year will be given written notice of the intent to terminate prior to midnight on March 31st. 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 must be furnished to the board at least twenty (20) calendar days prior to the regular or special board meeting at which the hearing will be held. The recommendation for termination will set forth the specific grounds for recommending termination.

4. 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 (20) calendar days’ notice prior to a hearing before the local board of education.

5. 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 Superintendent of Schools. The teacher must still be afforded twenty (20) calendar days prior to the board meeting.
6. If the teacher desires a hearing before the board, the teacher must so advise the administrator in writing within ten (10) calendar days of receipt of the notice and provide a copy to the board president or designee.

At local board meeting to consider termination

7. The administrator recommends to the board in executive session that the teacher’s contract should be terminated and presents his/her reason or rationale in support of that recommendation. No audio/video recording of this executive session is permitted.

8. At this meeting, while in executive 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.

The board may also desire to retain an attorney to facilitate the hearing. A non-verbatim record of the hearing will be kept by the secretary to the board, or, at the board’s discretion, an individual, who is not a board member, will be retained to keep a non-verbatim record of the hearing.

Copies of evidence and proceedings will only be shared with counsel, the teacher, board members, or the diocesan superintendent. Individual board members are not permitted to retain the copies of evidence and proceedings.

9. Upon completion of the hearing, the board will dismiss all individuals, except for those board members with voting rights who were not witnesses at the hearing and legal counsel for the board. The board while still in executive 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 executive session must be presented, voted upon, and approved by a majority of board members, who were not witnesses at the hearing, at that open session before becoming effective. The board will then notify the teacher in writing within thirty (30) calendar 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

10. 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 appeal. Appeal must be made within ten (10) calendar days of receipt of the local board’s decision. The appeal to the Diocesan Board of Education will be held in executive 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. The Diocesan Board of Education may question the teacher or the local board’s representative; however, 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) calendar 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.
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

SERIES 300: ADMINISTRATION

PROCEDURE 360.4d

DUE PROCESS: GROWTH/EVALUATION OF ADMINISTRATOR

1. The Office of Catholic Schools implements policies of the Diocesan Board which call for the growth and development of the administrator. Local boards expect their administrator to participate in regular in-service and workshops. Local boards 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 Catholic Schools. Other sources include area, state, and/or national workshops and conferences.

3. The local board will participate in an ongoing evaluation of the administrator’s skills, abilities, and competence. The Diocesan superintendent of schools will do the summary evaluation for all principals 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 of Catholic Schools staff 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
Policy Amended: October 25, 2018
Regulation Revised: July 11, 2019
Procedure Promulgated: July 17, 2019
DIOCESE OF DAVENPORT
BOARD OF EDUCATION

SERIES 300: ADMINISTRATION

PROCEDURE 360.4E

DUE PROCESS: NONRENEWAL OF ADMINISTRATOR (FOR USE WITH A PROBATIONARY ADMINISTRATOR)

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

September — February
1. To ensure competency and consistency in accomplishing tasks the board may designate a responsible agent. This agent may be:
   1. Local board president;
   2. A board member or a committee of board members selected by the board; or
   3. Local board as a whole.

The responsible agent meets with the administrator and notifies the administrator that non-renewal of contract is a possibility. The board should offer the administrator a growth plan/expectation for improvement, which includes a statement that continued employment may depend on satisfactory progress. If offered, the administrator must sign the growth plan. 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 non-renewal:

Prior to midnight on March 31:
2. Prior to midnight on March 31, 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 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) calendar days prior to the regular or special board meeting at which the hearing will be held.

The 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 administrator must still be afforded twenty (20) calendar days’ notice prior to a hearing before the local board of education.

3. 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 local board meeting to consider termination
4. At the meeting, the responsible agent recommends to the board in executive session that the administrator’s contract should not be renewed and the reasons or rationale in support of that recommendation. No audio/video recording of this executive session is permitted.

5. At this meeting, while in executive 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.
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. A non-verbatim record of the hearing will be kept by the secretary to the board or, at the board’s discretion, an individual, who is not a board member, will be retained to keep a non-verbatim record of the hearing.

Copies of evidence and proceedings will only be shared with counsel, the administrator, board members, and/or the diocesan superintendent. Individual board members are not permitted to retain the copies of evidence and proceedings.

6. Upon completion of the hearing, the board will dismiss all individuals, except for those board members with voting rights who were not witnesses at the hearing and legal counsel for the board. The board, while still in executive session, will then deliberate and decide 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 executive session must be presented, voted upon, and approved by a majority of board members, who were not witnesses at the hearing, at that open session before becoming effective. The administrator will be notified by the board president or designee in writing within thirty (30) calendar 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 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) calendar days of receipt of the local board’s decision. The appeal to the Diocesan Board of Education will be held in executive 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 administrator 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. The Diocesan Board of Education may question the administrator or the local board’s representative; however, 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:
   a. In violation of rules and procedures;
   b. Unsupported by substantial evidence in the record made before the local board when the record is viewed as a whole; or
   c. Unreasonable, arbitrary or capricious, or characterized by an abuse of discretion or 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) calendar 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.
DUE PROCESS: ADMINISTRATOR 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 Catholic Schools for assistance in identifying proper ecclesiastical channels and procedures

To ensure competency and consistency in accomplishing tasks the board may designate a responsible agent. This agent may be:

   a. Local board president;
   b. A board member or a committee of board members selected by the board; or
   c. Local board as a whole.

Continuing
1. When the administrator’s performance and growth are unsatisfactory, the responsible agent of the board meets with the administrator to express concerns and observations. The board may request a professional evaluation of the administrator by the Office of Catholic Schools.

   The board offers the administrator a growth plan/expectation for improvement, which includes a statement that continued employment may depend on satisfactory progress. The administrator must sign the growth plan. The provision for a growth plan is waived when matters of serious nature are involved, prompting immediate action moving toward termination.

Prior to midnight on March 31st and at least 20 days prior to local board meeting to consider termination
2. Prior to midnight on March 31st, the responsible 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. At this meeting the responsible 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. A copy of this written notification must be furnished to the board at least twenty (20) calendar days prior to the regular or special board meeting at which the hearing will be held. The recommendation for termination will set forth the specific grounds for recommending termination.

3. The 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 administrator must still be afforded twenty (20) calendar days’ notice prior to a hearing before the board of education.

4. 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 Catholic Schools. The administrator must still be afforded twenty (20) calendar days prior to the board meeting.

5. If the administrator desires a hearing before the board, the administrator must advise the board in writing within ten (10) calendar days of receipt of the notice.
**At local board meeting to consider termination**

6. At the meeting, the responsible agent recommends to the board, in executive session, that the administrator’s contract be terminated and states the reason or rationale for this recommendation. No audio/video recording of this executive session is permitted.

7. At this meeting, while in executive 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(es) 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.

8. The board may also desire to retain an attorney or spokesperson to facilitate the hearing. A non-verbatim record of the hearing will be kept by the secretary to the board or, at the board’s discretion, an individual, who is not a board member, will be retained to keep a non-verbatim record of the hearing.

Copies of evidence and proceedings will only be shared with counsel, the administrator, board members, and/or the diocesan superintendent. Individual board members are not permitted to retain the copies of evidence and proceedings.

9. Upon completion of the hearing, the board will dismiss all individuals, except for those board members with voting rights who were not witnesses at the hearing and legal counsel for the board. The board, while still in executive 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, who were not witnesses at the hearing, at that open session before becoming effective. The administrator will be notified by the board president or designee in writing within thirty (30) calendar 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**

10. 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) calendar days of receipt of the local board’s decision. The appeal to the Diocesan Board of Education will be held in executive 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. The Diocesan Board of Education may question the administrator or the local board’s representative; however, 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.

Regulation Adopted: December 2, 1989
Regulation Revised: August 15, 2006
Regulation Revised: January 26, 2012
Policy Revised: December 2015
Procedure Revised: July 11, 2019
Procedure Promulgated: July 17, 2019
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) calendar 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.
Due Process: Significant Formal Complaints against Teacher/Staff

If significant formal complaints are made against contractors and non-school employees, the due process is handled through the agency.

This complaint procedure is to be used by a third party — that is someone other than 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 evidence for complaints, sources of information, etc.
3. If the problem remains unresolved, the initiator or the respondent refers the complaint to the administrator in writing. The administrator has authority for decision-making regarding the program and its teachers/staff. Teachers/staff are accountable to the administrator; the administrator is accountable to the board of education and the Diocesan Office of Catholic Schools.

The administrator:

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 administrator 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 79, “Due Process: Significant Complaints against an Administrator.”
DUE PROCESS: SIGNIFICANT COMPLAINTS AGAINST ADMINISTRATOR

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 evidence 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. Evidence provided to 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;
   • Any or all 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 professional development/training of the initiator or the administrator or both. The local board may call for an improvement plan which includes provision for professional development/training and evaluation of progress.

