

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 600

HOME INSTRUCTION

It shall be the policy of the Diocesan Board of Education that parents/guardians choosing the competent private instruction (home schooling) option afforded them by the Iowa Code contact the local public school district to receive approval to educate their children at home. Schools of the Diocese of Davenport do not provide this approval.

The Catholic school represents an option for parents which provides a setting in which the student can continue to be formed in Catholic faith in a community strengthened by prayer and reaching out in service. Primary authority for programs of home schooling rests with the public school district which receives necessary funding and bears the responsibility for reporting the adequacy of such programs.

The Diocese of Davenport remains committed to operating schools accredited by the State of Iowa and, for this reason, will not become involved with non-accredited programs.

Policy Adopted: January 9, 1999
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Reviewed: August 2016
Policy Reviewed: December 18, 2018
Policy Promulgated: February 11, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 600.1

PART TIME STUDENT

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

Definition of a Part Time Student:

A part-time student is a student who is currently receiving home instruction and is enrolled for at least one period but less than four of the total number of classes offered per day in a given school.

Part Time Enrollment

A child must go through the admissions process of the local school to be enrolled as a part-time student. Part-time students must enroll in at least one class for the semester. The principal will make the final determination as to whether a student is accepted on a part-time status. The number of part-time spaces in a class is limited based on the local school's class size policy. Priority is given to all full-time students. Additionally:

- All part-time students must pay tuition. Any student enrolling in at least four classes will be considered a full time student and must pay full tuition. Students enrolled on a part time basis may receive STO funds, pending financial qualifications.
- Part-time students are NOT eligible to earn a diploma from a recognized High School.
- Part-time students are expected to follow the school schedule and attend class according to the approved school calendar for the academic year.
- The part-time student must adhere to all attendance policy, behavior, and academic performance standards required of all students.
- The student must dress appropriately for attendance at a recognized school. The local school will determine the actual dress code.
- The local school may require that a religion class be taken by the part time student, in addition to any other class in which they wish to enroll.
- The student will be encouraged, but not required, to participate in various spiritual formation opportunities (school Mass, adoration, bible studies, retreats, community service, etc.).
- Parents will be expected to fulfill a proportion of the volunteer expectations for parents of full-time students.

Transportation

Parents or legal guardians for any student enrolled on a part –time basis will have sole responsibility for transportation to and from school.

Fees, Registration, Tuition

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

Extra-Curricular Activity Participation

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

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 604

HOMEWORK GUIDELINES

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

Diocesan Philosophy on Homework

Homework is one strategy for extending the school day and increasing the amount of time students spend learning. It is an integral part of their educational program that contributes to good study habits, self-discipline, personal initiative, independence, and responsibility as well as providing a vital link between teacher, child and the home.

The Diocesan Board of Education believes homework should be structured so that it is meaningful to the student, clear in purpose, and has a high probability of success. All homework should provide feedback to the student by being reviewed in class or corrected and returned by the teacher.

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 605

SCHOOL CALENDAR

In the State of Iowa, students may not begin classes prior to August 23 of any given school year. School personnel may be required to work prior to this date as mandated by their individual contract or work agreement.

It is the responsibility of the local president or principal(s) to develop a school year calendar for recommendation, approval and adoption by the local board annually. This calendar must identify “specific days for student instruction, staff development and in-service time, and time for parent-teacher conferences.”

The academic school year for students is a minimum of 180 days or 1080 hours in the school calendar. A waiver from the Department of Education is required for a school to have an innovative calendar. Our local schools provide education in several communities and rely on local public schools for busing. Therefore, each local school in the Diocese of Davenport will have a calendar adopted by the local board of education that best suits the needs of the local school. Each local board of education will adopt either the hours or days model. A copy of the local school adopted calendar will be sent to the Office of Catholic Schools for the Diocese of Davenport.

It is the responsibility of the president or principal of each school to account for the hours or days of instruction for their individual school. The president or principal will recommend hours or days that need to be made up due to inclement weather to the board of education, keeping in mind the law and the importance of instructional time for students.

The board, in its discretion, may excuse graduating seniors from up to 5 days or 30 hours of instruction after the requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather, if the student has met the school’s requirements for graduation.

Kindergarten

The number of instructional days or hours within the school calendar and the length of the school day for kindergarten shall be defined by the local board of education for the accredited school that operates a kindergarten program.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 606

SCHOOL DAY

Effective July 1, 2014 accredited non-public schools have the option to choose between 180 days or 1080 hours of instruction according to [Iowa Code section 256.7\(19\)](#). School boards and authorities in charge of an accredited non-public school are authorized to determine the days or hours of their school calendars. The local decision must be reported in Spring BEDS.

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

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

Parent Conferences

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

If a school utilizes **the days option** they follow this rule: If the instructional time for grades one through 12 for any five consecutive school days equal a minimum of 30 hours because of a staff development opportunity provided for the professional instructional staff or because parent-conferences have been scheduled beyond the regular day, then the school can have a day of less than six hours. If the total of instructional time for the first 4 consecutive days equal at least 30 hours, because parent-teacher conferences have been scheduled beyond the regular day, a school may record zero hours of instructional time on the fifth consecutive day as a minimum school day.

Inclement Weather

Schools which select the **days option** may record a day of school with less than the minimum instructional hours as a minimum school day if emergency health or safety factors require the late arrival or early dismissal of students on a specific day. Schools utilizing the **hours option** may **not** count the time missed due to health or safety factors. They may only count the amount of time spent in instructional time for that day.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 607

EDUCATIONAL PROGRAMS

It shall be the policy of the Diocesan Board of Education that the high schools of the Diocese establish and publish their graduation requirements. In addition to the courses mandated by the Iowa Department of Education, the schools shall require a minimum of one religion course for each semester a student attends school.

All schools in the Diocese are required to have daily religion class for an age appropriate length of time. Class or an all school Mass may count as the religion class.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 608

SUMMER SCHOOL INSTRUCTION

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

The program offered during the summer may encompass the following general areas:

- a. Enrichment and extension of the program provided during the regular academic year.
- b. Spiritual: including retreats or vacation bible camps and schools.
- c. Remedial for those pupils who need and can profit from further work in the basic core areas of the curriculum.
- d. Recreational activities appropriate for the age level of the students.
- e. Credit courses offered at the high school in required areas.

Tutoring conducted on campus by licensed professionals in the State of Iowa must follow the guidelines for tutoring developed by the Iowa Board of Educational Examiners.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 609

STUDENT FIELD TRIPS AND EXCURSIONS

The principal may authorize field trips and excursions when such events contribute to the achievement of education goals of the local school curriculum. Written parental permission will be required prior to the student's participation in field trips and excursions.

All drivers and volunteer chaperones must follow the policy from the Diocese of Davenport regarding [Safe Environment](#) and [drivers](#).

Policy Adopted: January 9, 1999
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Policy Reviewed: August 2016
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 610

SCHOOL ACCREDITATION

It shall be the policy of the Diocesan Board of Education that all schools of the Diocese be accredited by the State Department of Education. Additional accreditation, such as AdvancED, may also be sought. The accredited schools of Iowa must adhere to the rules and regulations of the [Iowa Administrative Code, Chapter 12, General Accreditation Standards](#). Local boards of education should establish the policies required in Chapter 12 if such policies do not exist in Diocesan Policy or current local policies.

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Policy Revised: June 5, 2002
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Policy Revised: August 2016
Policy Revised: September 10, 2019
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 610.1

CURRICULUM GUIDELINES

It shall be the policy of the Diocesan Board of Education to provide guidelines for each curriculum area for grades K-12. The Catholic schools in the Diocese of Davenport will utilize the Iowa Core Curriculum in the areas of Math, Literacy, 21st Century Skills, Science and Social Studies. The Core companion documents for drama and speech, visual arts, vocal and instrumental music, as well as general music, will supplement the existing curriculum guides in those specific areas. For subject areas not listed previously, the Diocesan Board of Education will provide curriculum guides.

A long-range plan for reviewing curriculum and resources shall be updated annually. Each school, utilizing the diocesan guidelines, shall develop a five-seven year plan for assessment of needs, determination of goals, and selection of instructional materials for each area of the curriculum.

The educational program, as defined in [Section 281, Chapter 12, Division II of the Iowa Administrative Code](#), shall incorporate career education, multicultural and gender fair education, technology integration, global education, higher order thinking skills, learning skills and communication skills.

Policy Adopted: July 16, 2001
Policy Reviewed: May 17, 2010
Policy Reviewed: August 2016
Policy Revised: September 19, 2019
Policy Revised: October 2, 2019
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 610.2

CURRICULUM IMPLEMENTATION

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- Understanding the conceptual framework of the content/discipline being implemented; and,
- Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The superintendent shall support curriculum implementation and assist in determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework shall describe the processes and the procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

- Study and identify the best instructional practices and materials to deliver the content;
- Guide the purchase of instructional materials and resources at the local level;
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback:
- Regularly monitor and assess the level of implementation;
- Communicate with the internal and external public regarding curriculum implementation,
- Involve staff, parents, students, and community members in curriculum implementation decisions.

