

**Catholic
Educators'
Handbook**

Diocese of Davenport
Davenport, Iowa
2003

DIOCESAN CATHOLIC EDUCATORS' HANDBOOK

Teaching is a great vocation, and
the Lord Himself will reward all
who serve in it as educators in
the cause of the word of God. . . .

The Church needs men and women who
are intent on teaching by word
and example . . . intent on helping
to permeate the whole educational
milieu with the spirit of Christ.

- Pope John Paul II

Diocesan School Office
and
Diocesan School Committee
2003

Mary M. Wieser
Coordinating Director of Education and Superintendent of Schools

IN THE SERVICE OF THE GOSPEL I HAVE BEEN APPOINTED TEACHER

2 Timothy 1:11

THAT THEY MAY HAVE LIFE

John 10:10

Go, therefore, and make disciples of all nations.
Baptizing them in the name of the Father, and of the Son, and of the Holy Spirit.
Teach them to carry out everything I have commanded you
And know that I am with you always, until the end of the world.
Matthew 28:19-20

Splendid, therefore, and of highest importance
is the vocation of those who help parents
In carrying out their duties and
act in the name of the community
by undertaking a teaching career.
- *ON CHRISTIAN EDUCATION, #5*

The integration of religious truth and values with the rest of life
is brought about in the Catholic school
not only by its unique curriculum but, more important,
by the presence of teachers
who express an integrated approach to learning and living
in their professional lives.
- *TO TEACH AS JESUS DID, #104*

People today listen more willingly
to witnesses than to teachers,
and if they do listen to teachers,
it is because they are witnesses.
- *ON EVANGELIZATION, #41*

The religion teacher is the key, the vital component, if the educational goals of the school are to be achieved. But the effectiveness of religious instruction is closely tied to the personal witness given by the teacher; this witness is what brings the content of the lessons to life. Teachers of religion, therefore, must be men and women endowed with many gifts, both natural and supernatural, who are also capable of giving witness to these gifts; they must have a thorough cultural, professional, and pedagogical training, and they must be capable of genuine dialogue.

- *THE RELIGIOUS DIMENSION OF EDUCATION IN A CATHOLIC SCHOOL*

INTRODUCTION

VISION

This *DIOCESAN CATHOLIC EDUCATORS' HANDBOOK* has as dual purposes:

- ✧ to provide for educators the vision, ideals, goals, and direction of the educational system of the Diocese of Davenport
- ✧ to define for educators their rights and responsibilities as members of the diocesan educational system.

DEVELOPMENT

The initial edition of this handbook (1981) came to be through the efforts of many persons and input from many sources:

- ✧ documents on Catholic education
- ✧ educators of other diocesan systems
- ✧ policies of the Diocesan Board of Education regulations, practices and beliefs within the diocesan educational system
- ✧ consultation with theologians, scripture scholars, canon lawyers, civil lawyers

CONSULTATION

The initial handbook was reviewed and critiqued by educators. A revision, taking into account the numerous recent state standards for Iowa schools and new developments in education, resulted in this new handbook.

FUTURE CHANGES

The Diocesan School Office and Diocesan School Committee reserve the right to change or modify the *DIOCESAN CATHOLIC EDUCATORS' HANDBOOK* at any time with or without notice. Once a change or modification is approved by the Diocesan School Office it will become effective immediately unless otherwise indicated.

MISSION STATEMENT OF THE EDUCATIONAL APOSTOLATE DIOCESE OF DAVENPORT

The educational goal of the Diocese of Davenport is guiding individuals to respond to God's call:

- ✧ to personal conversion
- ✧ to Christian community and
- ✧ to the transformation of society

through the sharing of knowledge and culture, enlightened and enlivened by faith.

Educational efforts encompassing dual purposes:

- ✧ transformation of self and others
- ✧ social reform in light of Catholic values¹ within the Church and in the human family.²

Cultural and distinctive pursuits:

- ✧ human knowledge and culture enlightened and enlivened by faith
- ✧ the Catholic message of the Gospel learned and lived in a faith-permeated community
- ✧ educational sharing in a spirit of Gospel freedom and love³

Recognition of justice as a constitutive dimension of the Gospel:

- ✧ action on behalf of service, justice and peace
- ✧ participation in the transformation of the world⁴

Adopted: March 1990

Diocesan School Office

¹ *To Teach as Jesus Did*, #7

² *Church in the Modern World*, #2

³ *Declaration on Christian Education*, #8

⁴ *Justice in the World (Introduction)*

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EDUCATIONAL GOALS

Educators and all those responsible for Catholic education in the Diocese of Davenport strive to enable students to grow toward the following goals as they participate in programs, activities, and practices such as those listed with each goal.

Become A Fully Developed Catholic Person

- ✧ have a well-rounded education for cognitive, affective and behavioral development
- ✧ have a religion program that forms and informs
- ✧ possess a mastery of skills and competencies for learning
- ✧ develop a learning program suited to individual ability/needs
- ✧ have opportunities to build self-identity, self-worth, self-esteem
- ✧ appreciate self as a unique person of dignity, loved by God
- ✧ integrate human and spiritual growth
- ✧ have a love for learning and continuing personal development
- ✧ create a climate for developing self-discipline and responsibility
- ✧ develop skills for adjusting to a changing world/society
- ✧ have opportunities for physical and mental fitness

Live As A Catholic In Community: Family, Neighborhood, Parish, Nation, World

- ✧ live in a faith community in which adults are Catholic models
- ✧ have opportunities to pray and worship with school/family/parish communities
- ✧ be educated for justice, peace, mercy
- ✧ experience collaboration of family and school
- ✧ recognize all as brothers and sisters with God as Creator of all
- ✧ appreciate people of other races/cultures
- ✧ realize the interdependence of peoples
- ✧ develop skills for living in society: communication; career preparation; reasoning abilities; problem solving; decision making; critical thinking. . .
- ✧ understand the responsibilities of citizenship
- ✧ demonstrate concern for public health and safety

Choose Catholic Values For Living Now And For Life

- ✧ study human values common to all: friendship; freedom; fairness; human rights; pride in work
- ✧ study Catholic/Gospel values; establishment of priorities
- ✧ have growth opportunities for moral development
- ✧ assist in formation of conscience
- ✧ have guidelines and opportunities for making Catholic moral decisions
- ✧ grow in appreciation of culture and beauty
- ✧ learn the appropriate use of leisure

PHILOSOPHY

Introduction

The work of education in the Church is part of its mission to be present in the world, to form a family of God's children, to proclaim the Gospel and form disciples to Jesus, and to be as a leaven and soul for human society. Catholic schools are part of that work. They are influenced by developments in the Church's understanding of its mission at any given point of history. The Second Vatican Council established some new emphases in that understanding for our times, among which are the following:

- ✧ the necessity of integrating faith, life and culture;
- ✧ a balance of emphasis on community and person in Catholic life;
- ✧ the central role of liturgy in Catholic life;
- ✧ a service-orientation of the Church with regard to the world;
- ✧ a concern for Christian unity among all people.

Catholic schools are also influenced by the social context in which they exist. In recent years there have been sharp and dramatic developments affecting the tone of American society and of American Catholics. Americans are better educated and more affluent than ever before. They are strongly influenced by technological advancements. They are more aware of social questions and of new insights in religious thought.

These forces of change in the Church and in American society have been felt by Catholic schools. In education generally, and in religious education specifically, they have led to a greater concern with person, community and values, while continuing to provide the doctrinal foundation of Catholic values.

The Catholic school is today in the unique position of providing an educational environment in which Catholic faith and values are thoroughly integrated with preparation for every aspect of human life. Catholic schools provide an excellent education, but their primary and unique value is their religious influence on the students they serve. The following statement of philosophy and objectives elaborates that uniqueness for our time.

Catholic Environment

A Catholic school consists of a group of people--students, parents, faculty--lay and/or religious, priests, and board members--who explicitly and directly assert together belief in our basic relationship with God--created, redeemed, inspired--as stated in the Scriptures and developed by Catholic tradition. These people seek together to grow and share in understanding, appreciating, and living Christianity in a technological, complex, urban and world society. Together, they create the Catholic environment of the school.

In accepting the invitation to be part of this educational community, the members commit themselves to seeking truth together in an atmosphere animated by the gospel spirit of freedom and charity. This bond of unity creates a climate which promotes lifelong learning, emotional growth, psychological development and religious maturation. In this climate each person experiences his/her value as a person and that of others, as well as the worth and significance of learning. Individual differences and diverse groupings are accepted so that the school is marked by acceptance, friendliness, understanding, concern, and flexibility. This Catholic environment is confirmed through the purposeful structuring and direction of community experiences, both within and outside the school. Hence, the student's home and civic community are actively involved.

In the school this Catholic environment is reinforced by such factors as curriculum, approaches to learning, techniques of administration and organization, programs and activities, physical surroundings, and use of community agencies. It is further strengthened by the common expression of values which inspire the community through spoken and written word, artistic creations and liturgical action.

In short, the Catholic school seeks an environment in which faith in the Catholic tradition affects the social development, academic growth and the religious maturation of all members of its community.

Catholic Identity

One task of the Catholic school is socializing the student into a Catholic faith community. A major dimension of socialization is acquiring an identity which embodies the community, as it were, within the student. In this sense, the Catholic school is student-centered and its goal is to develop in the student a Catholic identity.

To achieve Catholic identity the individual must understand the history and tradition of Catholic experience, his/her own biography, and the relationship of these two items. The individual must behave in a way that will have personal religious effects on self and others. Above all, the person must choose a religious goal for his/her life.

Since the dominant social and cultural influences in our society are not religious, the student must have cognitive and emotional means of integrating religious identity with various secular identities. This is one of the purposes of the intellectual training provided in the religion course, of the school community's involvement in the civic community, and of the student's participation in the school's community worship.

Finally, the student must have significant others--adults and peers--for imitation in the formation of Catholic identity. Because the development of Catholic identity does not occur solely in the school environment, the student's home, peer group, parish and civic community must be actively involved in this process.

The Staff

The staff (administrators, faculty, and non-instructional personnel) exercise a most important influence in the Catholic school. In addition to possessing the talents necessary to perform their usual professional role, the staff must present in their lives and personalities examples of Christian values. This staff embodies and personalizes the Catholic "ideal" and makes the Catholic tradition a living one. In this capacity the staff complements the primary role of parents in a special way. To do this well, it is essential that programs involving students, staff and parents be designed and implemented by the school community. Such individual contact of the staff with the students and their parents offers a vital and necessary opportunity for all to share their Catholic values and insights in a personalized way.

Curriculum And Instruction

The total teaching-learning process needs to be a redemptive one, providing students with an education commensurate with their own potential in every dimension - physical, intellectual, social, cultural, emotional, moral and spiritual.

The curriculum places high value on the development of knowledge, self-esteem, a sense of personal worth, sensitivity to others and an internalization of Gospel values, specifically those of faith, conscience, freedom and charity.

The instructional program which implements such a curriculum must cause the school to be a place:

- ✧ that extends beyond the classroom
- ✧ that creates relationships which call for continuation.
- ✧ where community can be experienced;
- ✧ where learning is based on the creative exchange of ideas and experiences;
- ✧ where teachers and students discover together that learning is a way of life

Hopefully, students who are formed in this atmosphere will be willing and able to bring to society what they have experienced in their educational program.

Religious Education

The Catholic school works with the parish community and the family in assisting young people to grow in faith. The school complements and extends the faith development begun by parents, the first and foremost catechists of their children.

The whole Catholic school is aimed at the religious development of the students. Its task is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all the different aspects of human knowledge through the subjects taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian.

The Catholic School, #37

Religious instruction is one component of the school's catechetical activity. As such, it seeks to lead students to understand Catholic teaching, tradition and scripture and how they contribute to the life of the Church. The experience of community, prayer, liturgy, and service within the school, family and parish communities, provides the foundation in which religious instruction is built. Within the constant interplay of lived Catholic experience and intelligent reflection, given cognitive and faith readiness, students come to a deeper awareness of the meaning of God in their lives and in the life of the community.

Conclusion And Summary

The entire Catholic educational community in all of its varied operations is a conscious venture in commitment to God and God's presence through Christ and the Spirit in the lives of persons of all times. Recognition is given to God through determined effort on the part of all to bear witness to God's vitalizing presence in a community of life and a search for knowledge based on mutual respect and love for one another, mutual service to each other, and a common commitment to the development of Catholic persons.

The philosophy given above can be summarized in the following points:

1. Catholic schools today make their unique contribution of a God-centered education in the developing Roman Catholic tradition of the post-Vatican II Church and in a changing society.
2. The environment of the school constitutes the basic formation influence. It is created primarily by the people of faith—students, parents, faculty, pastors and board members—who build the school community.
3. Development of a Catholic Christian identity in the students is a basic aim of the Catholic school community.
4. The staff of Catholic schools must be thoroughly competent professionally, thoroughly Christian personally, and must teach in a way that their own faith and Christian life are manifest.
5. The curriculum must concern itself with the whole child in development that is fully human and thoroughly Catholic.

The Catholic school, working with parents and parish, aims at the total development of students enabling them to relate faith and Gospel teachings to all aspects of human knowledge and life.

ACKNOWLEDGMENTS

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TEACHERS

A. *Principles Underlying the Role of the Teacher*

In speaking of the tremendous impact of teachers in Catholic schools, the Vatican II, “Decree on Christian Education,” says:

The teachers recognize that the Catholic school depends on them almost entirely for the accomplishment of its goals and programs.