Procedures:

   a. In the case of an administrator, the improvement plan is developed and carried out in conjunction with the Superintendent of Schools, or his/her designee;
   b. In the case of a teacher, the improvement plan is developed in conjunction with and carried out under the direction of the administrator;
   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 or his/her designee.

8. Recourse if action of the board is not accepted:
   Administrator
   • May request a hearing by the Office of Catholic Schools, which 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 Catholic Schools, which has the discretion to recommend a review by the Diocesan Board of Education;
- May resign his/her position as an employee of the school. May voluntarily terminate his/her relationship with the school.

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 in Procedure 360.4d - f
- Teacher shows insufficient progress: Administrator follows procedural steps as given in Procedure 360.4a - c
- Staff/Employee shows insufficient progress: Administrator follows procedural steps as given in the Employer Procedure Manual for Diocesan Entities in the Diocese of Davenport
- Parent/Student/Volunteer shows insufficient progress: The local board requests them to no longer be a part of the school community
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 Superintendent of Schools 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 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 diocesan policies/regulations.
- Attempt to resolve the matter but has no authority to mandate the participants to adopt a solution.
- Keep a brief summary statement of each meeting, stating the problem and its resolution, or the efforts taken for resolution.
- 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 Catholic Schools.

Conciliator may, however, decide that any participant is not cooperating in good faith. Evidence of lack of good faith includes, but is 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, in writing. If there is still no cooperation, the conciliator shall notify the Office of Catholic Schools, which shall endeavor to persuade the participant to cooperate.
POLICY 361

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.

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 on March 31.
IMMORAL CONDUCT AS GROUNDS FOR DISMISSAL

School administrators and teachers and staff (hereafter referred to as “employee”) in schools 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 carries 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 school.

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 Catholic Church and the school.

Teaching or living a lifestyle 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 Policy 365.6c)
2. The openness of the employee to be responsible for both his/her actions and their effects.
3. The openness of the employee to make a commitment to the ideals of the community.
4. The nature and extent of the public scandal. (See also Policy 365.6b)
5. The willingness of the employee to repair any scandal, public or private, insofar as possible. (See also Policy 365.6b)

The pastoral circumstances that will affect the welfare of the community and the welfare of the individual, as judged by the board and administration. (See also Policy 365.6b)
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 latter 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.
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. The diocese understands 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.

The school, as a community of believers embraces as a matter of faith, the teachings, policies and beliefs of the Magisterium of the Catholic Church, as defined in the Deposit of Faith. Therefore, it rejects 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, but are not limited to, unjust aggression against persons, abortion, unlawful discrimination, breach of contract, theft, perjury, or defamation of character.
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.
10. Consistent neglect by Catholics of the Precepts of the Church (See Catechism of the Catholic Church, 2041-2043).
ACCREDITATION OF 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.

Circumstances Other Than Inclement Weather

The Superintendent of Schools is to be contacted when school is dismissed for circumstances other than inclement weather.
INTER-PAROCHIAL SUPPORT OF SCHOOLS

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.
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 local board of education and parish council again are the decision-making body, in accordance with parish governing documents.

Relationship to Diocesan Board of Education
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 Diocesan 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.

3. What parish/school leadership wishes to receive from the membership is a general indicator of support or disagreement. Members 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.

Some idea of the program itself and the scope of the entire study should be shared with the general membership, who should know that final implementation is not an accomplished fact. The parish/school leadership makes a recommendation to the Diocesan Board of Education, which will make a recommendation to the Bishop or his designee.

A summary of this input and recommendations flowing from it should be given to the parish for dissemination to the board of education, Parish Council and Finance Council.
The Community at Large:
1. The parish or educational system should reach out to the community at large, in order to inform the community that leadership sees the establishment of a new program as an enrichment of the community at large and also that leadership desires 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. (It is recommended to identify 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. 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 the 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, leadership 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 local board of education should be involved in the 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 send all final reports, rationale, and its decision, along with a request for presentation, to the Diocesan Board of Education for recommendation to the Bishop.

Within 60 days, the Diocesan Board of Education will respond with the date of the review and invite parish/school leadership to send representatives to formally present the request and ask for Board approval and recommendation to the Bishop.
PROCEDURES FOR WITHDRAWING FROM A REGIONAL SCHOOL ADMINISTRATIVE OPERATIONS

LINE OF RESPONSIBILITY

The parish considering withdrawal presents its petition with a well-documented rationale to the board of education of the regional entity and to the Superintendent of Schools.

A. If the members of the board of education 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 of the consolidated entity is presented to the Diocesan Board of Education.

B. If the members of the board of education of the regional school 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, who are not members of the petitioning parish, to the Diocesan Board of Education for its review.

The Diocesan Board of Education makes a recommendation to Bishop for his decision.
RELIGIOUS QUALIFICATIONS OF SCHOOL TEACHERS

Because the distinct purpose of a 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 schools of the Diocese of Davenport should:

1. Be a Catholic in Good Standing, who has 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 Schools

1. Be a Catholic in Good Standing 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 program of the school.
RECRUITMENT AND SELECTION OF TEACHERS

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. 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 utilizes a committee to assist in interviewing candidates for teaching positions. Committee membership might include the pastor, a member of the local board of education and a teacher from the department or grade 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 school.

8. Responsibility for recommending to the board of education 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 conditionally offer, pending board approval, the position to an applicant. Upon confirmation of acceptance of the conditional offer, the potential hire will begin the background check and Diocesan *Safe Environment Requirements*. A contract is only signed after the potential hire meets the aforementioned criteria.
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 volunteer or are employed to work in the school, must be screened in relation to the nature of the position. Offers of employment and volunteer positions are conditional until successful completion of Safe Environment Requirements, which includes a background check.

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

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

It shall be the policy of the Diocesan Board of Education that all employees/volunteers of the school 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 schools 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 concerns 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 school 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

Each employee of a 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.
BUS DRIVERS/DRUG AND ALCOHOL TESTING

It shall be the policy of the Diocesan Board of Education that schools must always comply with current law. Any school operating its own bus program must become a member of the Iowa Drug and Alcohol Testing Program (IDATP). Schools contracting with a private provider must ensure that the provider has a drug and alcohol testing program compliant with federal regulations.

Institutions must always comply with current law. At the time of this writing employees who operate 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 (26,100 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 school vehicle and any volunteers who operate such a vehicle.

The employees operating a 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 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 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*.

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 its supporting administrative regulations to employees operating 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.

*See the Federal Motor Carrier Safety Administration – “Implementation Guidelines for Alcohol and Drug Regulations”, Table 2.1 Safety-Sensitive Functions.
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.

Each school identifies the individuals or groups of employees who are at occupational risk for exposure to blood or potentially infectious body fluids. The school shall provide the Hepatitis B vaccine and vaccination series to these employees, at no cost to the individual. In addition, the school will provide post-exposure evaluation and follow-up to employees who may have been exposed to blood and/or body fluids.

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. This form may not be modified by the local board of education.

“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.
PROFESSIONAL GROWTH

The Office of Catholic Schools shall be charged with identifying, designing, and implementing relevant and high-quality Professional Development Opportunities for school administrators and teachers. 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 Office of Catholic Schools 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 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 a Catholic 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.
TEACHER OBSERVATION AND EVALUATION

Teachers in the Diocese of Davenport will be evaluated by the building principal, using the Eight Iowa Teaching Standards and the Diocesan Standard for “Faith Community Member”. The principal will observe instruction in the classroom. Each teacher will receive a summative evaluation by the principal according to the Tier in which the individual is placed. 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 individual employee and to appropriate supervisory personnel. No information is to be released without the authorization of the principal and 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 remain in the employee’s personnel file and contain the name of the employee’s preferred doctor, dentist, hospital, and the phone numbers of relatives or friends to contact in an emergency.
DIocese of Davenport
Board of Education

Series 400: Staff Personnel

Policy 430

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 environment in which all members of the school 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.

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

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.

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 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.

“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 or another student 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
In situations between students and school officials, faculty, staff, or volunteers, 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 or participation in school 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, the perpetrator will be removed from the situation immediately. Reentry may 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 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 proceedings 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 volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school will promptly and reasonably investigate allegations of bullying or harassment. The investigator or designee will be responsible for handling all complaints by students or employees alleging bullying or harassment. 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 employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures which may include termination. The policies of the Iowa Board of Educational Examiners will be followed in all instances involving teachers and administrators. If, after an investigation, a school volunteer is found to be in violation of this policy, the volunteer shall be subjected to appropriate measures, which may include exclusion from school grounds.

