

Handbook of School Policies & Procedures



**Diocese of Tucson
2023-2024**

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OFFICE OF THE BISHOP

Diocese of Tucson

DECREE

In accordance with Canon 803 and Canon 806 of the Code of Canon Law, I hereby direct the publication of the 2023 edition of the *Handbook of School Policies and Procedures*. As Ordinary of the Diocese of Tucson, if schools wish to be considered Catholic, I direct that such schools operating within the boundaries of the Diocese provide education and instruction “based upon Catholic doctrine and that the teachers must be outstanding in true doctrine and uprightness of life” and that such schools’ academic standards be “at least as distinguished as that in the other schools in the region.”

This handbook serves to help Catholic schools within this Diocese to meet their religious and educational goals by providing a comprehensive guide for the operation of schools. I direct that parish and diocesan schools adopt the religious policies set forth in this handbook pertaining to the principles of Catholic education. I further suggest that parish and diocesan schools adopt all the other lay policies as set forth in this handbook regarding the proper running of an educational institution within this State. Those Catholic schools owned and operated or sponsored by a religious order or lay board of directors within this Diocese fall under the same canonical requirement to adopt the religious policies set forth in this diocesan handbook pertaining to the principles of Catholic education, and therefore I direct that they too must adopt them. To be considered ‘Catholic,’ all schools must abide by the religious principles enunciated in this handbook.

The Department of Catholic Schools of the Diocese of Tucson exists to serve the Catholic schools within the boundaries of the Diocese and welcomes suggestions for future updates and revisions to the handbook.

This handbook has been approved by me for implementation effective July 1, 2023.

Faithfully yours in Christ,

+

The Most Rev. Edward Weisenburger,
Bishop of Tucson

Introduction

A primary mission of the Church is to teach the Gospel message to all people. The United States Bishops remind us that, “Of the educational programs available to the Catholic community, Catholic schools afford the fullest and best opportunity to realize the threefold purpose of Christian education among children and young people:

1. A [Catholic] school has a greater claim on the time and loyalty of the student and his family.
2. [Catholic schools] make more accessible to students’ participation in the liturgy and the sacraments, which are powerful forces for the development of personal sanctity and for the building of community.
3. [Catholic schools] provide a more favorable pedagogical and psychological environment for teaching Christian faith.” (*To Teach as Jesus Did*, 1972. pg. 28).

Pope Francis reaffirms this, stating that Catholic schools strive to join their work of education with the explicit proclamation of the Gospel and are a most valuable resource for the evangelization of culture. (*Evangelii Gaudium*, 2013. pgs. 132-134,)

History of Catholic Schools in the Diocese of Tucson

The foundation of Catholic schools in southern Arizona began with mission churches built by Padre Eusebio Francisco Kino and his successors in the 18th century. Through the missionaries’ educational ministry, the Native people learned about the world, its spoken and written languages of Latin and Spanish, its art, and its science. The Native people, in turn, taught the missionaries their language, art and science of the desert.

In 1870, at the invitation of John Baptist Salpointe, Bishop of the Vicariate Apostolic of Arizona, seven Sisters of St. Joseph of Carondelet arrived in the small town of Tucson to establish the first teaching community of religious women in Arizona. Just a few weeks after their arrival, the Sisters opened their first school, a boarding academy for girls and a day school for boys. The first curriculum consisted of Christian doctrine, reading, writing, spelling, simple arithmetic, music, and domestic science. Three years later, the Sisters opened a school for Native American children at San Xavier Mission, and were members of the founding faculty of Salpointe, the first Catholic high school in the Diocese of Tucson.

In 1900, the Diocese of Tucson encompassed the entire state of Arizona. Within its boundaries was the vast reservation of the Navajo People, few of whom were Catholics. To help meet their educational needs, a benefactress from the East, Mother Katherine Drexel, donated \$3,000 to build St. Michael’s mission church and school that opened in 1902 with 12 Sisters of the Blessed Sacrament. As the population of Arizona grew, Catholic schools continued to open, staffed mainly by women and men religious. The Sisters of Charity, founded in the United States in 1809 by Saint Elizabeth Ann Seton, opened the following Catholic schools in Tucson: Saints Peter and Paul School in 1933; St. John the Evangelist School in 1950; and the Sisters were also members of the founding faculty of Salpointe Catholic High School.

In 2010, the University of Notre Dame responded to the U.S. Bishops' call for a “new model of sponsorship and collaboration” between Catholic institutions of higher education and parish schools, founding the Notre Dame ACE Academies, (NDAA). The first Notre Dame ACE Academies partnership in the country was established in [Tucson, Arizona](#), at the invitation of Bishop Gerald Kicanas. The partnership supported the following three parish schools for nine years in the areas of culture, teaching and learning, and advancement: St. Ambrose, St. John the Evangelist, and Santa Cruz.

Presently, there are 22 schools in the Diocese of Tucson: one stand-alone PK-kindergarten; two PK-12 schools, 15 elementary schools and four high schools. The dedication of our Catholic schools in the Diocese of Tucson continues the missionary spirit of educating students in the faith and ensuring that Catholic education is available, accessible, and affordable.

Department of Catholic Schools Mission

The Mission of the Department of Catholic Schools is to support the growth of the whole person in which faith, academic excellence, and service are integral to the life of every student served in the Diocese of Tucson.

ADMINISTRATION

1.1. BISHOP

The Bishop of the Diocese of Tucson has full authority of and responsibility for the faith formation and educational apostolate in the diocese as stated in ***Canon 803 and Canon 806 of the Code of Canon Law*** (Appendix A-2). The Bishop of the Diocese of Tucson approves all policies included in this handbook and he has the authority to waive any policies if he deems such waivers to be in the best interest of the Diocese of Tucson.

1.2. SUPERINTENDENT of CATHOLIC SCHOOLS

Appointed by the Bishop to be both the spiritual and administrative leader of the Department of Catholic Schools and all schools within the boundaries of the diocese. The Superintendent of Catholic Schools initiates, implements, and oversees diocesan-wide school programs. The Superintendent of Catholic schools provides leadership, supervision, coordination, and support in the following areas of Catholic school administration:

1.2.1 Faith

- a. Direct and implement policy and procedures to ensure the Catholic identity of all schools in the Diocese of Tucson which seek to be known as Catholic schools.
- b. Provide supervision and guidance in the implementing and updating of the religion standards used in the schools.
- c. Promote the ministry formation of principals and staff and ensure that a diocesan data base of ministry certifications and approved formation programs is maintained.
- d. Model Christian values and promote them throughout the school communities.
- e. Acting with integrity, fairness, and in an ethical manner consistent with Catholic social teaching.
- f. Ensure that the department mission drives all aspects of decision-making.
- g. Develop and maintain collaborative relationships with the pastors, presidents, principals, and diocesan school board.

1.2.2 Academic Excellence

- a. Inform all schools of state and federal laws and monitor their implementation at the local level.
- b. Maintain and update the diocesan *Handbook of School Policies and Procedures*.
- c. Direct, implement, and monitor Western Catholic Education Association (WCEA) accreditation protocol for all Catholic schools in the Diocese of Tucson.
- d. Provide training and guidance for principals regarding Personnel Performance Management.
- e. Provide supervision and guidance in areas of curriculum, instruction, and assessment.
- f. Provide recommendations for staff development and continuing education programs.
- g. Provide supervision and guidance for diocesan-wide student standardized testing for all Catholic elementary schools.
- h. Provide supervision and guidance to ensure Catholic schools are using updated health and safety procedures.
- i. Hire and supervise diocesan Catholic Schools Department employees.
- j. Contract and supervise consultants (e.g., Educational Consultant, Diocesan Health Coordinator, Sports Director, Diocesan Consultant – Catholic School Counseling).

- k. Provide guidance in the search process for the hiring of new principals. This role may include the following:
 - Facilitating the search process for parish schools
 - Participating as a member of search committees for schools owned and operated or sponsored by a religious order or lay board of directors within this Diocese
 - Screening of candidates
 - Any other role mutually agreed upon with the canonical directors of each school
 - Delegating any or all the foregoing roles to individuals chosen by the superintendent

1.2.3 Service

- a. Promote the financial stability of schools by assisting principals in their monitoring of school budgets and financial reports.
- b. Serve as an ex-officio member of the Diocesan School Board.
- c. Implement Diocesan School Board policies and decisions.
- d. Serve as a member of the following boards of directors:
 - St. Augustine Catholic School
 - San Miguel High School
 - Catholic Tuition Support Organization (CTSO)
- e. Provide schools with information, guidance, and training for establishing and maintaining active local school boards.
- f. Provide training when there is a new school board and/or new school leadership.
- g. Facilitate collaboration between principals and diocesan departments.

1.3. ASSISTANT SUPERINTENDENT of CATHOLIC SCHOOLS

The Assistant Superintendent serves at the discretion of the Superintendent of Catholic schools.

1.3.1 Faith

- a. Assist the Superintendent of Catholic schools in implementation of policy and procedures to protect the Catholic identity of all schools in the Diocese of Tucson.
- b. Model Christian values and promote them throughout the school communities.
- c. Acting with integrity, fairness, and in an ethical manner consistent with Catholic social teaching.
- d. Assist the Superintendent of Catholic schools in ensuring that the Catholic culture permeates all aspects of school life.
- e. Promote the ministry formation of principals and staff and maintain a diocesan data base of ministry certifications and approved formation programs.

1.3.2 Academic Excellence

- a. Assist and monitor schools' participation in federally funded programs.
- b. Assist the Superintendent of Catholic schools in maintaining and updating the diocesan *Handbook of School Policies and Procedures*.
- c. Assist the Superintendent of Catholic schools in directing and implementing Western Catholic Education Association (WCEA) accreditation protocol for schools.
- d. Assist the Superintendent of Catholic Schools in providing training and guidance regarding the Personnel Performance Management Process.
- e. Assist the Superintendent of Catholic schools in providing supervision and guidance for new principals in areas of curriculum, instruction, and assessment.

- f. Assist the Superintendent of Catholic Schools in facilitating the search process for hiring a new principal.
- g. Provide guidance and oversight of the administration of the following standardized assessments:
 - NWEA MAP
 - DIBELS
 - HSPT
 - ARK

1.3.3 Service

- a. Serve as an ex-officio member of the Diocesan School Board.
- b. Assist the Superintendent of Catholic schools in implementing Diocesan School Board policies and decisions.
- c. Assist the Superintendent of Catholic schools in facilitating collaboration between principals and diocesan departments.

1.4. PASTOR

The Pastor has the responsibility for both the administrative and spiritual leadership of the parish Catholic school, subject to canonical mandates of the bishop, in the following areas:

1.4.1 Faith

- a. Collaborate with the principal in fostering the Catholic identity of the school.
- b. Collaborate with the principal of the Catholic school in the supervision of the school's academic and religious programs.
- c. Visit the school campus regularly to provide a pastoral presence and spiritual guidance as needed.

1.4.2 Academic Excellence

- a. Hire the principal utilizing diocesan guidelines and search procedures. (Appendix B-8: *Principal Search*).
- b. Maintain a close working relationship with the principal.
- c. Supervise and evaluate the principal annually.
- d. Ensure that the *Handbook of School Policies and Procedures*, canonically mandated by the bishop and adopted by the Parish Corporate Board, is actively enforced in the parish school.

1.4.3 Service

- a. Utilize available diocesan resources or diocesan personnel before making decisions regarding school matters.
- b. Maintain a positive relationship with the school community.
- c. Collaborate with the principal in presenting the parish school budget for approval by the Parish Finance Council and Corporate Board of Directors.
- d. Sign principal and teacher contracts.
- e. Act as an ex-officio member of the Parish School Advisory Board.

1.5. PRINCIPAL

The principal effectively leads a Catholic school in the following areas:

1.5.1 Faith

- a. Promote and ensure the Catholic identity of the entire school community.
- b. Promote and model Catholic teaching regardless of personal beliefs.
- c. Promote and oversee the ongoing formation of staff through intentional planning of spiritual growth opportunities throughout the school year.
- d. Plan for meaningful and varied forms of prayer throughout the year; create opportunities for daily prayer and at special times throughout the year; lead and model prayer for members of the school community.
- e. Model Christian values and promote them throughout the school community; emphasize Christian service learning that is carefully planned, age appropriate, and woven into the curriculum.
- f. Act with integrity, fairness, and in an ethical manner consistent with Catholic Social Teaching.
- g. Ensure that the school mission and culture permeate all aspects of school life.
- h. Develop and maintain a collaborative relationship with all parish and school stakeholders.

1.5.2 Academic Excellence

- a. Hire faculty and staff in accordance with diocesan policy and guidelines.
- b. Develop and maintain a collaborative staff culture.
- c. Ensure that the [*Handbook of School Policies and Procedures*](#), canonically mandated by the bishop and adopted by the Parish Corporate Board, is actively enforced in the parish school.
- d. Supervise faculty and staff in accordance with Diocesan guidelines, as adopted by the school's canonical leadership.
- e. Provide and direct programs and services aligned with the school's mission.
- f. Direct a clearly articulated, rigorous curriculum that is aligned with relevant standards and Gospel values.
- g. Supervise and support research-based methodologies, implemented through effective, data-informed instruction.
- h. Plan in-service programs for all school personnel and oversee staff development.
- i. Ensure fidelity to proper implementation of school-wide assessments and accurate communication of student progress to shareholders.
- j. Direct and support data analysis to inform curricular and instructional decisions.
- k. Ensure a safe, secure, and welcoming learning environment throughout the school campus. ([Property and Insurance](#))
- l. Ensure that the school has a *Parent/Student Handbook* and *Faculty/Staff Handbook* that are reviewed and revised annually.
- m. Be actively engaged in the school improvement process by complying with policies, standards, and protocol of the Western Catholic Educational Association. ([WCEA](#))
- n. Comply with Arizona Department of Child Care regulations for licensing of Pre-schools and Before & After Care. ([AZDHS/Childcare-Facilities](#))
- o. Direct and supervise health and safety procedures. (Department of AZ Health Services. ([Arizona Department of Health Services](#)))

1.5.3 Service

- a. Verify that all requirements for employment such as fingerprinting, reference checks, credentials, and other documents that are required by the Human Resources department and the Office of Adult and Child Protection of the Diocese of Tucson, all as adopted by the school's canonical leadership, are completed and compliance is verified. (See Appendix B-52 Hiring Checklist, [Call to Protect](#), and [Human Resources Management](#))
- b. Collaborate and work with financial personnel and the pastor in planning and supervising the school's financial resources, funding sources, and budget.
- c. Optimize and maintain student enrollment to ensure school sustainability.
- d. Communicate regularly and effectively with stakeholders.
- e. Develop and annually review a Strategic Plan.
- f. Assume primary responsibility for organizing local school-community relations and programs using appropriate marketing communication.
- g. Comply with the Diocese of Tucson Handbook of Policies and Procedures (Appendix A-3: *Checklist for Principals*; Appendix A-6: *Mandatory Handbooks & Manuals*), as adopted by the canonical leadership.
- h. Fulfill duties outlined in the: Principal Job Description (Appendix B-5), Performance Plan, and those specifically stated in the principal contract.