They should, therefore, be very carefully prepared so that both in secular and religious knowledge they are equipped with suitable qualifications and pedagogical skill . . .

Intimately linked in charity to one another and to their students... may teachers by their life as much as by their instruction, bear witness to Christ the unique Teacher.

Let them work as partners with parents, and together with them in every phase of education . . .

Let them do all they can to stimulate their students to act for themselves and even after graduation continue to assist them . . .

The distinctive personnel policies of the educational system of the Diocese of Davenport are formulated in accord with the convictions we hold and the commitment we make to Catholic principles as stated and clarified in the following:

Declaration on Christian Education by Pope Pius XII

Catechetical Directory

To Teach as Jesus Did

Basic Teachings for Catholic Religious Education

National Catechetical Directory

The Catholic School

Lay Catholics in Schools: Witnesses to Faith

Policies, Goals and Objectives of the Educational System of the Diocese of Davenport

The Religious Dimension of Education in the Catholic School (Congregation of Education, Rome)

The importance of the faith and life of the teacher in the Catholic school is stated in *The Catholic School* document of American bishops:

The achievement of the specific aim of the Catholic school depends not so much on the subject matter or methodology as on the people who work there. The extent to which the Christian message is transmitted through education depends to a very great extent on the teachers. The integration of culture and faith is mediated by the other integration of faith and life in the person of the teacher.

The nobility of the task to which teachers are called demands that, in imitation of Christ, the only Teacher, they reveal the Christian message not only by word but also by every gesture of their behavior. This is what makes the difference between a school whose education is permeated by the Christian spirit and one in which religion is only regarded as an academic subject like any other.

The Catholic School, #43

B. *Spiritual Growth*

1. Importance of Spiritual Growth

By their witness and their behavior teachers are of the first importance to impart a distinctive character to Catholic schools. It is, therefore, indispensable to ensure their continuing formation through some form of suitable pastoral provision. This must aim to animate them as witnesses of Christ in the classroom and tackle the problems of their particular apostolate, especially regarding a Christian vision of the world and

of education, problems also connected with the art of teaching in accordance with the principles of the Gospel.

The Catholic School, #78

2. Commitment to Growth

Openness to growth and development is an expected way of life for teachers, not only in academic areas, but also in the area of baptism, confirmation, and Eucharistic commitment as Catholics. All teachers are facilitators of growth; Catholic teachers in a Catholic school are also facilitators of faith growth/experience in others. This necessitates participation in pre-service and in-service programs of Catholic spiritual and ministerial formation. The objectives of such programs are:

- a) to increase the knowledge and understanding of educators in a Catholic school
- b) to enable educators to become persons with Catholic attitudes and qualities
- c) to advance commitment to a personal program of spiritual growth
- d) to develop those competencies and skills which enable educators to be for their students facilitators of faith and learning experiences.

3. Specific Expectations of Teachers in Catholic Schools

- a) growth through regular participation in Eucharistic celebrations
- b) participation in regular school/parish programs of spiritual celebrations
- c) occasional participation in diocesan or other special opportunities of spiritual growth especially those designed for educators (e.g. retreats, renewal days, Christian Experience Weekends, etc.).

C. Professional Growth

1. Staff Development

Professional interaction joined with encouragement and constructive suggestions carry out the scriptural exhortation to use our gifts in helping ourselves and one another. Teachers are responsible for receiving and giving as they pursue professional competency. In the exchange of professional and personal talent at times, such as team planning, both teachers and students benefit. Teachers are expected to participate in a planned program of staff development, as well as in ongoing informal observation and day-to-day assistance.

2. Formal Observation

In addition to the informal observations indicated above, periodic formal observations for instructional improvement are expected for all teachers.

3. Teacher Evaluation

Teachers in schools of the diocese are to be evaluated according to the competencies/tasks given in the job description on pages 7-8.

The annual evaluation will make use of all the information the principal has gained throughout the year. The evaluation processes include a conference during which principal/designee and teacher discuss areas of strength and of needed growth. Some of the teacher's personal goals for the year flow naturally from growth needs discovered in previous evaluation.

Ordinarily, teachers new in the school are evaluated once each semester; other teachers at least once a year, during first semester if possible.

4. Teacher Growth Expectation

Continuous improvement is a way of life in our educational system. Each teacher is expected to utilize his/her personal growth plan resulting from observations and/or evaluations and other developmental and in-service opportunities in a serious effort to improve as a professional teacher in a Catholic school. In conferring with the teacher relative to his/her growth, principals/supervisors apprise the teacher of needed improvement and/or expectations.

When performance and growth remain unsatisfactory and dismissal becomes a distinct possibility, the teacher is clearly apprised of that fact. If significant improvement does not follow, the dismissal process is begun.

D. Teacher Competencies

This job description for teachers in schools of the diocese contains competencies and tasks which form the basis for teacher effectiveness, growth and appraisal

1. Person of Faith

- a) Fosters and is committed to the Christian uniqueness of the school
- b) Reflects a spirit of faith, prayer and Christian values
- c) Initiates, develops and participates in activities that foster quality Christian relationships
- d) Cooperates in designing celebrations, liturgies and prayer services
- e) Gives witness of respect, trust, love and reconciliation
- f) Guides students in learning and living the Christian message
- g) Fosters service-consciousness of students

2. Personal Attributes

- a) Has adequate physical health
- b) Demonstrates good mental health
- c) Works well in a group relationship
- d) Communicates effectively through written and spoken word
- e) Is open-minded to people, ideas and growth
- f) Makes informed decisions with mature judgment
- g) Deals fairly and consistently with peers and students
- h) Is approachable and receptive
- i) Remains calm in crisis and stable under pressure
- j) Uses organizational skills
- k) Reflects professionalism in personal appearance and manner

3. Professional Abilities

- a) Cooperates with and is accountable to school leadership
- b) Cooperates with faculty members in developing/ modifying goals: all school goals; learning community/ unit goals; curriculum area goals; personal goals
- c) Has a good grasp of subject matter
- d) Permeates curriculum areas with the Christian dimension
- e) Shows ability to correlate and integrate content
- f) Guides students in making choices and value judgments according to Christian ideals

- g) Assumes responsibility for ongoing learning in specialization area and serves as resource person in team planning
- h) Has an overall knowledge of the learning program and relates own specific component to the entire program
- i) Implements basic principles of learning and child development
- j) Participates in in-service programs
- k) Establishes a friendly and cooperative rapport with parents

4. Facilitator of Learning

- a) Establishes a classroom climate which develops student responsibility and respects individual freedom
- b) Maintains an attractive physical and social environment that is disciplined and conducive to learning
- c) Instructs and assesses according to specified objectives
- d) Gives priority to basic skills and concepts which enable a student to learn
- e) Develops and utilizes a variety of activities in order to meet individual learning needs and interests
- f) Uses a variety of modes (large group, small group, paired, independent) for instruction and learning activities
- g) Encourages students in independent and self-directed study
- h) Provides opportunities and means whereby resource people and volunteers join in the learning program
- i) Uses varied modes of assessment (observation, performance, work sample, paper-pencil) to determine student needs and achievement
- j) Utilizes data from formal and informal tests
- k) Meets with students and parents formally and informally to assess progress
- l) Works with the principal and faculty in evaluating the total program and in planning future direction according to student needs

ADMINISTRATOR

A. *Principles Underlying the Role of the Principal*

The principalship is the response of the Catholic educator to accept the leadership of the Catholic school. Each administrator needs to respond to this call by becoming prophet and witness to the living Gospel.

The prophetic leadership calls for the administrator to become totally reliant on God's saving love and guidance. The administrator becomes servant in bringing about the Kingdom in the school community she/he serves.

Serving as witness to the living Gospel by sharing in Jesus' mission, the prophetic administrator will have to be a countersign, summoning all to share in the building of a kingdom of justice, truth, peace, and love in God's relationship to this community and bringing God's Word to bear on its life.

Love is the foundation in which administration is rooted. Love is the life of the Spirit-filled community. It will enable the administrator to speak the Word of God in principles and actions. The response to leadership will be inspired by love to console, to exhort, to heal, to encourage others to be open to the Word. Love will make the principal ever sensitive to being called and to call others to the experience of God and community held in one loving embrace.

B. *Spiritual Growth*

1. Importance of Spiritual Growth

Principals must be religious leaders and possess religious knowledge and skills reflected in their attitudes and actions. In short, they must be theologically literate and actively involved in Church life... The pastoral component of a preparation program should insure a basic knowledge and understanding of the Catholic religious heritage, especially as this relates to education and schooling. This is crucial to their role and ministry. It also includes knowledge of authentic Church teaching and current practice; Church documents related to education; Church law and governance structures, the philosophy and history of Catholic education and Catholic schools, and the skills needed to apply this knowledge.

Those Who Would Be Catholic School Principals, p. 10

2. Commitment to Growth

Openness to growth and development is an expected way of life for administrators, not only in academic areas, but also in the area of baptismal, confirmation, and Eucharistic commitment as Catholics. All administrators are facilitators of growth; Catholic school administrators are also facilitators of faith growth/experience in others. This necessitates participation in pre-service and in-service programs of Catholic spiritual and ministerial formation. The objectives of such programs are:

- a) to increase the knowledge and understanding of educators in a Catholic school
- b) to enable educators to become persons with Catholic attitudes and qualities
- c) to advance commitment to a personal program of spiritual growth
- d) to develop those competencies and skills which enable educators to be for their students facilitators of faith and of learning experiences

3. Specific Expectations of Administrators in Catholic Schools

- a) growth through regular participation in Eucharistic celebrations
- b) participation in regular school/parish programs of spiritual celebrations
- c) occasional participation in diocesan or other special opportunities of spiritual growth especially those designed for educators (e.g. retreats, renewal days, Christian Experience Weekends, etc.)
- d) provides opportunities and means whereby resource people and volunteers join in the spiritual program

C. Professional Growth

1. Instructional Leadership

An elementary school serious about quality education must have a principal with competence and time to be an instructional leader. While competencies such as able administration and good human/public relation skills are needed for the smooth operation of the school, they of themselves do not cause quality education.

The principal must be a developer of faculty and program if quality education is to be. However capable each teacher is individually, school-wide continuous progress for students and the continuous improvement of program and faculty can be accomplished only under the direction of a capable instructional leader - one who leads in competency, time and commitment so that faculty and program continually improve as they meet the needs of students.

This means that the principal who is an instructional leader spends the greater portion of his/her time in instruction related activities such as the following:

- a) in classrooms observing instruction
 - (1) in giving feedback to teachers

- b) in noting student progress (pacing meetings with teachers, conferences with students, study of test results)
- c) in designing and maintaining a strong staff development program
 - (1) to build competencies needed by individual teachers
 - (2) to build teacher competencies needed to meet program goals
- d) in studying and presenting curriculum materials and instructional practices/procedures
- e) in sharing decision making
- f) in causing teachers to invest themselves in the program
- g) in building a school-wide, unified instructional program

2. Formal Observation

In addition to the informal observations, periodic formal observations of teachers for instructional improvement are expected of all principals.

3. Principal Evaluation

Principals in schools of the diocese are to be evaluated according to the competencies/tasks given in the job description on pages 10-13.

The evaluation of the principal takes place according to a process established by the Diocesan School Office.

Ordinarily, a principal new in a school is evaluated during the second year in the school and once every three-five years thereafter.

4. Growth Expectation

Continuous improvement is a way of life in our educational system. The administrator is expected to utilize his/her personal growth plan resulting from valuations and other developmental and in-service opportunities in a serious effort to improve as a professional administrator in a Catholic school. In conferring with the administrator relative to his/her growth, the Diocesan School Office apprises the principal of needed improvement and/or expectations.

5. School/Program Evaluation

The evaluation of schools at the elementary and secondary levels is another means of the continuous improvement of the program.

This evaluation process requires an openness to growth and a willingness to work together for educational improvement.

6. Diocesan Staff Support

Staff members of the Diocesan School Office are available to assist with the instructional program and other concerns.

Principals are directly accountable to their local boards and to the Diocesan School Office for instructional leadership and administrative direction.