It also is the responsibility of the superintendent, in conjunction with the investigators and principals, to develop procedures regarding this policy. The superintendent or designee also is responsible for organizing training programs for students, school 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.

Each local board will annually publish this policy. The policy may be publicized by the following means:
And a copy shall be made available to any person at the administrative office of each school or the 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 effectively when students 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 student’s safety temporarily, and record incidents.

*The Diocese of Davenport Policies Relating to Sexuality and Personal Behavior must also be followed if there is a complaint of Sexual Harassment by an employee or volunteer.*
ANTI-HARASSMENT/BULLYING INVESTIGATION PROCEDURES

Reporting suspected bullying behaviors

a. An individual who feels that he/she has been harassed or bullied should report it immediately to a teacher, counselor, administrator; and/or responsible staff member working in the area at the time of the incident.
b. The individual or his/her designee writes down exactly what happened including:
   - what, when and where it happened;
   - who was involved;
   - exactly what was said or what the alleged harasser did;
   - witnesses to the harassment;
   - what the individual said or did, either at the time or later;
   - how the individual felt; and
   - how the alleged harasser responded.
c. The individual or his/her designee keeps a copy of the written report and gives another copy to the teacher, counselor, administrator, and/or responsible staff member to whom the verbal report was made.
d. 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 the building principal, who is the designated investigator. The alternate investigator is the school counselor or an 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 Superintendent of Schools, 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 it appears that the potential of bullying behaviors exists, the investigator will reasonably and promptly commence the investigation, upon receipt of the complaint.

Pre-Investigation Safety Plan
The investigation begins with considering precautionary measures and, if necessary, the implementation of a pre-investigation safety plan.

Investigator Meets with the Reporting Individual
The investigator next conducts an intake interview of the student, who claims to be the target of bullying behaviors, or the reporting teacher or parent who 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 his/her role as a neutral factfinder
• 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.
• Reevaluate precautionary measures and safety plan. The safety plan should ensure the target’s emotional and physical safety during the investigation and must be targeted to the student’s individual circumstances, worries and needs. All individuals, who need to know, will be informed of the safety plan and their individual responsibility for implementing and monitoring the plan.

Investigator Interviews Witnesses Individually
A. Asks about their relationship with the complainant/target and the accused.
B. Asks witnesses what they observed with their own eyes and heard with their own ears.
C. Asks the witnesses about the specific allegations.

Investigator Meets with the Accused
A. Explains the purpose of the meeting.
B. Explains his/her role as a neutral investigator.
C. Advises the accused of the non-retaliation policy.
D. Addresses knowingly providing false information.
E. Reviews each allegation with the accused and obtains responses from the accused.
F. Obtains a witness list and follows the procedure for interviewing witnesses.
G. Has the accused review his/her responses and sign off on his/her responses.
H. Reevaluates precautionary measures and safety plan.

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. If yes, a founded complaint is rendered; if no, an unfounded complaint is rendered.
E. Complete the investigative report
F. Disclose the findings to the reporting individual (or designee) and the accused (or designee), while maintaining the confidentiality of all parties.
G. 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
• 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 or designee 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 or designee will determine if the student engaged in bullying should receive counseling services.
C. The principal or designee will develop a post-investigation safety plan that restricts a student in the environment in which they have been engaged in unsafe behavior.
D. The principal will also follow all state laws regarding reporting of founded complaints

**RESOLUTION OF THE COMPLAINT IF A DECISION IS UNABLE TO BE RENDERED**

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.
- Retaliators 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.

281 I.A.C. 12.3(6).
Morse v. Frederick, 127 S.Ct. 2618 (2007)
## 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>
<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/Ancestry</td>
<td>Religion / Creed</td>
<td></td>
</tr>
</tbody>
</table>

**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 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 Revised:** December 2015
**Policy Revised:** September 10, 2019
**Policy Promulgated:** October 17, 2019
**Form Revised:** March 20, 2020
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 the information on this form is accurate and true to the best of my knowledge.

Signature: ___________________________ Date: ________________________________
ANTI-HARASSMENT/BULLYING WITNESS DISCLOSURE FORM

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

School/Site of Incident ____________________________________________________________

Alleged Offender(s) ______________________________________________________________

Complainant(s)/Target(s) _________________________________________________________

Reporter Name _________________________________________________________________

Name of witness: ________________________________________________________________

Position of witness: ______________________________________________________________

Date of testimony, interview: ______________________________________________________

Description of incident witnessed: _________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Any other information: ____________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

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

Signature: ___________________________________________________________________

Date: ____/____/____
DIocese of Davenport
Board of Education

Series 400: Staff Personnel

Form 430.5

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 /Ancestry</td>
<td>Religion / Creed</td>
<td></td>
</tr>
</tbody>
</table>

Summary of investigation:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

Signature: ___________________________ Date: ________________________________
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.
# Employee Evaluation Form: Support Staff

<table>
<thead>
<tr>
<th>Anniversary Date</th>
<th>Six Month</th>
<th>Other</th>
</tr>
</thead>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory, careless</td>
</tr>
<tr>
<td>Borderline</td>
</tr>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Above Average</td>
</tr>
<tr>
<td>Outstanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUANTITY OF WORK: Consider the amount of work produced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Below Average, just enough to get by</td>
</tr>
<tr>
<td>Average</td>
</tr>
<tr>
<td>Above Average</td>
</tr>
<tr>
<td>Outstanding, Eager to do more than</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTENDANCE: Consider absenteeism and tardiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently absent</td>
</tr>
<tr>
<td>Frequently late</td>
</tr>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Above Average</td>
</tr>
<tr>
<td>Never late or absent</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTITUDE: Consider ability to get along with others; willingness to cooperate with supervisors and conform to rules of work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unwilling to cooperate, troublesome or indifferent</td>
</tr>
<tr>
<td>Sometimes difficult to work with; occasionally indifferent</td>
</tr>
<tr>
<td>Normal, usually tactful, works well with others</td>
</tr>
<tr>
<td>Congenial and cooperative</td>
</tr>
<tr>
<td>Always willing, highly cooperative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KNOWLEDGE OF WORK: Consider how well the employee is equipped with the knowledge essential to the performance of his/her work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient for position</td>
</tr>
<tr>
<td>Lacks knowledge of some phases of work</td>
</tr>
<tr>
<td>Adequate for position</td>
</tr>
<tr>
<td>Understand all phases of position</td>
</tr>
<tr>
<td>Comprehensive knowledge of all phases of position</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPENDABILITY: Consider the extent to which the employee can be counted on to do assigned tasks and degree of supervision required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unreliable, needs constant supervision</td>
</tr>
<tr>
<td>Sometimes requires prompting</td>
</tr>
<tr>
<td>Usually completes tasks with reasonable promptness</td>
</tr>
<tr>
<td>Very dependable, needs little supervision</td>
</tr>
<tr>
<td>Thoroughly dependable and trustworthy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INITIATIVE: Consider willingness to assume responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puts forth no effort, always waits to be told</td>
</tr>
<tr>
<td>Puts forth little effort, needs prodding</td>
</tr>
<tr>
<td>Average, does assigned work well</td>
</tr>
<tr>
<td>Hard worker, willing to do more than assigned</td>
</tr>
<tr>
<td>Exceptionally diligent, never waits to be told</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PERSONAL APPEARANCE: Consider cleanliness, neatness, general grooming and appropriateness of attire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always untidy, improper dress</td>
</tr>
<tr>
<td>Sometimes untidy and careless</td>
</tr>
<tr>
<td>Generally neat and clean</td>
</tr>
<tr>
<td>Well groomed</td>
</tr>
<tr>
<td>Very neat, extremely well groomed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADAPTABILITY: Consider ability to adjust to changing situations and work assignments and ease with which learns new duties</th>
</tr>
</thead>
</table>
### Diocese of Davenport
#### Board of Education
#### Series 400: Staff Personnel

<table>
<thead>
<tr>
<th>Cannot adjust to changing conditions</th>
<th>Has difficulty, requires details and repeated instructions</th>
<th>Satisfactory, minimum instructions on most new duties</th>
<th>Very adaptable, quick to learn and understand</th>
<th>Exceptionally keen in adapting to new jobs and changing situations</th>
</tr>
</thead>
</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 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: __________________
NON-INSTRUCTIONAL STAFF: DISMISSAL

The board of education 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 exercises control of the 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, 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.

Non-instructional staff include 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.”
TEACHER FORMATION – TEACHER ENRICHMENT PROCESS

It shall be the policy of the Diocesan Board of Education that school teachers, whether Catholic or non-Catholic, 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 school.
ACCIDENT/INJURY

It shall be the policy of the Diocesan Board of Education that all schools and 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 school.