It shall be the responsibility of the Superintendent of Schools to keep apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including recommendations to the Diocesan Board of Education. Local administrators are responsible in the same way to their own local boards of education and the Superintendent of Schools.

Legal Reference: 20 U.S.C. § 123h (1994)
34 C.F.R. pt. 98 (1996)
Iowa Code § § 216.9, 256.7, 279.8, 280.3-.14 (1999)
281 I.A.C. 12.8 (1) © (1).

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Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Policy Revised: June 18, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 610.3

CURRICULUM EVALUATION

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in our Diocesan Schools to evaluate (make judgements about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informs decisions which impact significant and sustainable improvements in teaching and student learning.

The Superintendent of Schools shall be responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework shall describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data, including analysis of the performance of various sub-groups of students;
- Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
- Identify procedures for using assessment information to determine long-range annual improvement goals;
- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
- Provide support to staff in using data to make instructional decisions;
- Define procedures for regular and clear communication about assessment results to various internal and external publics (mandatory for communication about students receiving special education services);
- Define data reporting procedures;
- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.

It shall be the responsibility of the Superintendent of Schools to keep the Diocesan Board of Education apprised of

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities and to develop administrative regulations for curriculum evaluation including recommendation to the Diocesan Board of Education. Local administrators are responsible in the same way to their own local boards of education and the Superintendent of Schools.

Legal Reference: 20 U.S.C. § 123h (1994) 34 C.F.R. pt. 98 (1996) Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (1999)
281 I.A.C. 12.8 (1) © (1).

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 611

CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the Diocese of Davenport and consists of both research and design. Research is the studious inquiry and critical investigation of the various content area for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards; professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensures the identified learnings are rigorous, challenging, and represent the most important learnings for our students.
- Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

The Superintendent of Schools shall be responsible for curriculum development of subject areas not included in the Iowa Core and for determining the most effective method of conducting research and design activities. A curriculum framework shall describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will, at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends, research, and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline:
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates. (MCNS, school-to-work, etc.);
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

It shall be the responsibility of the Superintendent of Schools to keep the Diocesan Board of Education apprised of and make recommendations regarding curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation.

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

Legal Reference: 20 U.S.C. § 123h (1994); 34 C.F.R. pt. 98 (1996)

Iowa Code § § 216.9, 256.7, 279.8, 280.3-.14 (1999); 281 I.A.C. 12.8 (1) © (1).

Policy Approved: March 15, 1989

Policy Revised: June 5, 2002

Policy Revised: May 17, 2010

Policy Revised: August 2016

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Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 612

STATE REPORTING

It shall be the policy of the Diocesan Board of Education that the local boards of education, through their Principal, submit the required state reports.

Policy Adopted: July 16, 2001
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Reviewed: August 2016
Policy Revised: September 6, 2018
Policy Amended: October 25, 2018
Policy Promulgated: December 20, 2018

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 612.1

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

Each school is responsible for having a Comprehensive School Improvement Plan. In order to maximize knowledge and expertise, as well as avoid as much as possible, duplication of efforts, the Superintendent of Schools and the School Principals should, where and when possible, jointly plan, design, and strategize these individual plans. Improvement plans are to be reported per state requirements.

Regulation Adopted: July 16, 2001
Regulation Revised: June 5, 2002
Regulation Revised: May 17, 2010
Regulation Revised: August 2016
Regulation Revised: October 2, 2019
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Policy Revised: March 20, 2020

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 612.2

DATA COLLECTION AND ANALYSIS

In order for long-range planning to be effective, a needs assessment process is to be utilized. The local board of education, under the leadership of the Principal, should conduct on-going and in-depth needs assessments which will enable the school to analyze data, obtain feedback from the community about its expectations of students, and determine how well students are meeting student learning goals. This is all necessary in order that students be prepared to be responsible members of the Church, citizens of their community and world, and productive members of society. At a minimum, local schools are to utilize the tools recommended by the Diocese of Davenport.

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Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 612.3

SCHOOL IMPROVEMENT ADVISORY COMMITTEE

Each school, under the direction of the board of education, shall appoint members annually to the School Improvement Advisory Committee. This Committee, under the leadership of the Principal, shall be composed of persons who represent faculty and staff; parents; students (where and when appropriate); and community members. For schools, the community is considered to be members of the sponsoring parish(es). A school may elect to include community members wider than the parish.

The School Improvement Advisory Committee is to make recommendations and assist the board and administration in determining the basic skill areas of the education program.

Regulation Adopted: July 16, 2001
Regulation Revised: June 5, 2002
Regulation Revised: May 17, 2010
Regulation Revised: August 2016
Regulation Revised: October 2, 2019
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 612.4

STATE ASSESSMENT

A variety of assessment measures need to be utilized to not only demonstrate student performance, but also to assist in goal setting, annual as well as long-range.

The state required assessment(s) will be utilized at the required grade levels. It is a local option to test at other grade levels.

The testing results are to be analyzed for use in future planning. Also, individual test results should be shared with the students and their parents in a confidential and explanatory manner.

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 612.6

REPORTING STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT RESULTS

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

In addition, schools will utilize individual student report cards and schedule a minimum of one Parent-Teacher Conference per year, to inform individual parents of their child's achievement.

Regulation Adopted: April 25, 2000
Regulation Revised: June 5, 2002
Regulation Revised: May 17, 2010
Regulation Revised: August 2016
Regulation Revised: October 2, 2019
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Policy Revised: March 20, 2020

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 613

PROGRAMS NOT REQUIRED OF NONPUBLIC CATHOLIC SCHOOLS

All Catholic schools are classified as Nonpublic Schools by the Iowa Administrative Code. All schools in the Diocese of Davenport of Davenport must maintain State of Iowa Accreditation and follow the guidance of Iowa Administrative Code Chapter 12. Chapter 12 refers to some requirements that are differentiated between public schools referred to as **school districts** and nonpublic schools referred to as **schools**. Not all requirements of Chapter 12 pertain to nonpublic Catholic schools.

Most notably **programs not required of nonpublic Catholic schools** are school guidance counseling programs, school library programs, programs for gifted and talented students, and school nursing services.

The Diocesan Board of Education encourages the local schools to meet the needs of all learners. The local school **may** choose to adopt these programs and, if they do so with the same titles and program guidelines, **they must** employ staff for these programs set forth in the rules of certification provided by the Iowa Board of Educational Examiners.

For instance, a school guidance counseling program would be required to obtain a certified guidance counselor. Schools may provide extended learning opportunities for students needing academic challenges beyond the core curriculum. If that program is referred to as the Talented and Gifted program, following the exact guidelines set forth by the Iowa Department of Education, the school would have to hire a certified TAG teacher. A teacher that assists students with extended learning opportunities in a learning supports program would not be required to possess TAG certification.

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 613.1

UNITS AND CREDITS (HIGH SCHOOL)

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

1. It is taught for at least 200 minutes per week for 36 weeks
2. It is taught for the equivalent of 120 hours of instruction
3. It requires the demonstration of proficiency of formal competencies associated with the course, according to the state guidelines for Competency Based education or its successor organization.

A fractional unit shall be calculated in a manner consistent with this sub rule.

Unless the method of instruction is competency-based, multiple section courses taught at the same time in a single classroom situation by one teacher do not meet this definition for an assignment of a unit of credit.

The third and fourth years of a foreign language may be taught at the same time by one teacher in a single classroom situation each yielding a unit of credit.

Credit

A student shall receive a unit of credit upon successful completion of a course that meets one of the three criteria in listed above. The local board of education may award high school credit to a student who has demonstrated required competencies for a course or content area in accordance with assessment methods approved by the local board of education. (See [Iowa Administrative Code 12.5\(15\)](#))

Subject Offering

A subject offering shall be regarded as offered when the teacher of the subject has met the license and endorsement standards of the state board of educational examiners for that subject; instructional materials and facilities for that subject have been provided; and students have been informed, based upon their aptitudes, interests, and abilities, about the possible value of the subject.

A subject shall be regarded as taught only when students are instructed in it in accordance with all applicable requirements outlined therein. Subjects which the law requires schools to offer and teach shall be made available during the school day. (See [Iowa Administrative Code 12.5\(16\)](#))

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 613.2

REQUIREMENTS FOR GRADUATION

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

Each school must require at a minimum the following as part of its graduation requirements:

1. One-half unit of United States Government
2. One unit of American History
3. Student participation in physical education for one-eighth unit in each semester of enrollment in high school.
4. Four years of English and language arts.
5. Three years of mathematics
6. Three years of science
7. Three years of social science
8. Four years of religion
9. Any additional graduation credits or units are determined by the local board of education. Criteria established for early graduation are locally determined.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 613.3

ELEMENTARY PROGRAMS (GRADES 1-5)

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

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

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Policy Revised: February 28, 2019
Policy Promulgated: July 29, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 613.4

MIDDLE SCHOOL PROGRAMS (GRADES 6-8)

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

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

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 613.5

HIGH SCHOOL/SECONDARY CREDIT

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

Schools are not mandated to offer secondary credit under the following guidelines. If credit is offered under these guidelines, the credit must apply toward graduation requirements of the school.