D. Administrator Competencies

1. Facilitator of Faith Community:

- a) Helps Create a Faith Community
 - (1) Is a person of faith
 - (2) Causes faith leadership to happen
 - (3) Develops a shared vision of the school's faith community
 - (4) Reflects the fourfold mission of the Church: community, worship, service and message
 - (5) Recognizes and utilizes the gifts of others
 - b) Gives Priority to the Development of the Total Catholic Quality of the School
 - (1) Builds the Catholicity of the school
 - (2) Guarantees opportunities for faith experiences for the students
 - (3) Insures quality religious instruction
 - (4) Causes the curriculum to be permeated with gospel values
 - (5) Recognizes parents as primary religious educators and works in partnership with parents/guardians in the religious formation of their child(ren)
 - c) Involves Others in Prayer and Liturgy
 - (1) Causes quality faith experiences to take place such as liturgies, retreats, paraliturgical services, faculty/student renewals, prayer...
 - (2) Promotes cooperation with priests/pastoral staff
 - d) Seeks to Foster Interpersonal Relationships in Light of Gospel Values
 - (1) Helps create a positive working/learning environment
 - (2) Promotes a sense of home, school, and parish unity
 - (3) Models a spirit of reconciliation
 - e) Fosters the Service Dimension of Faith Development Among Teachers and Students
 - (1) Encourages and promotes service within/beyond the school
 - (2) Examples: projects, missions, tutor programs ...
2. Personal Attributes
- a) Personal Qualities Necessary for Leadership
 - (1) Has adequate health
 - (2) Reflects professionalism in personal appearance
 - (3) Initiates and maintains group relationships
 - (4) Uses communication skills
 - (5) Uses listening skills
 - (6) Is approachable
 - (7) Is organized
 - (8) Exhibits professionalism
 - (9) Makes informed decisions
 - (10) Demonstrates stability
3. Instructional Leadership
- a) Involves Staff and Communities in Adequately Assessing the Educational Needs of the School
 - (1) Seeks input through formal and informal assessment
 - (2) Seeks input from staff, parents, parish, community
 - (3) Helps school be viewed as part of total parish

- b) Develops and Implements Goals and Objectives for the Learning Program in Light of Student Needs and Diocesan Philosophy
 - (1) Implements and assesses goals
 - (2) Involves the faculty in long and short range plans
 - (3) Coordinates school evaluation
- c) Directs the Staff in Implementing a School Program in Accord with Responsible Educational Practices, Current Trends and Diocesan Guidelines
 - (1) Is responsible for the total instructional program
 - (2) Knows educational theory and curriculum
 - (3) Shares instructional decision making with staff
 - (4) Promotes programs that benefit and challenge the individual student
 - (5) Fosters permeation of the curriculum with gospel values and Christian principles
- d) Provides for Staff Growth Through Observation and Evaluation
 - (1) Observes formally and informally on a regular basis
 - (2) Provides suggestions for growth and feedback
 - (3) Evaluates teacher performance annually or semiannually
 - (4) Plans for staff development
 - (5) Causes staff to write and evaluate individual goals
 - (6) Shares own goals with staff
 - (7) Plans and participates in faculty in-service
- e) Provides Opportunities for Developing Student Responsibility
 - (1) Promotes the use of time and activities for students to exercise personal and group decision-making skills

4. Program Administrator

- a) Directs the Management of the School Program
 - (1) Budgets administrative and instructional time
 - (2) Delegates tasks
 - (3) Provides for appropriate placement of students
 - (4) Provides for students with special needs
 - (5) Maintains record keeping system and testing program
 - (6) Supervises non-teaching staff
 - (7) Arranges for safety standards and procedures (fire/tornado)
- b) Specifies, Recommends, and Implements Budgeting and Expenditures of Funds
 - (1) Works with the board to prepare budget
 - (2) Operates within approved budget
 - (3) Submits periodic reports to the board
 - (4) Confers with board on long/short-range plant maintenance and improvement
 - (5) Facilitates the planning of educational grants
- c) Participates in the Recruitment and Selection of Qualified Personnel
 - (1) Selects teachers with qualities and competencies expected of Catholic educators dedicated to quality education
 - (2) Follows professional processes in hiring: interviewing, selecting, and seeking board approval

- (3) Follows procedure in issuing contracts
 - (4) Follows appropriate procedures in teacher dismissal cases
 - d) Implements Diocesan Local School Policies
 - (1) Works with the Diocesan School Office for selection of approved programs
 - (2) Participates in meetings/workshops, and completes reports
 - (3) Assists the local board in policy development
5. Public Relations Person
- a) Maintains Open Communication with Staff, Students, Parish/Pastoral Staff, and Board of Education
 - (1) Shares decision making
 - (2) Helps create an attitude of trust and openness
 - (3) Handles complaints and criticism appropriately
 - b) Communicates with Parents and Provides Parent/Student Interaction
 - (1) Provides for parent gatherings
 - (2) Arranges for parent-teacher-student conferences and staffings
 - c) Causes the Total School Program to be Made Known in the Larger Community
 - (1) Causes a realistic understanding of the school's strengths and needs in the larger community
 - (2) Arranges for public relations/recruitment programs
 - (3) Recruits volunteers to assist the school
 - d) Works with Local Groups in School-related Programs
 - (1) Works with groups/programs such as parish programs, local AEA, local/community colleges, public services

PERSONNEL PLANNING

Personnel planning is integrated into the long and short range planning effort of the diocesan educational system. It assumes clearly established lines of accountability that clarify the interrelationships of the personnel in the structure and organizations of the total educational program. Personnel resources, as well as other resources (finance, time, space...), are to be deployed in accord with established goals and planning priorities.

RECRUITMENT, SELECTION AND APPROVAL

A. Catholic Considerations

Recruitment and selection activities will give prominence to the unique Catholic dimension of our educational programs. Public relations and communications will give proper focus and attention to the uniqueness of Catholic education programs.

Efforts will be made to attract and employ personnel possessing qualities and competencies referred to above. Potential sources likely to provide the desired types of applicants will be identified.

In interviews with applicants, the Catholic dimension of the educational program and the educator's role in furthering the students' growth as Catholics will be seriously discussed. The values and beliefs of the individual are to be a major consideration in selecting from among eligible candidates. Through the examination of references and by other means, the nature of personal convictions and the lifestyle and the behavior patterns of the candidate are to be ascertained prior to final selection.

Because of the unique philosophy and nature of the educational programs, appropriateness of personal religious beliefs shall be considered a bona fide condition of employment. Ordinarily, all other things being equal, Roman Catholic candidates are preferred.

At the same time, it is recognized that teachers of other faiths, who accept the Catholic identity of the school and who themselves are committed to the religious education of youth, can make exemplary contributions to the spirit of the Catholic educational community.

B. *Equal Opportunity*

The educational system of the Diocese of Davenport is committed to equal opportunity and does not unlawfully discriminate on the basis of race, color, national and ethnic origin, age, creed, sex or disability in the educational programs or activities which it operates. As a religious institution, we affirm the right to consider creed or sex a bona fide qualification in certain cases. This educational system policy extends to employment in and admission to programs, activities and services. It admits both employees and students of any race, color, national and ethnic origin, sex or disability to the rights, privileges, employment opportunities, programs, activities and services generally accorded or made available in the programs/activities. It does not unlawfully discriminate in the administration of its educational policies, employment policies, admission policies, scholarship and loan programs, athletic, and other school administered programs.

The Superintendent of Schools for the Diocese of Davenport or appropriate designee shall serve as the equal opportunity coordinator.

C. *Subsidiarity and Professionalism*

The local board of education sets the stage for the entire process of recruitment and selection, always in accord with diocesan policy. Local board policy states the caliber of educators desired and commitment to maintaining these educators as evidenced by the salary schedule, as well as professional and personal opportunities.

Recruitment and selection of teachers have become increasingly a professional function. Professional judgment is essential in selecting competent educators willing and able to meet the needs of students in these times of changing educational patterns and practices.

Recruitment and selection of administrators must be coordinated through the Office of the Superintendent.

D. *Teacher Selection*

The principal recruits, interviews, selects and recommends teachers according to the policies and criteria previously established by the board of education.

The local board confirms or rejects the nominations of the principal. In the case of rejection, the principal presents another nominee. The board formally approves the selected teachers, records this in the official minutes and tenders contracts.

This system seeks elementary and secondary teachers of high caliber who have as a minimum a Bachelor's Degree and are licensed/approved for the state of Iowa at the levels and subjects for which they are hired.

The diocese supports a preferential hiring practice for persons who have successfully completed Teachers for Catholic Schools Program. These persons are hired when all other factors are considered equal.

INDUCTION AND ORIENTATION

A. *Distinctiveness*

Educators and volunteers shall be provided special opportunities for orientation by the board sponsoring the educational program. These orientation experiences will include consideration of the distinctiveness of the

program and an explicit orientation to its goals and objectives. In the case of a school program, it shall also include explicit consideration of the religious education program and the distinctiveness of the curriculum in a Catholic school. All educational activities, curricular and extra-curricular, are expected to be consistent with the religious nature of the school and its religious education program.

Personnel are expected to become acquainted with the major statements of the Church concerning Catholic education ...

B. Background and Orientation to Growth

Beautiful indeed and of great importance is the vocation of all those who aid parents in fulfilling their duties and who, as representatives of the human community, undertake the task of education in our schools. This vocation demands special qualities of mind and heart, very careful preparation and continuing readiness to renew and adapt.

Declaration on Christian Education, #5

All educators, regardless of teaching levels, subjects or positions, need to avail themselves regularly of opportunities which continue their Christian growth. While every educator needs to continue education of a religious nature, teachers of religion require special background in scripture, theology and religious education.

C. Health Examination

Each employee shall submit to the principal upon initial employment, and each three-year period thereafter, a report of medical examination, including a check for tuberculosis, by a licensed physician stating fitness for teaching.

D. Personnel Files

The administrator of the local school will maintain a personnel file on each employee. The principal and the individual teacher have access to the file. They are the only persons who may insert materials. The principal is the only person who may withdraw materials. Each educator cooperates with the administrator in providing the following for his/her file:

1. A copy of the educator's current "STATE OF IOWA Board of Educational Examiners LICENSE"
2. Copies of all official transcripts
3. Pre-employment materials, application, references, credentials, etc.
4. A copy of the current contract between the school and the educator
5. A recent medical report signed by a licensed physician stating fitness for teaching and current verification of a tuberculosis check
6. The results of educator evaluations
7. Child abuse seminar verification
8. Naturalization verification form for those hired after November 1987
9. Signed DIOCESAN CATHOLIC EDUCATORS' HANDBOOK acknowledgment
10. Human relations requirement
11. Other relevant information

CURRICULUM/INSTRUCTION

A. *Philosophy of Curriculum for Catholic Schools: Diocese of Davenport*

1. Every student possesses the dignity of a person created to the image of God, able to know and love the Creator, and set by Him over all earthly creatures to rule them while glorifying God. The distinctive function of the Catholic school is to develop in school community an atmosphere animated by a spirit of freedom and love based on the Gospel. The school, in cooperation and partnership with parents and in the context of the Catholic community/parish, exists for the communication of culture and the Christian formation of students. Curriculum -- understood as all the experiences planned and guided by the school -- contains, enflashes and reveals the distinctive identity and nature of the Catholic school. It does this by so orienting the whole of human culture to the message of salvation that the knowledge gained by the student is illuminated by faith. The school's curriculum focus is student-centered with a continuous progress emphasis that reverences the dignity of the student and serves the individual's developmental growth needs so that while developing their own personality, students grow at the same time in that new life given them in baptism, establishing a personal relationship with Christ.
2. The school's Christian dimension, its total Catholic quality, is the source and base for its fundamental task of synthesizing culture and faith, faith and life. Religious instruction and formative experiences are a primary and essential part of the school's program directed toward leading the student to total commitment to the Person of Christ. Direct catechesis as well as involvement in liturgical and sacramental prayer and worship are both formative and instructional for the student. Moreover, the development of Christian values as well as the principles of Church teachings on morality, justice and life issues permeate and integrate all the subject areas and experiential dimensions of the curriculum. This integration of faith and life is part of the lifelong process of conversion that leads students to become what God wishes them to be and to discover their specific vocation to live responsibly in a community of others.
3. The school's apostolic goals and character prompt teachers to integrate in their teaching the fourfold dimensions of Catholic education message, community, worship and service. The teacher can form the mind and heart of students and guide them to develop a total commitment to Christ, with their whole personality enriched by human culture. Teacher competency, program selection and content in subject areas ensure a balance of knowledge, attitudinal and skill formation that meaningfully and sequentially provides for skill, concept and value attainment. The aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. This focus includes high level thinking processes, critical judgment and decision making that enhance the student's responsible use of freedom. These are essential life skills for daily living and necessary to help students acquire skills, virtues, and habits required for effective service to others and for future adult Christian living.
4. The school considers human knowledge as truth to be discovered. Discovery and awareness of truth leads to the discovery of Truth itself. Respecting the individual giftedness of each learner, instructional methods are selected to sequentially and developmentally lead students through a coordinated learning program that ordinarily proceeds from the concrete to abstract. Such methods incorporate a variety of materials, media and modes that accommodate content to individual student needs and unique talents. This adaptability of programming includes appropriate cross-grading and small group instruction, content cycling, teacher teaming and planning, and subject area coordination and articulation in order to assure a total learning experience for the student, one that leads to the heart of total Truth.
5. The mission of the Catholic school through its total curriculum is a systematic transmission of culture in the light of faith and the bringing forth of the power of Christian virtues by the integration of culture with faith and of faith with living. Christ, therefore, is the teaching-center, the Model on Whom the Christian life of the student is formed and shaped.

The philosophy of curriculum is based on and flows from recent documents on Catholic education.

B. Professional Believing Educators

Catholic schools are unique because a community of believers permeate the curriculum with love of Jesus Christ as they help students grow to full potential as children of God. These believers who are teachers educate students not for money, power or prestige, but for Catholic responsibility, inner freedom and goal-oriented lives for the Kingdom here and now and for eternity.

Educators thus oriented bring wisdom and authority, sensitivity and service into the school. They are not authoritarian figures, dispensing and demanding information, but rather facilitators of learning who include in the instruction learning process sound basics, creative options, varied resources and ongoing assessment.

They are educators who are professionally prepared, who use methods that are sensitive to the age, talent and needs of each student, who love children and instill in them a love for learning. The instruction they offer includes cognitive, affective and behavioral learning that synthesizes culture, faith and life.

C. Program of Continuous Progress

The following processes and practices are advocated and promoted in our system to accomplish the continuous progress of students:

1. utilizing teacher strengths and talents for their own growth and for the motivation and enrichment of students;
2. focusing instruction and directing mastery through the use of learning objectives;
3. differentiating materials for meeting the achievement, interest and motivational levels of the learner;
4. assessing student growth and progress in an ongoing fashion in order to continually adapt instruction according to the learner's needs;
5. varying learning modes and activities in order to meet student needs, interests, styles;
6. allowing students to progress at their own rate with provision for continuous development and growth;
7. grouping students flexibly according to achievement level, interest level and according to personal need;
8. regrouping students flexibly to allow for skill development, personal growth and peer interaction;
9. utilizing organizational structures such as flexible scheduling, teacher teaming, unitizing, cross-grading, multi-aging, etc.