In addition, accidents/injuries should be reported to the parish’s/institution’s liability insurance company and to the 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 school or diocese; or c) an action which violates the mission or overall philosophy of the Catholic Church.

For a Sample Incident Report, See Procedure 452.2.
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>
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</table>

PERSON MAKING REPORT: ____________________________ TITLE: ____________________________

SIGNATURE: __________________________________________________________

ADDITIONAL INFORMATION MAY BE GIVEN ON REVERSE SIDE OF THIS FORM. ADDITIONAL SHEETS MAY BE USED.
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: ___________________________
PROFESSIONAL CONTACT WITH STUDENTS

Communication Guidelines

Each school should develop and promulgate a list of professional guidelines for employees interacting with students. These guidelines shall reflect the Policies Relating to Sexuality and Personal Behavior.

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: https://smokefreeair.iowa.gov/.
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.

This policy also applies to the use of smokeless tobacco, vaping, e-cigarettes, etc.
COMMITMENT TO THE STUDENT IN A SCHOOL

We believe that Catholic Christian 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.
ADMISSIONS

It shall be the policy of the Diocesan Board of Education 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 school should have a written policy in the Parent/Student handbook regarding application and acceptance procedures of children into the school community that are in accord with this policy.

As a 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
Policy Revised: September 24, 2019
Policy Promulgated: October 17, 2019
INTERNATIONAL STUDENT

The Diocese of Davenport encourages our individual schools to accept international students. We believe they bring diversity to our classrooms.

Definition of an international student:
An international student is a student who has been issued an I-20 from the Diocese of Davenport and holds an F-1 Visa issued by the US Department of State.

International Student Enrollment
A student must go through the admissions process of the local school to be enrolled as an international student. An international student must be enrolled full-time. The principal will make the final determination as to whether a student is accepted. The number of international students accepted by a local school is established by the local governing body.

Additionally:
- All international students must pay tuition.
- International students who complete all requirements for graduation are eligible to earn a diploma from a recognized High School.
- International students are expected to follow the school schedule and attend class according to the approved school calendar for the academic year.
- The international 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 recognized school. The local school will determine the actual dress code.
- The local school requires that a religion class be taken by the international student.
- The student is required to participate in the spiritual formation opportunities (school Mass, adoration, bible studies, retreats, community service, etc.) offered by the school.
- Host families will be expected to be compliant with the Diocesan Safe Environment Requirements.
- Host families may be expected to fulfill the volunteer expectation for parents.

Fees, Registration, Tuition
All international students must pay tuition. The local board of education will determine the fees, registration costs and tuition for an international student. Tuition and fees will be reasonable and just. That fee schedule must be submitted to the diocesan Superintendent of Schools. International students are included in the local school’s tuition refund policy.

Extra-Curricular Activity Participation
All international students must strictly adhere to the guidelines set forth by the Iowa Department of Education and the appropriate governing body/bodies for the extracurricular activity.
Role of the PDSO
The Primary Designated School Official (PDSO) is an employee of the Diocese of Davenport who serves as the main point of contact for issues related to Student and Exchange Visitor Program (SEVP) certification.

Role of the Local Coordinator
The Local Coordinator is a designated employee of the local school who serves as the liaison between the school and the PDSO. The Local Coordinator also serves as the liaison between the school and the service agency and, as applicable, the host family/family of origin.

International Student Compliance
International Students must comply with all rules and regulations of the I-20, F-1 Visa, the local School and the Diocese of Davenport. In addition, they must adhere to all local, state and federal laws. Failure to comply with these regulations may result in revocation of the I-20.
INTERNATIONAL STUDENT
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 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 schools, the law requires that an appropriate education be provided, only if it can be accomplished with “minor accommodations.” What constitutes minor accommodations will differ for each school. While there is no comprehensive list, minor accommodations 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 accommodations. However, “minor accommodations” 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.

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).

Schools will collaborate with parent(s), the public school, and 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 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.

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

All diocesan schools shall annually prepare and make available to all parents and students a handbook that presents all policies, regulations and procedures of the local school. School polices 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 local board adopt student responsibility and discipline policies as required by Iowa Code. The board 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. 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
PROBATION AND SUSPENSIONS

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 the conditional suspension of a penalty for a set period of time. Probation may be imposed by the principal for infractions of school rules which do not warrant the necessity of removal from school.
   2. The principal 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 Suspension
   1. In-school suspension is the temporary isolation of a student from one or more classes while under administrative or school personnel supervision. In-school suspensions may be imposed by the principal for infractions of school rules which are serious, but which do not warrant the necessity of removal from school.
   2. The principal shall conduct an investigation of the allegations against the student prior to imposition of an in-school 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. Notice and reasons for the in-school suspension will be provided to the student’s parents. Documentation of this communication should be retained.

C. Out-of-School Suspension
   1. Out-of-school suspension is the removal of a student from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.
   2. A student may be suspended out of school for up to five school days (unless an expulsion hearing is pending) by a principal 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 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 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, board of education President and Pastor. Documentation of this communication should be retained.

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

5. In the case of a pending expulsion, the suspension shall not exceed ten (10) school days.

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 to provide parent/s or legal guardians with resources that may be used at home to further the student’s faith development
### SUSPENSION REPORT

This form is to be used if a meeting with the parents is not held

<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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<tr>
<th>Work Phone</th>
<th>Parent or Guardian</th>
<th>Address</th>
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<table>
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<tr>
<th>In School Suspension</th>
<th>Out of School Suspension</th>
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</table>

**Reason for Suspension:**

**Duration of the Suspension:**

**Conditions of Return to School:**

**Conditions of Suspension:**

Parent Signature: ___________________________ Date: ___________________________

Principal Signature: ___________________________ Date: ___________________________
REQUEST FOR WITHDRAWAL OF STUDENTS BASED ON FINANCIAL DELINQUENCY

Parents/guardians may be requested to withdraw their student(s) if they fail to fulfill their financial/tuition obligations to the school. Before withdrawal occurs, the Principal (or designee) shall formulate a payment plan with the family. The principal (or designee) should 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 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 internally. In rare instances, however, the school may find it necessary, in its discretion, to require parents/guardians to withdraw their child from the school.

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

These Catholic principles 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 school-sponsored programs and events.

The school reserves the right to determine, at its discretion, which actions fall short of meeting the Catholic 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, at its discretion, when conduct is of such a severe nature as to warrant immediate expulsion 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 begin with the principal and follow the policies for expulsion.
REQUEST FOR STUDENT WITHDRAWAL FROM A 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 to recommend to the board the expulsion of a student for disciplinary purposes. Only the board may take action to expel a student and to readmit the student. The principal shall keep records of expulsions, in addition to the board’s records.

Students may be expelled for violations of board policy, school rules or the law. It shall be within the discretion of the board 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, the student shall be afforded the opportunity of a hearing before a quorum of the board at which time the board 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 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 and/or 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.

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.
JOINT USE OF FACILITIES WHEN DISCIPLINARY ACTION TERMINATES THE RIGHTS OF A 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 school admission 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.
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.
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.
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, 256.11A; 280 (1995) 281 I.A.C. 12.3(6), 12.3(7); 12.5(16).
PREGNANT STUDENTS

The local 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.
CORPORAL PUNISHMENT BAN

It shall be the policy of the Diocesan Board of Education that no school 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)
DRESS CODE

All 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, 256.11A; 280 (1995) 281 I.A.C. 12.3(6), 12.3(7); 12.5(16).
CLASS SIZE

The local board of education is responsible for determining maximum class size and student/teacher ratio for grades K-12. 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, 256.11A; 280 (1995); 281; I.A.C. 12.3(6), 12.3(7); 12.5(16).
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 oversees 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.

Policy Adopted: July 16, 2001
Policy Revised: March 1, 2005
Policy Revised: June 7, 2005
Policy Reviewed: May 17, 2010
Policy Reviewed: December 2015
Policy Amended: October 25, 2018
Policy Promulgated: December 20, 2018
Note: This law reflects the Iowa Department of Education’s special education administrative rule regarding administration of medication. 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 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 and dated statement is 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 prepare and administer 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 return the signed empty envelope and document administration including the student, date, time, and signature.
DIOCESE OF DAVENPORT  
BOARD OF EDUCATION  

SERIES 500: STUDENT PERSONNEL  

PARENT AUTHORIZATION FORM FOR THE ADMINISTRATION OF MEDICATION

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**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.

<table>
<thead>
<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: ________________________________________________

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.