1.6. ASSISTANT PRINCIPAL

An assistant principal or designated leader should be named by the principal and subsequently approved by the school's canonical leadership. The assistant principal or designated leader will act as administrator in the absence of the principal.

The duties of the assistant principal shall be communicated by the principal in each school to improve the effective functioning of the school. These duties must be in writing in the form of a job description (Appendix B-20: Assistant Principal Job Description).

1.6.1 Faith

- a. Assist the principal in being the spiritual leader, promoting and ensuring the Catholic identity of the entire school community.
- b. Promote and model Catholic teaching regardless of personal beliefs.
- c. Assist the principal in promoting the ongoing formation of staff through intentional planning of spiritual growth opportunities throughout the school year.
- d. Assist the principal in planning meaningful and varied forms of prayer throughout the year; creating opportunities for daily prayer and at special times throughout the year; leading and modeling prayer for members of the school community.
- e. Model Christian values and promote them throughout the school community; emphasize Christian service learning that is carefully planned, age appropriate, and woven into the curriculum.
- f. Act with integrity, fairness, and in an ethical manner consistent with Catholic social teaching.
- g. Assist the principal in ensuring that the school mission and culture permeate all aspects of school life.

- h. Assist the principal in developing and maintaining a collaborative relationship with all parish and school stakeholders.

1.6.2 Academic Excellence

- a. Assist the principal in developing and maintaining a collaborative staff culture.
- b. Assist the principal in ensuring that the [*Handbook of School Policies and Procedures*](#), canonically mandated by the bishop and adopted by the Parish Corporate Board, is actively enforced in the parish school.
- c. Assist the principal in providing and directing programs and services aligned with the school's mission.
- d. Assist the principal in directing a clearly articulated, rigorous curriculum that is aligned with relevant standards and Gospel values.
- e. Assist the principal in supervising and supporting research-based methodologies, implemented through effective, data-informed instruction.
- f. Assist the principal in planning in-service programs for all school personnel and oversee staff development.
- g. Assist the principal in ensuring fidelity to proper implementation of school-wide assessments and accurate communication of student progress to shareholders.
- h. Assist the principal in directing and supporting data analysis to inform curricular and instructional decisions.
- i. Assist the principal in ensuring a safe, secure, and welcoming learning environment throughout the school campus.
- j. Assist the principal in ensuring that the school has a *Parent/Student Handbook* and *Faculty/Staff Handbook* that are revised annually
- k. Be actively engaged in the school improvement process by complying with policies, standards, and protocol of the Western Catholic Educational Association. ([WCEA](#))
- l. Comply with Arizona Department of Child Care regulations for licensing of Pre-schools and Before & After Care. ([AZDHS/Childcare-Facilities](#))
- m. Assist the principal in directing and supervising health and safety procedures. (Department of AZ Health Services. ([Arizona Department of Health Services](#)))

1.6.3 Service

- a. Assist the principal in verifying that all requirements for employment such as fingerprinting, reference checks, credentials, and other documents that are required by the Human Resources department and the Office of Adult and Child Protection of the Diocese of Tucson, all as adopted by the school's canonical leadership, are completed and compliance is verified. (See Hiring Checklist, [Call to Protect](#), [Human Resources Management](#))
- b. Assist the principal in collaborating and working with financial personnel and the pastor in planning and supervising the school's financial resources, funding sources, and budget.
- c. Assist the principal in optimizing and maintaining student enrollment to ensure school sustainability.
- d. Assist the principal in communicating regularly and effectively with shareholders.
- e. Assist the principal in developing and annually reviewing/revising a Five-year Strategic Plan.

- f. Assist the principal in assuming primary responsibility for organizing local school-community relations and programs using appropriate marketing communication.
- g. Assist the principal in complying with the Diocese of Tucson Handbook of Policies and Procedures. (Appendix A-3: *Checklist for Principals*; Appendix A-5: *Mandatory Handbooks & Manuals*), adopted by the canonical leadership.
- h. Fulfill duties outlined in the Assistant Principal Job Description (Appendix B-20: Assistant Principal Job Description) and those specifically stated in the contract.

1.7. DIOCESAN SCHOOL BOARD

The Diocesan School Board is an advisory body to the Superintendent of Catholic Schools and is an advocate for Catholic education. The president of the Diocesan School Board must be a practicing Catholic. The Diocesan School Board members:

1.7.1 Faith

- a. Support and promote the official teachings of the Catholic Church regardless of their personal beliefs.
- b. Acknowledge that schools are a significant expression of the teaching mission of the Catholic Church.
- c. Participate in prayer opportunities for other members of the board, Catholic schools, and the communities they serve.

1.7.2 Academic Excellence

- a. Become knowledgeable about the mission of the Department of Catholic Schools and promote it to the public.
- b. Prepare for each meeting by doing the required readings and completing necessary tasks for committee work and reports.
- c. Support the Superintendent of Catholic schools in authorized functions.

1.7.1 Service

- a. Advise the Superintendent of Catholic Schools on matters relevant to Diocesan School Board meeting agendas.
- b. Monitor and evaluate the effectiveness of the Diocesan School Board Bylaws as well as their role as school board members. (Appendix A-8: *Diocesan School Board By-Laws*).
- c. Participate in standing committees per Diocesan School Board By-Laws.
- d. Review written policies that may be included in the [Handbook of School Policies and Procedures](#)
- e. Support board decisions and final recommendations.

1.8. PARISH SCHOOL ADVISORY BOARD

Each parish Catholic school should have a local school advisory board that follows their stated By-Laws, (Appendix A-16: *Sample By- Laws*) as well as the mission and philosophy of the school.

The Department of Catholic Schools provides training for new advisory boards and supports all local school boards in their role. Such training includes specific references to areas of school management that are not within the board's purview, e.g., personnel and discipline. The president of the local school advisory board must be a practicing Catholic. School Advisory Board Members:

1.8.1 Faith

- a. Support and promote the official teachings of the Catholic Church regardless of their personal beliefs.
- b. Acknowledge that schools are a significant expression of the teaching mission of the Catholic Church.
- c. Participate in prayer opportunities for other members of the board, Catholic schools, and the communities they serve.

1.8.2 Academic Excellence

- a. Become knowledgeable about the mission of the school and promote it to the public.
- b. Participate in school board training as needed.
- c. Prepare for each meeting by doing the required readings and completing necessary tasks for committee work and reports.
- d. Support the principal in authorized functions.

1.8.3 Service

- a. Monitor and evaluate the effectiveness of the Local School Board's By-Laws, as well as their role as school board members.
- b. Advise on matters as determined by school leadership, concerning its local Catholic school.
- c. Serve on committees as determined by the needs of the school and School Board By-laws.
- d. Assist with development, monitoring, and revising the school's strategic plan.
- e. Support board decisions even though personally opposed to the final recommendations and decisions.

1.9. OPENING, CLOSING and RESTRUCTURING of SCHOOLS

The expressed permission of the diocesan bishop is required for the opening, closing, or restructuring of any primary, elementary, middle, or secondary school in the diocese which seeks to be known as a Catholic school. (Canon 800 §1; Canon 803 §3). The process for opening, closing, or restructuring a school may be initiated on either the parish, religious community, or diocesan level. *Diocese of Tucson Policies and Procedures Manual for New Construction, Renovations, Additions, and Maintenance Projects* must be followed, ([Property and Insurance](#)) to include a proposal signed by the pastor if the entity making the request is a parish, or the religious superior must sign the proposal if the entity making the request is a religious community.

1.10 TEMPORARY CLOSING of SCHOOL CAMPUSES due to HEALTH & SAFETY

The decision to temporarily close a school campus to better ensure the health and safety of students, faculty and staff should be done in consultation with the Superintendent of Catholic Schools, school principal and pastor/president, the local county health department as well as the state health department. A school should document its Distance Learning Plan as ultimately approved by the school principal and its pastor/president and send a copy to the Superintendent of Catholic Schools at the Diocese of Tucson. The Distance Learning Plan should include the following:

- a. Health and Safety Mitigation
- b. Parent Communication

- c. Remote learning
- d. At Risk Student Needs
- e. Teacher Training and Support
- f. Technology Support

In preparation for the re-opening of a school campus, a school should document its Re-Entry Plan as ultimately approved by the school principal and its pastor/president and send a copy to the Superintendent of Catholic Schools at the Diocese of Tucson. The Re-Entry Plan should address the following:

- a. Health and Safety Mitigation
- b. Creating and Maintaining Community
- c. Curriculum and Instruction
- d. Maintaining Catholic Identity
- e. Technology

Resources to aid schools in the development of these plans can be found in Appendix E – School Response to a Pandemic.

1.11 REAL PROPERTY TRANSACTIONS

Any actions dealing with real property—sale, purchase, lease, new construction, renovation—must be reviewed and approved by the governing board of the school, the board of directors of the parish, (if a parish school), and must be processed through the Property and Insurance Department of the Diocese of Tucson in accordance with current Building Policies and Procedures as adopted by the school’s canonical leadership.

1.12. MAINTENANCE POLICY

Each school is responsible for the development, planning and implementation of a written maintenance policy for the facility. These may be formulated in conjunction with county, state, and federal guidelines as well as diocesan risk management. Policies are to include:

- a. Inspection of security and safety systems, fire extinguishers, sprinklers, fire alarm systems, etc.
- b. Regular inspection and maintenance of the entire location, including exterior and interior of all buildings, landscaping, playground, fields, parking lots, etc.
- c. Regular inspection and maintenance of furnishings, including public space, office classroom furniture, chairs, tables, lockers, electronics, and other equipment.
- d. Regular inspection and maintenance of building systems and utilities, including drainage, roofing, plumbing, electrical (power and lighting), data communications systems, heating/cooling, and ventilation.
- For additional information see Property and Insurance “Popular Documents and Risk Advisories”, ([Property and Insurance](#))
- For additional information on playgrounds, see United States, CONSUMER PRODUCT SAFETY COMMISSION, ([Consumer Safety Product Commission](#))

1.13 TUITION and SCHOLARSHIP ASSISTANCE

One of the critical calls from the United States Conference of Catholic Bishops' statement, *Renewing Our Commitment to Catholic Elementary and Secondary Schools in the Third Millennium* (2005), is to keep the Catholic schools *available, accessible, and affordable* to any families who desire for their children to receive a Catholic education.

Each Catholic school in the Diocese of Tucson shall make every reasonable effort to seek out and utilize scholarship assistance for their school families, including parental choice options such as tax credits, (STOs) and Empowerment Scholarship Accounts (ESA). **The actual per-pupil cost and any additional fees shall determine the published annual tuition.** State scholarship assistance may only be awarded up to the advertised tuition amount. Schools are also expected to have a designated person on staff to handle recruitment and monitoring of scholarship opportunities. Families should not be refused solely for the inability to pay; all efforts should be utilized to arrange assistance and payment plans for such families.

1.14 COMMUNICATION PROTOCOL

To facilitate an efficient means of communication between schools and the Diocesan Departments, a recommended protocol is essential:

1. When the Department of Catholic Schools receives a phone call from a parish or school, the department determines how to best support the caller, which may include consulting with another department.
2. When anyone other than parish or school personnel contacts the Department of Catholic Schools (e.g., parent), the Department responds in the following way:
 - a. Listen and document the issue as explained by the caller.
 - b. Depending on the issue, the caller is directed to their next point of contact, i.e., teacher, then principal, then pastor*.
 - c. If the caller does meet with necessary school personnel as described in (b), and the issue is still unresolved, they are then advised to submit a letter/email to the superintendent articulating what their concern(s) is/are, who they met with at their school, the result of those meetings, and what they hope to gain by a meeting with the superintendent or asst. superintendent.
 - d. *An exception would be if the concern is related to an issue between the caller and the principal or pastor. Such conditions are dealt with on a case-by-case basis.

PERSONNEL

2.1. PROCEDURAL GUIDELINES

2.1.1 Equal Employment Opportunities

- a. All Catholic schools must comply with all applicable federal, state, and local laws in employment practices prohibiting discrimination based on race, color, gender, national origin, ancestry, age, or disability.
- b. It is the unique responsibility of Catholic schools to provide means and opportunity for the religious education and formation of students. Therefore, to maintain consistency with the mission and teachings of the Catholic Church, and the essential duties and responsibilities of the ministerial position, religion may appropriately be considered as a *Bona Fide Occupational Qualification* (BFOQ) for teachers. Applicants must be informed, prior to hiring, of the school's mission, philosophy, and policies. Schools should incorporate the following statement in their *Faculty/Staff Handbooks* and have each faculty/staff member sign an acknowledgment that they have read and agree to the Handbook rules and policies: ***"To be a faculty/staff member in a Catholic school in the Diocese of Tucson is to accept a call to ministry. The employee is engaged in ministry, carrying on the school's religious activities and teaching, modeling, and promoting the Catholic religious principles for which the school was established and is maintained."***

Note: Under the Civil Rights Act of 1964, Title VII permits religious organizations or educational institutions to hire only individuals of a particular religion to perform work connected with the organizations' activities. For example, a school or university owned by the Catholic Church can require that all teachers hired be Catholic.

2.1.2 Harassment

The Diocese of Tucson and Affiliated Organizations prohibit harassment of any kind toward another individual. All employees shall read, abide by, and sign the harassment statement upon **initial employment**. A signed copy of the harassment statement shall be kept in each employee's personnel file. (Appendix B-3: *Harassment Statement*.)

Any employee of a Catholic school in the Diocese of Tucson who believes that he or she has been or is a victim of harassment shall immediately report the matter to the appropriate school authority for investigation. Each complaint will be fully investigated individually in accordance with the procedures as set forth in [Section 2.3 Harassment/Sexual Harassment](#) of the Human Resources' Employee Handbook [Employee Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#) published by the Diocese of Tucson as adopted by the individual schools.

2.1.3 Faithful Citizenship

The Diocese of Tucson does not take positions, and urges its Catholic schools not to take positions, regarding how Catholics should vote, because to do so could put the non-profit status of our parishes and schools in jeopardy. However, it does encourage that all Catholics exercise their right to vote after studying the issues regarding our Catholic faith, and as a virtue and obligation to work toward the common good. Personnel are encouraged to visit the United States Conference of Catholic Bishops (USCCB) webpage for helpful resources on faithful citizenship, ([USCCB Faithful Citizenship](#)) or in Spanish ([USCCB Faithful Citizenship SPANISH](#)).