An individual pupil in a grade that precedes grade nine may be allowed to take a course for secondary credit if all the following are true:

1. The pupil satisfactorily completes the course.
2. The course is taught by a teacher licensed by the Iowa Board of Educational Examiners for grades 9-12 in the subject area.
3. The course meets all the components listed in the [Iowa Administrative Code 12.5\(5\)](#) for the specific curricular area.
4. The local board of education has developed enrollment criteria that must be met by the student.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 613.7

VOCATIONAL EDUCATION IN HIGH SCHOOL

All schools which provide an educational program that includes grades 9-12 shall offer and teach five units of vocational education subjects, which may include, but are not limited to, programs, services, and activities which prepare students for employment in business or office occupations, trade and industrial occupations, consumer and family sciences or home economics occupations, agricultural occupations, marketing occupations and health occupations.

The high school has broad discretion as to the kinds of occupational subjects to offer. The high school may use state developed competencies or develop their own for vocational education.

The local high school may meet the articulation agreement requirement either directly with a post-secondary program or through a sharing agreement with a district that includes vocational articulation agreements.

How vocational instruction is delivered is a local high school decision.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Policy Amended: October 25, 2018
Policy Reviewed: February 28, 2019
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 613.8

PRESCHOOL PROGRAMS

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

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

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 614

21ST CENTURY SKILLS

The Diocesan Board of Education shall require that components of 21st Century Skills be taught. 21st Century Skills include: Civic Literacy, Health Literacy, Technology Literacy, Financial Literacy, and Employability Skills. The time allotted to each of the five 21st-century skills is to be determined by the local board of education. The skills do not need to be separate courses, units or activities. Not all components listed for each of the 21st century skills need to be taught at each grade level, but all components must be taught at some time during grades kindergarten through twelve.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 614.6

CONTENT STANDARDS AND BENCHMARKS

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

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Policy Revised: December 13, 2018
Policy Promulgated: December 20, 2018

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 615

TECHNOLOGY IN THE CLASSROOM

The Diocese of Davenport supports the use of innovative methods and the use of technology in the delivery of the education program. It encourages school personnel to efficiently and effectively utilize technology and technological skills to advance teaching and learning.

Schools are to follow the [USCCB Social Media Guidelines](#) and Diocesan Policies on Technology.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Revised: August 2016
Policy Revised: October 2, 2019
Policy Promulgated: May 5, 2020

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 615.1

INTERNET SAFETY POLICY/APPROPRIATE STUDENT USE POLICY

The Diocesan Board of Education recognizes that access to technology in schools and parishes gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, service, growth opportunities in the Catholic faith, and Christian citizenship. The schools of the diocese are committed to helping students develop 21st-century technology and communication skills.

Prior to use of any school owned technology, students will be provided instruction regarding these or the local schools' policies and regulations regarding the use of technology.

Technologies covered

The Diocese of Davenport schools may provide internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more. As new technologies become available, the schools of the Diocese of Davenport will attempt to provide access, if the technologies are deemed educationally appropriate and beneficial to further understanding the Catholic faith. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

Internet-Appropriate use

To safeguard the Internet and its users, the Diocese requires that the following regulations be enforced by the system administrators of each Internet access site in the Diocese:

This policy represents the Diocese of Davenport's good-faith efforts to promote safe, ethical, responsible, and legal use of the internet, support the effective use of the internet for educational purposes, protect students against potential dangers in their use of the internet, and ensure accountability.

The Diocese of Davenport schools' Internet system has an educational purpose and has not been established as a public access service or a public forum. The local diocesan school has the right to place restrictions on its use to ensure that use of the system is in accord with its education purpose. Any network or computer may be monitored for improper use, network diagnosis and virus detection.

Along with the inherent freedom of the Internet comes the possibility of accessing material that is not consistent with the Catholic faith. Although precautions should be taken to restrict access to controversial materials, such access may still be possible. The schools of the Diocese of Davenport have the right to place restrictions on use to ensure that use of the technology systems is in accord with its educational purpose.

Transmission or intended reception of any material in violation of any national, state, or local regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for commercial activities, product advertisement, or political lobbying is prohibited. Intended transmission or reception of material that would tend to violate the moral teaching of the Catholic Church or be scandalous to the Church is also prohibited.

Filtering Software

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
Policy Amended: October 25, 2018
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

The Diocese requires the use of filtering software or services on all school computers with access to the Internet. When minors are using the Internet, access to visual depictions must be blocked or filtered if they are: (a) obscene, as that term is defined in [Section 1460 of Title 18, United States Code](#); (b) child pornography, as that term is defined in [Section 2256 of Title 18, United States Code](#); or (c) harmful to minors. Schools cannot disable the filters when minors are using them, even with parental or teacher permission and supervision. Appropriate school staff may disable filters only for adults who are using school computers for bona fide research purposes. Schools must monitor minors' use of the Internet in school.

Internet information is assumed to be private property but is not guaranteed to be confidential. The dissemination of credit card information is prohibited unless a secure system of encryption is available.

Attempts to disrupt the use of the network by destroying data of another user or of the network is prohibited. Attempts to use system administrator access rights or another user's account without written permission are prohibited. Any user identified as a security risk may be denied access to the Internet.

All computers should continuously run anti-virus software while in operation. Any information downloaded from the Internet should be scanned for viruses before use.

The Diocese of Davenport makes no warranties of any kind, either expressed or implied, that the functions or services provided by or through the local school Internet system will be error-free or without defect. The local school is not responsible for any damage users may suffer, including but not limited to loss of data, interruptions of service, or exposure to inappropriate material or people. Neither the local school nor the Diocese of Davenport will be responsible for the accuracy and quality of the information obtained through the system.

The Diocese of Davenport and the local school will not be responsible for any financial obligations arising through unauthorized use of the system. Students may not use the system for personnel commercial purposes. Including offering or purchasing products or services. Users or parents of users will indemnify and hold the Diocese of Davenport and local school harmless from any losses sustained as a result of misuse of the system by that user.

Schools in the Diocese of Davenport will cooperate fully with local, state, or federal officials in any investigation involving or relating to any unlawful activities conducted through the individual diocesan school Internet system.

Supervision

Student use of the internet system in a school will be supervised by staff in a manner that is appropriate to the age of the students and circumstances of use. Computers used by students in classrooms and labs will be positioned to facilitate effective staff supervision. Student use and activities will be structured in a manner that is appropriate to the age and skill of students, recognizing the importance of providing more secure environments for younger students and supporting safe and responsible independent use by older students.

Local schools may utilize an extended day computer lab with access to the internet for non-educational purposes. All students in extended day programs will be closely supervised and must follow the rules and regulations that apply to internet use during class time.

Inappropriate Material

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
Policy Amended: October 25, 2018
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

Students shall not intentionally access or download any text, file, or pictorial material, information or software, or engage in any conference or other online activity that includes material that is illegal, defamatory, obscene, pornographic, libelous, indecent, vulgar, profane, or lewd or is otherwise harmful to minors; advertises any product or services not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities or will cause the commission of unlawful acts or the violation of lawful school regulations.

Personal Devices

Each school in the Diocese of Davenport will determine its own policy when determining if personally-owned devices (including laptops, tablets, smartphones, and cell phones) are allowed for use during school time. If allowed, such personally-owned devices should not interfere with the delivery of instruction by a teacher or create a disturbance in the educational environment. Any misuse of personally owned devices will result in disciplinary action outlined in the student handbook or code of conduct. Proper etiquette and adherence to the acceptable use policy should always be followed.

Downloads

Users should not download or attempt to download or run programs over the school network or onto school resources without the express permission of the instructional staff or IT staff. For the security of the school network, download such files only from reputable sites, and only for educational purposes.

Cyberbullying Policy:

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don't send emails or post comments with the intent of scaring, hurting or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that all activities are monitored and retained.

Violations of the Acceptable Use Policy

Schools will determine consequences for violating the acceptable use policy. Such consequences may include the following disciplinary actions:

- Suspension of network, technology or computer privileges
- Notification of parents in most cases
- Detention or suspension from school and school related activities
- Legal action or prosecution

Limitation of Liability

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
Policy Amended: October 25, 2018
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

The Diocese of Davenport and the local school will not be responsible for damage or harm to persons, files, data, or hardware. While the Diocese of Davenport and the local school employs filtering and other safety mechanisms, and attempts to ensure their proper function, it makes no guarantees as to their effectiveness. The Diocese of Davenport and the local school will not be responsible financially or otherwise, for unauthorized transactions conducted over the school network.

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
Policy Amended: October 25, 2018
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Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

FORM 615.2

STUDENT TECHNOLOGY USE AGREEMENT

These administrative rules apply to all persons accessing and using electronic network systems owned, leased, or allowed by a school in the Diocese of Davenport. These persons include students, faculty, staff, and user privileges extended by the school. A user **does not** own his/her network accounts but does have access to the accounts. Access to computing resources is a privilege, not a right. It is a privilege that the local school extends to users who are trusted to make responsible use of computing resources.