<table>
<thead>
<tr>
<th>Prescription Medication Only</th>
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</thead>
<tbody>
<tr>
<td>Prescriber</td>
<td>Date</td>
</tr>
<tr>
<td>Prescriber’s Address</td>
<td>Prescriber’s Emergency Phone</td>
</tr>
</tbody>
</table>

**Parent/Guardian Signature**  **Date**

**Parent/Guardian Address**  **Home Phone**

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Policy Adopted: June 7, 2005  
Policy Reviewed: May 17, 2010  
Policy Reviewed: December 2015  
Policy Revised: September 10, 2019  
Policy Promulgated: September 13, 2019  
Form Revised: March 20, 2020
SELF-ADMINISTRATION AUTHORIZATION OF ASTHMA OR AIRWAY CONSTRICITING 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 no 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.

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

Purpose of Medication/Administration Instructions: ____________________________________________

Special Circumstances: ____________________________________________

Discontinue/Re-evaluate/Follow-up Date: ____________________________________________
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.

Parent/Guardian Signature

Date

Parent/Guardian Address

Home Phone

Additional Information

Work Phone/Other Phone
MEDICATION INCIDENT REPORT

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 property or on the person of a student attending school 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 Official

1. The board of education of the school 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. A school 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 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 considering the age and gender of the student and nature of the infraction.

If a student is not or will not be present at the time a search of a student protected area is conducted pursuant to paragraph 1, the student shall be informed of the search either prior to, or as soon as is reasonably practical, after the search is conducted.

2. A search may not be made which is unreasonable considering 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 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 student or a protected student area by a school official shall:
   a. Be conducted by an adult 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 officials may conduct periodic inspections of all, or a randomly selected number of, school lockers, desks and other facilities or spaces owned by the school and provided as a courtesy to a student. The furnishings of a school locker, desk or other facility or space owned by the school 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 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 school begins, the school shall provide written notice to all students and the students’ parents, guardians or legal custodians that school officials may conduct periodic inspections, without prior notice, of school lockers, desks and other facilities or spaces owned by the school and provided as a courtesy to a student. Such an inspection shall occur in the presence of the students 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 official, or by a school official at the invitation or direction of a peace officer who is not a school 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 for any of grades preschool through twelve.

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

3. “Contraband” includes substances or items which, if found on school property, violate the law and/or school regulations, are detrimental to an orderly environment. Contraband includes, 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 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, 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(s) and gender of the student(s) 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 school are required to attend school each day that school is in session.

The school laws of the State of Iowa require school attendance and schools in the Diocese of Davenport 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, 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.

For all students under the age of 18, diocesan policy for excused absences requires a written excuse or telephone contact with parents or legal guardians 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. The school administration will set the specific procedure for reporting a student absence and the school’s response, should notification not be received.

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. In order to receive credit for that one-half day’s attendance, the child must be present for a part of the one-half day in which the appointment takes place.

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 truant.

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

It shall be the policy of the Diocesan Board of Education that all schools 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 school.

In addition, accidents/injuries should be reported to the school’s liability insurance company.
FORM 551.1

ACCIDENT/INJURY REPORT (NOT TO REPLACE ONLINE INSURANCE REPORTING)

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 /Child Care: ___________________________ Date: ______________________

Address of School/Child Care: ______________________________________________________

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>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>PHONE</th>
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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.

Regulation Adopted: July 16, 2001
Regulation Revised: June 5, 2002
Regulation Revised: May 17, 2010
Regulation Reviewed: December 2015
Regulation Reviewed: February 28, 2019
Regulation Promulgated: July 29, 2019
Form Revised: March 20, 2020
INCIDENT

It shall be the policy of the Diocesan Board of Education that all schools and 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 institution. An incident is defined as an 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 school; or
   c)  an action which violates the mission or overall philosophy of the Catholic Church.
INCIDENT REPORT

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

1) Name of Involved Party (Parties), address(es) and phone number(s);
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
Regulation Revised: February 28, 2019
Regulation Promulgated: July 29, 2019
Procedure Revised: March 20, 2020
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 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 high school to form a new entity, in which case it is stored at the new school. If 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. If a parish closes, the Superintendent of Schools is consulted for disposition of school 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 at 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.
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 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.
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

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 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. Responsibility for this assessment rests with the program administrator in consultation with the Superintendent of Schools. 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 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 always be maintained.
      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 Superintendent of Schools.

7. All school 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 Schools cause material and substantial disruption to the school environment and/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 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 property or onto property within the jurisdiction of the school/parish or from students who are within the control of the school.

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 shall be expelled for not less than twelve months. The superintendent 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 Catholic 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. 103227, including pistols, revolvers, rifles and shotguns;
4) Daggers;
5) Razors blades and blades for opening packets;
6) A knife of any type or nature regardless of the composition of the materials used to make the knife;
7) Any object which is an offensive weapon as defined by Section 723.1, Code of Iowa 1993, or as found by any interpretation of the Supreme Court of the State of Iowa;
8) Any object which is a dangerous weapon as defined by Section 702.7, Code of Iowa 1993, or as found by any interpretation of the Supreme Court of the State of Iowa;
9) Any instrument designed primarily for use in inflicting death
10) 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;
11) Starter pistols and any other mechanical device of any nature whatsoever designed for or capable of discharging blank rounds;
12) Pellet guns and air guns, whether the projectile is discharged by CO₂, air, or some other form of propellant;
13) 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.)
14) Any type of martial arts device including, but not limited to, throwing stars, nunchucks, staffs, batons, or swords (wooden or metal);
15) Stun guns;
16) 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 in a firearm, and regardless of whether the firearm is present;
17) Pipe bombs and any other explosive device including hand grenades, mines, and claymores regardless of whether or not any of said devices can explode;
18) 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 can explode;
19) 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;
20) 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.

OVERNIGHT EVENTS

It shall be the policy of the Diocesan Board of Education that any overnight events involving youth be organized so that all aspects of the event, including chaperones and lodging arrangements, are in compliance with the Diocesan Safe Environment Requirements and the Policies Relating to Sexuality and Personal Behavior.
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. Schools of the Diocese of Davenport do not provide this approval.

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.
PART TIME STUDENT

The Diocese of Davenport allows individual schools to accept part-time students. The local board determines whether part-time students will be accepted.

Definition of a Part Time Student:
A part-time student is a student who is currently receiving home instruction 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
A child must go through the admissions process of the local school to be enrolled as a part-time student. Part-time students must enroll in at least one class for the semester. 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 in a class is limited based on the local school’s class size policy. Priority is given to all full-time students. Additionally:
- All part-time students must pay tuition. Any student enrolling in at least four classes will be considered a full-time student and must pay full tuition. Students enrolled on a part-time basis may receive STO funds, pending financial qualifications.
- Part-time students are NOT eligible to earn a diploma from a recognized High School.
- Part-time students are expected to follow the school schedule and attend class according to the approved school calendar for the academic year.
- 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 recognized school. The local school will determine the actual dress code.
- The local school may require that a religion class be taken by the part-time student, in addition to any other class in which they wish to enroll.
- The student will be encouraged, but not required, to participate in various spiritual formation opportunities (school Mass, adoration, bible studies, retreats, community service, etc.).
- Parents will be expected to fulfill a proportion of the volunteer expectations for parents of full-time students.

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 students enrolled part-time must pay tuition. The local board will determine what fees, registration costs and tuition is applicable for a part-time student. That fee schedule must be submitted to the diocesan Superintendent of Schools.

Extra-Curricular Activity Participation
The local school will make the determination as to whether part-time students may participate in extracurricular activities. All part-time students must strictly adhere to the guidelines set forth by the Iowa Department of Education and the appropriate governing body/bodies for the extracurricular activity.
HOMEWORK GUIDELINES

The Diocesan Board of Education recognizes the importance and the role of homework. Each local school entity shall establish a homework philosophy and policy that fits the needs of the local 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 Diocesan Board of Education 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.
**School Calendar**

In the State of Iowa, students may not begin classes prior to August 23 of any given school year. 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 local board annually. This calendar must identify “specific days for student instruction, staff development and in-service time, and time for parent-teacher conferences.”

The academic school year for students is a minimum of 180 days or 1080 hours in the school calendar. A waiver from the Department of Education is required for a school to have an innovative calendar. Our local schools provide education in several communities and rely on local public schools for busing. Therefore, each local school in the Diocese of Davenport will have a calendar adopted by the local board of education that best suits the needs of the local school. Each local board of education will adopt either the hours or days model. A copy of the local 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 5 days or 30 hours of instruction after the 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 local board of education for the accredited school that operates a kindergarten program.
**SCHOOL DAY**

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)](https://legis.iowa.gov/Legislation/Code/256.7). 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.

Schools are not required to hold a public hearing prior to the approval of the school-year calendar.