2.2. PERSONNEL QUALIFICATIONS

All hiring is expected to be done on a competitive basis with the person hired being the one who is best qualified for the position. Guidelines on the essential duties and responsibilities of the ministerial position of an employee of a Catholic school in the Diocese of Tucson are included in employee Job Descriptions. Additional guidelines for employment are included in the Employee Handbook [Employee Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#)

2.2.1 Administrators (Principals and Assistant Principals)

As persons charged with providing religious leadership, assisting faculty in carrying out the teaching mission of the Church, and promoting educational excellence, administrators shall meet the following minimum requirements as adopted by each Parish/Governing Board (See Appendix p. B-5 and p. B-20):

- a. Be a practicing Catholic.
- b. Be a person of faith who upholds the teachings of the Catholic Church. A Catholic educator is an agent of the Catholic Church and must hold to its teachings. (Shaughnessy, M. A., *Civil Law and Catholic Education: Past, Present, and Future, Catholic Education*. June 2009)
- c. Have a strong commitment to the importance of Catholic school ministry including assessing and promoting the Catholic identity of the school.
- d. Have a recommended minimum of three (3) years teaching experience in Catholic schools.
- e. Meet the certification standards set by the State of Arizona and diocesan approved accrediting agencies. If administrators are in the process of certification at the time of hire, they must follow an educational plan to obtain certification, per agreement with the chief administrator of the Catholic school.
- f. Be familiar with and adhere to the requirements set forth under his or her respective Job Description.
- g. Achieve and maintain Level I Ministry Certification within three (3) years of hiring. [School Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#)
- h. Maintain professionalism in deportment, appearance, dress, and lifestyle. [Employee Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#) (Appendix B4 Sample Dress Code)

2.2.2 Teachers

As role models for students, Catholic school teachers shall meet the following minimum requirements as adopted by each Parish/Governing Board (See Appendix p. B-29):

- a. Be people of faith who uphold the teachings of the Catholic Church. A Catholic educator is an agent of the Catholic Church and must hold to its teaching. (Shaughnessy, M. A., *Civil Law and Catholic Education: Past, Present, and Future, Catholic Education*. June 2009). Preference in hiring shall be given to qualified candidates who are practicing Catholics.
- b. Meet the certification standards set by the State of Arizona, ([AZ Educator Certification](#)) and diocesan approved accrediting agencies. If teachers are in the process of certification at the time of hire, they must provide documentation verifying their certification or recertification is in process.
 - i. If teachers are enrolled in an Arizona State Board-authorized alternative path to certification program, or an Arizona State Board-approved teacher preparation program, they should have an "Alternative Teaching certificate". The Alternative Teaching certificate is valid for two years and may be extended yearly for no more than two consecutive years. The

certificate entitles the holder to enter into a teaching contract while completing the requirements for an Arizona Standard Professional teaching certificate. The candidate shall be enrolled in an Arizona State Board-authorized alternative path to the certification program, or an Arizona State Board-approved teacher preparation program. An individual is not eligible to hold the Alternative Teaching certificate more than once in five years. Requirements may be subject to change and are fully referenced in the Arizona Revised Statutes and Administrative Code R7-2-601, R7-2-607, and R7-2-614 (E).

- c. All teachers, regardless of subject matter taught, are required to achieve and maintain a Level I Ministry Certification within three (3) years of their employment. [School Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#)
- d. Promote the Catholic identity of the school.
- e. Maintain professionalism in deportment, appearance, dress, and lifestyle (Appendix p. B-4). [Employee Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#)
- f. Be familiar with the document, *Role of the Teacher*. (Appendix B-28 - *Role of the Teacher*)
- g. Teachers are expected to be familiar with and adhere to the requirements set forth under his or her respective Job Description (Appendix B-29).
- h. All who teach religion must be Catholic.
- i. Anyone working with students, (including Title I tutors, substitutes, etc.) must obtain appropriate levels of clearance. (Arizona Department of Public Safety - [AZ Department of Public Safety](#)) and complete CMG Mandatory Safe Environment Training and Background Check.

2.2.3 Theology/Campus Ministers

The State of Arizona does not certify religion/theology teachers. Catholic high school theology teachers and campus ministers must be a practicing Catholic and should have at least the equivalent of a bachelor's degree in theology from an accredited Catholic college or university, and/or have obtained Lay Ecclesial Ministry Certification. Teachers who have completed a religious studies or similar degree from a non-Catholic college or university will be considered and counseled on an individual basis. [School Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#)

2.2.4 Non-Instructional Personnel (Classified, non-exempt) [Employee Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#)

- a. Qualifications for classified, non-instructional personnel will depend upon the position and will be specified in the individual Job Description.
- b. Overtime rate of pay for non-exempt, classified employees will be found in the Human Resources' Employee Handbook Section 5.7.
- c. Each school may consider the implementation of an overtime policy for each location to ensure employees are paid correctly according to current pay policies and practices.
- d. Non-exempt school staff vacation time computation formulas including paid holidays, paid holy days, and paid vacation can be found in the Human Resources' Section 6.2, 6.3 and 6.4.
- e. Maintain professionalism in deportment, appearance, dress, and lifestyle.

2.2.5 Vowed Men and Women Religious

Vowed men and women are hired in a manner mutually agreeable to their individual religious community and the Diocese, parish, and/or school and similar to other employees, must meet per the qualifications listed in corresponding Job Descriptions.

2.2.6 Certification

- a. Principals, assistant principals, and teachers employed by the Catholic schools in the Diocese of Tucson shall hold a current and valid State of Arizona certificate commensurate with their job title. ([AZ Educator Certification](#))
- b. Principals without current administrative certification must submit to the chief administrator or pastor of the school a plan, in writing, **at the time of hire**, for obtaining their certification. Assistant principals and teachers without current certification must submit to their principal a plan, in writing, **at the time of hire** for obtaining their certification. Once the plan is approved, the individual must continue to adhere to the terms of the plan throughout his/her employment until certification is obtained. Failure to adhere to the plan will subject the individual to disciplinary action up to and including termination. Principals should reference The Arizona Department of Education, ([AZ Educator Certification](#)) (for minimum requirements).
- c. Principals, assistant principals, and teachers should achieve and maintain a Level I Ministry Certification within three (3) years of hiring.

2.3. HIRING of SCHOOL PERSONNEL

2.3.1 Applications

Completion of a Diocese of Tucson Application for Employment begins the hiring process. All employment applications are processed through the Diocese of Tucson Application Process. The responsibility for hiring all Catholic school personnel rests with the principal in consultation with the pastor/president. (Employment opportunities can be viewed here: [Employment :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#))

2.3.2 Selection (See Appendix B-52 Checklist for Hiring)

Upon receiving applications for any position, the principal will:

- a. Review the Application for Employment and determine if the applicant meets the minimum qualifications for the position. Determine whether the applicant's qualifications meet applicable state, local and accrediting agency requirements.
- b. If qualified, and a decision is made to interview the applicant, invite the individual to an interview.
- c. For each interview, an Applicant Interview Form is completed to ensure an equitable and consistent hiring practice. The same interview questions should be used for all applicants.
- d. Verify a minimum of three professional references and note in writing the date, time, and responses to reference questions. The reference check documents must be uploaded onto the Paycor/Newton system, as adopted by the school/parish, in order to proceed in the hiring process.
- e. Make a copy, front and back, of the applicant's Arizona DPS card and obtain a DPS Verification Report for file.
- f. Prior to hire, an individual must be issued a CMG clearance certificate through the Diocese of Tucson Department of Human Resources.

2.3.3 School Principals

The responsibility for hiring Catholic school principals in the Diocese of Tucson rests with the Pastor/President. To maintain the status as a Catholic School recognized as such by the Diocese of Tucson, The Pastor/President shall consult with the Superintendent of Catholic Schools of the Diocese of Tucson

to aid in choosing the most qualified person to serve as the school's principal in accordance with the following:

a. Parish School

- i. The pastor, in consultation with the Department of Catholic Schools, forms a search committee and begins the search process per diocesan guidelines. (Appendix B-8 - *Principal Search Process*)
- ii. Final selection of the new principal is determined by the pastor, in consultation with the search committee, superintendent, and the bishop.

b. Non-Parish School

- i. The Department of Catholic Schools provides guidance and additional support per an individual school's governance structure, by request from the school, and/or at the bishop's request.
- ii. The bishop and superintendent should be notified before the final selection is made.

2.3.4 Interim Principals

If a principal resigns or is terminated before the end of the contract year or if the school is unsuccessful in their principal search, the pastor/president or religious community, in consultation with the Superintendent of Catholic Schools and the bishop, will appoint an interim principal to serve as school administrator until the position can be filled permanently. Interim principals should meet the same qualifications and requirements as permanently appointed principals.

2.4. PERSONNEL REGULATIONS

2.4.1 Immunizations

Documentation of Immunity to Measles, Mumps, and Rubella is necessary for employees born on/after January 1, 1957. In general, employees born before January 1, 1957, are considered naturally immune and are not required to provide proof of MMR Immunization.

2.4.2 OSHA Regulations

All schools shall comply with Federal regulations (*Federal Register*, Vol. 56, No.235, title 29, Code of Federal Regulations, Part 1910.1030) regarding blood borne pathogens. ([OSHA](#))

2.4.3 CMG Safe Environment Training, Background Check, and Arizona DPS Fingerprint Clearance

CMG Safe Environment training, background check, and Arizona DPS Fingerprint Clearance is mandatory for all employees who work directly with children in a Catholic school setting. It is the responsibility of the school to verify that all requirements have been fulfilled and verified prior to the first day with students.

- a. Any employee (exempt/non-exempt) new to the Diocese of Tucson must obtain appropriate levels of clearance prior to the first day with students: Valid Arizona DPS Fingerprint Clearance Card, Valid Arizona Teaching Certificate, Completion of the CMG Safe Environment Training and criminal history and background check (Arizona Department of Public Safety - [AZ Department of Public Safety](#))
- b. All schools are responsible for verifying the Arizona DPS Fingerprint Clearance Card each year of employment.
- c. Positions that require a valid and current Arizona DPS Fingerprint Clearance card:
 1. Administrators, Teachers, and Aides

2. Preschool and Before & After School Personnel
 3. Lunch Managers working with the National School Lunch Program
 4. External Student Service Providers
- d. Volunteers who work directly with students must complete the CMG Safe Environment training, be fingerprinted, and undergo a criminal history and background check. ([Call to Protect: Compliance Procedures for Volunteer](#))

2.4.4 Clearance process for External Student Service Providers

“External Student Service Provider” - an individual who provides a service/works directly with students who is not an employee of the school. This includes:

- Title I teachers, tutors, coordinators
- District service providers such as speech therapists
- Counselors, instructional coaches, tutors who are contracted through a third party ~~using EANS funds~~
- Individual student aides for special needs students who are hired by parents/guardians using ESA funds
- Substitute teachers who are paid by a third party agency

NOTE: Substitute teachers who apply directly to the school and are hired as employees are required to apply via the "Substitute" Application, not the External Student Service Provider Application

The process for clearing an **“External Student Service Provider”** will be as follows:

Tutors must be processed by each school at which they will be working. The application to be used is an **internal** application titled **“External Student Service Provider”**. This application has been created specifically for principals to access and send to any individual that will be working with students on campus at any given time who is contracted through a third party. **Principals send the link to the person who is assigned to their school and will be working on their campus with students AND the LEA for the school district/organization that is assigning the person.** All principals will be given access to this **internal** application in Paycor Recruiting/Newton.

Once the **“External Student Service Provider”** has applied via the link, the school will be notified and will then follow the instructions below:

1. **Review the application**—click **"review"**, select **"request review"** and document who has reviewed the application.
2. **OPTIONAL: Phone screen**—This step is optional when clearing an "external student service provider". Click **phone screen**, select **schedule a phone screen** and document who called the applicant for a phone screen, when, what conversation took place, etc.
3. **Interview**—click **interview**, select **schedule an interview** and document who interviewed the applicant face to face, when, what conversation took place, etc. The **"interview"** for a Title I Teacher/Tutor can be a phone call, Zoom meeting or in person meeting. An in-person or Zoom meeting is recommended. It must be documented that the applicant was spoken to or met with personally. Whoever will have met with the applicant, or who will have spoken to the applicant, should be identified in the record; any other relevant information should be documented in the record.

4. **AZ DPS Fingerprint Clearance Card** - the "external student service provider" **must present their AZ DPS Fingerprint Clearance Card to be copied. Copies of the Clearance Card cannot be accepted; only original Clearance Cards will be accepted. A copy of the front and back of the Clearance card must be made and put in the applicant's file. Using the AZ DPS card number, schools must run a verification report on the AZ DPS website:** [Fingerprint Clearance Card | Arizona Department of Public Safety \(azdps.gov\)](#)
5. Upload the copy of the AZ DPS Fingerprint Clearance Card (front and back) AND the AZ DPS verification report. Review the card and report to verify that the card belongs to the applicant and that the card is valid.
6. **Reference checks**— complete a minimum of 3 professional reference checks ([HR-Reference Check Form](#)). Click "offer", select "check references" and document that reference checks have been completed and uploaded into Paycor Recruiting/Newton using the "+Add file" option located in top right corner of applicant screen
7. **Background check**—click "offer", select "request a background check" and document that the school is requesting the CMG instructions be sent to the applicant. **If this applicant has previous clearance with the Diocese of Tucson through another parish/school, when a request of the background check is made, the school will need to notate that the applicant has previously completed CMG through another location so that HR can verify.** If the applicant has not done so already, they will need to be instructed to re-register in CMG (different username, different email-but email is not required so they can leave blank) and choose the new school location as their Site. Once they let the school know they are registered, the school may contact HR so that they can transfer the existing CMG clearance to the applicant profile under the new location.
8. **HR Sends CMG Link to Applicant to complete 3-in-1 Training (Safe Environment Training and Permission to Obtain Information Authorization Form (PTO))**—if the school submitted a background check to be processed by the Diocese, the applicant will receive an email from HR regarding the CMG link and instructions for the applicant to complete the 3-in1-Training (Safe Environment Training and Permission to Obtain Information authorization form). Once this is completed by the applicant, a background check will begin processing.
9. **DOT Clearance Memo**—when the background check is complete, HR will receive the background check reports requested. Once the report(s) are reviewed and all is clear, the school will receive a DOT clearance memo via email with instructions to proceed to the request offer approval step. **PLEASE NOTE:** schools may not proceed to the offer approval step until they have received the DOT clearance memo.
10. **Offer Approval Request**— once the school receives the DOT clearance memo, click "offer" and "request offer approval". Complete the required fields (i.e. job title, clearance exp date (date on DOT clearance memo), start date, etc.) and click **submit**. Since there is no compensation on the part of the school, the school would just enter "0" for that section.
11. **Hire Candidate**—click **hire** and select **candidate hired** in the drop down.

ALL "External Student Service Providers" must have a Clearance Memo on file. If any part of this process is not complete, the applicant will not be cleared.