The user agrees to:

- Use school technologies for school-related activities and research.
- Follow the same guidelines for respectful, responsible behavior that is expected offline.
- Treat school resources carefully, and alert staff if there is any problem with their operation.
- Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- Alert a teacher or other staff members if he/she sees bullying/threatening, inappropriate, or harmful content (images, messages, and posts) online.
- Use school technologies at appropriate times, in approved places, for educational pursuits only.
- Cite sources when using online sites and resources for research; ensure there is no copyright infringement.
- Be cautious to protect the safety of self and others.
- Help protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgement when using school technologies. **The following violations may lead to disciplinary action or loss of Network privilege or both. This list includes but is not limited to the following:**

I will not

- Use school technologies in a way that could be personally or physically harmful to myself or others.
- Search inappropriate images or content.
- Place illegal, or inflammatory material on the Internet in the form of e-mail or web pages.
- Give my password to another user.
- Pose or try to log in as a network user other than myself.
- Attempt to post messages or sign up with a public USENET group or ListSERV without the authorization of a teacher or network administrator.
- Create or spread computer viruses.
- Forward messages that would be considered obscene or unacceptable by the standards of the local school.
- Download applications, executables, or installers without permission of the network administrator.
- Use electronic communication to inform other students or give them information about tests, answers to quizzes, or other information that would be considered cheating.
- Copy software without the written permission of the software manufacturer.
- Attempt to hack into a server, computer, or network inside or outside of the local school.
- Vandalize any network hardware, software, printers, computers, keyboards, etc.
- Pose or try to log in as a network administrator.

Policy Adopted: September 13, 2001

Policy Revised: June 5, 2002

Policy Amended: May 17, 2010

Policy Reviewed: August 2016

Policy Revised: October 2, 2019

Form Revised: March 20, 2020

Policy Promulgated: May 5, 2020

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

- Use another person’s name or password to access Internet or e-mail.
- Let another user use my network account, with or without permission.
- Try to break the security system or bypass safeguards put in place by the local school.
- Mail bomb or purposefully overload another user or system using e-mail.
- Connect to any site involving gambling, alcohol, or drugs.
- Access chat rooms of any kind without the permission of a staff member.
- Send pictures that are personally identifiable without permission.
- Send abusive messages to others or use inappropriate language.
- Play online games without the permission of the teacher.
- Use local school resources for political lobbying.
- Engage in cyberbullying, harassment, or disrespectful conduct toward others, staff or students.
- Plagiarize content I find online or break copyright rules or laws.
- Try to find ways to circumvent the school’s safety measures and filtering tools.
- Use school technologies to send spam or chain mail.
- Post another student’s work without that student’s consent or knowledge or post information anonymously.
- Use the internet from the local school for commercial purposes or product advertisement.
- Use or attempt to use proxy servers to bypass filtering mechanisms put in place by the local school.
- Access, download, store copy or print files that are profane or obscene.
- Post personally identifying information, including phone numbers and addresses, about myself or others without permission.
- Agree to a personal encounter with someone who contacted me online.
- Use school technologies for illegal activities or to pursue information on such activities.
- Attempt to hack or access sites, servers, accounts, or content that isn’t intended for my use.
- Modify in any way the hardware or software owned or leased by the local school.

A copy of this signed agreement should be kept by the local computer system administrator.

I understand and will abide by the above acceptable use policy. I further understand that any violation of the policy is unethical and may constitute a criminal offense that may result in the revocation of privileges, disciplinary action and/or legal action.

User’s Full Name: _____ Signature: _____ Date: ____/____/____

If the user is under age 18, a parent or guardian must also sign below:

Parent or Guardian: I understand the acceptable use policy and hereby give permission to issue an account for my child and certify that the information given on this form is correct.

Name: _____ Signature: _____ Date: ____/____/____

Policy Adopted: September 13, 2001
Policy Revised: June 5, 2002
Policy Amended: May 17, 2010
Policy Reviewed: August 2016
Policy Revised: October 2, 2019
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 616

COPYRIGHT/USE OF INFORMATION RESOURCES

In order for students to experience a diverse curriculum, the board encourages employees to supplement their regular curricular materials with other resources. In doing so, the Diocesan Board of Education recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or using media, including, but not limited to, print, electronic and web-based materials, unless the copying or using conforms to the “fair use” doctrine. Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research providing that all fair use guidelines are met.

While the Diocesan Board of Education encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of the employees of each school to abide by the local school’s copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for local school staff to violate copyright requirements in order to perform their duties properly. The local school and its board of education will not be responsible for any violations of the copyright law by employees or students.

Violation of the copyright laws by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to, and including, suspension or expulsion.

Any employee or student at the local school who is uncertain as to whether reproducing or using copyrighted material complies with the local school procedures or is permissible under the law should contact the building principal who will assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

It is the policy of the educational programs governed by the Diocesan Board of Education that all employees, volunteers, and students will abide by the federal copyright laws. Items covered by copyright law include:

- Copyrighted Material in the Library
- Copyrighted Music or dramatic Works
- Copyrighted Television Programs
- Copyrighted Computer Software
- Copyrighted Educational Multimedia

Employees, volunteers, and students may copy print or non-print materials allowed by:

1. copyright law
2. fair use guidelines
3. specific licenses or contractual agreements
4. other types of permission

Specific guidelines follow in [Policy 616.1](#)

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 616.1

USE OF INFORMATION RESOURCES

Employees and students may make copies of copyrighted materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the publisher or producer, with the assistance of the principal. Employees and students who fail to follow this procedure may be held personally liable for copyright infringement and may be subject to discipline by the board.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purpose as criticism, comment, news reporting, teaching, scholarship or research. Under the fair use doctrine, each of the following 4 standards must be met in order to use the copyrighted document:

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Market for or value of the Copyrighted Work - If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

Authorized Reproduction and Use of Copyrighted Material Reminders:

- Materials on the Internet should be used with caution since they may be, and likely are, copyrighted.
- Proper attribution (author, title, publisher, place, and date of publication) should always be given.
- Notice should be taken of any alterations to copyrighted works and such alterations should only be made for specific instructional objectives.
- Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to material may not be circumvented.

In preparing for instruction, a teacher may make or have made a single copy of:

- A chapter from a book;
- An article from a newspaper or periodical;
- A short story, short essay or short poem; or,
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies, not exceeding one per pupil, for classroom use or discussion, if the copying meets the tests of “brevity, spontaneity and cumulative effect” set by the following guidelines. Each copy must include a notice of copyright.

- Brevity
 - A complete poem if less than 25 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words.
 - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;

Regulation Adopted: March 2007
Regulation Reviewed: May 17, 2010
Regulation Revised: August 2016
Regulation Revised: October 2, 2019
Policy Promulgated: October 17, 2019
Policy Revised: March 20, 2020

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

- Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
- One chart, graph, diagram, drawing, cartoon or picture per book or periodical maybe copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.
- Spontaneity – Should be at the "instance and inspiration" of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.
- Cumulative Effect - Teachers are limited to using copied material for only one course for which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied form a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Copying Limitations

Circumstances will arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the principal should be contacted. The following prohibitions have been expressly stated in federal guidelines:

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by the school district action, there shall be no copying from copyrighted consumable material such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees shall not:
 - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
 - Copy or use more than nine instances of multiple copying of protected material in any one term;
 - Copy or use more than one short work or two excerpts from works of the same author in any one term;
 - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
 - Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.
 - Require other employees or students to violate the copyright law or fair use guidelines.

Authorized Reproduction and Use of Copyrighted Material in the Library

A library may make a single copy or three digital copies of:

- An unpublished work in its collection;
- A published work in order to replace it if damaged, deteriorated, lost or stolen, provided that an unused replacement cannot be obtained at fair price.
- A work that is being considered for acquisition, although use is strictly limited to that decision. Technological protection measures may be circumvented for purposes of copying materials in order to make an acquisition decision.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

A library may provide a single copy of copyrighted material to a student or employee at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringements.

Authorized Reproductions and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performances, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;
- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is made for purpose of evaluation or rehearsal;
- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examinations questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.
- Performance by teachers or students of copyrighted musical or dramatic works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of nondramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers are compensated; and,
- Admission fees are used for educational or charitable purposes only.

All other musical and dramatic performances require permission from the copyright owner. Parents or others wishing to record a performance should check with the sponsor to ensure compliance with copyright.

Recording of Copyrighted Programs

Television programs, excluding new programs, transmitted by commercial and non-commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately. Certain programming such as that provided on public television may be exempt from this provision; check with the principal or the subscription database, e.g. unitedstreaming.

Regulation Adopted: March 2007
Regulation Reviewed: May 17, 2010
Regulation Revised: August 2016
Regulation Revised: October 2, 2019
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

An off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the 10 day period.

Off-air recordings need not be used in their entirety, but the recorded program may not be altered from its original content. Off-air recordings may not be physically or electronically combined/merged to constitute teaching anthologies or compilations. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Computer Software

Schools have a valid need to access high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs. To this end, the following guidelines shall be in effect:

- All copyright laws and publisher license agreements between the vendor and the school district shall be observed;
- Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;
- A back-up copy shall be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a replacement, the school district shall make a back-up copy that will be used for replacement purposes only;
- A copy of the software license agreement shall be retained by the technology director; and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Educational Multimedia

Students may incorporate portions of copyrighted materials in producing educational multimedia projects such as videos, power points, podcasts and web sites for specific course, and may perform, display or retain the project. Educators may perform or display their own multimedia projects to students in support of curriculum-based instructional activities. These projects may be used:

- In face-to-face instruction;
- In demonstrations and presentations, including conferences;
- In assignments to students;
- For remote instruction, if distribution of the signal is limited;

Regulation Adopted: March 2007
Regulation Reviewed: May 17, 2010
Regulation Revised: August 2016
Regulation Revised: October 2, 2019
Policy Promulgated: October 17, 2019
Policy Revised: March 20, 2020

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

- Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be saved on-site only;
- In personal portfolios.