D. Curriculum

1. Curriculum Design

Enduring program goals which flow from our philosophy of education give continuity and stability to curriculum. In accordance with these enduring goals, each school develops its curriculum design according to the needs of students. Long range (three to five years) goals establish direction for instructional improvement in areas of need and desired emphasis. Annual short range goals include objectives for focus, a program for implementation and a mode for assessment.

The major direction for establishing long and short range goals for the continuous improvement of curriculum is obtained through the united efforts of the board of education, the pastor(s), administration and faculty, parents, students and representatives of the community.

Planning and programming for implementing the curriculum design is the responsibility of the faculty directed and guided by the principal. Each faculty member/team is accountable for developing content and strategies with specific objectives for implementing the curriculum design.

The Diocesan School Office fosters improvement in instruction through a coordinated program designed to develop dynamic principal leadership, to foster maximum effectiveness of teachers, and to explore new avenues to guide students to their full potential.

2. Sequential Steps in Curriculum Selection

The selection of new curriculum materials is the responsibility of the principal working with the faculty in accord with diocesan guidelines and approved materials.

a) Preparation

(1) Determine reason for considering a new program:

- (a) request of several or one teacher?
- (b) present program and materials outmoded?
- (c) inadequate? too limited? no longer durable?

(2) Assess priorities:

- (a) needs of students in whole school
- (b) financial possibilities and constraints

(3) Consult Office of Superintendent of Schools regarding direction and planning:

- (a) Specify needs of students
- (b) identify type of program appropriate to meet student needs
- (c) plan time frame for curriculum study
- (d) list available in-service resources

b) Study

(1) Study guidelines for selection of subject area program from your local AEA.

(2) Request materials for examination from AEA centers.

(3) Request information/evaluation from your local AEA and other agencies before spending faculty time in studying it.

(4) Plan teacher involvement in the study of the available approved programs with close direction and leadership of the principal, AEA and Department of Education officials.

(5) Use guidelines to specify the strengths and weaknesses of the programs being considered. Consider provision for continuity and vertical sequence in the total school program.

c) Decision

(1) Finalize decision and inform Diocesan School Office.

3. Curriculum Areas

a) Religious Formation of Students

Since students in the Catholic school have become new creatures by rebirth from water and the Holy Spirit, so that they may be called what they truly are, children of God, they are entitled to a Catholic education. Such an education does not merely strive to foster in a human person the maturity already described. Rather, its principal aims are these: that as baptized persons are gradually introduced into knowledge of the mystery of salvation, they may daily grow more conscious of the gift of faith which

they have received; that they may learn to adore God the Father in spirit and in truth (cf. John. 4:34), especially through liturgical worship; that they may be trained to conduct their lives in righteousness and in the sanctity of truth (Eph. 4:22-24).

Thus, indeed, students in Catholic schools may grow according to the mature measure of Christ (cf. Eph. 4:13), and devote themselves to the upbuilding of the Body of Christ. Moreover, aware of their calling, they should grow accustomed to giving witness to the hope that is in them (1 Pet. 3:15), and to promote that Christian transformation of the world by which natural values, viewed in the full perspective of humanity as redeemed by Christ, may contribute to the good of society as a whole. (Vatican Council II, *Declaration on Christian Education*, #2)

b) Guidance

The guidance program in our Catholic education system of the Diocese of Davenport is based on belief in the person of Jesus Christ, His teachings and those of His Church.

The purpose of our guidance program is the same as that of Jesus, who said, "I have come that they might have life and have it to the full." Like Jesus, we respect and foster life. We are concerned with facilitating, enabling, and assisting persons to grow in their ability to freely and responsibly choose life and development. Our guidance program, therefore, encompasses the total personal growth of the individual being formed to live as a Catholic.

c) Program of Studies

The program of studies in Catholic schools of the Diocese of Davenport meets requirements and standards for approved schools in the state of Iowa (See Code of Iowa 256.11).

The Catholic school sets out with a deep awareness of the value of knowledge as such. Under no circumstances does it wish to divert the imparting of knowledge from the rightful objective.

Individual subjects must be taught according to their own particular methods. It would be wrong to consider subjects as mere adjuncts to faith or as a useful means of teaching apologetics. They enable pupils to assimilate skills, knowledge, intellectual methods and moral and social attitudes, all of which help to develop personality and lead them to take their place as an active member of the community. Their aim is not merely the attainment of knowledge but the acquisition of values and the discovery of truth. . . .

The school considers human knowledge as a truth to be discovered. In the measure in which subjects are taught by someone who knowingly and without restraint seeks the truth, they are to that extent Christian. Discovery and awareness of truth leads one to the discovery of Truth itself.

The Catholic School, #38-41

d) Cocurricular Activities

The cocurricular program of a school does not take precedence over the scholastic program; it is to be proportionate to the needs, interest and abilities of the students. Cooperation and good sportsmanship among students are encouraged rather than undue competitiveness which is contrary to the principles of Christian social living.

E. Shared Decision Making

In the curriculum area, as well as in other aspects of the school program, shared decision making is encouraged. It is a process of joint decision making which involves the principal working with unit leaders or department heads, unit leaders or department heads working with their team of teachers, etc. Each teacher is to be involved according to the decision making structure of the school.

1. This decision making process aims to strengthen the quality of the learning program by involving the abilities of staff members for a twofold purpose:
 - a) coordination of the total instructions
 - b) development of school-wide policies.
2. Shared decision making, as carried on in a school, seeks to accomplish the following:
 - a) assurance of continuity of educational goals and learning objectives throughout the school
 - b) formulation of school-wide policies and operational procedures
 - c) facilitation of a more integrated and/or interdisciplinary approach to planning the instructional program
 - d) coordination of school-wide in-service efforts
 - e) encourage sharing staff resources of experience, background, expertise and interests
 - f) involvement of individual staff members in ways that are more efficient, effective, responsible, accountable and creative
 - g) resolution of concerns and problems as they arise.

With this type of shared decision making, considerable emphasis is given to needs such as: in-service requests, instructional goals and objectives, varying learning modes/materials/styles, meeting student needs, establishing positive climate for student growth, arranging for parent involvement and communication. Shared

decision making is a growth process that, once initiated, develops gradually as leadership skills grow and program advantages come to be valued.

F. Faculty/Team Meetings

Faculty and team/level/departmental meetings are essential experiences for achieving the school's goals. Therefore, all teachers are to participate actively in meetings to achieve the following purposes:

1. implementation of school philosophy and goals
2. improvement of instruction
3. assessment and planning of programs
4. enrichment of in-service opportunities
5. development of faith community.

When early dismissals are arranged on specified days, the time is intended for team faculty planning. Likewise, scheduled in-service days are to provide for faculty and/or team instructional planning, professional growth and related types of in-service.

G. School Calendar

Each teacher is expected to abide by the school calendar and by regulations for the length of school days as specified in the local school.

STUDENTS

A. The Uniqueness of Students

Catholic education is service to a child of God by a believing community. The Catholic school exists primarily for the student and only secondarily for parents, Church and state.

Students are respected and loved as unique children of God with dignity and sacredness. Each has special gifts and special needs. Accordingly, each requires personalized attention as he/she grows in proper relationships to self, to God, to others and to the world.

B. Continuous Progress/Promotion/Retention

Because students differ greatly in gifts, maturity, ability and consequently in concept development and skill mastery, individuals will vary widely in progress from level to level. Therefore, as was stated previously, our educational program subscribes to continuous progress in which students advance from level to level according to successful completion of the required work in accord with their own capabilities.

At the primary level, the laying of a solid foundation is of utmost importance. While some students will in three years progress beyond the levels traditionally known as "primary," others will require four years beyond kindergarten in which to attain the mastery of the required levels or to progress as far as their potential allows.

Educators need to help parents understand continuous progress as different from retention or repeating grades.

According to our philosophy of continuous progress, there should rarely be need for retention at a higher level. In unusual cases such as parental request, sickness, change of school, or other adjustment, longer time is to be afforded a student only when there is a good chance of greater success and then only with parental support.

Research shows that generally students do no better the second year and frequently their self-esteem and motivation are lowered.

C. Progress Reporting

Parent-student-teacher conferences are held twice in each school year for all students. During these conferences, the teacher as advocate, encourages the student to continue his/her good progress or strive to make progress.

D. Records of Students

All teachers are to keep accurate records of student progress and attendance. This is done in accord with diocesan policy as carried out in the local school.

Parents, as primary educators, shall have the right to inspect and review any and all official records, files, and data directly related to their children, and intended for school use or to be available to parties outside the school or school system. This includes identifying data, academic work completed, level of achievement, attendance data, scores on standardized intelligent and achievement tests, aptitude and psychological test results, family information, teacher-counselor observations and ratings, reports of serious or recurrent misbehavior patterns, and other such data.

Parents should have an opportunity to be heard regarding the content of their child's school records to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the students. Opportunities shall be provided for the parents, if necessary, to correct or delete any such inaccurate, misleading or otherwise inappropriate data. Parents shall also be allowed to provide a written statement to be included in their child's school records regarding the content of the records. Each school should have a written procedure for parental review of student records.

Students' records shall be protected in accord with Family Educational Rights and Privacy Act of 1974 as described in the *Diocesan Policy, 560.0*.

Educators may not release student names for commercial or other outside agency purposes.

E. Health and Safety

The educator, concerned about the well-being and safety of students, is conscientious about health and safety measures as directed by local and state authorities.

F. Discipline

Discipline in our Catholic schools has the two-fold purpose of providing for the common good and the individual good. Discipline helps all students as it contributes to a climate for learning and living. It helps each student as it provides environment and guidance in which to grow in becoming a self-disciplined person.

For the growth and direction of students, schools establish rules and regulations in keeping with Catholic principles and values.

Students need the consistent support, love and guidance of administrators and teachers who, while holding before individuals the goal of self-discipline, aid them by setting consistent direction and limits in accord with the established rules and regulations.

As students mature in the disciplined school environment which provides structure as well as love and opportunities for choices, it is hoped and expected that they grow to deeper understandings which bring them to gradually choose a self-disciplined life style that is in accord with Catholic principles and values.

Some guidelines for discipline follow:

1. School and classroom regulations and procedures, as well as the consequences of violating these regulations and procedures should be clear to students. Consequences should always be logical and appropriate to behavior.
2. The student often needs assistance to choose one form of behavior over another.

3. The student may need help in recognizing that choosing certain behavior means accepting the consequences of these behaviors.
4. It is ideal but not always possible to give students a part in deciding appropriate regulations and the consequences of violating them.
5. Educators are instructed to discipline in a calm and just manner, making sure that students know the reason for rules and the consequences for breaking the rules.

An employee of an accredited public school, approved nonpublic school, or public school district shall not inflict, or cause to be inflicted, corporal punishment upon a student. For purposes of this section, "corporal punishment" means the intentional physical punishment of a student. "An employee's physical contact with the body of a student shall not be considered corporal punishment if it is reasonable and necessary under the circumstances and is not designed or intended to cause pain or if the employee uses reasonable force,... for the protection of the employee, the student, or other students; to obtain the possession of a weapon or other dangerous object within the student's control; or for the protection of property." (280.21 CORPORAL PUNISHMENT - Iowa Law.)

Efforts to understand disruptive behavior, its causes and its meaning, are called for when educators seek to decrease and prevent discipline problems. As the causes of disruptive behavior are studied, occasionally the cause is traceable to the educator. Once recognized, this situation is to be dealt with openly and firmly until a solution is reached.

Good teaching which meets the needs of students at their appropriate learning and interest levels contributes greatly to discipline and good order. Educators need to be continually aware that just as students differ in attitudes, ability, character, personality and background, so each student is special when discipline is necessary.

G. Dress

Educators and students are to dress in a manner consistent with accepted community standards of good taste and decency and in accord with school regulations.

The faculty fulfills a valuable educational function through modeling appropriate school attire and in guiding students' choice of clothing rather than by issuing minute and rigid regulations. It is urged that parents be involved in making decisions regarding a dress code for students and in its enforcement.

H. Attendance/Acceptance

All Catholic schools of the Diocese of Davenport shall admit students of any race, color, national or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at these schools. The schools shall not discriminate on the basis or race, color, national or ethnic origin in admission policies, scholarships and loan programs, and athletic and other school administered programs. Our schools and educational programs are to make serious efforts to seek out and admit minority students.

As Catholics living the Gospel message, educators by their own example of reverence and love and by carefully developed programs and activities seek to bring the students from varied cultures, different ethnic origins and diverse home environments/values into a loving Catholic educational community.

The principal of the school is responsible for the assignments of teachers and classes. Ordinarily, this is done in consultation with teachers.

I. Release of Students from School

Students may not be released from school by a teacher without the permission of school authorities. Neither may students be sent home for assignments, books, errands, or disciplinary actions except as stated above.

For reasons of safety and cooperation, students are ordinarily not detained after school without the knowledge of parents.

J. *Probation, Suspension and/or Expulsion of Students*

The principal in our educational system has the authority to place students on probation or suspend them temporarily.

There is no appeal from the principal's decision to place a student on probation or to suspend a student temporarily.

A Discipline Committee of the school, appointed by the principal, shall have the authority to expel a student.