It is highly recommended that this information is shared with the LEA working with each school as soon as possible in preparation for the start of the new school year, especially if the school will be hosting Title

I Teachers/Tutors throughout the school year. This will ensure that the compliance process is completed prior to their first day with students. (See Appendix B-51 LEA Letter Template for "External student service provider"). **It is the responsibility of the school/administration to make sure this process is followed and completed.**

2.4.5 Employment Eligibility Verification

Employment Eligibility Verification of all personnel must follow the Department of Homeland Security U.S. Citizenship and Immigration Services requirements by filing Form I-9 Employment Eligibility Verification. The process may be completed via the Diocese of Tucson on-boarding process conducted by the Diocese of Tucson Department of Human Resources. [U.S. Employment Verification](#)

2.5 LETTERS OF INTENT, EVALUATIONS, & CONTRACTS

Principals, assistant principals, full-time and part-time certified teachers are all to be employed pursuant to an annual contract.

2.5.1 Principal Letter of Intent & Evaluation

Parish Schools -- The principal should notify the pastor and the Superintendent of Catholic Schools in writing no later than **January 15** regarding availability for employment and their intent to return the following academic year.

Pastors have the option of conducting a Principal Evaluation Survey between **January 1–31** (Appendix B-14):

- **January 1-15:** Window of time to administer the survey to faculty/staff. Upon request, the Department of Catholic Schools can administer the survey on behalf of the Pastor.
- **January 15-31:** Survey results are reviewed and shared with the principal.

The pastor's evaluation of the principal and response to the principal's intent to return is communicated to the principal by **February 28**. This communication should include a meeting where the pastor reviews his evaluation with the principal and indicates whether employment will be tentatively offered for the upcoming school year. If renewal is considered, the pastor should indicate that the renewal is subject to additional review until the end of the current contract. If the pastor is considering non-renewal of the principal, he should consult with the superintendent.

Non-Parish Schools -- Letters of Intent will be offered per an individual school's governance policies.

2.5.2 Principal Contract

Parish Schools -- Principal contracts in the Diocese of Tucson are to be signed, first, by the principal and then the pastor for parish schools. The duration of the principal contract is July 1st to June 30th.

A principal who has been offered a contract should accept the offer by returning the signed contract to the designated school hiring authority no later than ten (10) working days after the offer. Failure to accept the offer in this manner may constitute a rejection of the contract offer. Any extension of the offer date or deadline for acceptance can be made only by mutual consent of pastor/president and the employee.

Non-Parish Schools -- Principal contracts will be signed per an individual school's governance policies.

2.5.3 Teacher Letter of Intent

The principal should distribute a copy of the Teacher Letter of Intent to each teacher by **January 15**, which should be completed and submitted to the principal no later than **February 1st**, indicating the teacher's availability and interest in returning for employment the following school year. (Appendix B-42: *Letter of Intent*) The principal should notify each teacher no later than **May 1st** whether employment will be tentatively offered. The principal should indicate that the renewal is subject to additional review until the end of the current contract.

2.5.4 Teacher Contract

Parish Schools -- Contracts for certified teaching staff should be signed first by the teacher, then the principal, and finally by the pastor, no later than **May 15th** after parish budget approval. (Appendix B-53) A teacher who has been offered a contract should accept the offer by returning the signed contract to the designated school hiring authority no later than ten (10) working days after the offer. Failure to accept the offer in this manner may constitute a rejection of the contract offer. Any extension of the offer date or deadline for acceptance can be made only by mutual consent of principal, pastor, and the employee.

Non-Parish Schools -- Contracts for the certified teaching staff are to be signed as per an individual school's governance policies.

2.5.5 Distribution of Contracts

- a. The original copy of the contract, along with a signed Job Description, will be maintained in the school files.
- b. A second copy, along with a signed Job Description, will be given to the employee.
- c. A third copy, along with a signed Job Description, will be sent to the Diocese of Tucson Human Resources Department for schools utilizing in the diocesan payroll system.

2.5.6 Termination of Contract

An employee's contract may be terminated by the school for cause. Cause for termination includes, but is not limited to the following*:

- a. Serious violation of Church law that results in public scandal
- b. Substance abuse
- c. Unprofessional conduct
- d. Inadequacy in carrying out responsibilities
- e. Insubordination or lack of cooperation
- f. Information withheld relating to employment
- g. Other unacceptable conduct that demonstrates the employee is not fit for the position
- h. Other circumstances as indicated in the teacher's contract or Memorandum of Employment in the case of non-exempt personnel.

***Documentation is required for all termination of contracts. The extent of documentation will be determined on a case-by-case basis.**

Parish Schools -- The decision to prematurely terminate a teacher or an assistant principal should be made by the principal only after consultation with the Superintendent of Catholic schools, Human Resources, and the pastor. The termination should be "for cause" and requires a written notice to the teacher or assistant principal, and a copy of this notice must be sent immediately to the Department of Catholic Schools.

Note: “For cause” can be defined as failure to comply with the person’s assigned responsibilities or a violation of personnel or other guidelines.

The decision to terminate the contract of a principal shall be made by the pastor after consultation with the Superintendent of Catholic schools and Human Resources.

Non-Parish Schools -- The decision to terminate a teacher, assistant principal or principal should follow procedures determined by the individual school’s governance policies.

In either parish or non-parish schools, a teacher, assistant principal, or principal whose contract is terminated may initiate the grievance procedure as outlined in Policy 2.9- Conflict Resolution and Grievance Procedure, as adopted by a parish or a non-parish governing body.

2.5.7 Breaking Contract

An employee who has signed a contract with a Catholic school in the Diocese of Tucson may not terminate employment during the term of the contract except by mutual written agreement between the employee and the school administration. The reason that the employee did not complete the contract will be recorded. If the individual cannot provide a sound reason for prematurely breaking a contract or does so without mutual approval, it can be cause for the disqualification of the individual from further employment within the organization. Schools may utilize the following clause in teacher contracts (per Teacher Contract rev. 6-3-22:

Except for death or a debilitating injury or illness, if the Teacher fails to perform his/her duties under this contract by unilaterally refusing or failing to teach the class for which he or she was hired, without prior Parish/School approval, such failure of performance shall constitute a default hereunder by the Teacher. If a default by the Teacher should occur, the Teacher and the Parish/School agree that it would be impractical and extremely difficult to fix the monetary damages which the Parish/School may suffer. Therefore, the Teacher and the Parish/School hereby agree that a reasonable estimate of the total net detriment that the Parish/School would suffer in the event the Teacher defaults shall constitute liquidated damages in the amount of Two Thousand Dollars (\$2,000.00). The Teacher hereby agrees that he or she shall pay to the Parish/School, not as a forfeiture or penalty, but rather as liquidated damages in the sum of Two Thousand Dollars (\$2,000.00) to cover damages that the Parish/School will incur in an effort to replace the Teacher on the Parish/School teaching staff. Said sum may be paid to the Parish/School in a lump sum, or in four periodic monthly payments, without interest if paid timely, following the Teacher’s default and unilateral termination of his/her teaching contract.

2.5.8 Contract Renewal

It is recommended that tenure not be adopted in any school in the Diocese of Tucson. Schools should be under no obligation to offer a continuing contract to any person employed in the school. Contracts for principals and teachers are renewed annually based on parish/school administrative discretion.

2.5.9 Memorandum of Employment

A *Memorandum of Employment* must be completed for all non-contracted personnel. Forms for regular employment, part-time employment, temporary employment, and on-call employment can be found in

the Personnel Policy Guidelines and Procedures Manual, as adopted by a parish or a non-parish governing body. Degreed, non-certified teachers who meet the minimum salary threshold should be given a Memorandum of Employment – Teacher (Appendix B-59).

Compensation for such personnel should be in accordance with Diocese of Tucson recommended pay guidelines. However, in all cases, the amount paid is at the discretion of the principal and pastor, or non-parish school administrator in conformity with minimum wage law.

2.5.10 Probation

All newly hired certified teachers should be offered a New Teacher Contract and will serve an initial probationary period of one (1) academic school year and abide by guidelines in the Employee Handbook [Employee Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#) as adopted by a parish or a non-parish governing body.

All newly hired non-certified teachers and classified personnel will serve an initial probationary period of ninety (90) days and abide by guidelines in the Employee Handbook [Employee Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#).

2.6 PERSONNEL RECORDS

2.6.1 Diocesan Records

Schools enrolled in the diocesan payroll system send the following records to the Department of Human Resources:

- a. One signed copy of each principal and teacher employment contract, along with the corresponding job description, at the time of signing.
- b. One copy of the notice of termination of any teacher within five (5) days of signing by the principal.
- c. An original copy of the Employee Status Change Form (ESCF) to indicate any changes in the status, position, or pay of the individual.

2.6.2 Local School Records

Relevant information should also be kept for all staff including if an employee alerts their supervisor that they are under investigation by law enforcement for anything other than a traffic violation. The following information should be kept in the school office for each principal and teacher:

- a. Application
- b. Transcripts of all college credits (undergraduate and graduate)
- c. Arizona teaching and/or administrative certificates
- d. Record of professional growth (Appendix B-75 - *Professional Growth Summary*)
- e. Diocesan Ministry Certification
- f. Yearly evaluations
- g. Employment contracts or Memorandum of Employment
- h. Employment Eligibility Verification
- i. Proof of Immunizations
- j. A record of absences
- k. Fingerprinting documentation, copy of DPS card and annual verification reports.
- l. References verification documentation
- m. Harassment statement (Appendix B-3: *Harassment Statement*)

2.7 COMPENSATION GUIDELINES

2.7.1 Administrator/Teacher Salary

- a. In parish schools, the principal and pastor shall determine lay personnel salaries based on the recommended Diocesan Salary Scale. Non-parish schools shall determine personnel salaries per the individual school's governance policies.
- b. The Department of Catholic Schools annually provides recommended salary scales for principals and teachers. The amounts shown on the recommended Diocesan Salary Scales are annual contract salaries for full-time certified personnel.
- c. New teachers entering employment should ordinarily begin on the first step of their classification. Further advancement should be governed by the provisions below:
 - i. Classification on the salary scale is based upon earned collegiate degrees and regular semester credits earned over and above degree requirements in fully accredited colleges and universities.
 - Credits earned elsewhere will be accepted only on written approval of the principal in each school.
 - All Continuing Education Units (CEUs) should be approved by the Superintendent's office.
 - Fifteen (15) CEUs equal one college credit.
 - ii. Classifications on the salary scale are determined annually based on substantiated credits earned prior to the signing of the contract. Any credits earned after signing the contract count toward salary classification for the following academic year.
 - iii. Transcripts of credits earned should be filed with the principal immediately upon completion. These shall be filed with the permanent academic record of the teacher.
 - iv. A teacher who has accumulated the necessary additional semester credits will be advanced to the next column in the following academic school year.
- d. The annual salary for principals should follow the minimum diocesan recommended salary schedule.
- e. The annual salary for full-time assistant principals should be 87% of the recommended principal salary.
- f. Salaries for principals, assistant principals, and teachers hired after the beginning date of the contract shall be prorated based on the remaining number of contract days left in the school year of which they will be working.
- g. Stipends or salaries for religious should be negotiated between the respective religious community and the pastor/principal. Stipends for religious may include compensation for participation in health programs of the individual religious order or the Diocesan Health Insurance Plan, as adopted by a parish or a non-parish governing body.
- h. If an employee transfers from one work site that has adopted the Diocesan Health Insurance Plan to another work site which also has adopted the Diocesan Health Insurance Plan, the two work site entities should consult with Human Resources and take such action as is appropriate to ensure continuation of the employee's insurance coverage to protect the continuing insurance coverage for the transferring employee.

2.7.2 Benefits

2.7.2.1 Certified Personnel

All employees who are employed for at least thirty (30) hours per week are eligible for diocesan health insurance, life insurance, disability insurance, dental insurance, and the tax-deferred 403(b) retirement plan subject to the terms and conditions of each respective plan.

Benefits shall be allowed as prescribed by the diocesan Department of Human Resources, [Employee Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](http://diocesetucson.org)

Benefits eligibility and enrollment for principals, assistant principals, and full-time teachers who work thirty (30) hours or more per week include, but are not limited to the following:

- Health insurance eligibility and enrollment is effective the first of the month following thirty (30) days of employment.
- Life insurance and the voluntary dental plan eligibility and enrollment is effective the first day of the month after ninety (90) days from the beginning date of employment as stated in the Contract of Employment.
- Eligibility for the Long-Term Disability Insurance is two (2) years from the date of hire.
- Are eligible for enrollment in the tax-deferred 403(b): A voluntary, tax-deferred retirement program offered through Mutual of America. It allows employees to put pretax earnings for additional retirement money. When an employee completes two years of continuous service at twenty (20) hours or more per week the employer will include a match contribution in the calendar year. Enrollment is available anytime during employment.
- Teachers terminating before the end of their contract period will be covered until the last day of the month in which they terminate. For those teachers whose contract terminates at the end of the contract period, coverage will continue until June 30th.
- Teachers who continue at the same school from one academic year to the next shall have no interruption in their benefit coverage (i.e., health, life, and if applicable, dental insurance). Teachers transferring from one Catholic school in the diocese to another should have no break in their benefit coverage. The school from which the teacher is leaving shall, upon confirmation of a signed contract for the following academic year, continue benefit payments through June 30th. In such cases, the school issuing the new contract shall begin benefit payments on July 1st.

2.7.2.2 Classified Personnel

All classified, non-exempt personnel who are employed at least thirty (30) hours per week shall be eligible for diocesan health insurance, life insurance, disability insurance, dental insurance, and the tax-deferred 403(b) retirement plan, subject to the terms and conditions of each respective plan. For classified personnel who are employed fewer than thirty (30) hours per week, refer to the Employee Handbook.

Benefits shall be allowed as described in the diocesan Employee Handbook *School Policies and Procedures*, the Employee Handbook, and any revisions thereof as made and approved by the Bishop of the Diocese of Tucson. Benefits eligibility and enrollment for full-time classified personnel who work thirty (30) hours or more per week currently include, but are not limited to the following:

- a. Newly Hired classified employees will complete a 90-day probationary period. Once completed, the employee will be eligible and enrolled in the Diocese of Tucson health insurance, life insurance, and if desired, a voluntary dental plan effective the first of the month following the 90 days.
- b. Employees who Terminate their employment before the end of the academic year will be covered by the health insurance, life insurance, and if applicable, the dental plan until the last day of the month in which they terminate.
- b. Eligibility for the Long-Term Disability Insurance is two (2) years from the date of hire.
- c. Are eligible for enrollment in the tax-deferred 403(b): A voluntary, tax-deferred retirement program offered through Mutual of America. It allows employees to put pretax earnings for additional retirement money. When an employee completes two years of continuous service at twenty (20) hours or more per week the employer will include a match contribution in the calendar year. Enrollment is available anytime during employment.