Educators may use copyrighted materials in a multimedia project for two years, after that permission must be requested and received.

The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

- Motion media: ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music videos: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work;
- Illustrations, cartoons and photographs: No more than five images by an artist and no more than ten percent or fifteen images whichever is less form a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

Fair use does not include posting a student or teacher's work on the internet if it includes portions of copyrighted materials, permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online. The opening screen of such presentations shall include notice that permission was granted, and materials are restricted from further use.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 617

STANDARDS, BENCHMARKS AND ASSESSMENTS FOR RELIGION

It shall be the policy of the Diocesan Board of Education that, under the leadership of the Office of Faith Formation and Office of Catholic Schools, Standards, Benchmarks and Assessments for religion shall be provided.

Policy Adopted: July 16, 2001
Policy Revised: November 28, 2006
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Policy Revised: September 2019
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 618

TEXTBOOK/INSTRUCTIONAL MATERIALS SELECTION FOR ALL SUBJECT AREAS (EXCEPT RELIGION)

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

The principal will inform the Superintendent of Schools of the subject area under review. The principal will solicit appropriate help in determining the textbooks/instructional materials available in the subject area and select the Review Committee membership. The Review Committee will make a recommendation to the local board of education, who will approve the selected textbooks/instructional materials and the expenditure for the resources prior to purchase. The principal will inform the Superintendent of Schools of the adopted materials.

Policy Adopted: February 12, 2003
Policy Reviewed: May 17, 2010
Policy Revised: December 2015
Policy Revised: October 2018
Policy Revised: December 13, 2018
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 619

TEXTBOOK/INSTRUCTIONAL MATERIALS SELECTION FOR RELIGION (PREK - 12TH GRADE)

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

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

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

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 620

ANIMALS IN THE CLASSROOM

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

The person bringing the animal must furnish transportation for the animal brought to school. Diseases may be transmitted by some animals, so some animals may be prohibited by the local policy.

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

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

Policy Adopted: January 9, 1999
Policy Revised: June 5, 2002
Policy Reviewed: May 17, 2010
Policy Reviewed: August 2016
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 621

STUDENT ACTIVITY PROGRAM

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in students during their school years and for a lifetime.

It is the responsibility of each local board of education to design a program of student activities sufficiently broad and balanced to offer opportunities for all pupils to participate. The program shall be supervised by qualified professional staff and shall be designed to meet the needs and interests of all pupils.

The program of activities in a school should contribute to the spiritual, physical, mental, athletic, civic, social, moral and emotional growth of all pupils. Activities may be individual or group activities. A balance of activities must be provided so that there will be opportunities for all students to participate.

Each local board of education will develop regulations and code of conduct guidelines for each activity. The student activity program must not disrupt the education program and must follow the values established by the local board of education

Schools providing interscholastic sports and designating it as an "athletic activity" must abide by all rules of the respective state associations for athletics, the rules of the Iowa Board of Education and the Iowa Board of Educational Examiners. Whether or not an activity is designated an "athletic activity" is a decision of the local board of education. Only coaches or sponsors of an "athletic activity" must have the proper endorsement.

Coaches or sponsors of activities that are not designated as an athletic activity do not have to be licensed teachers or have any special endorsement. However, if the activity takes place under the auspices of the school, these individuals must be supervised by a licensed or endorsed school employee.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 621.1

CONCUSSION

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

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

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

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 622

KINDERGARTEN PROGRAM

The kindergarten program shall include experiences designed to develop healthy emotional and social habits, and growth in language and communication skills, as well as the capacity for the completion of tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills. In addition, the kindergarten program will have an age-appropriate Catholic component, following the Curriculum Guidelines, Standards and Benchmarks provided by the Diocesan Board of Education. A kindergarten teacher shall be licensed to teach kindergarten

Age Requirements

In all **public school districts**, students must be five on or before September 15 in order to be enrolled in kindergarten. The Diocesan Board of Education recommends local schools follow this rule. It is a local school decision to admit students to kindergarten prior to age five on September 15, with appropriate readiness testing.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 623

VIDEO SELECTION POLICY

All videos must be previewed in their entirety by a classroom teacher prior to showing the video, either in part or in its entirety, to students. If there are concerns regarding the video, the building principal shall be consulted.

The teacher should determine the curriculum objective that the video supports.

Parents may request a list of videos that may be shown during the school year from an individual teacher.

If the video contains an element that is potentially offensive, use this three-fold test in determining whether the video should be shown. Nudity and sexual scenes or connotations would not be allowed. Violence is considered potentially objectionable.

- Gratuitousness- does the objectionable material in question serve a purpose, or does it exist for its own sake.
- Explicitness- Is the material, even if not gratuitous, more detailed than the purpose requires?
- Moral Tone-does the entire work approve or disapprove of the evil presented? Is the viewer attracted or repulsed by the objectionable element?

Catholic sources (e.g. [Catholic News Service](#) or [USCCB](#)) rate videos and those reviews/ratings should be followed in the schools in the Diocese of Davenport.

Generally, follow these ratings when selecting videos:

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

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 625

MULTICULTURAL/GENDER FAIR EDUCATIONAL OPPORTUNITY

It is the intent of the Diocesan Board of Education that each school shall incorporate multicultural/gender fair goals for the educational program in their schools. These shall be defined as approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups.

It is the philosophy of the school to not discriminate on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in educational programs or activities which it operates. As religious institutions, we affirm the right to consider creed a bona fide qualification in certain cases. Employment policies will follow Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments and Section 504 of the Federal Rehabilitation Act of 1973 to the extent required.

It is the policy of this Diocese that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the world. A prime objective of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion and disability. The curriculum should foster respect and appreciation of the rights, duties, and responsibilities of each individual as a member of society.

Objectives will be achieved by direct instructional/infusions in **all** academic areas.

MULTICULTURAL/GENDER FAIR POLICY GUIDELINES

Introduction

To ensure that these commitments and intentions are fulfilled, the following multicultural/gender fair implementation plan has been written and reviewed by the Diocese of Davenport and reviewed and approved by the Diocesan Board of Education.

Definition

The multicultural fair educational process is characterized by practices which provide equal opportunity for all participants regardless of race, color, age, national origin, religion or disability.

The gender fair educational process is characterized by practices which foster the knowledge of, respect for and appreciation for the historical and contemporary contributions of men and women to society and that reflect the variety of roles open to both men and women.

Multidisciplinary Goals

These goals form the basis for the multicultural/gender fair education plan. They are written to ensure that pluralism and equality are part of the structure, content, processes, and instructional strategies of each program, activity and curricular area.

1. To enable students to understand themselves and others as cultural beings acting within a cultural context.
2. To enable students to recognize, respect and value the diversity represented in the population of the United States and the world.
3. To enable students to understand how group membership affects one's values, attitudes, and behaviors.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: November 20, 2008
Policy Revised: October 15, 2009
Policy Revised: May 17, 2010
Policy Revised: August 2016
Policy Amended: October 25, 2018
Policy Revised: February 28, 2019
Policy Promulgated: July 29, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

4. To enable students to understand the dynamics of discrimination, bias, prejudice, and stereotyping.
5. To enable students to demonstrate the skills for effective social action and interaction among races, ethnic groups, gender, and persons of varying abilities and socioeconomic backgrounds.
6. To promote a curriculum review and development process which will include procedures and activities which ensure adherence to the multicultural/gender fair philosophy.
7. To provide specifications for the selection of instructional materials which will include procedures and activities which ensure adherence to the multicultural/gender fair criteria.

Extracurricular Activities

All co-curricular and extracurricular activities will be managed and scheduled to ensure equal access by all students regardless of race, creed, national origin, gender, disability or socioeconomic status. (Iowa Code section 256.11)

Mascots, logos, symbols and materials used by schools shall be reviewed to ensure that they are culturally sensitive, gender inclusive, and non-stereotypic on the basis of disability.

Where segregation on the basis of gender, race, national origin or disability occurs in co-curricular and extracurricular activities, program policies and practices will be reviewed to ensure that they are not contributing to the segregation. Affirmative efforts will be made to include students who have historically not been involved.

Multicultural/Gender Fair In-Service Education

Each staff person employed by schools in the Diocese of Davenport is encouraged to respect human diversity.

In order to meet this expectation, multicultural/gender fair in-service activities will be conducted locally on a regular basis for professional staff. Activities include, but are not limited to, self-evaluation, curriculum evaluation and revision, exploration of teaching strategies, and resource speakers.

Monitoring and Evaluation

The contents of this plan and the degree to which it is being successfully implemented will be evaluated regularly.