The decision of the Discipline Committee may be appealed to a Disciplinary Review Board appointed by the board of education president or his/her designee. The Disciplinary Review Board shall have the authority to affirm, reverse or modify the decision of the committee.

Regulations relative to probation, suspension and/or expulsion of students should be determined/established by the local Catholic board of education.

EDUCATOR RIGHTS AND RESPONSIBILITIES

A. *CONTRACTS, AGREEMENTS AND COMPENSATION*

1. A Covenant Relationship

The contract/agreement in the educational system of the Diocese of Davenport established a covenant relationship for a definite period between the individual employee and the Catholic educational community. It documents a call and a commissioning to share in the educational mission of proclaiming the Good News to all of creation. The contract is an agreement between the board of education and the employee. It specifies the nature of the services to the Catholic community intended by the board in exchange for a specified compensation. In addition to the terms of employment usually contained in contracts specifying accountabilities and compensation for same, the contract should say in a simple way the expectations with regard to our Catholic beliefs, attitudes, and behavior. It is desirable that the contract affirm that all parties concerned are to endeavor to live ideals of Catholic life including the building of Catholic community and the fostering of social justice. For boards and administrators, social justice includes such things as a just wage, fairness in decision making, the treatment of employees with dignity and respect. For employees it means "a day's work for a day's pay." It means living not only the letter but the spirit of the goals and ideals of the Catholic educational program.

2. Contract

The Diocesan School Office has developed a contract to be uniform throughout the system. Portions may be modified at the discretion of the local board **only** after approval by the Diocesan School Office.

Teacher contracts are issued, with board direction, by the administrator. Administrator contracts are issued by the board and upon obtaining all necessary signatures at the local level are sent to the Superintendent of Schools for signature after which the contract is returned.

Contracts between the specific board and a teacher or administrator for the first two years are considered probationary. Upon written agreement between the local board and teacher/administrator, the probationary period may be extended for a third year.

3. Compensation

In the Diocese of Davenport the terms of compensation are to be agreed upon between the local board and its employees in accord with school policies. In addition to a just wage, local boards and administrators should take measures to include non-economic forms of compensation such as recognition, encouragement of initiative, expressions of appreciation, appropriate status symbols and privileges.

Fringe benefit programs may be freely agreed upon between local boards and employees. Diocesan group insurance programs are available for consideration.

4. Responsibilities and Duties

When an employee contracts into the educational system of the diocese the person agrees to observe the policies, regulations and directives of the Diocesan School Committee and Diocesan School Office, the local board of education, the State Department of Education, with the understanding that when applicable the diocesan handbooks are overriding, and to know and abide by the policies of the school/religious education program as specified in the diocesan and local handbooks. The employee also agrees to accept the program, assignments, and activities which are in accord with the terms of the contract.

5. Leaves

a) Sick/Bereavement Leave

The employee will be allowed leave with pay as stated in the contract for personal illness or the critical illness, death, or funeral of a member of his/her immediate family or significant others. The local board determines and specifies in the contract the maximum number of days allowed.

b) Disability Leave

An employee who is unable to perform his or her essential job functions with or without reasonable accommodation because of physical and/or mental disability or failing health may be suspended from his/her position.

If the employee denies his/her inability to perform, the administrator will require the employee to submit to an examination by a medical practitioner at school expense. The school will be entitled to rely upon the opinion of the medical examiner, although the employee may seek a second medical opinion at the employee's expense. If, after a medical opinion(s) has been rendered, the employee and the administrator disagree regarding the employee's ability to perform, the employee may request a hearing before the local board in accordance with the Due Process Procedure governing the termination of an employee's contract during the school year.

In the event of disability of an administrator, the board president will exercise the responsibilities of the administrator as stated in this policy. Furthermore, immediate contact should be made with the Diocesan School Office.

The employee is eligible to receive the sick leave that has accumulated, if so specified in the contract.

c) Maternity Leave

In the event of a pregnancy, an employee determines with her doctor how long it is advisable for her to continue working. She is eligible to receive the sick leave accumulated at the time of her absence consistent with provisions of Chapter 216 of the Code of Iowa. The employee has the privilege of returning to her position according to the conditions stated in her contract at such time as she and her doctor deem it proper and advisable. The privilege of return is applicable during the time of her contract.

d) Adoption Leave

Adoptive parents are eligible for a leave of absence at the time of welcoming a child into their home. Parents are eligible to receive accumulated sick leave at the time of adoption. The leave, whether compensated or not, is not to exceed four weeks (20 working days). The parent is eligible to return to his/her position according to the conditions of the contract during the time of the contract. This policy is in accord with the pro-life position of the Catholic Church.

6. Preparation for Substitute Teachers

The teacher's responsibilities in times of absence are to notify the principal as soon possible, to provide lesson plans, and directions for classroom management and school procedures. The principal will take steps necessary to insure the continuity of the instructional program. The principal will attempt to secure the services of a certified teacher who is familiar with the pupils and the instructional program. The file of substitute teachers should be maintained in the office of the principal. In the event of a prolonged absence, arrangements should be made so that the education of the student is not impaired. In the event of prolonged absence of a principal, the local board chair is to be notified along with the Diocesan School Office.

B. DUE PROCESS

1. General

The adequate protection of human rights and freedoms is a matter of concern to all people of good will. As Catholics, we have religious, as well as human motives, for this concern. In the diocesan educational system the preservation of rights and the resolution of disputes are protected through due process.

Due process is a flexible standard. Simply put and as used below, it means to give notice and to have the opportunity to be heard.

2. Specific Due Process Procedures for Nonrenewal and Termination of Professional Staff

a) Nonrenewal of Teacher¹ Contract at End of School Year for NonProbationary Teachers

The administrator maintains the personnel file of each teacher which includes teacher evaluations.

The administrator meets with and notifies the teacher that nonrenewal is a possibility.

Prior to the Board Meeting: At least twenty calendar days prior to the board meeting, at which nonrenewal will be recommended, the administrator meets with and notifies the teacher that a recommendation for nonrenewal of contract will be made to the board at its meeting. At the meeting with the teacher, the administrator will provide him/her written notification of the teacher's 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 for the recommendation for nonrenewal. This rationale or reason need not constitute "just cause." A copy of this written notification should be furnished to the board at least twenty calendar days prior to the board's meeting.

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

¹ In the case of a priest or sister, contact the Diocesan School Office for assistance in identifying the proper ecclesiastical channels and procedures.

At the Board Meeting: At the board meeting, 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. 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:

- (1) To confront and question the administrator and any witnesses testifying adverse to the teacher;
- (2) To present witnesses and evidence;
- (3) To comment on the evidence presented and make a statement in his or her behalf.

The board may also desire to retain an attorney to facilitate the hearing. Either the teacher, the administrator or the board will have the right to retain, at their own expense, a certified shorthand reporter to record and transcribe the hearing. If a court reporter is not retained, a non-verbatim record of the hearing will be kept by the secretary to the board or, at the board's discretion, an individual who is not a board member will be retained to keep a non-verbatim record of the hearing.

Upon completion of the hearing, the board will dismiss all witnesses who are not board members, the teacher involved and the administrator making the recommendation. The board, while still in 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 in attendance at that open session before becoming effective. The teacher will be notified by the board president or designee in writing by certified mail, return receipt required, of the board's decision.

After the Board Meeting: The teacher may appeal the board's decision in writing by certified mail to the Diocesan School Committee setting forth the basis for the appeal. Appeal must be made within ten calendar days of receipt of the board's decision. The appeal to the Diocesan School Committee 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 School Committee. No new evidence will be presented or admitted. The Diocesan School Committee 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:

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

A designee will render the committee's decision in writing to the teacher within thirty calendar days of argument affirming, rejecting or modifying the decision of the local board.

b) Nonrenewal of Teacher² Contract at End of School Year for Probationary Teachers

The administrator maintains the personnel file of each teacher which includes teacher evaluations.

Prior to the Board Meeting: At least twenty calendar days prior to the board meeting, at which nonrenewal will be recommended, the administrator meets with and notifies the teacher in writing that a recommendation for nonrenewal of contract will be made to the board at that meeting. The

² In the case of a priest or sister, contact the Diocesan School Office for assistance in identifying proper ecclesiastical channels and procedures.

reason for nonrenewal need not constitute “just cause.” After such notification, the teacher may resign or make a statement on his/her behalf to the board, if he/she desires.

If the teacher chooses to make a statement to the board, he/she must notify the administrator in writing within ten calendar days of receipt of notice and provide a copy to the board president or designee.

At the board meeting, 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. The reason for nonrenewal need not constitute “just cause.”

The teacher, if he/she has properly notified the board of his/her desire to make a statement, is given the opportunity to make a statement after the recommendation of nonrenewal is made. He/she is then dismissed from the meeting. The board, by majority vote, decides whether or not to renew the teacher’s contract **or** take other action. The teacher is then notified. If the board votes for nonrenewal, the current contract expires at the close of the academic year.

The board’s decision is final.

c) Termination of Teacher Contract During the School Year

Continuing: The administrator maintains a personnel file of each teacher which includes teacher evaluation.

The administrator meets with and notifies the teacher that performance and growth are unsatisfactory. The teacher signs the plan/expectation for improvement which includes a statement that continued employment may depend on satisfactory progress.

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

At least 10 calendar days prior to the board meeting: If the teacher desires a hearing before the board, the teacher must so advise the administrator in writing within ten calendar days of receipt of the notice and provide a copy to the board.

At the Board Meeting: The administrator recommends to the board, in executive session, that the teacher’s contract should be terminated and presents evidence in support of that recommendation. 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:

- To confront and question the administrator and any witness(es) testifying adverse to the teacher;
- To present witnesses and evidence; and
- To comment on the evidence presented and make a statement in his or her behalf.

The board may also desire to retain an attorney to facilitate the hearing. Either the teacher, the administrator or the board will have the right to retain, at their own expense, a certified shorthand reporter to record and transcribe the hearing. If a court reporter is not retained, a nonverbatim record of the hearing will be kept by the secretary to the board, or at the board's discretion, an individual(s) who is not a board member will be retained to keep a nonverbatim record of the hearing.

Upon completion of the hearing, the board will dismiss all witnesses who are not board members, the teacher involved, and the administrator making the recommendation. The board, while still in 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 in attendance at the open session before becoming effective. The teacher will be notified by the board president or designee, in writing by certified mail, within thirty calendar days, return receipt required, of the board's decision.

After the Board Meeting: The teacher may appeal the board's decision, in writing by certified mail, to the Diocesan School Committee setting forth the basis for the appeal. Appeal must be made within ten calendar days of receipt of the board's decision. The appeal to the Diocesan School Committee 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 School Committee. No new evidence will be presented or admitted. The Diocesan School Committee 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:

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

The Diocesan School Committee or a designee will render the committee's decision to the teacher in writing within thirty calendar days of argument, affirming, rejecting or modifying the decision of the local board.

d) **Nonrenewal of Administrator Contract for Non-Probationary Administrators**

The board or its designated agent meets with the administrator and notifies the administrator that nonrenewal of contract is a possibility.

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

- The Board president;
- A board member or a committee of board members selected by the board;
- The Board as a whole.

At least 20 calendar days prior to the Board Meeting: The board or its designated agent meets with and notifies the administrator that a written recommendation for nonrenewal of contract will be made at the designated board meeting.

At the meeting with the administrator, the board or its designated agent, will provide him/her written notification of the administrator's right to a hearing, the requirement to request such a hearing, the procedural safeguards to be afforded at the hearing as set forth below and the rationale or reason for

the recommendation of nonrenewal. This rationale or reason need not constitute “just cause.” A copy of this notice will be given to all board members.

The written recommendation of nonrenewal should be furnished to the administrator at least twenty calendar days prior to the board meeting at which nonrenewal will be recommended.

At least 10 calendar days prior to the Board Meeting: If the administrator desires a hearing before the board, the administrator must so advise the board in writing ten calendar days after receipt of notice of nonrenewal.

At the Board Meeting: The board, in executive session at the meeting, hears the recommendation of its agent that the administrator’s contract should not be renewed and the reasons or rationale in support of that recommendation. At this meeting, while in executive session, the administrator is entitled to be represented by counsel or a spokesperson and will be afforded the following rights:

- To confront and question any witness testifying adverse to the administrator;
- To present witnesses and evidence;
- To comment on the evidence presented and make statement 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. Either the administrator or the board will have the right to retain, **at** their own expense, a certified shorthand reporter to record and transcribe the hearing. If a court reporter is not retained, a non-verbatim record of the hearing will be kept by the secretary to the board or, at the board’s discretion, an individual(s) who is not a board member will be retained to keep a non-verbatim record of the hearing.

Upon completion of the hearing the board will dismiss everyone who is not a board member and the administrator. The board, while still in executive session, will then deliberate and decide whether to accept or reject the recommendation or 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 in attendance at the open session before becoming effective. The administrator will be notified by the board president or designee in writing by certified mail, return receipt required, of the board’s decision.

After the Board Meeting: The administrator may appeal in writing by certified mail the board’s decision to the Diocesan School Committee setting forth the basis for the appeal. Appeal must be made within ten calendar days of receipt of the board’s decision. The appeal to the Diocesan School Committee 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 desire to retain an attorney to prosecute the appeal to the Diocesan School Committee. The Diocesan School Committee 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:

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

No new evidence will be presented or admitted. The Diocesan School Committee or a designee will render its decision in writing within thirty calendar days of argument, affirming, rejecting, or modifying the decision of the local board.

e) Nonrenewal of Administrator Contract for Probationary Administrators

At least 20 calendar days prior to the Board Meeting: the board or its designated agent meets with the administrator and notifies the administrator in writing that nonrenewal of contract will be recommended. Reasons for nonrenewal need not constitute “just cause.”