Part-Time Personnel: Refer to the Employee Handbook

Administration must follow the vacation guidelines for classified personnel who are employed twenty (20) or more hours per week as well as the holiday and holy day schedule (Paid Vacation, Section 6.4, Employee Handbook)

2.7.3 Leave of Absence

Leave of Absence, except sick leave, is granted with the proper prior approval of the supervisor and may be granted with or without pay. Except for sick leave, dates of departure and return for requested leave of absence must be approved by the principal prior to taking leave. If it is the principal requesting the leave, approval must be obtained from the pastor/president. Failure to abide by the terms of the leave may result in termination. The *Leave of Absence Application* form can be found in the Employee Handbook.

Information on the Leave of Absence listed below can be found in the Employee Handbook.

- Bereavement/Emergency Leave.
- Jury/Witness Duty, Voting, Court Appearances and Legal Matters.
- New Child Leave
- Family and Medical Leave.
- Military Leave

An employee on Leave of Absence without pay will not accrue sick, vacation leave, nor retirement during the leave of absence. Health, dental, and life insurance benefits will continue until the next re-enrollment date for the plan.

a. Paid Sick Leave

The Diocese of Tucson offers two separate paid sick leave programs. The first program is the AZ Paid Sick Leave, (AZSICK), in accordance with Arizona Law, which covers all employees regardless of status or hours. The second program is the Diocese of Tucson Sick Leave, (DOTSICK), which provides additional paid sick time for lay employees hired with scheduled hours of 20 hours or more. The borrowing of sick leave between employees is not permitted. Employees do not receive sick leave during leaves of absences without worked hours. Sick leave is not transferred when an

employee resigns from one Diocese of Tucson Affiliated Organization and then is hired by another organization.

b. **Personal Leave with Pay**

Certified Teachers on a contract are granted two (2) days per year of administrative leave with pay to conduct personal business. These days must have advance approval of the principal. The day before and after a holiday and the first and last day of school should not be used for personal leave. Additional personal days will be deducted from the teacher's salary. Personal Leave is not accrued.

c. **Professional Leave with Pay**

The principal may grant permission to assistant principals and teachers to attend educational meetings, workshops, conventions, or to observe the educational programs of other schools without loss of pay or benefits. The pastor or president may similarly grant permission to the principal to attend educational meetings, workshops, conventions, or to observe the educational programs of other schools without loss of pay or benefits.

2.7.4 Professional Development

- a. Each principal and assistant principal will plan and engage in programs of religious and professional development.
- b. Each teacher, full-time or part-time, will plan and engage in programs of religious and professional development. The teacher and principal will review the teacher's professional growth plan as part of the annual teacher evaluation process.

2.7.5 In-Services

- a. Principals shall attend all administrator meetings and in-services scheduled by the Department of Catholic Schools.
- b. Each principal must provide opportunities for the professional development and faith formation of their faculty.

2.8 PROFESSIONAL CONDUCT

Administrators, teachers, and staff in a Catholic school have been placed in a position of trust and are expected to maintain professional relationships with their students both in and out of school, including vacation periods. By virtue of their position in the community, administrators and teachers have an obligation to maintain professional decorum at all times. In addition, as indicated in the job description, an employee is expected to abide by Catholic morals and principles and demonstrate adherence to Catholic teaching.

2.8.1 Professional Behavior

- a. Administrators, teachers, and staff shall not cause or allow any practice, activity, decision, or circumstance which:
 - Violates the educational tradition, teachings, and mission of the Diocese of Tucson.
 - Violates Canon Law of the Roman Catholic Church or the Diocese of Tucson Code of Conduct.
 - Is unlawful or imprudent.
 - Is in violation of commonly accepted business and professional ethics.

- b. All gatherings, whether in or out of school, where school personnel are present with students, are considered occasions that call for professional behavior:
- Administrators, teachers, or staff shall not entertain students in their homes.
 - All social activities with students or groups of students organized by school staff are to be conducted on school premises unless otherwise directed by the principal.
 - Administrators, teachers, or staff must not date students.
 - School personnel shall not meet with students other than on school premises.
 - School personnel shall not provide their personal email address, cell phone number, social media or gaming handles to students and shall not communicate with students using such social media platforms.
 - Use of alcohol, cigarettes, tobacco products or other controlled substances by school personnel in the presence of students is forbidden during working hours and during school-sponsored activities.
 - School staff must be prudent in the consumption of alcoholic beverages at school functions, (e.g. fundraisers, picnics, auctions), so as not to impair judgment or violate any law regarding operating vehicles or machinery.
 - School staff are to dress professionally, appropriately, and modestly on all occasions involving students.
- c. Administrators, teachers, and staff shall not cause or allow conditions, activities, or decisions that endanger or adversely affect the school's public image or credibility, particularly in ways that would hinder the accomplishment of its mission.

2.8.2 Alcohol/Substance Abuse

Schools in the Diocese of Tucson and Affiliated Church Organizations are committed to maintaining a safe and healthy work environment which enhances the welfare and security of its employees. A drug/alcohol-free workplace that prohibits the unlawful manufacture, distribution, sale, purchase, possession, impaired influence, or use of a controlled substance during working hours is a mandatory condition for providing a safe environment for employees. "Controlled substance" refers to narcotics or any other mind-altering substances, including any other substance prohibited by law. Any person accepting or continuing employment with the schools of the Diocese of Tucson, and Affiliated Church Organizations gives consent to the testing set forth in this policy guideline and procedures. The comprehensive procedures for implementing this policy can be found in Section 9.4 of the Employee Handbook.

School staff must be prudent in the consumption of alcoholic beverages at school functions, (e.g. fundraisers, picnics, auctions), so as not to impair judgment or violate any law regarding operating vehicles or machinery.

2.8.5 Accusation of Child Abuse and/or Neglect by an Employee

Police must be called if an employee is accused of abuse and/or neglect. If the incident warrants further investigation, the employee is suspended with pay pending the outcome of the police investigation. The Superintendent of Catholic Schools, Department of Human Resources, and the Director of the Office of Child, Adolescent and Adult Protection shall be notified immediately (see Policy 3.7 Mandatory Reporting Process).

2.9 PERFORMANCE MANAGEMENT

2.9.1 Principals

Principals should be evaluated annually by the pastor/president with support from the Superintendent of Catholic Schools. Boards of limited jurisdiction evaluate the president who evaluates the principal. If there is no president, the board of limited jurisdiction evaluates the principal. (Appendix B-14: *Principal Evaluation Tool*) The evaluation process for a principal is to be completed annually before issuing a new contract. It is recommended that a survey be utilized as part of a comprehensive evaluation for new principals and every three years thereafter (See Appendix B-19: *Principal Evaluation Survey Questions*):

- **January 1-31:** If a survey is going to be administered, this is the window of time to do so.
 - The Principal Evaluation must be signed by the principal, proceeded by the pastor/president, and then placed in the employee's personnel file. A copy must be given to the principal.
 - Copies of annual evaluations should be submitted for review by the Superintendent or designee.
 - **January 15-31:** Survey results reviewed and shared with the principal.
- **February 28:** Principal's evaluation is completed; Pastor meets with principal to review the evaluation; Pastor's response to principal's intent to return is communicated to the principal.

2.9.2 Assistant Principals

Assistant Principals should be evaluated by the principal, using the Assistant Principal Evaluation tool and the Principal's Evaluation of the Teacher, as related to their job duties. (Appendix B-23: *Assistant Principal Evaluation Tool*; B-33: *Principal's Evaluation of the Teacher*)

- All newly hired assistant principals will serve an initial probationary period of one school year.
- The evaluation process for first-year assistant principals is to be completed by the following dates:
 - First semester by December 1st
 - Second semester by April 15th
- The evaluation process for assistant principals who have been in the position for one or more years in their present school is to be completed by April 15th.
- The Assistant Principal Evaluation must first be signed by the assistant principal, followed by the principal, then placed in the employee's personnel file. A copy must be given to the assistant principal.
- Copies of the annual evaluations should be available for review by the superintendent or designee.

2.9.3 Teachers

The Performance Management Process supports principals in their job as instructional leader.

- All newly hired certified teachers will be issued a New Teacher Contract and serve an initial probationary period of one school year.
- Classroom Walkthrough Observations of Teaching & Learning and Formal Observations will provide necessary documentation for the evaluation process, (B-32: *Performance Management Process Overview*)
- The evaluation process for first-year teachers is to be completed by the following dates:

- First semester by December 1st
- Second semester by April 15th
- The evaluation process for teachers who have taught one or more years in their present school is to be completed by April 15th.
- The Teacher Evaluation must first be signed by the teacher, then the principal, and placed in the employee's personnel file. A copy must be given to the teacher, (Appendix B-33: *Principal's Evaluation of the Teacher*)
- Copies of annual teacher evaluations should be available for review by the superintendent or designee.

2.9.4 Classified Personnel

Classified personnel are evaluated by their immediate supervisor. Newly hired classified personnel will serve a probationary period of at least 90 calendar days. A sample of an evaluation form can be found in the Diocesan HR Management Web page: [Management Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](http://ManagementResources::DioceseofTucson::Tucson,AZ(diocesetucson.org))

2.9.5 Substitute Teachers

Substitute teachers are evaluated by the teacher for which they substituted as well as the principal or designee.

- The evaluation process for substitute teachers should be completed prior to a substitute being contracted a second time. (Appendix B-49: *Substitute Evaluation Form*)

2.9 CONFLICT RESOLUTION AND GRIEVANCE PROCEDURE

When a conflict arises in the workplace, every effort should be made to arrive at a good-faith resolution of the conflict by open, honest, and sincere discussion. If the conflict cannot be resolved by the parties involved, the Conflict Resolution and Grievance Procedure in Section 4.4 and 4.5 of the Employee Handbook shall be employed.

All regular employees who have successfully completed their probationary period are covered under this policy guideline.

2.9.1 Limitations

- a. A formal grievance may be filed only by full-time and part-time employees.
- b. With the exception of discrimination, probationary employees may not file a grievance.
- c. Employees may not be terminated while a grievance is under review. They may be suspended, with pay, until a decision on the grievance is rendered if their continued presence would be detrimental to them and/or the operation of the school.
- d. If the grievance is filed after dismissal, or because of a dismissal notice, the individual will remain terminated during the grievance process, without pay, until a decision on the grievance is rendered.

2.10 VOLUNTEERS

Each school shall develop a policy regarding the use of volunteers that includes:

- a. Completion of the [Application for Ministry & Volunteer Service](#) form via Paycor/Newton automated system.
- b. Consulting with the School Compliance Officer regarding current diocesan Safe Environment requirements. ([Call to Protect](#),)
 - Checking of references
 - Screening to determine that the person is an appropriate volunteer through an interview and/or reference checks.
 - CMG Safe Environment training and a criminal history and background check according to diocesan guidelines.
- c. Minimal orientation and training in:

<ul style="list-style-type: none"> • Confidentiality • Discipline policy • Student supervision • Safety procedures • Classroom procedures • Health office guidelines 	<ul style="list-style-type: none"> • First aid procedures, if applicable • OSHA regulations • Child Safety Plan • Crisis Response Plan • Mandatory Reporting Law
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Information on management of volunteers can be found in the Insurance Advisory Guidelines. (*Diocese of Tucson Risk Management Manual- [Property and Insurance](#)*)

STUDENTS

3.1 ADMISSION

The Diocese of Tucson expects all Catholic schools to operate in a manner that makes their program available, accessible, and affordable to all students whose parents/guardians desire a Catholic education for their children. Because every Catholic child should receive religious instruction and formation in the Catholic faith, preference should be given to Catholic students. Students should not be refused admission to Catholic schools based on gender, race, color, or ethnic origin.

- a. Qualifying students and their parents/guardians should be welcomed to any Catholic school community provided they agree to support the school's mission and philosophy.
- b. Enrolled families should be required to agree to abide by the educational policies and regulations of the School Parent/Student Handbook.
- c. Catholic and non-Catholic students should be required to participate in religion classes and attend school-sponsored religious events and celebrations to include celebration of the Mass.
- d. Students with special needs may be admitted if the school can reasonably accommodate the student's needs consistent with the school environment and resources available under the following suggested conditions:
 - Parents/guardians must provide any pertinent information regarding the special needs of their child/ren, to include IEP or 504 documentation.
 - Individual assessments of the student should be conducted by the school.
 - Any previous assessments conducted should be reviewed.
 - School records should be reviewed.

- School administration should consult with appropriate school faculty regarding possible placement.
 - Prior to admission, a Letter of Understanding should be provided to the parents/guardians by the school (Appendix C-2: *Letter of Understanding*)
- e. A student entering school who is not fluent in English should not be denied admission based solely on limited English language proficiency. However, appropriate assessment of the child's academic and language proficiency levels should be determined.
- f. Per ARS 15-821, a student entering kindergarten must be five (5) years of age prior to September 1 of the current school year. A student entering the first grade must be six (6) years of age prior to September 1 of the current school year. However, schools may admit children who have not reached the required age if it is determined to be in the best interest of the child, based on an overall evaluation of the child, provided the child reaches the required age by January 1 of the current school year.
- g. Parents who wish to enroll their children in special programs outside the school campus (academic or otherwise) during the school day may be allowed to do so only after consultation with the principal. Such requests should be considered on a case-by-case basis by the school leadership.
- h. Each Catholic school in the Diocese has the right to set its own admission criteria. The admission criteria for each school should be made public and clearly stated in the local parent/student handbook and family admissions contract. These criteria should include:
- Admission and placement guidelines
 - Tuition and fees based on the schools' cost to educate
 - A signed Family Commitment regarding tuition and fees
 - a. Students should not be penalized if parents/guardians fail to meet their financial commitment. These situations should be handled directly with parents/guardians.
 - A signed FREE AND REDUCED PRICE SCHOOL MEALS FAMILY APPLICATION (USDA Food and Nutrition Service, [Applying for Free and Reduced Price School Meals | Food and Nutrition Service \(usda.gov\)](#)) or a signed Tuition Management application that provides the same financial information of which a Free and Reduced Meals Application provides
 - Completed applications for tax credit scholarships or an Empowerment Scholarship Account
- i. If the student is transferring from another Catholic school, the registration should not be finalized, and the student should not be formally admitted, until all previous school records have been received and reviewed. The school to which the student is transferring should request the transfer of records.
- j. When a student transfers from one Catholic school to another, the principal should consult with the previous Catholic school administration regarding whether the student has a record of behavioral infractions and to ensure that all financial obligations were met prior to accepting the enrollment. (Appendix C-24: *Request for Transfer of Student Records*)
- k. Per ARS 15-802:
- On enrollment of a pupil for the first time in a private school, that school shall notify the person enrolling the pupil in writing that within thirty days the person must provide proof of identity and age, e.g., birth certificate.
 - When parents/guardians enroll their child for the first time in a private school, that parent/guardian must submit to their local County School Superintendent's Office both a certified copy of their child's birth certificate (which will be returned to the parent/guardian)