Evaluation will focus on these questions:

1. Are the goals and objectives of the plan being accomplished?
2. Have in-service activities been conducted? Were they successful?
3. Is the composition of the advisory committee appropriate? Did the committee function in its intended capacity?
4. Was the plan evaluated and amended as needed?

Legal References: 20 U.S.C. § §1681-83, 1685-86. 29 U.S.C. § §624-634.

42 U.S.C. § §2000e-11. 34 C.F.R. 106.41.

Iowa Code § §256.11, 279.8, 280.3-.14, 601A.9 (1989). 670 Iowa Admin. Code 3.3 (6), 3.5, .5(5).

281 Iowa Admin. Code 12.1 (1), .5(8) (new standards).

Policy Adopted: March 15, 1989

Policy Revised: June 5, 2002

Policy Revised: November 20, 2008

Policy Revised: October 15, 2009

Policy Revised: May 17, 2010

Policy Revised: August 2016

Policy Amended: October 25, 2018

Policy Revised: February 28, 2019

Policy Promulgated: July 29, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 626

COMMUNITY/STAKEHOLDER INVOLVEMENT

Each Catholic School system in the Diocese of Davenport shall involve the local faith community in the decision-making process, when appropriate and allowed by Canon Law. The Catholic school system shall seek input from the local Catholic school community about the following and other elements at least once every five years:

1. Statement of philosophy, beliefs, mission or vision;
2. Major educational needs;
3. Student learning goals;
4. Attainment of [Catholic Identity Rubrics](#) established by the Diocese of Davenport.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 627

DATA ANALYSIS, AND GOAL SETTING: ANNUAL IMPROVEMENT GOALS

Each local board of education in the Diocese of Davenport, shall with input from its school improvement advisory committee, adopt annual improvement goals based on data from at least one system-wide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not be limited to, religion, mathematics, literacy, and science achievement for all students, for particular subgroups of students, or both.

Annual improvement goals may be set for state indicators, locally determined indicators, locally established student learning goals, other curriculum areas, future student employability, or factors influencing student achievement.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 630

TALENTED AND GIFTED /EXTENDED LEARNING OPPORTUNITIES

The Diocesan Board of Education encourages teachers at all levels to differentiate instruction to the extent possible to meet the needs of all students. While Iowa Code does not require non-public schools to have specific Talented and Gifted programs, the Diocesan Board of Education recognizes some students require qualitative differentiated programming beyond the regular education program. Local schools may choose to develop a program for students with special abilities. These students will receive extended learning opportunities inside or outside the core classroom activities.

The identification of students for talented and gifted/extended learning opportunities will be a local decision based on practices identified in the field of enriched learning.

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Revised: August 2016
Policy Reviewed: September 10, 2019
Policy Promulgated: September 13, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 640

MEDIA CENTER RECONSIDERATION

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

Policy Adopted: October 14, 1997
Policy Reviewed: June 5, 2002
Policy Reviewed: August 2016
Policy Amended: October 25, 2018
Policy Reviewed: February 28, 2019
Policy Promulgated: July 29, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 640.1

MEDIA CENTER RECONSIDERATION REQUEST

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

The school will have a Reconsideration Committee which will respond to requests for reconsideration of materials in the media center. Membership of the committee shall include:

- one teacher designated by the administrator,
- the school media specialist if available,
- the Superintendent of Schools or his/her delegate
- one representative of the school community,
- one member of the local board of education, appointed by the president.

The committee may also include a student, if recommended by the administrator. The chairperson is to be appointed from the above.

If a reconsideration request form is submitted in its entirety, the chairperson will respond by written communication to the individual or group within 30 days of receipt of the request form. This communication will indicate the procedure the committee will follow.

Each school will follow procedures for reconsideration as provided by the Superintendent of Schools. (Refer to [58](#))

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

FORM 640.2

RECONSIDERATION REQUEST FORM

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

Book or other printed material, if applicable:

Author _____ Hardcover _____ Paperback _____ Other _____

Title _____

Publisher (if known) _____ Date of Publication _____

Audiovisual Material, if applicable:

Title _____

Producer (if known) _____

Type of Material (motion picture, video, DVD, etc.) _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zone _____

Location where item is used _____

Person making the request represents: individual _____ group or organization _____

Name of individual _____ Name of Group _____

Address: _____ Address of Group _____

Phone: _____ Phone: _____

Regulation Adopted: October 1997
Regulation Revised: June 5, 2002
Regulation Reviewed: May 17, 2010
Regulation Reviewed: August 2016
Regulation Revised: September 10, 2019
Regulation Promulgated: September 13, 2019
Form Revised: March 20, 2020

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

1. What is your objection concerning this material? (Please be specific: cite pages, section, scene or time, etc.)

2. In your opinion, what harmful effects upon students might result from use of this material?

3. What do you perceive is the instrumental value in the use of this material?

4. Did you review the material in its entirety and in the context of its use? If not, what sections did you review?

5. In the place of this material, would you care to recommend to the committee other material that you consider to be of equal or superior quality for the purpose intended?

6. Do you wish to make an oral presentation to the Reconsideration Committee?

_____ Yes. Please call the office of the administrator _____
(Telephone Number)

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 660

PROVISIONS FOR AT-RISK STUDENTS

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

Whether the local school has a separate program for at-risk learners, such as learning supports, remains a local decision. The local school should employ the concept of student assistance teams to identify struggling learners and recommend services or strategies to meet the needs of at-risk learners.

The plan to assist at-risk learners may include collaboration with AEA services, counseling, community or parish based support services, spiritual counseling and parental involvement.

See [Iowa Administrative Code 12.5\(13\)](#)

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 670

GUEST SPEAKERS

The Board of Education recognizes that one of the greatest resources for enhancing understanding of certain skills or concepts in the classroom can be found in the people of the community, diocese, or state who have special knowledge and particular talents to contribute to the school program.

Speakers Addressing topics of Faith, Spirituality and/or Morals

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

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

Any person wishing to invite or permit a speaker/resource person into a student assembly or classroom must first obtain the permission of the local administrator (i.e. Principal). It is a matter of courtesy, as well as a method of knowledge of the presence of these outside resource people, for the classroom teacher to notify the principal at least two weeks in advance of the expected presentation. If it is deemed necessary, the one inviting may appeal to the local board of education. As applicable, the pastor or other final arbiter will have the final decision.

Guest speakers who encourage or actively support causes or positions contrary to Catholic Church teaching will not be allowed to speak in the local schools, regardless of the subject of their presentation. The Superintendent of Schools, under the guidance of the bishop, has final determination regarding the suitability of a speaker.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 671

TEACHING CONTROVERSIAL ISSUES

A controversial issue is defined as an area of significant academic inquiry about which substantial segments of the citizens of the community, state or nation hold sincere conflicting points of view. A controversial issue is also any topic contrary to the teachings of the Catholic Church.

It is the responsibility of the instructor to determine age appropriateness and relevance to the curriculum for the controversial topic that is being discussed. Issues must be discussed within the limits of good taste allowing students the opportunity to express personal opinions without jeopardizing their relationship with the instructor. Catholic doctrine or teaching that pertains to a certain controversial issue must always be examined. Teachers are not prohibited from expressing personal opinion, unless it is in direct violation of Catholic Church teaching. Students by their very nature will reach an independent decision but must be presented the Catholic understanding of all controversial issues in our schools.

Policy Adopted: July 16, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Reviewed: August 2016
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 679

PHYSICAL ACTIVITY REQUIREMENT (NOT SYNONYMOUS WITH PHYSICAL EDUCATION)

Pursuant to the provisions of [Iowa Administrative Code sub rule 12.5\(6\)](#), physically able students in kindergarten through grades five shall engage in physical activity for a minimum of 30 minutes each school day.

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

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

1. Interscholastic athletics sponsored by the Iowa High School Athletic Association or Iowa Girls High School Athletic Union;
2. School sponsored marching band, show choir, dance, drill, cheer, or similar activities;
3. Non-school gymnastics, dance, team sports or individual sports;
4. Similar endeavors that involve movement, manipulation, or exertion of the body.

When the requirement is to be met in full or in part by a pupil using one or more non-school activities, the school shall enter into a written agreement with the pupil. The agreement shall state the nature of the activity and the starting and ending dates of the activity and shall provide sufficient information about the duration of time to the activity each week. The agreement shall also be signed by the school principal or principal's designee and by at least one parent or guardian of the pupil, if the pupil is a minor. The pupil shall sign the agreement, regardless of the age of the pupil. The agreement shall be effective no longer than one school year. There is no limit to the number of agreements that a school may have with any one pupil during the enrollment of the pupil.

The requirement may also be met by physical education classes, activities at recess or class time, and before and after school activities.

Schools must provide documentation that pupils are being provided with the necessary support to complete the physical activity requirement. The documentation may be provided through printed schedules, student handbooks, or similar means.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 679.1

CARDIO-PULMONARY RESUSCITATION COURSE

Pursuant to the provisions of [Iowa Administrative Code sub rule 12.5\(6\)](#), any time prior to the end of twelfth grade, every pupil, who is physically able to do so, shall complete a psychomotor course that leads to certification in cardio-pulmonary resuscitation. A school administrator may wave this requirement for any pupil that is not physically able to complete the course.