If a school chooses the **180 day option**, the length of the school day must be a minimum of six hours. For schools using the **1,080 hours of instruction option**, there is no minimum or maximum day length. Day length is a local school decision and may vary. The annual number to be reported is the annual sum of hours the school has documented to meet 1,080 hours.

**Parent Conferences**

Time spent in parent teacher conferences shall be considered instructional time. If the school is using the **hours option**, the time may apply to the hours total. If the school is using the **days option**, a 6-hour parent teacher conference day will count as one day toward the total of 180 days.

If a 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 30 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 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 school may record zero hours of instructional time on the fifth consecutive day as a minimum school day.

**Inclement Weather**

Schools which select the **days 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. Schools utilizing the **hours 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.
EDUCATIONAL 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.
SUMMER SCHOOL INSTRUCTION

It shall be the policy of the Diocesan Board of Education that all local schools may conduct summer school instruction in their buildings. Offerings, fees, staffing, schedule and location etc. are decisions of the local 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.
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.
**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.
CURRICULUM GUIDELINES

It shall be the policy of the 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 Diocesan Board of Education will provide curriculum guides.

A long-range plan for reviewing curriculum and resources shall be updated annually. Each 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 Section 281, Chapter 12, Division II of the Iowa Administrative Code, shall incorporate career education, multicultural and gender fair education, technology integration, global education, higher order thinking skills, learning skills and communication skills.
CURRICULUM IMPLEMENTATION

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 the 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;
- Guide the purchase of instructional materials and resources 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 the internal and external public 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 and 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 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 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 and the Superintendent of Schools.

CURRICULUM DEVELOPMENT

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 standards; 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 the 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 and make recommendations regarding curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation.

Local administrators are responsible in the same way to their own local boards of education and the Superintendent of Schools.

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.
COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Each school is responsible for having a Comprehensive School Improvement Plan. In order to maximize 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, and strategize these individual plans. Improvement plans are to be reported per state requirements.
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; students (where and when appropriate); and community members. For 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.
STATE 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.
POLICY 612.6

REPORTING STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT RESULTS

The Iowa Department of Education requires the reporting of the school’s efforts toward meeting the established goals and student achievement results. In addition, the school should design and complete a plan whereby it reports student achievement goals and results annually to its community and the local board of education.

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.
PROGRAMS NOT REQUIRED OF NONPUBLIC CATHOLIC SCHOOLS

All Catholic schools are classified as Nonpublic Schools by the Iowa Administrative Code. All schools in the Diocese 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 Diocesan Board of Education encourages the local schools to meet the needs of all learners. The local school may choose to adopt these programs and, if they do so 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 the 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)

Per the Iowa Administrative Code 12.5(14), a unit is a course which meets one of the following criteria:

1. It is taught for at least 200 minutes per week for 36 weeks
2. It is taught for the equivalent of 120 hours of instruction
3. 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 listed above. The local board of education 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 board of education. (See Iowa Administrative Code 12.5(15))

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. (See Iowa Administrative Code 12.5(16))
REQUIREMENTS FOR GRADUATION

Each local board providing a program through grade 12 shall adopt a policy establishing the requirements students must meet for high school graduation.

Each 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 board of education. Criteria established for early graduation are locally determined.
ELEMENTARY PROGRAMS (GRADES 1-5)

Each local board providing a program grades one through grade five shall teach the following areas:

1. Religion
2. English-language arts
3. Social studies
4. Mathematics
5. Science
6. Health
7. Human growth and development
8. Physical education
9. Traffic safety
10. Music
11. Visual art
12. 21st Century Skills
MIDDLE SCHOOL PROGRAMS (GRADES 6-8)

Each local board providing a program grades six through eight shall teach the following areas:

1. Religion
2. English-language arts
3. Social studies
4. Mathematics
5. Science
6. Health
7. Human growth and development
8. Physical education
9. Traffic safety (6th Only)
10. Career Education (7th and 8th Only)
11. Technology Education (7th and 8th Only)
12. Music
13. Visual art
14. 21st Century Skills
HIGH SCHOOL/SECONDARY CREDIT

The decision to offer secondary credit at the junior high level is determined by the local board of education.

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 school.

An individual pupil in a grade that precedes grade nine may be allowed to take a course for secondary credit if all 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 the Iowa Administrative Code 12.5(5) for the specific curricular area.
4. The local board of education has developed enrollment criteria that must be met by the student.
**VOCATIONAL EDUCATION IN HIGH SCHOOL**

All schools which provide an educational program that includes grades 9-12 shall offer and teach five units of vocational 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 high school has broad discretion as to the kinds of occupational subjects to offer. The high school may use state developed competencies or develop their own for vocational education.

The local 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 high school decision.
**Preschool Programs**

Each local board providing a Preschool program shall assist children in working and playing with others, as well as expressing themselves. Students are to learn how to use and manage their bodies, learn about the world around them and develop their interests. An emphasis on the role of the family and a developing sense of self and perception of others is to be maintained. The preschool program shall encourage cooperative efforts between home and school, as well as community resources.

Religion cannot be taught in state-funded preschool programs, unless the preschool offers it solely in an extended or extra day (optional) format. For independent and non-state funded preschool programs, it is required that faith-based experiences and prayer be included.
21ST CENTURY SKILLS

The Diocesan Board of Education shall require that components of 21st Century Skills be taught. 21st Century Skills include: Civic Literacy, Health Literacy, Technology Literacy, Financial Literacy, and Employability Skills. The time allotted to each of the five 21st-century skills is to be determined by the local board of education. 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.
CONTENT STANDARDS AND BENCHMARKS

The Diocesan Board of Education follows the Iowa Core standards and benchmarks for all core curriculum areas. Religion Standards and Benchmarks are defined by the Diocesan Board of Education, in consultation with the Office of Faith Formation.
TECHNOLOGY IN THE CLASSROOM

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.

Schools are to follow the USCCB Social Media Guidelines and Diocesan Policies on Technology.
INTERNET SAFETY POLICY/APPROPRIATE STUDENT USE POLICY

The Diocesan 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 of the diocese are committed to helping students develop 21st-century technology and communication skills.

Prior to use of any school 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 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 of the Diocese of Davenport will attempt to provide access, if the technologies 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’ Internet system has an educational purpose and has not been established as a public access service or a public forum. The local diocesan 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 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

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
Policy Amended: October 25, 2018
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019
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 Section 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 school Internet system will be error-free or without defect. The local school 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. Neither the local school nor the Diocese of Davenport will be responsible for the accuracy and quality of the information obtained through the system.

The Diocese of Davenport and the local school 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 school harmless from any losses sustained as a result of misuse of the system by that user.

Schools in the Diocese of Davenport 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 Internet system.

**Supervision**

Student use of the internet system in a 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.

Local 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**

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
Policy Amended: October 25, 2018
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019
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 activities or will cause the commission of unlawful acts or the violation of lawful school regulations.

**Personal Devices**

Each school in the Diocese of Davenport will determine its 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 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 etiquette 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 network or onto school resources without the express permission of the instructional staff or IT staff. For the security of the school network, download such files only from reputable sites, and only for educational purposes.

**Cyberbullying 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**

Schools will determine consequences for violating the acceptable use policy. Such consequences 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**

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
Policy Amended: October 25, 2018
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019
The Diocese of Davenport and the local school will not be responsible for damage or harm to persons, files, data, or hardware. While the Diocese of Davenport and the local school 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 school 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 school in the Diocese of Davenport. These persons include students, faculty, staff, and user privileges extended by the school. 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 school 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 is expected 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 he/she sees 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 self 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 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 school 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 myself.
- 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 school.
- 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 school.
- 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 school.
• Mail 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 personably identifiable without permission.
• Send abusive messages to others or use inappropriate language.
• Play online games without the permission of the teacher.
• Use local school 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 school’s safety measures and filtering tools.
• Use school 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 school for commercial purposes or product advertisement.
• Use or attempt to use proxy servers to bypass filtering mechanisms put in place by the local school.
• Access, download, store copy or print files that are profane or obscene.
• Post personally identifying information, including phone numbers and addresses, about myself or others without permission.
• Agree to a personal encounter with someone who contacted me online.
• Use school 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 school.

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
Policy Revised: October 2, 2019
Form Revised: March 20, 2020
Policy Promulgated: May 5, 2020
COPYRIGHT/USE OF INFORMATION RESOURCES

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 Diocesan 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 Diocesan 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 school to abide by the local school’s copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for local school staff to violate copyright requirements in order to perform their duties properly. The local school and its board of education 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 school who is uncertain as to whether reproducing or using copyrighted material complies with the local 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

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 4 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 be, 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 from 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 from a book, periodical or newspaper.