- and a notarized Affidavit of Intent for Private School. (Appendix C-25: Sample *Pima County Affidavit*)
- Within five school days after enrolling a transfer pupil from a private school or another school district, a school shall request directly from the pupil's previous school a certified copy of the pupil's record. The requesting school shall exercise due diligence in obtaining the copy of the record requested. **Notwithstanding any financial debt owed by the pupil, any school requested to forward a copy of a transferring pupil's record to the new school shall comply and forward the record within ten school days after receipt of the request unless the record has been flagged pursuant to section 15-829.** If the record has been flagged, the requested school shall not forward the copy and shall notify the local law enforcement agency of the request. ([Private Schools in Pima County](#))

3.2 OFFICIAL STUDENT RECORDS

Catholic schools should use and maintain the official, required record forms as designated by the Diocese of Tucson Department of Catholic Schools. (Appendix C-27: *Request for Student Record Documents*)

- Permanent Records* – Complete and accurate records must be kept for each student permanently.
 - *Cumulative Records*—with personal information and standardized test results.
 - *Permanent Record Card*—with academic transcript; attendance record; and behavioral records related to a Catholic Accommodation Plan, suspension, or expulsion.
 - *Arizona Student Immunization Record (ASIR)*—every student attending an Arizona school must have a complete and up to date ASIR on file. This record is to become a part of the student's permanent cumulative school record (ARS 15- 874). If a student transfers to another school, the school from which the student is transferring should make a copy of the ASIR, file the copy in the permanent cumulative file, and send the original to the next school. Parent permission is not required to send the ASIR.
 - *Catholic Accommodation Plan (CAP)*, developed in consultation with parents/guardians, school personnel, and the public school district, (replaces an IEP, ISP and/or 504).
- Student Health Record* – Every student is to have a *Student Health Record* which is to be kept active and up to date. Written permission from the parent/guardian is required to transfer health record information to another school. When doing so, the original health record should be maintained, and a copy sent to the new school. Student Health Records are to be kept and stored until the student reaches 21 years of age, at which time such records may be destroyed by shredding.
- Transfer of Official Records* – *The Family Educational Rights and Privacy Act (FERPA)* protects the privacy of student education records. The State of Arizona abides by this law (ARS 15-141). While not required by FERPA, schools should get written authorization from a parent/guardian or eligible student stating that they specifically request the release of a student's education record to other schools. (Appendix C-24: *Request for Transfer of Student Records*)
 - A school should release a copy of the official records to another school in which the student intends to enroll. The only original record which should be sent is the *AZ Student Immunization Record (ASIR)*. Official records should **not** be given to the student or parents/guardian; they should be sent to the receiving school. A record of the date and reason for the records transfer should be entered on the *Cumulative Record*.

d. *Access to Student Records* – Administrators must ensure privacy of official student records.

- No personal information concerning a student should be shared with anyone without authorization from the parents/guardians or unless authorized by FERPA.
- Sharing personal student information is permitted only when there is a legitimate educational purpose in the information that is to be shared. Access to official school records should be made available to diocesan school officials, teachers, clerical staff, and other persons who have legitimate educational purposes.
- Parents/guardians, as the primary educators, have the right to inspect and review the official records of their child in the presence of school personnel. Parents/guardians should be given an opportunity to be heard regarding the content of their child's records to ensure that the records are accurate. Parents/guardians should be given an opportunity to provide a written, dated statement regarding the content of their child's records. Any such statement should be included in the student's cumulative file. Documentation that notates viewing of a student's record, along with the names of the viewing parties, their relation to the student, and the dates of such viewings should be kept in the student's cumulative file. (*Appendix C-22 Review of Student Records*)
- Custodial parents and court-appointed guardians should be recognized by the school as the primary decision makers for their children. The burden is on the parents/guardians to provide the school with orders issued by a court of competent jurisdiction pertaining to custody and educational decisions. It is the responsibility of the students' parents/guardians to see to it that the school has copies on file of currently operative court orders that pertain to the student(s).
- A parent not having custody of a child, but having the right of visitation, has a right commensurate with the parent having custody to examine the school records of the child in the presence of school personnel, unless restricted by court order. **Per ARS25-403, both parents are entitled to access a child's education and school records, and their visitation rights have no bearing on this entitlement, unless otherwise stipulated by a Court order or other legal restriction pertinent to the family situation.** In order to establish visitation rights, the custodial parent shall provide a notarized copy of the most recent and currently operative court order.
- Students in foster homes may have been placed in a school by court order and frequently are supervised by a child placement agency. The administration should consult with the child placement agency regarding a parent's request for and legal right to view or receive a child's education information from the school.
- When a subpoena requesting student records is served upon a school, the school should respond to the subpoena in accordance with any instructions that have been served with the subpoena. Should a school be uncertain in how it should respond to the subpoena, the school should contact diocesan counsel, or counsel of the school's own choice, to determine how best to proceed under the circumstances. The person who takes charge of the records upon receipt of a subpoena should be designated as a registrar and may be called as a witness. A lawyer must also have a subpoena to be allowed access to records or to obtain information from the designated registrar. The Department of Catholic Schools should be consulted before any information is given.

- Unless a subpoena requesting testimony is served, school staff should NOT voluntarily testify for any parent/guardian.
- e. *Release of Student Directory Information* – Before printing student directories, written or electronic permission for publication of this information must be secured from parents/guardians. Names and addresses of students should not be made available to anyone outside the school community.
- **The Local Educational Agency (LEA) should not require that private school officials give the names of low-income families for purposes of calculating Title I allocations.**
 - *To obtain the number of private school children from low-income families, an LEA may use a survey to obtain poverty data comparable to those used for public school students. To the extent possible, the survey must protect the identity of families of private school students. The only information necessary for an LEA to collect in such a survey of private school children is:*
 - **geographic information verifying residence in a participating public school attendance area; and**
 - **grade level of each child; and**
 - **income level of parents.**
 - Written or electronic permission from parents/guardian is required before a student's name or likeness can be used for any promotional purposes, including social media, marketing, or other public purpose.

3.3 ARCHIVING RECORDS

The Diocese of Tucson makes the use of an archive facility available to parish schools for the retention and safekeeping of student education records.

- a. Records can be sent to Archives only ten (10) years after a student has left/graduated from the school unless the school closes.
- b. Records listed below are the **only** records which should be sent to Archives for permanent storage:
 - *Cumulative Records*—with personal information and standardized test results, and Catholic Accommodation Plan documents if applicable.
 - *Permanent Record Card*—with academic transcript and attendance.
 - *Arizona Student Immunization Record*
- c. Records should be sent to Archives in alphabetical order by the last year of attendance.
- d. A list of names of the records being transferred to Archives must be sent digitally to the Archivist. This may be in the form of an Excel spreadsheet.
- e. Arrangements must be made between the school and Archivist for the school to deliver the records to Archives.
- f. Catholic schools using Ren Web as their SIS can also archive report cards/transcripts annually. Steps on how to do this can be found at [FACTS Management End-Of-Year Progression](#).
- g. Student Health Records **are not** to be sent to Archives. If records have not been transferred to another school and the student no longer attends, the records should be stored by birth year of the student and destroyed by shredding after the 21st birthdate.

3.4 ATTENDANCE

Arizona law provides for compulsory school attendance of all children between the ages of six (6) and sixteen (16) years (A.R.S. 15-802). The responsibility for compliance with this law belongs to the parents or the person who has custody of the child. By Arizona law:

- a. The school must make reasonable effort to contact parents *within two hours* of the first class in which the pupil is absent, in the event that parents have not informed the school of the absence.
- b. A parent/guardian is required to give an explanation for absences and tardiness.
- c. Excessive absences (*10% of the number of required attendance days*) may be cause for retention or withholding credit. Retention determination should be handled on a case-by-case basis. The parent/student handbook should contain a specific statement on this policy. (A.R.S. 15-803)
- d. A student who is considered to be a habitual truant may be subject to dismissal or adjudication. "Habitual truant" as defined by state law means a child who is truant (unexcused absences) for at least 5 school days within a school year. (A.R.S. 15-803 C)
- e. Excessive tardiness may be cause for retention or withholding credit. The parent/student handbook should contain an excessive or unexcused tardy policy.
- f. A student who is not enrolled in a Catholic school should not be allowed to participate in extra-curricular activities provided by a Catholic school.
- g. The school is obliged to keep an accurate record of daily attendance for each student. This record is kept in the student's *Permanent Record*.
- h. School attendance registers are legal documents; therefore, teachers and/or school personnel are to keep an accurate record of daily attendance through their school information system.

3.5 SUPERVISION of STUDENTS

Students must be supervised by an assigned adult at all times during the regularly scheduled school day, on school-sponsored field trips, during school sponsored activities, and at any other school-sponsored events. Any adult who is supervising students should be cleared through the diocesan Safe Environment compliance protocol. ([Call to Protect](#))

- a. It is the responsibility of the principal to ensure that adequate supervision of students is provided. Supervision is required during the time students are present on school premises for school-sponsored activities, during school hours, or otherwise under the jurisdiction of school personnel. The faculty and staff share the responsibility for student supervision. For parent sponsored events, the Pastor/Principal should have a designated employee present and the age-appropriate 'adult/minor' supervision ratio must be in place, as per Safe Environment Compliance and Property Insurance guidelines, ([Call to Protect](#); [Property and Insurance](#)).
- b. Supervision guidelines for schools should be noted in their local *Parent/Student Handbook*.
- c. Supervision requires both physical presence and attention to students.
- d. Students should never be sent on errands outside the school campus. They may be released from school only at the written request of the parents/guardians. Anytime a student is taken off campus, whether for athletic competition, field trips, or school-sponsored events, the written permission of the parents/guardians must be obtained. ([Property and Insurance](#))

- e. Administration should establish supervision guidelines during arrival and dismissal times which follow the guidelines established by the school's insurance carrier. Supervision guidelines should be published in the *Parent/Student Handbook*. ([Property and Insurance](#))
- f. Administration should establish supervision guidelines for all school sponsored off-campus trips. Adequate supervision should be maintained at all times. The number of chaperones required depends upon the **type of activity** and the **age** of the participants. If the predetermined number of qualified chaperones is not obtained, the event should be cancelled. Chaperones must understand their duties and be compliant with the Safe Environment Protocol ([Call to Protect](#), and Risk Management Manual, ([Property and Insurance](#)).
- g. A policy statement should be published at each parish/school and private Catholic school in regard to prohibiting firearms or weapons on school, to ensure the safety of students and school personnel. This would include communicating such policy to the school community (policy book, newsletters) and general public (signage). Possible verbiage for such policy is as follows:
 - **Safe School Zone policy recommendation:** *The possession of weapons or firearms is strictly prohibited on this private school property. (Recommended Exceptions to include those individuals authorized to carry firearms due to their verified profession, e.g., security and law enforcement personnel.)*
 - **Safe School Zone signage recommendation:** *Safe School Zone signage should be posted around the school campus perimeter.*

3.6 INSURANCE

Each school should provide accident insurance coverage for all students. The Diocese of Tucson has agreed to make available to all Diocesan and Parish schools appropriate insurance coverage through insurance carriers that have been properly vetted by the Diocese.

Because of increased risk, overnight trips **should be limited** to students in the seventh grade and above, but the administration has the discretion to approve overnight trips for other grades on a case-by-case basis. Field trip guidelines (See Risk Management Manual, ([Property and Insurance](#)) as adopted by the school's Parish should be followed.

3.7 MANDATORY REPORTING PROCESS

INTENT: The protection and well-being of children in the Diocese of Tucson.

SCOPE: Applies to any person, employee or volunteer in the Diocese of Tucson who is responsible for the teaching or caring of children in a parish or a school setting. Anyone serving in this capacity is, by virtue of his or her position, considered to be a mandatory reporter.

REQUIRED BY: Arizona Revised Statute 13-3620 (Mandatory Reporting Law); Diocese of Tucson Guidelines for the Protection of and Response to Sexual Misconduct; and Code of Conduct. (See Appendix C-4 Statutory Duty to Report Suspected Abuse)

RESPONSIBILITY: To be conscious of any situation where you have reason to believe that a minor is or has been the victim of physical injury, abuse, or neglect by other than accidental means.

- Signs of Physical Abuse:
 - Frequent or unexplained injuries, bruises, fractures, or burns; Injuries that cannot be explained
 - Injuries that appear to have a pattern (e.g., belt buckle marks, hand imprints)

- Child shies away from touch or flinches at sudden movements
- Wearing certain clothing to cover injuries
- Signs of Sexual Abuse:
 - Inappropriate sexual knowledge for child's age and/or developmental stage
 - Inappropriate sexual contact with other children (i.e., acting out)
 - Pregnancy or Sexually Transmitted Disease (STD's)
- Neglect:
 - Dirty house/Poor hygiene
 - Lack of supervision
 - Domestic violence in presence of child
 - Lack of appropriate, or ill-fitting clothing
 - Taking food without permission/apparent malnourishment
 - Untreated illness or injury
- Other signs of possible abuse:
 - Withdrawal from family or friends
 - Decline in Academic performance
 - Changes in personality/Aggressive behavior or constantly angry

REQUIRED ACTIONS:

1. Arizona law (ARS 13-3620) requires the reporting by school personnel of suspected cases of child abuse and/or neglect to the **police** (911) and **Department of Child Safety**, (DCS; Arizona Child Abuse Hotline at 1-888-767-2445). **Diocese of Tucson Office of Child, Adolescent, and Adult Protection requires that, Immediately and without delay, the mandatory reporter call law enforcement (9-1-1) to make a report.**

- It is recommended that school employees have their principal with them when making a call to law enforcement.
 - If the principal is not available, to avoid a delay, it is advisable to first make the call, then inform the pastor or the principal.
2. Obtain the responding operator's full name and ID or badge number.
3. Obtain the incident or case number. This is the evidence that a mandatory report was made.
4. Prior to contacting law enforcement arrival, ask only limited information, and do not conduct an interview beyond asking the following questions:
- What happened? If the alleged abuse is given in general, subjective terms, ask the person to describe what it looked like, felt like, and/or sounded like.
 - When did it happen?
 - Where did it happen?
 - Who did it?
5. Be prepared to present the following to the responding officer:
- Names and address of both parents, and their marital status
 - Birth date(s) of the victim(s)
 - Sibling names, birthdates, and addresses
 - Prior reports, if any, involving the family
 - Provide a full and complete explanation of what you observed or heard that caused you to make the report.

IMPORTANT:

- **Do not:** notify the parents or family until advised by law enforcement
- **Do not:** notify the parents, especially if the parents are suspected of the abuse
- **Do not:** conduct your own investigation without ensuring it is appropriate to do so. It is important that there be no interference with Law Enforcement's investigation.