A course that leads to certification in CPR may be taught during the school day by either a school employee or a volunteer, as long as that person is certified to teach a CPR Certification course.

In addition, a school shall accept certification from any nationally recognized course in cardiopulmonary resuscitation as evidence that this requirement has been met by the pupil.

A school shall not accept auditing of a CPR course, nor a course in infant CPR only.

Policy Adopted: July 16, 2001
Policy Revised: June 5, 2002
Policy Revised: May 17, 2010
Policy Reviewed: August 2016
Policy Revised: October 2, 2019
Policy Promulgated: October 17, 2019

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 679.2

EXEMPTIONS FROM PHYSICAL EDUCATION CLASS

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

If a parent files a statement signed by a licensed physician that a student is not “physically able” to participate in physical education, then the student is exempt from physical education.

A pupil is not required to enroll in physical education courses if the pupil’s parent files a written statement with the school principal that the course conflicts with the pupil’s religious beliefs, pursuant to Iowa Code section 256.11(6).

A high school principal has the discretion to grant excusals from physical education to students in the 12th grade in three instances, if requested by a parent or guardian in writing. A principal may not grant any of these excusals until the principal has received a written request from a student’s parent or guardian. These excusals are to be considered on a student-by student basis. They are not to be granted on a “blanket” or “en masse” basis.

Off-campus educational Program

If a 12th grade student is enrolled in a cooperative, work study, or other educational program authorized by the school requiring the student’s absence from the school premises during the school day, the principal may excuse the student from the physical education requirement. It is only available for students who divide their time between two locations.

Academic Course Not Otherwise Available

If a 12th grade student seeks to enroll in “academic courses otherwise not available to the student,” the student’s parent or guardian may request, in writing, excusal from physical education. This matter is within the principal’s discretion. To qualify under this excusal provision, it is not necessary that the course at issue be a core course or a graduation requirement. The course may be an elective. It cannot be granted for an additional study hall or early release.

Organized and Supervised Athletic Program

If a 12th grade student is participating in an organized and supervised athletic program which requires at least as much participation per week as one-eighth unit of physical education, the student’s principal may excuse the student from physical education.

Only when participation in an organized and supervised athletic program (which might be participation in one or more sports during a semester) equals 900 minutes (at least one-eighth unit per semester) during a semester may a senior be excused from physical education for that semester.

For purposes of this section, an organized and supervised athletic program is one that is sponsored by a school and employs licensed and appropriately endorsed staff. To qualify as organized and supervised athletic programs, for example, cheerleading squads, dance squads, and show choirs must be supervised by employees with coaching endorsements.

Policy Adopted: July 16, 2001
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Policy Revised: May 17, 2010
Policy Revised: August 2016
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

Discretionary Excusals Available to Students in Ninth, Tenth, and Eleventh Grades

Academic Course Otherwise Not Available

If a ninth through eleventh grade student seeks to enroll in courses not otherwise available to the student, the student's parent or guardian may request excusal from physical education, in writing, if the local board determines that the students from the school may be excused from physical education. This excusal requires action by the nonpublic school board before it is available.

Under this excusal provision, it is not necessary that the course at issue be a core course or a graduation requirement, it may be an elective. It must be an academic course.

Organized and Supervised Athletic Program

If a ninth, tenth, or eleventh grade student is participating in an organized and supervised athletic program, which requires at least as much participation per week as one eighth unit of physical education at some time during the semester, trimester or quarter in a school year, the student's principal may excuse the student from physical education for one quarter, trimester or semester **per year**. The activity must equal or exceed nine hundred minutes per semester.

Unlike the similar excusal granted to seniors, it requires involvement of the student's guidance counselor. This is to ensure the child's multiple academic and developmental needs are met and that the child and parents are aware of the positive and negative consequences of excusal from physical education.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 680

WELLNESS POLICY

Local schools in the Diocese of Davenport promote healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The Diocesan Board of Education supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

The local school provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits, as they relate to good nutrition and regular physical activity.

The schools in the Diocese of Davenport support and promote proper dietary habits contributing to students' health status and academic performance. All foods available on school grounds and at school-sponsored activities during the instructional day should meet or exceed the federal nutrition standards and be compliant with state and federal law. Foods should be served with consideration toward nutritional integrity, variety, appeal, taste, safety and packaging to ensure high-quality meals. See *the Iowa Department of Education guidance on [Healthy Kids Act](#)*

All local schools will develop a local wellness policy committee comprised of parents, students, physical education teachers, school health professionals, school administrators, representatives of a contracted food authority or kitchen staff, school board, and the public. The local wellness policy committee will develop a plan to implement the local wellness policy and periodically review and update the policy. The committee will designate an individual to monitor and evaluate the implementation of the policy. The committee will report annually to the board and community, regarding the content and effectiveness of this policy and recommend updates, if needed. When monitoring implementation, schools will be evaluated individually, with reports prepared by each school and the Diocesan system as a whole. The report will include which schools are in compliance with this policy, the extent to which this policy compares to model Wellness policies and describe the progress made in achieving the goals of this policy.

Specific Wellness Goals

- specific goals for nutrition education and promotion,
- physical activity,
- other school-based activities that are designed to promote student wellness,

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

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

Legal Reference: Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 *et seq.* (2005)
Child Nutrition Act of 1966, 42 U.S.C. 1771 *et seq.*, Iowa Code 256.7(29), 256.11(6) (2013)
281 IAC 12.5(19), 12.5(20), 58.11

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 680.1

WELLNESS GOALS

NUTRITION EDUCATION AND PROMOTION

The local school will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects;
- includes enjoyable, developmentally appropriate, culturally relevant participatory activities, such as contests, promotions, taste-testing, farm visits and school gardens;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and physical activity;
- links with meal programs, other foods and nutrition-related community services; and,
- includes training for teachers and other staff.

PHYSICAL ACTIVITY

Daily Physical Education

The local school will provide physical education that:

- is for all students in grades K-12 for the entire school year;
- is taught by a certified physical education teacher;
- includes students with disabilities, students with special health-care needs may be provided in alternative educational settings; and,
- engages students in moderate to vigorous activity during at least 50 percent of physical education class time.

Daily Recess

Elementary schools should provide recess for students that:

- is at least 20 minutes a day;
- is preferably outdoors;
- encourages moderate to vigorous physical activity verbally and through the provision of space and equipment; and,
- discourages extended periods (i.e., periods of two or more hours) of inactivity.

When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment

Employees should not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

Physical Activity Opportunities after School

After-school childcare and enrichment programs will provide and encourage—verbally, and through the provision of space, equipment and activities—daily periods of moderate to vigorous physical activity for all participants.

OTHER SCHOOL-BASED ACTIVITIES THAT PROMOTE STUDENT WELLNESS

Integrating Physical Activity into Classroom Settings

For students to receive the nationally recommended amount of daily physical activity and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond the physical education class. Toward that end, the school will:

- offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities;
- discourage sedentary activities, such as watching television, playing computer games, etc.;
- provide opportunities for physical activity to be incorporated into other subject lessons; and,
- encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.

Communication with Parents

The school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The school will:

- offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school web sites and provide nutrient analyses of school menus;
- encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the established nutrition standards for individual foods and beverages;
- provide parents a list of foods that meet the school district's snack standards and ideas for healthy celebrations/parties, rewards and fundraising activities;
- provide opportunities for parents to share their healthy food practices with others in the school community;
- provide information about physical education and other school-based physical activity opportunities before, during and after the school day;
- support parents' efforts to provide their children with opportunities to be physically active outside of school; and,
- include sharing information about physical activity and physical education through a web site, newsletter, other take-home materials, special events or physical education homework.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. The school district will:

- limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually;
- prohibit school-based marketing of brands promoting predominantly low-nutrition foods and beverages;
- promote healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products; and
- market activities that promote healthful behaviors (and are therefore allowable) including: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

Examples: Marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies for at-risk families; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities.

Staff Wellness

The Diocesan Board of Education values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each school should:

- establish and maintain a staff wellness committee composed of at least one staff member, local hospital representative, dietitian or other health professional, recreation program representative, union representative and employee benefits specialist;
- develop, promote and oversee a multifaceted plan to promote staff health and wellness developed by the staff wellness committee;
- base the plan on input solicited from employees and outline ways to encourage healthy eating, physical activity and other elements of a healthy lifestyle among employees.

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by state and federal law;
- offer a variety of fruits and vegetables, legumes and whole grains;
- serve only low-fat (1%) and fat-free milk and nutritionally equivalent non-dairy alternatives (as defined by the USDA);

Local schools should:

- engage students and parents, through taste-tests of new entrees and surveys, in selecting foods offered through the meal programs in order to identify new, healthful and appealing food choices; and,
- share information about the nutritional content of meals with parents and students. (The information could be made available on menus, a web site, on cafeteria menu boards, placards or other point-of-purchase materials.)

Breakfast

To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, schools will:

- operate the breakfast program, to the extent possible;
- arrange bus schedules and utilize methods to serve breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfasts or breakfast during morning break or recess, to the extent possible;
- notify parents and students of the availability of the School Breakfast Program, where available; and,
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means.