A teacher may make multiple copies, not exceeding one per 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 of 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 instances 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.
  - Reproduce 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 if 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 from 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.
An 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 its original content. Off-air recordings may not be physically or electronically combined/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 access high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school 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;
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.
STANDARDS, BENCHMARKS AND ASSESSMENTS FOR RELIGION

It shall be the policy of the Diocesan Board of Education that, under the leadership of the Office of Faith Formation and Office of Catholic Schools, Standards, Benchmarks and Assessments for religion shall be provided.
TEXTBOOK/INSTRUCTIONAL MATERIALS SELECTION FOR ALL SUBJECT AREAS (EXCEPT RELIGION)

The Diocesan Board of Education recommends that local schools maintain an approximate seven-year cycle of curriculum.

The principal will inform the Superintendent of Schools of the subject area under review. The principal will solicit appropriate help in determining the textbooks/instructional materials available in the subject area and select the Review Committee membership. The Review Committee will make a recommendation to the local board of education, who will approve the selected textbooks/instructional materials and the expenditure for the resources prior to purchase. The principal will inform the Superintendent of Schools of the adopted materials.
TEXTBOOK/INSTRUCTIONAL MATERIALS SELECTION FOR RELIGION (PREK - 12TH GRADE)

The principal will inform the Pastor, Office of Faith Formation, and Superintendent of Schools of the review.

Schools must select their textbooks/instructional materials from the Conformity Listing of Catechetical Texts and Series. The list is available through the USCCB website.

The principal will select the Review Committee membership and include the Office of Faith Formation in the Review Process. The Review committee and principal will make a recommendation to the Office of Faith Formation and Superintendent of Schools. After that approval, the recommendation goes to the Pastor and the local board of education, who will approve the selected textbooks and the expenditure for the resources prior to purchase.
ANIMALS IN THE CLASSROOM

Live animals will not be allowed in school facilities except under special circumstances (Blessing of the Pets) and for educational purposes. The local board of education must establish the policy for animals in the classroom and must grant permission for anyone wishing to bring an animal into 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 the local policy.

Animals in the classrooms of the school which bite faculty or students will be confined by a veterinarian for a period of fourteen days.

Service animals are not prohibited in our schools. The local board of education will design its own policy regarding the use and treatment of service animals, in accordance with state law.
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 board of education 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 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 local board of education 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 board of education.

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 decision of the local board of education. 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.
CONCUSSION

The Diocesan Board of Education adopted the return-to-play protocol established by the Iowa Department of Public Health (IDPH), listed in 641 Iowa Administrative Code Chapter 54. The IDPH created the return-to-play protocol based upon peer-reviewed scientific evidence consistent with the guidelines of the Centers for Disease Control and Prevention of the United States Department of Health and Human Services, for a student’s return to participation in any extracurricular interscholastic activity after showing signs, symptoms, or behaviors consistent with a concussion or brain injury. The return-to-play step-wise process shall begin when the student who has been removed from participation in any extracurricular interscholastic activity governed by the Iowa High School Athletic Association or the Iowa Girls High School Athletic Union is no longer showing signs, symptoms, or behaviors consistent with a concussion or other brain injury for a minimum of 24 hours and has received written medical clearance from a licensed health care provider to return to or commence such participation.

When any student at any grade level in a diocesan Catholic school has been diagnosed with a concussion or brain injury, school personnel must work with the student’s parent or guardian, and the student’s licensed health care provider to develop a return-to-learn plan, providing accommodations for the student as the student returns to the classroom. The return-to-learn plan must be based on guidance from the Brain Injury Association of America: return to learn.

If a student or family has not informed the school of a need for accommodation, but school employees have become aware of an underlying condition, and the need for accommodation is observable, the school will contact the parent(s)/guardian(s) and initiate a conversation about what they have observed and what steps the school should take to accommodate the student’s needs.
POLICY 622

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. In addition, the kindergarten program will have an age-appropriate Catholic component, following the Curriculum Guidelines, Standards and Benchmarks provided by the Diocesan Board of Education. A kindergarten teacher shall be licensed to teach 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 Diocesan Board of Education recommends local schools follow this rule. It is a local school decision to admit students to kindergarten prior to age five on September 15, with appropriate readiness testing.
VIDEO SELECTION POLICY

All videos must be previewed in their entirety by a classroom teacher prior to showing the video, either in part or in its entirety, 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 (e.g. Catholic News Service or USCCB) rate videos and those reviews/ratings should be followed in the schools in the Diocese of Davenport.

Generally, follow these ratings when selecting videos:
- PK through 5th grades – G rated videos only.
- 6th through 8th grades – G or PG rated videos only.
- 9th through 12th grades – G, PG, or PG 13 videos only
- R rated movies should not be shown to any class outside of seniors in High School. If portions of R rated movies are used in the senior year to demonstrate a learning concept, the above criteria and the teachings of the Catholic Church must be followed.
MULTICULTURAL/GENDER FAIR EDUCATIONAL OPPORTUNITY

It is the intent of the Diocesan Board of Education that each 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 school to not 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 ensure that these commitments and intentions are fulfilled, the following multicultural/gender fair implementation plan has been written and reviewed by the Diocese of Davenport and reviewed and approved by the Diocesan Board of Education.

Definition
The multicultural fair 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.

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
Policy Amended: October 25, 2018
Policy Revised: February 28, 2019
Policy Promulgated: July 29, 2019
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 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 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.

**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?

**Legal References:**

COMMUNITY/STAKEHOLDER INVOLVEMENT

Each Catholic School system in the Diocese of Davenport shall involve the local faith community in the decision-making process, when appropriate and allowed by Canon Law. The Catholic school system shall seek input from the local Catholic school community about the following and other 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 local 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, religion, mathematics, literacy, 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 of Education 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.
MEDIA CENTER RECONSIDERATION

It shall be the policy of the Diocesan Board of Education that each school allow review of allegedly inappropriate instructional materials.
MEDIA CENTER RECONSIDERATION REQUEST

Any parent/guardian or employee of the school may formally request reconsideration of materials in the media center.

The school 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 designated by the administrator,
- the school media specialist if available,
- the Superintendent of Schools or his/her delegate
- one representative of the 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 will follow procedures for reconsideration as provided by the Superintendent of Schools. (Refer to 231)
RECONSIDERATION REQUEST FORM

REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
SUBMIT TO THE RECONSIDERATION COMMITTEE OF YOUR SCHOOL

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, section, scene or time, 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)

Regulation Adopted: October 1997
Regulation Revised: June 5, 2002
Regulation Reviewed: May 17, 2010
Regulation Reviewed: August 2016
Regulation Revised: September 10, 2019
Regulation Promulgated: September 13, 2019
Form Revised: March 20, 2020
**PROVISIONS FOR AT-RISK STUDENTS**

While provisions in Chapter 12 of the Iowa Administrative Code call only for public schools to develop programs for at-risk learners in their schools, it is the desire of the Diocesan Board of Education that all local schools meet the needs of all learners to the extent possible.

Whether the local school has a separate program for at-risk learners, such as learning supports, remains a local decision. The local 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.

See [Iowa Administrative Code 12.5(13)](https://www.archdioceseofdavenport.org/education/)
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.

Speakers Addressing topics of Faith, Spirituality and/or Morals

For Guest Speakers who will address topics of faith, spirituality and/or morals, the Diocesan Speaker Approval Policy and Procedure applies and must be followed prior to an invitation being extended.

Speakers Not Addressing topics of Faith, Spirituality and/or Morals

Any person wishing to invite or permit a speaker/resource person into a student assembly or classroom must first obtain the permission of the local administrator (i.e. Principal). 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 it is deemed necessary, the one inviting may appeal to the local board of education. As applicable, the pastor or other final arbiter will have the final decision.

Guest speakers who encourage or actively support causes or positions contrary to Catholic Church teaching will not be allowed to speak in the local schools, regardless of the subject of their presentation. The Superintendent of Schools, under the guidance of the bishop, has final determination regarding the suitability of a speaker.
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 is also any topic 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 issue 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 an independent decision but must be presented the Catholic understanding of all controversial issues in our schools.
PHYSICAL ACTIVITY REQUIREMENT (NOT SYNONYMOUS WITH PHYSICAL EDUCATION)

Pursuant to the provisions of Iowa Administrative Code 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 Iowa Administrative Code sub rule 12.5(6), physically able students in grades six through twelve shall engage in physical activity for a minimum of 120 minutes per five-day school week.

This requirement may be met by pupils in grades 6 through 12 by participation in, but is not limited to, the following activities:

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 also 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 necessary support to complete the physical activity requirement. The documentation may be provided through printed schedules, student handbooks, or similar means.
CARDIO-PULMONARY RESUSCITATION COURSE

Pursuant to the provisions of Iowa Administrative Code sub rule 12.5(6), any time prior to the end of twelfth grade, every pupil, who is physically able to do so, shall complete a psychomotor course that leads to certification in cardio-pulmonary resuscitation. A school administrator may waive 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 a volunteer, as long as that person is certified to teach a CPR Certification course.