6. In consultation with the responding officer, determine if there is a need to call the Department of Child Safety (DCS). If so, determine if you should make the call, or if law enforcement will call. DCS may require the school official to complete an online report. Arizona Department of Child Safety: Arizona Child Abuse Hotline 1-888-SOS-CHILD (1-888-767-2445)

7. Notify the diocesan Office of Child, Adolescent and Adult Protection (OCAAP):

- Fill out entirely and accurately the first page of the Diocese of Tucson Child Abuse Report Form (See Appendix p. C-6 Child Abuse/Incident Report Form). [Call to Protect](#).
- Ensure that you have the responding officer's name, badge number, and the police report number.
- Fill out page two, which is the narrative page, in a logical manner describing the following in chronological order so the reader can readily understand what occurred.
 - What happened for you to conclude that you had reason to believe the child had or is being abused? Include dates, times, and locations.
 - What did the child say happened?
 - When and where did it happen?
 - How did it happen?
 - Who is the person who allegedly abused the child?
 - What was the result of your contact with the responding officer and what did the officer advise?
 - Was DCS called?
 - Be as thorough as possible; use extra pages if necessary.

8. Send the completed report via email to OCAAP, with a copy to the Director of Human Resources and the Superintendent of Schools if this involves a school student, faculty, or staff member. If its receipt is not acknowledged within 24 hours, follow up to make sure the report transmitted correctly.

9. In the event that law enforcement refers the case back to the school for investigation, schools should use the Internal Investigation Report template and submit the report to OCAAP and Superintendent of Catholic Schools. (Appendix C-8)

3.8 LAW ENFORCEMENT AT SCHOOL (unsolicited by school administration)

It is primarily the role of the law enforcement officer to properly handle interviews of students at school, or the removal of students from school premises, and to inform parents of students who are to be interviewed or removed. The school has no duty to ensure that law enforcement handles such events properly. The following is a guide to aid the school in documenting any interaction of the school or its students with law enforcement (Appendix C-10: Law Enforcement Interaction During School Hours):

- Police and Department of Child Safety personnel must **always** produce credentials, and if the person is unknown to the administration, the administration must call to verify the credentials. The officer's badge or ID number or DCS ID number should be recorded.
- If contact or custody is sought by the police or Department of Child Safety, the principal should ask if the circumstances allow the notification of the parents immediately by school

personnel. **The principal should follow the directives of the police or Department of Child Safety.** The principal should obtain information regarding when the parents will be notified of the contact or custody and by whom.

- Police and Department of Child Safety personnel may have contact with or take custody of a student simply on their own **verified** credentials, with or without a warrant. The principal should ask for and be given a reasonable explanation for the contact or custody. The principal should obtain all pertinent information from the police and/or Department of Child Safety regarding where the child will be taken, when and how the parents will be notified, and how the parents can reach the police or case worker. In all cases, how and/or when the parents/guardian shall be **officially** notified will be determined by the police or Child Protective Services.
- The principal should notify his or her direct supervisor in cases of **contact** by police or Department of Child Safety. In the event that **custody** of a student is taken by the police or Department of Child Safety, the principal should notify both his or her direct supervisor and the diocesan Superintendent of Catholic Schools as soon as possible.

Per law enforcement directives, the person in charge should take immediate steps to notify parents/guardians about the request from law enforcement officers or DCS representatives to interview their children or to remove their children from school and where their children have been taken. **Notwithstanding the foregoing, the person in charge shall not notify the parents/guardians when a student has been interviewed or removed from school if the officer or DCS representative requests that the parents/guardians not be notified because they suspect that the child has been a victim of child abuse.** Such requests shall be documented. In all circumstances, whether parents/guardians are to be notified or not, the person in charge shall give to the officer or DCS representative the contact phone numbers of the parents/guardians of a child who is being interviewed or removed from school, whether or not the school has been asked to refrain from contacting the parents/guardians.

3.9 CONTACT WITH STUDENTS DURING SCHOOL HOURS

School personnel should not knowingly allow unauthorized persons, agencies, or organizations to have **contact** with or to take **custody** of any student during the school day, including immediately before and after school.

If **contact** or **custody** is sought by anyone other than the police, Department of Child Safety, (DCS), or a custodial parent/guardian, the principal should obtain parental or guardian consent. Schools should abide by the following policies when contact with or custody of a student is requested by any person, agency, or organization outside of those authorized by the parents/guardians:

- a. The principal should never allow students **to be alone** with anyone who is not authorized. If an authorized school employee/volunteer is alone with a student, they should be in a visible location. These authorized school employees/volunteers must have completed the required compliance training and background check. For more information see [Call to Protect](#).
- b. Teachers should not allow students to leave classrooms to speak to non-school personnel without the explicit permission of the principal or principal designee.
- c. In cases of legal separation or divorce, schools must adhere to the court documentation on file pertaining to the privacy and protection of the students such as custody, visitation rights, and restraining orders.

3.10 POLICE CALLS NOT RELATED TO ABUSE OR MANDATORY REPORTING

Sometimes school personnel will need to call police due to an incident not related to abuse. To keep records of such incidents, principals should record cases for file. (School Safety Incident Report C-3)

3.11 DUE PROCESS/PARENT'S APPEAL in CASES of DISCIPLINARY ACTION including EXPULSION

Pastors, presidents, and principals have the responsibility to inform parents/guardians of their appeal rights in appropriate situations. Those who feel their rights or freedoms have been violated may seek resolution through due process.

a. To facilitate reconciliation, communication, and the strengthening of the community of faith, the Diocese of Tucson recommends that guidelines listed below be followed:

1. **Meeting with the Principal:** In any conflict, an effort should first be made to resolve the issue in a spirit of fairness and justice by following the regular communication channels between the persons involved. If the conflict cannot be resolved with good faith effort, the employee involved should document the issue with a written report to the principal stating facts in clear, concise, objective terms. Parents/guardians should be informed that they have *ten (10) days* to make an appointment with the principal to discuss the issue only after they have met with the employee, which will generally be their child's teacher.
2. **Submission of Grievance to Principal:** If the issue cannot be resolved to the satisfaction of all concerned during the conference with the principal, parents/guardians should be told of the due process procedure and given a copy of *Due Process for Parents/Students Form* with the information that they have *five (5) days* to proceed. The grievance shall clearly state the nature of the complaint and the solution sought. (Appendix C-21 Due Process for Parents/Student)
3. **Optional Second Meeting with the Principal:** Should either party of interest, parents/guardians, or principal, deem it necessary to have a second conference before the *five (5) days* have elapsed, this should be considered. The parents/guardian may again discuss the grievance personally or request another representative to accompany them. The principal may also request another representative to attend the meeting.
4. **Principal Submits a Response to the Grievance:** Within *five (5) business days* of the receipt of the written grievance, the principal should give a written decision to the parents/guardians and retain a copy in the grievance file. In a parish school, the pastor should be informed of the issue and given all written documentation, including the principal's written response to the grievance. In a private school the president or religious superior should be given all written documentation, including the written decision of the principal concerning the matter.
5. **Parent/Guardian Appeal to the Principal's Response:** The parents/guardians should be informed that they have *three (3) business days* to appeal the principal's decision to the pastor, president, or religious superior. The appeal must be submitted in writing to the pastor, president, or religious superior with the following information:
 - The subject of the appeal.
 - Any factual data other than hearsay the person deems appropriate.
 - The efforts that have been made to resolve the issue to date.

6. The pastor, president or religious superior may designate another person(s) to read the appeal.
 7. The pastor, president or religious superior may investigate by calling in any or all of the interested parties.
 8. If the pastor, president, or religious superior determines that there is legitimate cause for appeal, the pastor or religious superior should ask the principal to give written explanation of his/her decision.
 9. Within *ten (10) business days* after the receipt of the appeal, the pastor, president, or religious superior should prepare a written document with his/her decision to be given to the parents/guardians, retaining a copy in the grievance file.
- b. If the decision of the pastor, president or religious superior does not resolve the issue, parents/guardians may within *three (3) business days* of the decision submit a written request for reconsideration of the decision to the Superintendent of Catholic Schools.
- The Superintendent of Catholic Schools will review the request, collect information from the school administration, and determine if a grievance review is warranted.
 - The function of the grievance review is to determine if school administrators followed their policy and protocol. The grievance review should consider the following criteria:
 - The gravity of the student's conduct.
 - Whether the parents/guardians were advised of the student's conduct and had opportunity to assist the school administration in addressing the conduct.
 - The student's reasons, if any, for the violation of school, parish or diocesan policy concerning student behavior.
 - Whether the pastor, president or religious superior met with and discussed the violations with parents and student, either separately or together.
 - Whether the pastor, president or religious superior met and discussed the issues with principal, teachers, and other involved parties.
 - The discipline record of the student.
 - Whether existing policies and regulations of the parish, school, and the diocesan policy have been followed.
 - This grievance review process must be completed within *ten (10) days* from the written request from the parents/guardians, assuming full cooperation of the party seeking recourse.
 - The superintendent's recommendation must be issued in writing. The superintendent shall promptly notify all parties of the final decision.
- c. Meeting Procedures and Post Decision Processing:
- All documents, communications, and records should be kept in a separate file and shall not be kept in the personal file of any of the participants.
 - All meetings under this procedure should be conducted in private and shall include only the parties of interest referred to earlier.
 - All meetings should be held when there is mutual agreement to the time and place.
 - At all levels, all pertinent information should be made available to the parents/guardians.
 - Time limits imposed at any step in the process may be extended by mutual written consent.

- Failure at any step of the procedure to properly and timely advance to the next step may be deemed an acceptance of the decision and there should be no further right of appeal.

3.12 WITHDRAWING FROM SCHOOL

The procedure detailed below, and published in the local *Parent/Student Handbook* should be followed if a family plans to withdraw a student from a Catholic school during the school year:

- a. Parents should indicate in writing their intention to withdraw a student from school and submit this form to the principal, (Appendix C-23, *Student Withdrawal Form*).
- b. Parents should pay all fees, fines, and tuition payments due.
- c. If parents refuse to submit in writing their intention to withdraw a student, the principal should document this fact to include the date and all other pertinent information.
- d. Per ARS 15-802, parents/guardians are required to notify their local County School Superintendent's Office within 30 days of withdrawing their child(ren) from a private school system (Diocese). If a student is transferring from one Catholic school to another, such notification is not needed. (Appendix C-26: Sample *Pima County Withdrawal from Private School*)

3.13 HARASSMENT/BULLYING

Harassment of students by any person, in any form, at any time will not be tolerated and is hereby prohibited.

- a. Sexual harassment is defined as “*unwelcome sexual advances, unwelcome requests for sexual favors, and other sufficiently severe and/or pervasive verbal or physical conduct of a sexual nature*” including, but not limited to:
 - Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of a student's evaluation.
 - Submission to or rejection of such conduct by a student is used as the basis for decisions affecting such student.
 - Such conduct has the purpose or effect of substantially interfering with a student's academic performance or creating an intimidating, hostile, or offensive learning environment.
- b. Harassment, including bullying, hazing, intimidation, on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability, or for initiation into memberships, or anything which constitutes teasing/taunting consistently, is also prohibited. Harassment would include verbal or physical conduct that denigrates or shows hostility or aversion toward a student because of his/her race, color, religion, gender, sexual orientation, national origin, age, or disability, or that of his/her relatives, friends, or associates, and that:
 - Has the purpose or effect of creating an intimidating, hostile, or offensive environment.
 - Has the purpose or effect of unreasonably interfering with a student's academic performance.
 - Otherwise adversely affects a student's academic opportunities.
- c. A school cannot take corrective measures to remedy the situation of harassment unless it has been informed of such an event. Any student in the Catholic schools of the Diocese of Tucson who believes that he/she has been or is a victim of harassment/bullying, should ***immediately*** report the matter to the appropriate school authority. Each complaint will be fully investigated individually. At its sole

discretion, the school may take interim action (e.g., suspension) pending a full investigation and resolution. All matters will be held in confidence.

- d. Any student or employee who has been found, after investigation, to have engaged in behavior that the school's administration deems inappropriate or in violation of policy will be subject to discipline, which may include immediate suspension, expulsion, or termination.
- e. False reports (any report made with full knowledge of it being false information) regarding harassment, bullying, intimidation, etc., will be subject to immediate and appropriate disciplinary action.
- f. Suspected cases of harassment, intimidation, and/or bullying must be reported to the proper school authorities immediately and followed with a thorough investigation.
- g. When school employees have reasonable suspicion of abuse, it must be reported to law enforcement, Department of Child Safety, (DCS) and the proper school authorities immediately and followed with a written report. (A.R.S. 13-3620). (See section 3.7)
- h. Schools should integrate guidelines and policies regarding gender identity and same-sex attraction issues into their parent, faculty, and student handbooks. (See Appendix C-28 Diocese of Tucson Guidelines & Policy Statements Regarding Gender Identity & Same-Sex Attraction Issues):
 - There are five sections – Preamble, Pastoral Statements, Guiding Principles, Policy Statements, and Appendix A (Catholic School Consultation Worksheet).
 - The principal, in consultation with the pastor (of a parish school), leadership team, and governing body (of a privately operated school) determine what sections of the document will be integrated into their school handbook for school year 2023-2024.
 - School administration should review with faculty/staff any sections from this document that are integrated into the school handbook.
 - Policies and procedures such as this, which are integrated into school handbooks, are based on diocesan guidelines that are reviewed and revised each school year by the Department of Catholic Schools.
 - Issues involving gender identity can be varied and complex, with each situation being unique. Therefore, all administrative decisions made in any such situations involving gender identity and/or same-sex attraction issues will be made on an individual basis, in consultation with the Department of Catholic Schools and will reflect Catholic teaching.
- i. Additional resources regarding harassment and bullying can be found in Appendix C-11: Procedures Related to Harassment & Bullying; C-17: Behavioral Incident Report).

3.14 DISCIPLINE

Each school should develop written standards of conduct as well as discipline guidelines for publication in the school's *Parent/Student Handbook*. These standards and guidelines encourage self-discipline and create an atmosphere conducive to learning. At all times, behavior management and discipline should be conducted with the dignity of the student in mind.

a. Guidelines

- Each school should adopt and publish its own discipline policies and procedures. The policies and procedures should identify specific examples of misconduct,) e.g., cheating, bullying, classroom disruptions, tardiness, etc.), that can be expected to result in disciplinary action.