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

- The Board president;
- A board member or a committee of board members selected by the board;
- The Board as a whole.

After such notification the administrator may resign or, if desired, make a statement on his/her behalf before the board.

If the administrator chooses to make a statement to the board, he/she must notify the board in writing ten calendar days after receipt of notice of nonrenewal.

At the Board Meeting: After nonrenewal is recommended at the board meeting, the administrator is given the opportunity to make a statement on his/her behalf to the board, if he/she has given the board the proper notice. He/she is then dismissed from the meeting.

The board, by majority vote, decides whether or not to renew the administrator’s contract or take other action. If the board votes for nonrenewal, the current contract expires at the close of the academic year.

The board’s decision is final.

f) Termination of Administrator³ Contract During the Year

Continuing: When the administrator’s performance and growth are unsatisfactory, the board or a designated agent of the board meets with the administrator to express concerns and observations.

The board may request a professional evaluation of the administrator by the Diocesan School Office.

The administrator, working with the board, signs a plan/expectation for improvement which includes a statement that continued employment may depend on satisfactory progress.

At least 20 calendar days prior to the Board Meeting: The board or its designated agent meets with and notifies the administrator that performance and growth remains unsatisfactory and advises the administrator 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 board or its designated agent will provide the administrator with written notification of his/her administrator’s right to a hearing, the requirement to request such a hearing, the procedural safeguards to be afforded the administrator at the hearing as set forth below and the rationale or reason constituting “just cause” for the recommendation of termination. The recommendation for termination will set forth the specific grounds for recommending termination. If the case is severe, the board will summarily suspend the administrator from his/her duties with pay, while continuing the procedural steps that follow. Summary suspension is done only after consultation with the Diocesan School Office.

³ In the case of a priest or sister, contact the Diocesan School Office for assistance in identifying proper ecclesiastical channels and procedures.

At least 10 calendar days prior to the Board Meeting: If the administrator desires a hearing before the board, the administrator must so advise the board in writing within ten calendar days of receipt of the notice.

At the Board Meeting: The board or its designated agent, in executive session, recommends that the administrator's contract should be terminated and states the reason or rationale for this recommendation. 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:

- To confront and question any witness(es) testifying adverse to the administrator;
- To present witnesses and evidence;
- To comment on the evidence presented and make a statement in his or her behalf.

The board may also desire to retain an attorney or spokesperson to facilitate the hearing. Either the administrator or the board will have the right to retain, at their own expense, a certified shorthand reporter to record and transcribe the hearing. If a court reporter is not retained, a non-verbatim record of the hearing will be kept by the secretary to the board, or at the board's discretion, an individual(s) who is not a board member will be retained to keep a non-verbatim record of the hearing.

Upon completion of the hearing the board will dismiss all witnesses who are not board members and the administrator. 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 board members in attendance at that open session before becoming effective. The administrator will be notified by the board president or designee in writing by certified mail within thirty calendar days, return receipt required, of the board's decision.

After the Board Meeting: The administrator may appeal the board's decision in writing to the Diocesan School Committee setting forth the basis for the appeal. Appeal must be made within ten calendar days of receipt of the board's decision. The appeal to the Diocesan School Committee will be held in executive session and will be limited to arguments 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 School Committee. No new evidence will be presented or admitted. The Diocesan School Committee 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:

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

The Diocesan School Committee or a designee will render the committee's decision to the administrator in writing within thirty calendar days of the argument, affirming, rejecting or modifying the decision of the local board.

C. STAFF REDUCTION

1. Retention Criteria

Quality education for students is accomplished by excellent teachers who are professional, competent, committed and cooperative. Therefore, whenever faculty increase or decrease is necessary, teachers are hired/retained who most effectively contribute to the best possible education for students.

Accordingly, when an educational program is over-staffed, each teacher's contribution to the excellence of the program is reviewed by the principal. Though the rights of teachers are respected, the rights of students to quality education receive first consideration.

The following are used as criteria in determining which teachers are to be retained:

a) Ability/Willingness of Teachers

Which of the present teachers are competent and willing to make the necessary adjustments to carry on an excellent program?

Will the teachers considered contribute significantly in additional positions/levels within the school?

b) Desirable Ideals and Qualities

In which teachers are the desirable ideals and qualities given in *the DIOCESAN CATHOLIC EDUCATORS' HANDBOOK* most evident?

c) Competencies/Tasks/Versatility

Which teachers show greatest performance or promise in the competencies and tasks given in the *DIOCESAN CATHOLIC EDUCATORS' HANDBOOK*?

d) Is Certification in Accord with State Standards?

Do the individual's credentials contribute significantly to the program?

e) Seniority

If all other factors are comparable, which teacher has seniority?

After the criteria given above have been applied and balanced, the principal decides which teacher(s) is to be released. The selection is acted upon by the board which then provides notice in time for teacher(s) to apply for other positions.

2. Procedures for Staff Reduction

The following procedures are recommended in implementing procedures for staff reduction:

The local board shall decide not later than its February meeting whether staff reductions will be necessary the next school year. The local board may act before its February meeting if it desires.

In the event that there will be reductions, the administrator is to bring to the next board meeting names of teacher(s) he/she plans to recommend for nonrenewal of contract according to contract terms and local board policy.

Subsequent to the board meeting noted in item 2 above and prior to the meeting noted in item 4 below, the administrator shall concurrently give notice:

- To all teachers that staff reduction is being proposed.
- To teachers he/she plans to recommend for nonrenewal.

The latter notice shall be in writing and shall be delivered personally to the teacher(s) or sent by registered or certified mail.

The teacher(s) shall also be advised he/she has the right to appear before the board at its next meeting during which the board will make its final decision on teacher reduction.

Before April 14th: At the meeting, following the meeting noted in item 2 above, the administrator recommends teacher(s) for nonrenewal of contract due to staff reduction. The board shall act on recommendations of the administrator.

April/May: The teacher(s) whose contract(s) will not be renewed shall be advised of that fact before April 14. Notice shall be in writing delivered personally, or by registered or certified mail. The teacher(s) has the right to call for a private conference with the board if written request is filed with the president or executive officer within ten calendar days of notification.

Should openings occur in the school, after the above, the teacher(s) whose contract(s) has not been renewed may apply along with other applicants. The board, acting on recommendations of its administrator, shall in its sole discretion determine to whom the contract(s) shall be given.

D. SEPARATION

1. Retirement

In the educational system of the Diocese of Davenport retirement is a matter dealt with by the local board and the employee. Local retirement policies, procedures and practices shall not discriminate on the basis of race, color, creed, national and ethnic origin, age, sex or disability as defined in Section 504 of the Rehabilitation Act of 1973 as it applies to diocesan schools and Title I of the Americans with Disabilities Act.

2. Resignation

A contract may not be terminated without the consent of the local board. An employee must recognize the disruptive effect breach of contract has on students of the school, administration and board.

The employee asking to resign during the contract period shall submit a written request to the principal for presentation to the board. The contract will not be considered officially terminated unless or until the employee has received a letter from the board, or its designate, concurring with the resignation.

In the event the employee terminates this agreement prior to the expiration of the contract period without the consent of the local board, the employee shall pay to the employer:

- a) damages if the employee terminates the contract prior to June 1;
- b) damages if the employee terminates the contract between June 1 and June 30;
- c) damages if the employee terminates the contract on or after July 1 until the end of the contract.

The employee recognizes the disruptive effect a breach of this agreement has upon the administration, the board and the students of the school. The employee further recognizes the difficulty of determining the dollar value of damages attributable to such a breach. This clause is intended to fairly compensate the school and board for termination of this contract prior to the end of the contract period. The employee and board agree that damages, as specified above, may be withheld from wages owed to the employee by the school. The board may choose not to exercise its right to collect damages.

3. Dismissal

a) Christian Concern for the Individual and for the Community

In solving problems, consideration needs to be given to the common good and the personal good of the individual. This calls for a sensitive balance between respect for the viewpoints and ideals of the broader community and the regard for the specific needs of the individual(s) concerned.

An excessive concern for the common good could focus on the ideal, while forgetting Christian compassion for the person—the one redeemed by Christ and forgiven by the Father. On the other hand, exclusive concern for the individual without sensitivity for other community members may be misleading and even an occasion of scandal in the community. When dealing with a particularly sensitive situation, persons responsible will recognize that decision is difficult and consequences multiple. They will rely on the presence, inspiration, and guidance of the Holy Spirit as they pastorally and compassionately come to prudential decision weighing in justice and equity the requirements of the ideal and the general policy with the specific circumstances surrounding the individual case and person(s).

The Catholic educational program in its day-to-day operation and the concern of its decision makers and educators, teaches not only in classes but also by patterns of communication and living, quality of interpersonal relationships, use of authority and resources and the processes and caliber of decision making. This education extends beyond students and teachers, to parents, supporters and to members of the civic community who, as they view the educational program, will perceive Christian ideals coupled with Christian compassion, understanding, forgiveness, and reconciliation patterned after the fashion of Jesus Christ.

b) Dismissal in General

Proceedings to dismiss a member of the instructional staff during the contract period are instituted only after constructive efforts to bring satisfactory improvement have failed. Procedures for due process should be adhered to in a spirit of justice and charity (pp. 25+). The board seeks to protect the rights of all in an objective and professionally competent fashion. In a minority of cases, preventive measures may prove inadequate and the only remedial course left to the board is dismissal.

Dismissal during the contract period may take place for any of the causes indicated in the contract including but not limited to incompetence, incapacity, insubordination and immorality.

(1) Dismissal on Grounds of Incompetence or Incapacity, Insubordination and Disability

- (a) Specific examples of good and sufficient cause for discharge constituting:
- (b) inefficiency or incompetence;
- (c) insubordination; or,
- (d) disability, as shown by medical evidence resulting in an inability to teach effectively include disregard of school regulations and procedures, inability to teach, inability to control or discipline the class or classes, absenteeism, tardiness, nonprofessional attitude, and the noted inability to deal amicably with students or parents.
- (e) These examples are illustrative only and are clearly not to be considered exhaustive.

(2) Dismissal on Grounds of Immorality

(a) Rationale

In our society and cultural tradition the profession of teaching has carried with it a special trust by parents, children, the public, and the Church. An educator is in a position of significant influence and sacred trust. Like other professions (e.g. medicine, law, psychiatry, religion, etc.) there is a privileged relationship of influence between educator and students that demands qualities of character and morality, as well as teaching competencies. This

position of influence places a special moral responsibility not only on the educator but also on those responsible for his/her employment.

For believers, the Bible gives guidance:

He said to his disciples: "Scandals will inevitably arise, but woe to him through whom they come. He would be better off thrown into the sea with a millstone around his neck than giving scandal to one of these little ones."

Be on your guard. If your brother does wrong, correct him; if he repents, forgive him. If he sins against you seven times a day and seven times a day turns back to you saying, "I am sorry," forgive him. - Luke 17:1-4

Recent Catholic documents state:

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

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The new awareness that all members of the faculty, at least by their example, are an integral part of the process of religious education has brought with it a more conscientious approach to the selecting of teachers and the professional development of staff. Teachers' life-style and character are as important as their professional credentials.

Teach Them

(b) Norms of the Diocese of Davenport:

Employees in Catholic educational programs hold a unique public position of importance and dignity within the Catholic community. Indeed, appropriate public ceremonies are encouraged which proclaim and celebrate their special role.

The commitment to forgiveness and reconciliation is essential to the Church.

While we profess that all members of the Catholic community are sinners in need of redemption, it is also true that immoral behavior by educators 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 Catholic educators.

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

Teaching or living a life-style in contradiction to the teachings of the Church can disqualify one as an employee of our educational system, at least for a time, particularly when this is

done deliberately, publicly, without contrition, and/or without an openness to repair any scandal resulting from his/her actions.

People of good will approach reconciliation with mutual respect, personal integrity and freedom of conscience. In some cases the parties concerned come to reconciliation with common understanding and mutual acceptance. In such a case reinstatement may follow.

In other cases the parties concerned come to reconciliation without common agreement but with mutual respect. The parties “agree to disagree” and to go their separate ways with love and good will. In such a case reinstatement does not follow. For example, an educator may come to disagree in conscience with the teaching of the church as interpreted by responsible authority. The school/educational program cannot be expected to retain or reinstate an educator who would not have been hired initially had the conflict in conscience existed and been known at that time. On the other hand, the educator cannot be expected to teach or live contrary to deeply-held conscience convictions

(Cf. Vatican II: *Declaration on Religious Liberty.*)

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:

- The public action of the employee was, in fact, immoral as outlined in (3) below.
- The openness of the employee to be responsible for both his/her actions and their effects. (See pages 33-35)
- The openness of the employee to make a commitment to the ideals of the community. (See page 33-35)
- The nature and extent of the public scandal according to “Norms” on page 35.
- The willingness of the employee to repair any scandal, public or private, insofar as possible. (See (3) below)
- The pastoral circumstances which affect the welfare of the community and the welfare of the individual as judged by the board and administration. (See point (3)(e) below)

(c) Actions Considered Moral Grounds for Dismissal

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

- Violations of criminal law considered as aggravated misdemeanors and felonies.
- Teaching or publicly advocating principles contrary to the dogmatic and moral teaching of the Church and the judgment of the bishop (i.e. newspaper, TV, radio, public demonstrations). If there is a conflict as to the teaching of the Church, the judgment of the bishop shall be the final arbiter.
- Violations of the teachings of social justice as taught and commonly viewed by the Catholic Church, with the judgment of the bishop as final arbiter. Such violations include unjust aggression against persons, abortion, unlawful discrimination, breach of contract, theft, perjury, defamation of character and similar violations.
- The continued 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 abusive manner.
- 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. Such violations include cohabitation, sexual relations outside a legal marriage, advocating or practicing homosexuality, child molestation and similar violations.