Free and Reduced-Priced Meals

The school will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may:

- utilize electronic identification and payment systems;
- provide meals at no charge to all children, regardless of income; and,

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

- promote the availability of meals to all students.

Mealtimes and Scheduling

The school:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.; should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and,
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualification of Food Service Staff

Qualified nutrition professionals will administer the meal programs. As part of the school's responsibility to operate a food service program, the school will:

- provide continuing professional development for all nutrition professionals; and,
- provide staff development programs that include appropriate certification and/or training programs for child nutrition directors, nutrition managers and cafeteria workers, according to their levels of responsibility.

Sharing of Foods

The school discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Foods Sold Outside the Meal (e.g. vending, a la carte, sales)

All foods and beverages sold individually outside the reimbursable meal programs (including those sold through a la carte [snack] lines, vending machines, student stores or fundraising activities) during the school day, or through programs for students after the school day will meet nutrition standards as required by state or federal law.

Fundraising Activities

There are two types of fundraising – regulated and other. Regulated fundraisers are those that offer the sale of foods or beverages on school property and are targeted primarily to PK-12 students, by or through other PK-12 students, student groups, school organizations, or through on-campus school stores. Regulated fundraising activities must comply with state nutrition guidelines. All other fundraising activities are encouraged, but not required, to comply with state nutrition guidelines, if the activities involve foods and beverages.

The school encourages fundraising activities that promote physical activity. The schools will make available a list of ideas for acceptable fundraising activities.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables, as the primary snacks, and water, as the primary beverage. Schools will assess whether to offer snacks, based on timing of meals, children's nutritional needs, children's ages and other considerations. The school will disseminate a list of healthful snack items to teachers, after-school program personnel and parents.

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards

The school will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through meals) as a punishment.

Celebrations

Schools should evaluate their celebrations practices that involve food during the school day. The school district will disseminate a list of healthy party ideas to parents and teachers.

School-Sponsored Events

Foods and beverages offered or sold at school-sponsored events outside the school day are encouraged to meet the nutrition standards for meals or for foods and beverages sold individually.

Food Safety

All foods made available on campus must adhere to food safety and security guidelines.

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

For the safety and security of the food and facility, access to the food service operations are limited to child nutrition staff and authorized personnel.

Summer Meals

Schools in which more than 50 percent of students are eligible for free or reduced-price meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and, preferably, throughout the entire summer vacation.

PLAN FOR MEASURING IMPLEMENTATION

Monitoring

The superintendent will ensure compliance with established school nutrition and physical activity wellness policies.

In each school:

- the principal will ensure compliance with those policies in the school and will report on the school's compliance to the superintendent; and,
- food service staff at the school will ensure compliance with nutrition policies within food service areas and will report on this matter to the superintendent or principal.
- In the local school:
- the school will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the school has not received an SMI review from the state agency within the past five years, the school will request from the state agency that an SMI review be scheduled as soon as possible;
- the superintendent will develop a summary report every three years on school diocesan-wide compliance with the diocesan-wide established nutrition and physical activity wellness policies, based on input from schools; and,

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

- the report will be provided to the school board and also distributed to all school wellness committees, parent/teacher organizations, principals and health services personnel.

Policy Review

To help with the initial development of the school's wellness policies, each school will conduct a baseline assessment of the school's existing nutrition and physical activity environments and practices. The results of those school assessments will be compiled at the diocesan level to identify and prioritize needs.

Assessments will be repeated every 3 years to help review policy compliance, assess progress and determine areas in need of improvement. As part of that review, the school district will review the nutrition and physical activity policies and practices and the provision of an environment that supports healthy eating and physical activity. The school district, and individual schools within the school district will, revise the wellness policies and develop work plans to facilitate their implementation.

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

PROCEDURE 680.2

WELLNESS PROGRAM COMPONENTS

Component 1: A Commitment to Nutrition & Physical Activity

- Nutrition education and physical activity are included in the school's educational program from pre-kindergarten through grade 12.
- Members of the School Improvement Advisory Committee (SIAC) will participate in establishing procedures that affect nutrition and physical activity issues. School staff, students, and parents will be a part of the procedure-making process to support a healthy school nutrition environment. A member of the school food authority will be represented on this committee.
- Administrator(s) support the development of healthy lifestyles for students and establish and enforce policies that improve the school nutrition environment. In collaboration with the SIAC, he/she will address issues such as the kinds of foods available on the school campus; mealtime schedules; dining space and atmosphere; nutrition education; and physical activity.
- School personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Component 2: Quality School Meals

- Students are encouraged to participate in school offered food programs.
- The Child Nutrition Programs are administered by school foodservice staff that is properly qualified according to current professional standards.
- All school foodservice staff have appropriate pre-service training and regularly participate in professional development activities.
- School meals are offered at prices students can afford.
- Menus meet nutrition standards established by the U.S. Department of Agriculture, conform to good menu planning principles, and feature a variety of healthy choices that are tasty, attractive, and of excellent quality, and are served at the proper temperature.
- School foodservice staff use food preparation techniques to provide school meals that are low in saturated fat, sodium, and sugar. They offer healthy food choices that include lean meats, fruits, vegetables, whole grains, and low-fat or non-fat milk.
- School meals are marketed to appeal to all students, who are encouraged to choose and consume the full meal.

Component 3: Other Healthy Food Options

- All foods and beverages that are available during the school day contribute to meeting the dietary needs of students; that is, they are from the five major food groups of the Food Guide Pyramid.
- School procedures include guidelines for foods and beverages offered at parties, celebrations, and social events.
- If a la carte foods are available, they include a variety of choices of tasty, nutritious foods and beverages, such as fruits, vegetables, whole grains, and low-fat or non-fat dairy foods.
- There are appropriate restrictions on students' access to vending machines, school stores, snack bars, and other outlets that sell foods and beverages, if these options are available.
- School staff are encouraged to use non-food items as classroom incentives.
- The school encourages parents to provide a variety of nutritious foods, if students bring bag lunches from home.

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Policy Reviewed: October 2, 2019
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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

Component 4: Pleasant Eating Experiences

- Meal periods are scheduled at appropriate times; schools do not schedule tutoring, pep rallies, club and organization meetings, and other activities during mealtimes.
- Meal periods are long enough for students to eat and socialize.
- Dining areas are attractive and have sufficient space for seating; tables and chairs are the right size for the students.
- Recess for elementary grades is encouraged to be scheduled before lunch, so that children will come to lunch less distracted and ready to eat.
- Schools encourage socializing among students and between students and adults. Adults properly supervise dining rooms and serve as role models to students.
- Creative, innovative methods are used to keep noise levels appropriate.
- Hand washing equipment and supplies are in a convenient place so that students can wash their hands before eating.
- Drinking fountains are available for students to get water at meals and throughout the day.
- Schools use an accounting system that protects the identity of students who eat free and reduced price school meals.

Component 5: Nutrition Education

- Students in pre-kindergarten through grade 12 receive nutrition education that is interactive and teaches the skills they need to adopt healthy eating behaviors.
- Students receive nutrition messages throughout the school that are consistent and reinforce each other.
- Diocesan health education curriculum standards and guidelines include nutrition education and physical education.
- Nutrition is integrated into cross curricular areas such as math, science, and language arts.

Component 6: Marketing

- Positive, motivating messages about healthy lifestyles will be promoted to students, parents, teachers, administrators, and the community.
- Schools will consider input from students in planning for a healthy school nutrition environment.
- Schools will work with a variety of media to spread the word to the community about a healthy school nutrition environment.

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**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

SERIES 600: EDUCATION PROGRAMS

POLICY 690

LONG RANGE NEEDS ASSESSMENT

Long range needs assessment enables the Diocese of Davenport and each individual board of education to analyze assessment data, get feedback from the community about its expectations of students and determine how well students are meeting student learning goals. The board shall conduct ongoing and in-depth needs assessment, soliciting information from business, labor, industry, higher education and community members, regarding their expectations for adequate student preparation as responsible citizens and successful wage earners.

In conjunction with the in-depth needs assessment of the board of education, the board shall authorize the appointment of a committee, representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the school, in addition to the basic skills areas of the education program.

Each school shall issue a newsletter to report progress on their individual school yearly goals.

It shall be the responsibility of the superintendent and principal to ensure the Diocese of Davenport community is informed of goals and students' progress on state and locally determined indicators. The superintendent shall report annually to the Diocesan Board of Education about the means used to keep the community informed.

As a result of the local board and committee's work, the board shall determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the Diocese of Davenport's progress made under the plan to the committee, community, and Iowa Department of Education.

LONG RANGE GOALS

- Provisions for collecting, analyzing and reporting information derived from local, state and national resources.
- Provisions for reviewing information acquired on the following:
 - State indicators and other locally determined indicators,
 - Locally established student learning goals,
 - Specific data collection required by state and federal programs:
 - Provisions for collecting and analyzing assessment data on the following:
 - State indicators
 - Locally determined indicators,
 - Locally established student learning goals.

Legal Reference: Iowa Code § § 21; 256.7; 2880.12, .18 (1997); 281 I.A.C. 12.8 (1)(b)

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