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.
EXEMPTIONS FROM PHYSICAL EDUCATION CLASS

All physically able students are required to enroll in physical education in each semester they are enrolled in school.

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 12th grade student seeks to enroll in “academic courses otherwise not available to the student,” the student’s parent or guardian may request, in writing, excusal from physical education. 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 12th 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 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, if the local board determines 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 that the child and parents are aware of the positive and negative consequences of excusal from physical education.
Wellness Policy

Local 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 Diocesan 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 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 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 federal nutrition standards and be compliant 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 Iowa Department of Education guidance on Healthy Kids Act.

All local schools will develop a local wellness policy committee comprised of parents, students, physical education teachers, school health professionals, school administrators, representatives of a contracted food authority or kitchen staff, school board, and the public. 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 and evaluate 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
- specific goals for nutrition education and promotion,
- physical activity,
- other school-based activities that are designed to promote student wellness,

The nutrition guidelines for all available foods will focus on promoting student health and reducing childhood obesity at each school building;

The local board of education will monitor and evaluate this policy.

281 IAC 12.5(19), 12.5(20), 58.11
POLICY 680.1

WELLNESS GOALS

NUTRITION EDUCATION AND PROMOTION

The local 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.

PHYSICAL ACTIVITY

Daily Physical Education
The local 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.

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.

Physical Activity Opportunities after School
After-school childcare 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.

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 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.

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 for at-risk families; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities.
Staff Wellness
The Diocesan 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 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.
Mealtimes 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’s responsibility to operate a food service program, the school 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.

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 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 state nutrition guidelines. All other fundraising activities are encouraged, but not required, to comply with state nutrition guidelines, if the activities involve foods and beverages.

The 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 whether to offer snacks, based on timing of meals, children’s nutritional needs, children’s ages and other considerations. The school 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 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
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 must adhere to food safety and security guidelines.

- All foods made available on campus need to comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools.

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 nutrition and physical activity wellness policies.

In each 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 will ensure compliance with nutrition policies within food service areas and will report on this matter to the superintendent or principal.
- In the local 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 an SMI review from the state agency within the past five years, the school will request from the state agency that an 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; 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.
**Policy Review**

To help with the initial development of the school’s wellness policies, each school will conduct a baseline assessment of the school’s existing nutrition and physical activity environments and practices. The results of those 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.
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, and 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 mealtimes.
- Meal periods are long enough for students to eat and socialize.
- Dining areas are attractive and have sufficient space for seating; tables and chairs are the right size for the students.
- 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.
LONG RANGE NEEDS ASSESSMENT

Long range needs assessment enables the Diocese of Davenport and each individual board of education 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 principal to ensure the Diocese of Davenport community is informed of goals and 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; develop 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 required 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.

Legal Reference: Iowa Code § 21; 256.7; 2880.12, .18 (1997); 281 I.A.C. 12.8 (1)(b)
PUBLIC CONDUCT AT SCHOOL SPONSORED EVENTS

School sponsored/approved activities are an important part of their programming and offer faith formation students the opportunity to participate in a variety of activities. School sponsored/approved activities are provided for the enjoyment and the opportunity of involvement they afford students.

All attendees at school sponsored/approved activities are guests of the school and must comply with the school’s rules and policies. Attendees will not be allowed to interfere with the enjoyment of the participating students or other attendees or with the performance of employees and officials supervising the school 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 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 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 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 school’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 school may obtain a court order for permanent exclusion from future sponsored/approved activities.

LEGAL REF.: Iowa Code 279.8;716.7 (1999)
HEALTH SERVICES

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 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.
Mandatory Reporters of Child Abuse

It shall be the policy of the Diocesan Board of Education that all instances of suspected child abuse 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 232.70)

Mandatory reporters (all professional educators) are required to complete two hours of training during their first six months of employment and one hour every three years thereafter. This course may be completed online through Heartland AEA; a password will be provided by the school administrator.

Mandatory reporters are also required to complete training in “Dependent Adult Abuse”. This training is two hours for initial training and one hour every three years thereafter. This course may be completed online through Heartland AEA or the Department of Human Services.

Non-professional staff are not mandatory reporters; however, any suspected child abuse should be reported.

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.

The Diocesan Policies Relating to Sexuality and Personal Behavior must also apply regarding sexual misconduct. When either that policy or Iowa law change, they will be followed.
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.

Categories of child abuse include, but are not limited to:
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. All school administrators must be informed of any reports being made to the Iowa Department of Human Services on child abuse by a caregiver.

Abuse by a school employee is covered in Policy 754.

This policy as with all others, is written to adhere to current Iowa law at the time of writing. Any changes to Iowa law must be followed.
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. In the event the alleged misconduct appears to be any form of sexual abuse, the principal will inform the superintendent of the situation and the superintendent will contact the Scott County Attorney, who will coordinate the investigation of the allegation. 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 confidentially of the reporting and investigating process.

The Superintendent of Schools will appoint the level-one investigator (the principal), who, in turn, selects an alternate. 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 school’s expense, the level-one investigator and alternate will be provided 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.

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. (Form 754.1)

2. The building administrator will conduct a level one investigation following the procedures outlined in Form 754.2

If a report is founded, contact the Superintendent of Schools for appropriate next steps.

Rationale:
Iowa Code § 280.17; 281 IAC 102.1 - .15 (280)
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

Procedure Adopted: March 27, 1990
Procedure Revised: June 5, 2002
Procedure Reviewed: May 17, 2010
Procedure Reviewed: December 2015
Procedure Revised: September 10, 2019
Procedure Promulgated: October 17, 2019
Form Revised: March 20, 2020
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  Telephone Number: _____________________________

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.*
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 recordings 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

Procedure Adopted: March 27, 1990
Procedure Revised: June 5, 2002
Procedure Reviewed: May 17, 2010
Procedure Reviewed: December 2015
Procedure Revised: September 10, 2019
Procedure Promulgated: October 17, 2019
Form Revised: March 20, 2020
**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, or 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:**

<table>
<thead>
<tr>
<th>Closed. No further investigation is warranted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closed. Referred to school officials for further investigation as a personnel matter.</td>
</tr>
<tr>
<td>Deferred to law enforcement.</td>
</tr>
<tr>
<td>Turned over to level two.</td>
</tr>
</tbody>
</table>

Comments:

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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.
<table>
<thead>
<tr>
<th>Name of Investigator (please print)</th>
<th>Investigator’s Place of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Investigator</td>
<td>Date</td>
</tr>
</tbody>
</table>
CORPORATE RESOLUTIONS

All schools must follow all rules, regulations and procedures outlined in the Parish Manual of the Diocese of Davenport and, in particular, the Policies Relating to Building and Renovation Projects in Parishes, Schools and Other Diocesan Entities.

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.
STAFF HANDBOOKS FOR DIOCESAN ENTITIES

All schools 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 SCHOOLS

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 Handbook for Diocesan Catholic Schools.

Some rules will appear in more than one policy book because they are of significance to schools.

Banking

Money belonging to a school 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 Diocesan Finance Office will audit the 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.

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 is reviewed.

III. Preschool/Day Care Centers
    These programs shall operate from the same checking account as the 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 School 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 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.
STANDARD INTERNAL CONTROLS

Administration of 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 schools 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, 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

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. Schools have the option of declining any gift of restricted funds.

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, the individual cannot control the gift by putting further requirements on the use of the funds. They may be informed of the results/impact that their gift is having on the school.
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 schools or the lives of students and parents.

The local 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 Policy 805. Associations/organizations/clubs are to prepare an annual budget, submitting it to the board of education for review and approval.
FUNDRAISING/PRIVATE FUNDRAISING/SOLICITATION BY OUTSIDE GROUPS

Fundraising for Church Organizations
All fundraising efforts sponsored, endorsed, and/or promoted by a 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 fund raising efforts sponsored, endorsed, and/or promoted by a 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 board of education depending on local policies.

Private Fundraising Efforts
Private fundraising efforts can be defined as fundraising activities not officially sponsored by the 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 school authorities have the right to determine solicitation within the school. The local 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 school authorities shall determine the manner in which the solicitation may take place.

Only those persons authorized by the local school authorities shall be brought into the school as a promotor, participant, leader, or director of student activities.
POLICY 901

FACILITIES SAFETY

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 insurance inspections, as well as fire, safety, and health inspections, take place and are properly documented, and that emergency drills occur as required.
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 the Asbestos Hazard Emergency Response Act (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.