- Habitual abuse by Catholic Christians of the precepts of the Church.
- (d) Precepts of the Church, such as:
- To keep holy the Lord's day.
 - To observe the sacramental life of the Church.
 - To observe the marriage laws of the Church; to give religious training, by example and word, to one's children; to use parish schools and catechetical programs.
 - To strengthen and support the Church—one's own parish community and parish priests, the worldwide Church and the Pope.
 - To do penance, including abstaining from meat and fasting from food on the appointed days.
 - To join in the missionary spirit and apostolate of the Church, such as being an active member of a parish and participating in parish/inter-parish programs.

ADMINISTRATION

A. ORGANIZATION

1. Central Leadership

a) The Bishop of the Diocese of Davenport

The educational mission of the Church of the diocese is administered through the leadership of the bishop. He associates others with himself in this work primarily through the Diocesan School Committee, the personnel of the Diocesan School Office, priests and educational leaders of the diocese.

b) The Diocesan School Committee

The Diocesan School Committee assists/advises the Diocesan School Office regarding policies, norms and other related educational matters.

c) The Coordinating Director of Education/Superintendent of Schools

The Coordinating Director of Education/Superintendent of Schools has the responsibility of implementing diocesan and state policies as they relate to Catholic education in the diocese. He/she has the discretionary authority to make administrative decisions consistent with the approved policies. He/she shall plan, organize, direct, coordinate and evaluate personnel, programs and facilities of the schools of the diocese.

2. Local Leadership

a) Board of Education

The local board of education is a governing body responsible for the educational program of a parish or central high school. It has jurisdiction delegated to it by the Diocesan School Committee and The Coordinating Director of Education/Superintendent of Schools.

b) Pastor

The pastor is the spiritual leader of the Catholic community and administrator of the parish. By virtue of his office the pastor is responsible for those matters within the school which affect the worship, the ministry of the Word and the spiritual welfare of the school community. The pastor is an ex officio voting member of the board of education.

c) Principal

The role of the principal is to act as leader, guide and catalyst among the staff, parents, students and school community. The principal is to make known - and implement - diocesan philosophy, policies, and regulations. He/she plans, organizes, directs, and evaluates the local school. The principal serves as executive officer to the local board (sometimes in collaboration with others) and is responsible for implementing its policies. He/she is also accountable administratively to the Diocesan School Office.

d) Assistant Principal

When it is deemed advisable, an assistant principal may be appointed. He/she shares in the responsibilities of the principal. The specific duties are to be clarified in writing.

e) Principal Administrative Staff for Instruction

f) Department Heads/Religion Coordinators

g) Grade Level Leaders/Unit Leaders/Building Leaders

B. COMMUNITY RELATIONSHIPS

1. Communication with the Public

The more accurately the educational program proclaims its unique Catholic mission, the more its goals and programs are understood, the more will members of the community come to value and support it, spiritually, attitudinally and financially.

Similarly, members of the civic community deserve to know and understand our educational aspirations and programs.

The Diocesan School Committee with and through the Diocesan School Office places major emphasis on programs of public relations. Administrators and teachers in schools and religious education programs of the system are to contribute to and to participate in public relations efforts of their local board.

Catholic Schools Week is a focal point for public relations activities for Catholic schools. This celebration, unified and supported by the national, state and diocesan levels, is planned and implemented at the local school level. While it is highlighted during a special week, its preparation and implementation extended through the entire year would generate a powerful cumulative effect. Similarly, Catechetical Sunday is the focal point for public relations for the total religious education program.

2. Public Activities Involving Staff, Students and School Facilities

a) Catholic School as Service to Society

The Catholic school community is an irreplaceable source of service, not only to the pupils and its other members, but also to society... Society can take note from the Catholic school that it is possible to create true communities out of a common effort for the common good. In the pluralistic society of today the Catholic school, moreover, by maintaining an institutional Christian presence in the academic world, proclaims by its very existence the enriching power of the faith as the answer to the enormous problems which afflict mankind. Above all, it is called to render a humble loving service to the Church by ensuring that She is present in the scholastic field for the benefit of the human family.

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b) The Educator as Public Relations Person:

- (1) offers quality learning opportunities that contribute to student growth and happiness
- (2) respects pupils and accepts them as persons with individual needs
- (3) contributes to the positive image of the school
- (4) treats parents as collaborators in a joint effort
- (5) models Christian justice and love in an attractive learning environment
- (6) upholds and cooperates with local school leadership and faculty
- (7) is ethical in dealing with the public

c) Political Activities in the School

Political campaigning is an integral part of the democratic process and should be explained to students in schools. During a political campaign, political parties and candidates should be given equal consideration by school administration or classroom teachers.

Political campaigning and its function in the democratic process should be explained as a part of the school's social studies program.

During a political campaign, if a school administration or classroom teacher chooses to invite candidates or their representatives of a particular office to present their views, all candidates seeking election to that particular office shall be invited.

Administrators and teachers, although encouraged to campaign for candidates of their choice, shall not use the school or classroom as a forum for such campaigning.

3. Procedures for Complaints Concerning Instructional Materials

Procedures have been established for receiving, considering and acting upon complaints regarding instructional materials used in the educational program. Teachers receiving such complaints discuss the matter with their principal and follow the established procedures.

4. Procedures for Complaints Against a Board Member

If your brother/sister should commit some wrong against you, go point out the fault, but keep it between the two of you. If he/she listens to you, you have won your brother/sister over. If he/she does not listen summon another . . .

Matthew: 18:15

The initiator first discusses the matter with the board member concerned (respondent) with the objective of resolving the matter informally at the point of origin.

If the problem remains unresolved, the initiator has another meeting with the respondent, this time clarifying in writing the complaint including specifics such as evidences for complaints, sources of information, etc.

If the problem remains unresolved, the initiator or the respondent may request the assistance of the pastor, the system coordinator or the board president in the process of informal conciliator.

If the problem remains unresolved, any one of the above parties may take the problem to the board of education for decision.

NOTE: Board members are accountable to their local board.

Before proceeding with the problem, the local board president may arrange for a professional evaluation of the matter.

The local board president prepares for and chairs the decision making meeting of the board. The following data may be requested from the initiator and respondent:

- a) initiator's written description of the problem, including but not limited to specific allegations, evidence to support the allegations, sources of information, etc.
- b) respondent's written response to problem under discussion
- c) professional evaluator's written report (if utilized).

The president and board, while meeting in executive session, involve the initiator and respondent in discussion and in movement toward decision. Finally, the board and the professional evaluator, after dismissing the parties involved in the problem, bring the problem to decision. The decision, in writing, is given to both parties.

If the decision is unacceptable to either party, appeal may be made to the Diocesan School Committee. The procedure at that level is similar to step 6 above. The decision of the Diocesan School Committee is final.

Evangelization is not easy—it may not even be possible. We should look to pre-evangelization: to the development of a religious sense of life. In order to do this, the process of formation must constantly raise questions about the ‘how’ and the ‘why’ and the ‘what’ and then point out and deepen the positive results of this investigation.

The transmission of a culture ought to be especially attentive to the practical effects of that culture, and strengthen those aspects of it which will make a person more human. In particular, it ought to pay attention to the religious dimension of the culture and the emerging ethical requirements to be found in it..

There can be unity in the midst of pluralism, and we need to exercise a wise discernment in order to distinguish between what is essential and what is accidental. Prudent use of the ‘why’ and the ‘what’ and the ‘how’ will lead to integral human development in the formation process, and this is what we mean by a genuine pre-evangelization. It is fertile ground which may, at some future time, be able to bear fruit.

The Religious Dimension of Education in a Catholic School

APPENDIX

**ACKNOWLEDGMENT FOR ADMINISTRATORS/TEACHERS
AND PARAPROFESSIONAL STAFF**

The increasing number of child abuse cases within society and in particular educational institutions has led to a greater concern for the welfare of children and those who work with them. In a litigious society such as ours, a greater burden is placed upon employers to exercise sound hiring and supervision practices. Previous involvement in child abuse situations, while not automatically disqualifying employment, are a matter of concern for administrators, especially if left unknown or unexplained.

For employee and child protection, please answer the following questions. Your responses will remain confidential with the administration.

Have you ever been convicted of child abuse or a crime involving actual or attempted sexual molestation of a minor? If so, please explain:

Have you ever been convicted of a felony or misdemeanor other than a minor traffic violation? If so, please explain:

Name _____ Date _____

**ACKNOWLEDGMENT FOR VOLUNTEERS AND OTHER NONPROFESSIONAL STAFF
SERVING IN DIOCESAN CATHOLIC SCHOOLS**

The increasing number of child abuse cases within society, and in particular, educational institutions, has led to a greater concern for the welfare of children and those who work with them. In a litigious society such as ours, a greater burden is placed upon employers to exercise sound hiring and supervision practices. Previous involvement in child abuse situations, while not automatically disqualifying employment, are a matter of concern for administrators, especially if left unknown or unexplained.

For employee and child protection, please answer the following questions. Your responses will remain confidential with the administration.

Have you ever been convicted of child abuse or a crime involving actual or attempted sexual molestation of a minor? If so, please explain:

Have you ever been convicted of a felony or misdemeanor other than a minor traffic violation? if so, please explain:

Name _____ Date _____

REQUIRED NOTIFICATION TO EMPLOYEES OF FEDERAL AND STATE EMPLOYMENT GUIDELINES

A. *Equal Employment Opportunity is the Law*

1. Private Employment, State and Local Governments, Education Institutions Race, Color, Religion, Sex, National Origin:

Title VII of the Civil Rights Act of 1964, as amended, prohibits discrimination in hiring, promotion, discharge, pay, fringe benefits, and other aspects of employment, on the basis of race, color, religion, sex or national origin (except for a bona fide religious reason) or disability as defined in Section 504 of the Rehabilitation Act of 1973 as it applies to diocesan schools and Title I of the Americans with Disabilities Act.

Applicants to and employees of most private employers, state and local governments and public or private educational institutions are protected. Employment agencies, labor unions and apprenticeship programs also are covered.

2. Age:

The Age Discrimination in Employment Act of 1967, as amended, prohibits age discrimination and protects applicants and employees 40 years of age or older from discrimination in hiring, promotion, discharge, pay, fringe benefits and other aspects of employment. The law covers most private employers, state and local governments, educational institutions, employment agencies and labor organizations (Iowa Code Chapter 216).

3. Sex (Wages):

In addition to sex discrimination prohibited by Title VIII of the Civil Rights Act (see above), the Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment. The law covers most private employers, state and local governments and educational institutions. Labor organizations cannot cause employers to violate the law. Many employers not covered by Title VII, because of size, are covered by the Equal Pay Act.

If you believe that you have been discriminated against under any of the above laws, you immediately should contact: The US Equal Employment Opportunity Commission 2401 E Street, NW Washington, DC 20507 or an EEOC field office by calling toll free 800-USA-EEOC. (For the hearing impaired, EEOC's TDD number is 202-634-7057.)

4. What Does the Law Cover?

Chapter 216 of the *Code of Iowa*, as amended, (the Iowa Civil Rights Act), prohibits discrimination in employment because of a person's:

- a) Race
- b) Creed
- c) Color
- d) Sex
- e) Age (18 and older)
- f) National origin
- g) Disability
- h) Religion (unless there is a bona fide religious reason)

5. What Does Equal Employment Opportunity Mean?

It guarantees the right of all persons to apply and be considered for job opportunities on the basis of a person's ability to do the job.

6. How are Discrimination Complaints Filed?

Of course, the diocese encourages handling of alleged discrimination in an informal manner whenever possible. Informal efforts and formal procedures within the diocesan policies would hopefully lead to resolution; however, employees have the right to file complaints with the Iowa Civil Rights Commission.

You should immediately contact:: Iowa Civil Rights Commission
211 East Maple Street, 2nd Floor
Des Moines, Iowa 50309
Telephone: (515) 281-4121
or 1-800-477-4416

You may contact the commission by telephone or mail for assistance in filing a complaint. The commission's office hours are 8:00 A.M. to 4:30 P.M., Monday through Friday.

Your complaint must be filed within 180 days of the date of the discriminatory act.

B. Job Safety and Health Protection

The Occupational Safety and Health Act of 1970 provides job safety and health protection for workers by promoting safe and healthful working conditions throughout the nation. Requirements of the act include the following:

1. Employers

All employers must furnish to employees a place of employment free from recognized hazards that are causing or are likely to cause death or serious harm to employees. Employers must comply with occupational safety and health standards issued under the Act.

2. Employees

Employees must comply with all occupational safety and health standards, rules, regulations and orders issued under the act that apply to their own actions and conduct on the job.

The Occupational Safety and Health Administration (OSHA) of the US Department of Labor has the primary responsibility for administering the Act. OSHA issues occupational safety and health standards, and its Compliance Safety and Health Officers conduct job site inspections to help ensure compliance with the Act.

3. Complaint

Employees or their representatives have the right to file a complaint with the nearest OSHA office requesting an inspection if they believe unsafe or unhealthy conditions exist in their work place. OSHA will withhold, on request, names of employees complaining.

The act provides that employees may not be discharged or discriminated against in any way for filing safety and health complaints or for otherwise exercising their rights under the act.

Employees who believe they have been discriminated against may file a complaint with their nearest OSHA office within 30 days of the alleged discrimination.

C. *Employee Polygraph Protection Act*

The Employee Polygraph Protection Act prohibits employers from using lie detector tests either for pre-employment screening or during the course of employment.

1. Prohibitions

- a) Employers are prohibited from requiring or requesting any employee or job applicant to take a lie detector test, and from discharging, disciplining, or discriminating against an employee or prospective employee for refusing to take a test or for exercising other rights under the act.

NONINSTRUCTIONAL STAFF INFORMATION

A. *Noninstructional⁴ Staff: Dismissal*

Continuous improvement, development and growth are an expected way of life in our educational system. The board of education seeks to foster the growth of the staff to the end that both the students and the staff members benefit to the maximum. Ongoing staff appraisal is assumed. The processes for staff improvement are based on an assumption of honest communication between administration and staff.

In all relations with staff, the primary concern of the board is the welfare of the students.

Dismissal of personnel is properly a board function in our Catholic educational system and is a matter of deep concern to be carried out in justice and charity.

Evaluation and professional recommendations are functions appropriate to the administration.

The local board 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, WITH THE RECOMMENDATION OF ITS ADMINISTRATION, IS RESPONSIBLE FOR CORRECTIVE ACTION WITH STAFF MEMBERS. PROCEDURES FOR DUE PROCESS SHOULD BE ADHERED TO IN A SPIRIT OF JUSTICE AND CHARITY. DUE PROCESS GUIDELINES ESTABLISHED BY THE DIOCESAN PASTORAL COUNCIL AND PROMULGATED BY THE BISHOP SHALL APPLY TO NONINSTRUCTIONAL STAFF.

⁴ Included are bus drivers, food services workers, custodians, clerical personnel, teacher aides, etc.

PROCEDURE FOR IDENTIFYING AND REPORTING CHILD ABUSE

Any certified staff or administration member who has a reasonable belief that a child enrolled in the school has suffered abuse by a person responsible for the care of that child shall observe the following procedures:

1. Contact the Department of Human Services (DHS) by telephone or in person to make an oral report of suspected abuse within 24 hours of the suspected abuse.
2. Follow up the oral report with a written report on forms provided by the DHS within 48 hours of the oral report.
3. Cooperate with DHS personnel in conducting their investigation.
4. Maintain a copy of the school employee's written report in the employee's personal file at home for the sole purpose of documenting the fact that the employee reported the suspected abuse. If a written report is received by the employee from the DHS following the investigation, such report shall be also filed with the employee's copy of the suspected abuse report, or destroyed.
5. The employee shall maintain the confidentiality of the report at all stages following the oral report of suspected abuse.

The employee shall receive training for mandatory reporters within six months of employment and every five years thereafter. The training is to be two hours in length.

PROCEDURES FOR INVESTIGATING ALLEGATIONS OF ABUSE OF STUDENTS BY SCHOOL EMPLOYEES

Policies and procedures for investigating allegations of abuse of students by school employees are required to be adopted by all schools. (Iowa Code 280.17 (1989). It is based on administrative rules adopted by the State Board of Education and found at Iowa Administrative Code 281-102.

The Diocesan School Office and Diocesan School Committee has designated the building principal as the level one investigator. The building principal should designate another principal within the geographic area as an alternate level one investigator. The level two investigator shall be determined by the local Catholic board of education. If assistance is needed, contact the Diocesan School Office. The names of these investigators need to be published annually.

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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: _____

Complainant 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 audio tapes made of any interviews? Yes No

Were video tapes made of any interviews? Yes No

Were parent(s)/guardian(s) advised of their right to see and hear any interview of their pre-kindergarten through sixth grade children who are alleged victims of or a witness in a sexual abuse investigation? Yes No

Was the right exercised? Yes No

Was any action taken to protect the student during or as a result of the investigation? Yes No

If yes, describe: Student excused from school Student assigned to a different class
School employee placed on administrative or other leave
Other Specify: _____

LEVEL ONE INVESTIGATOR'S CONCLUSIONS:

The complaint was dismissed for lack of jurisdiction.
Physical abuse was alleged, but no allegation of injury was made Alleged victim was not a student at the time of the incident 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. Accused school employee is not currently employed by this school (district). Alleged incident did not occur on school grounds, on school time, during a school-sponsored activity, nor in a school-related context. 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.
The complaint has been investigated and concluded at level one as unfounded.
Complaint was withdrawn or recanted. Insufficient evidence exists that an incident of abuse, as defined in the rules, took place.
The complaint has been investigated at level one and is founded.
The investigation is founded at level one and is being turned over to level two for further investigation. Investigation of the complaint was deferred at level one and referred to law enforcement. 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.
Current status of investigation:
Closed. No further investigation is warranted. Closed. Referred to school officials for further investigation as a personnel matter. Deferred to law enforcement. Turned over to level two.

Comments: _____

I have given a copy of the complaint of abuse and this investigative report to the person filing the report (if he or she is the student's parent or guardian) and informed the person filing the report of the options of contacting law enforcement, private counsel, or the State Board of Educational Examiners, if the accused school employee holds an Iowa teacher's certificate or license.

Name of Investigator (please print)

Investigator's Place of Employment

Signature of Investigator

Date

DIOCESE OF DAVENPORT

TEACHER/ADMINISTRATOR CONTRACT

This agreement and contract of employment is entered into on the _____ day of _____, 19_____, between _____, hereinafter called the Teacher/Administrator, and the Board of Education of _____, acting on behalf of the school/parish civil corporation(s), hereinafter called the Board, in _____ County in the Diocese of Davenport, Iowa. The term of this contract shall begin on _____, 19_____ to and including _____, 19_____ and shall include _____ days of service of which _____ shall be teaching days extending from _____ AM until _____ PM.

The compensation of the Teacher/Administrator will be \$_____ for the term hereof and will be paid in monthly installments of \$_____ for _____ consecutive months on the _____ day of each month commencing on _____, 19_____.

THE TEACHER/ADMINISTRATOR AGREES:

1. To support the ideal that Catholic education is best realized by programs which create the widest opportunities for students to receive systematic catechesis, to experience daily living in Catholic community and to develop commitment and skill in serving others as explained in the Diocesan Catholic Educators' Handbook, hereinafter the Handbook;
2. To accept the terms of this contract as to his or her responsibilities as Teacher/Administrator in the major area as indicated in the job description: to be a person of faith, a facilitator of learning and to possess the professional abilities and personal attributes necessary for teaching; and as to the program, assignments and activities that, after consultation with the Teachers/Administrators, the principal shall appoint;
3. To observe the policies, regulations and directives of the Diocesan School Office, the local Board of Education, the State Department of Education (with the understanding that when applicable the Diocesan Handbooks are overriding), the Principal or Administrator of the school, and to know and abide by the policies and procedures specified in the Diocesan and local school Handbooks;
4. To attend professional meetings, including those scheduled outside of the regular school hours, which are on the school calendar, including but not limited to parent-teacher conferences and in-service programs;
5. To become familiar with the special characteristics of the local educational community, to foster mutual support and spiritual growth, making known interests and abilities available for appropriate service and pastoral involvement;
6. To present evidence of holding a valid Iowa certificate as required by law for the type and level of teaching performed, as well as a transcript of credits for all undergraduate and graduate work completed. To provide an updated personnel file in accordance with the Handbook. In the event of previous teaching experience there shall be a written statement of status from the school authorities wherein this service was performed;
7. To submit to the Principal upon initial employment and each three year period thereafter a report of medical examination, including a check for tuberculosis, by a licensed physician stating physical fitness;
8. To accept the decision of the Board as expressed in the school calendar in the use to be made of the days in said term, which are in excess of the number of teaching days;
9. To agree to the deduction from the salary of said Teacher/Administrator for each day of service not performed if absence from duty with pay is not authorized by the board, or if absence is not authorized by the contract;

10. To conduct him or herself as a moral person, as set forth in the Handbook, and also be a community leader and a faithful citizen of the Church and State and to act accordingly at all times;

11. A violation of the conditions stated above or of the Iowa Criminal Code, constitutes a breach of contract. More specifics on what constitutes a violation of these conditions are contained in the Handbook. It is understood that a breach of contract amounts to a voluntary termination of contract on the part of the Teacher/Administrator.

THE BOARD AND TEACHER/ADMINISTRATOR AGREE:

1. This contract may be terminated or amended by mutual agreement, in writing, by the parties, for cause
2. That the Teacher/Administrator will be treated as a professional person of integrity and responsibility. The Teacher/Administrator will not be discharged during the school year without good and sufficient cause, including, 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. moral misconduct.

Continued unsatisfactory work or conduct after warning shall be considered justifiable grounds for discharge; specific examples of what might constitute good and sufficient cause to dismiss a Teacher/Administrator are outlined in the Handbook.

3. When a School Administration or the Board determines that just cause for discharge may exist, the School Administration and Board shall institute the procedures relating to discharge as set forth in the Handbook. In the event the Board determines that just cause exists for discharge of the Teacher/Administrator and that decision has been affirmed through the appeal provisions set forth in the Handbook, then the Board shall be relieved from any and all further obligations or liabilities to the Teacher/Administrator under this contract;

4. In the event the Teacher/Administrator is discharged for cause as herein provided or this contract shall terminate by mutual agreement prior to the end of the term thereof, the Teacher/Administrator shall be compensated to the date of discharge or termination, as the cause may be, on a per diem basis for services prior to the date of termination of this contract;

5. Nothing contained herein shall be construed to extend this contract beyond the termination date set forth above, or to make this contract automatically renewable for the succeeding school year. Nothing contained herein shall obligate the Teacher/Administrator or the school to extend this contract beyond its expiration date or to renew it for the next school year. The decision not to renew a contract, therefore, need not be based on "just cause".

If the Teacher/Administrator shall be unwilling to renew for the next school year, the Teacher/Administrator shall notify the school and the Board as soon as that fact is known prior to April 15 of the school year during which this contract expires, If the school is unwilling to renew this contract for the next school year, the school must so notify the Teacher/Administrator in accordance with the Handbook;

6. A signed contract must be returned by the Teacher/Administrator to the Principal within fourteen (14) days after receipt by the Teacher/Administrator. If the contract is not returned within the fourteen day limit, or if it is returned unsigned, the Board has no further obligation to the Teacher/Administrator;

7. In the event the Teacher/Administrator terminates this agreement prior to the expiration of the contract period without the consent of the local Board, the Teacher/Administrator shall pay \$100 damage to the school if the Teacher/Administrator terminates the contract prior to June 1st; \$300 if the Teacher/Administrator terminates the contract between June 1st and June 30th; \$500 if the contract is terminated on or after July 1st. The Teacher/Administrator recognizes the disruptive effect breach of this agreement has upon the administration, Board and students of the school, and the Teacher/Administrator further recognizes the difficulty of determining the dollar value of damages attributable to such a breach. This clause is intended to fairly compensate the school and Board for termination of this contract prior to the end of the contract period. If the Board does not accept the resignation and the

Teacher/Administrator leaves the school without release from his or her contract, the Board also has the option to recommend revocation or suspension of his or her Iowa Teaching Certificate;

8. The local Catholic School Board shall refer to the Handbook regarding reduction in staff due to declining enrollment;

9. The Teacher/Administrator shall be allowed leave with pay for personal illness, death or the funeral of a member of the Teacher/Administrator's immediate family (spouse, children, parent, grandparent, brother, sister) or any other relative living in the same house. The Teacher/Administrator shall be entitled to _____ leave days each school year, as of the first official day of said school year. Unused leave days shall be accumulated from year to year to a total of _____ days. Therefore, a Teacher/Administrator shall not be paid for more than a total of _____ leave days in any given school year. A doctor's certificate may be required for absence due to illness or accident of three or more days. No deduction of salary will be made for absence for personal reasons when such absence is authorized by the Principal. Board policy allows the Principal to authorize _____ days per year for personal business if needed.

The school will provide a substitute teacher in the case of sick leave or personal business according to the terms described above. For absence other than mentioned above, or authorized in advance by the administration, a deduction will be made from the salary given for teaching and activity duties on a pro-rated basis;

10. Since interaction with professional people is necessary for effective leadership, the local Board will require and finance attendance of teachers and administrators at professional educational meetings within a budget allotted by the Board. Transportation for educational purposes, or reimbursement for such, will be provided in accord with the provisions of budget of the Board.

In witness whereof, the parties hereto have affixed their signatures this _____ day of _____, 19____, on behalf of the parties they represent.

Principal

Teacher/Administrator

Pastor/Coordinator (when applicable)

President/Chairperson, Board of Education

Diocesan Superintendent of Schools (when applicable)

ACKNOWLEDGMENT - DIOCESAN CATHOLIC EDUCATORS' HANDBOOK

The DIOCESAN CATHOLIC EDUCATORS' HANDBOOK is an extension of your contract of employment. You will find multiple references to the *HANDBOOK* within the terms of the contract. It is expected that each employee has a copy of the *HANDBOOK* and has read the *HANDBOOK* to fully understand his/her rights and responsibilities as an employee within the educational system of the Diocese of Davenport. This acknowledgment of receipt of the *HANDBOOK* will be maintained on file.

I have received a copy of the DIOCESAN CATHOLIC EDUCATORS' HANDBOOK and am aware of its contents.

Name _____ Date _____