- Parents/guardians and, if appropriate, students should acknowledge in writing their receipt and review of the *Parent/Student Handbook* and their assent to the school's disciplinary rules and regulations.
 - Efforts should be made to resolve ordinary differences and matters of minor misconduct in a spirit of fairness and justice through regular channels of communication between/among the affected individuals.
 - The nature and degree of misconduct should be considered in the administration of discipline. A student should expect that a repetitive pattern of misconduct will result in disciplinary action of increasing severity. A variety of disciplinary measures or actions may be imposed or taken. Corporal punishment is prohibited. (Appendix C-20: *Behavioral Incident Report*)
 - Disciplinary action should be commensurate with the misconduct. Disciplinary action should be taken judiciously and in a manner consistent with the Gospel values expected in a Catholic school setting.
 - Teachers and administrators should effectively communicate any behavior issues or concerns with parents/guardians in a timely manner and on an ongoing basis.
 - Parents/guardians should support teachers and administrators in disciplinary decisions.
- b. Implementation of Disciplinary Action
- Detention
 - Detention refers to a disciplinary action in which the student is detained with supervision at a time and place determined by the school authorities.
 - Schools may establish their own rules governing detention including, without limitation, the time and place of detention and the nature of notification to be given to parents/guardian.
 - Repetitive/multiple detentions may warrant the imposition of more serious disciplinary action.
 - Probation
 - Probation refers to the supervision and evaluation of the student's conduct and academic progress for a specified period, because of previous serious or continued misconduct or serious academic deficiency.
 - Probation may be imposed in accordance with the rules established by the school.
 - Probation should include an agreement in writing between or among the student, parents/guardians, and school administration addressing the student's misconduct, duration of probation, corrective measures to ensure compliance with applicable rules, and the consequences of any violation of the terms of the probation. The agreement, signed by all concerned parties, should be given to the parents/guardians and a copy should be kept on file in the student's cumulative record.
 - Subject to compliance with the terms of the probation agreement, probation should not exceed two semesters.
 - Suspension
 - Suspension refers to the isolation of students from some or all school activities.
 - Suspension should be imposed in accordance with rules established by the school. It is a drastic consequence that should be used rarely and only in response to an action

of a very serious nature or after other remedial measures have been employed without success. Suspension should be implemented by the principal.

- The student may be required to attend school but be separated from classmates (in-school suspension).
 - In-school and out-of-school suspensions should not exceed *five (5) school days*, except in extraordinary circumstances. Suspension includes extracurricular activities. Repeated suspension of the same student may warrant the need for alternative action which may include expulsion.
 - Reasonable efforts to notify parents/guardians should be made prior to any suspension. However, in situations in which immediate suspension is warranted, parents/guardians should be notified as soon as is practical under the circumstances. Suspended students should be released only to parents/guardians.
 - Parents/guardians should be informed of the reasons and decision for the suspension.
 - A conference should be held with the parents/guardians before the student can return to the classroom.
 - A written record of the suspension, including date, reasons, and conference(s) with parents/guardians, should be kept on file in the student's cumulative record.
 - The suspended student should be held responsible for schoolwork missed during any time of suspension.
- Expulsion
 - Expulsion refers to the permanent dismissal of a student from school.
 - Expulsion is an extreme measure that schools should take only as a last resort, after all other efforts at motivation and remediation have failed, and where circumstances of crime, scandal, immorality, consistent disrespect and/or disruption constitute a threat to the physical, academic, or moral welfare of the school community.
 - A record should be kept of previous measures of remediation, counseling, probation, conferences, and/or suspensions. This documentation should include written communication between the school and the family. In the case of serious circumstances as defined in subparagraph b) above, the student should immediately be suspended until the expulsion process has been followed.
 - Parents/guardians should be informed by written notice that expulsion is being contemplated by the school administration.
 - A conference should be held with the parents/guardians, student, principal, pastor, and teachers at which time the grounds for expulsion should be presented and discussed.
 - Expulsion should be determined only after consultation with the school's pastor. It is further suggested that the principal consult and review the entire matter with the diocesan Superintendent of Catholic Schools. The final decision to expel a student rests with the principal, with the knowledge and consent of the school's pastor.
 - Prior to expulsion, parents/guardians ordinarily should be given a minimum of two school days to voluntarily withdraw the student from school. In the absence of such voluntary withdrawal, however, the student may be expelled.

- Once the decision has been made to expel a student, written notification of the decision should be sent to the parents/guardians. A copy of such notification should also be sent to the diocesan Superintendent of Catholic Schools. (Appendix C-20 Notice of Intent to Impose Expulsion)
- The principal should properly document all expulsion cases including grounds, evidence, record of conferences, and final notice. Such documentation should be maintained in the student's cumulative file.
- The principal should notify the parents/guardians **in writing** of the Due Process/Parent's Appeal procedure available through the Diocese of Tucson. (Refer to Policy 3.10, Due Process, Parent's Appeal)
- The Student Permanent Record should indicate that the reason for transfer was expulsion or withdrawal.

3.15 STUDENT WITHDRAWAL on GROUNDS of IMPROPER BEHAVIOR by PARENT/GUARDIAN

Typically, a child should not be deprived of a Catholic education or otherwise penalized due to the actions of parents/guardians. However, parents/guardians may so significantly reduce the school's ability to effectively serve their child/ren that the parents/guardians may be requested to remove their child/ren from the school for any of the following reasons:

- Refusal to cooperate with school personnel
 - Refusal to adhere to school policies and regulations
 - Interference in matters of school administration or discipline
- a. In such cases, reasonable effort to elicit minimum cooperation from parents/guardians should be made and documented. In the event the parents/guardians have caused a serious disruption, the principal may restrict parents/guardians from being present on the school premises or attending school activities.
 - b. If such effort does not correct the situation, then, after consultation with the pastor, the principal may recommend to the parents/guardians that they withdraw their child/ren. It is recommended that prior to any such recommendation, the principal should also consult with, and seek the advice of, the diocesan Superintendent of Catholic Schools.
 - c. Documentation signed by the principal and parents/guardians, as well as any other information or evidence of consultation with the parents on the matter should be retained in the student's cumulative file. (Appendix C-20: *Behavioral Incident Report*)
 - d. If the parents/guardians refuse to accept the recommended withdrawal, the procedures for expulsion, as previously outlined, should be followed.

3.16 SPECIFIC SITUATIONS or SERIOUS INFRACTIONS

a. Dress Code

Each school's *Parent/Student Handbook* should specify policies concerning dress code.

- Dress code policies should be communicated to faculty, staff, parents, and students and should be consistently and fairly enforced.

- The school administration should make the final judgment about what is appropriate attire based on school handbook policies.

b. Pregnancy

- Should a Catholic student become pregnant, appropriate pastoral attention and consideration will be taken. First and foremost, the student who approaches the school administration due to a pregnancy will receive affirmation for protecting the life of her baby. She may remain enrolled in the Catholic school at the discretion of the principal, provided the principal consults with the student's parents/guardians and the school's governing body. Included in such consultation will be a plan for ongoing medical, social-emotional, and pastoral support. In every case the best interests of the baby, the student, and the student body must be considered.
- Pregnant students who remain enrolled in the school should undergo outside, formal, professional counseling at the expense of their parents/guardians.
- This policy should also apply to the father of the child if he is also a student in the school.

c. Searches

- The principal, pastor, or a representative of the school administration may conduct a search of the school campus and every aperture thereof, including lockers and desks. School searches should be based on a reasonable suspicion that a school rule has been broken and related to ensuring a safe learning environment. The search should be conducted in the presence of at least two school officials.
- A student assigned a locker or desk has use of, but not proprietary right to the locker or desk. Lockers and desks are school property. A policy stating the school's right to inspect when there is a suspicion of a threat to the health, welfare, or safety of students should be published in each school's *Parent/Student Handbook*.
- Schools can search personal property if the search is (1) justified at its inception, (i.e., reasonable belief that the student has broken a school rule), and (2) the search is reasonable in scope. The search should be conducted in the presence of at least two school officials.

d. Tobacco, Alcohol, and Drugs

- Student possession, use, sale, or attempted sale, or being under the influence of, tobacco, alcohol, or illicit drugs must be prohibited on school premises and at all school-sponsored activities.
- Student possession, use, sale, or attempted sale, or being under the influence of, tobacco, alcohol, or illicit drugs should result in suspension and/or expulsion from the school and notification of the proper authorities.
- Procedures for dealing with dangerous substance use, possession, or abuse can be found in Appendix C-15, *Procedures for Dangerous Substances*. (Additional Resources: C-17 *Behavioral Incident Report*)

e. Weapons

Student possession or use of a weapon on school premises or at school-sponsored activities should result in suspension and/or expulsion from school. (Additional Resources: C-17: *Behavioral Incident Report*, C-3: *School Safety Incident Report*)

STANDARDS, CURRICULUM, & ASSESSMENT

4.1 ACCREDITATION

The purpose of accreditation is to maintain and improve the quality of elementary and secondary Catholic education, to assist schools in the development of self-evaluative programs that foster educational excellence in the setting of the school faith community, and to establish and monitor general standards for excellence in Catholic schools. The accreditation process is intended to act as a means of ensuring continuous school improvement in the following areas: Catholic Identity & Mission, Governance & Leadership, Academic Excellence, and Operational Vitality.

All Catholic schools within the Diocese of Tucson shall be accredited by the Western Catholic Educational Association ([WCEA](#)).

4.2 STUDENT-TEACHER RATIO

All Catholic elementary and high schools should maintain student-teacher ratios at levels that will support safe and effective instruction, resulting in student achievement and growth. The financial stability of the school should be considered when determining student-teacher ratio.

4.3 SCHOOL CALENDAR

The Department of Catholic Schools will issue a master calendar with diocesan dates that are to be integrated into individual school calendars. Each individual school calendar will be reviewed to verify that the diocesan dates and required number of instructional days are included for all Catholic schools in the Diocese of Tucson.

4.3.1 Length of the school year

A school year includes a **minimum** of 180 instructional days and a recommended minimum of ten additional teacher workdays.

4.3.2 Required Clock Hours

- a. A school shall provide at least five-and-a-half (5 ½) teaching hours, exclusive of lunch, for each student in grades kindergarten through three. Religion must be included in the 5 ½ hours. (Appendix D-2 *Diocesan Recommended*; D-3 *ADE Recommended Time Allotment*.)
- b. A school shall provide at least six (6) teaching hours, exclusive of lunch, for all students in grades four through eight. Religion must be included in the 6 hours. (Appendix D-2 *Diocesan Recommended*; D-3 *ADE Recommended Time Allotment*.)
- c. High schools shall follow state-mandated time allotments plus a minimum of 250 minutes a week of theology.
- d. A school may condense one school day per week to four hours plus lunch to accommodate staff development.

4.3.3 Avoidance of Interruptions

The principal should provide a routine whereby interruptions during the school day, such as announcements and collections, are minimized so as to not disrupt instructional time.

4.3.4 Holiday and Early Dismissal

Holiday or early dismissals other than those designated on the approved school calendar may be scheduled after careful consideration. The Department of Catholic Schools should be notified in such cases.

4.4 STANDARDS AND CURRICULUM

4.4.1 Standards

With the exception of Religion/Theology and Family Life, all Catholic schools within the Diocese of Tucson should utilize the Arizona department of Education standards published for all schools within the state. ([Standards and Resources](#)) ([Academic Standards | Arizona Department of Education \(azed.gov\)](#))

4.4.2 Curriculum

It is recommended that schools' curricular selections be aligned vertically and coherent across grade levels and subject areas. Religion curriculum must be included on the USCCB approved list.

4.4.3 Personal Safety Curriculum for Children and Youth

Circle of Grace K – 12th grade personal safety education of children and youth must be integrated into the curriculum during regularly scheduled class periods and repeated at least annually. Parents should be provided with Circle of Grace materials in which they learn what will be taught to their children and how they can maintain a safe environment in the home. [Safe Environment Education :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#)

4.4.4 Diocesan Recommended Grading Scale

A+	100-97	D+	69-67
A	96-94	D	66-64
A-	93-90	D-	63-60
B+	89-87	F	59 and below
B	86-84		
B-	83-80		
C+	79-77		
C	76-74		
C-	73-70		

4.5 CURRICULAR GUIDELINES

The primary goal of the program of instruction in the Catholic schools of the Diocese of Tucson is to provide learning experiences which most effectively instill worthwhile attitudes and impart the knowledge and skills necessary for the spiritual, intellectual, emotional, and physical development of the student:

“Young people of the third millennium must be a source of energy and leadership in our Church and our nation. Therefore, we must provide young people with an academically rigorous and doctrinally sound program of education and faith formation designed to strengthen their union with Christ and his Church....Catholic schools [in the Diocese of Tucson] provide young people with sound Church teaching through a broad-based curriculum, where faith and culture are intertwined in all areas of a school's life. By equipping our young people with a sound education, rooted in the Gospel message, the

Person of Jesus Christ, and rich in the cherished traditions and liturgical practices of our faith, we ensure that they have the foundation to live morally and uprightly in our complex modern world.” (*Renewing our Commitment to Catholic Elementary & Secondary Schools in the Third Millennium*, Washington, DC; USCCB, 2005)

All Catholic schools should follow the requirements regarding specific courses and time allotment set by the Department of Catholic Schools, the State of Arizona, and the Western Catholic Educational Association. (Appendix D-2, D-3, *Suggested Time Allotments*)

4.5.1. Elementary Curriculum

The core curriculum in pre-kindergarten through eighth grade should include religion, English Language arts (including reading, writing, phonics, and handwriting), mathematics, music, art, social studies, science, health, computer science, and physical education.

4.5.2 High School Curriculum

The core curriculum in Catholic high school should include the following:

- Theology 4.0 credits
- English 4.0 credits
(composition/literature based)
- Math 4.0 credits
(Algebra I, geometry, algebra II and one course requiring algebra II as a prerequisite)
- Foreign Language 2.0 credits
- Science 3.0 credits
(1 year each from any of the following areas: biology, chemistry, earth science, integrated sciences, and physics)
- Social Sciences 3.0 credits
(Including 1 year American history)
- Career/Tech. Ed. or Fine Art 1.0 credit
- P.E./Health 1.0 credit
- Electives 2.0 credits

The minimum credit requirements for high school graduation in the State of Arizona are:

- English 4.0 credits
 - Math 4.0 credits
 - Science 3.0 credits
 - Social Studies 3.0 credits
 - CTE/Vocational Ed. or Fine Art 1.0 credit
 - Electives 7.0 credits
- Total of 22 credits

The admission requirements for the three state universities in Arizona are:

- English - 4 years (composition/literature based)
- Math - 4 years (algebra I, geometry, algebra II and one course requiring algebra II as a prerequisite)
- Laboratory Science - 3 years (1 year each from any of the following areas are accepted: biology, chemistry, earth science, integrated sciences, and physics)

- Social Science - 2 years (including 1 year of American history)
- Second Language - 2 years of the same language (foreign, Native American or sign language)
- Fine Arts or Career and Technical Education - 1 year

4.5.3 Religious Education

The pre-kindergarten through high school religion curriculum should comply with USCCB guidelines: [Current-Conformity-List | USCCB](#)

4.5.4 Religious Worship

Catholic school faculty and students should participate in the rites, rituals, and practices of the Catholic faith. No principal, teacher, or student should be exempt from participation in religious observances, e.g., Mass, prayer services, religious processions, etc., which are deemed part of the school program.

4.5.5 Family Life Education

Education is the primary right and responsibility of parents. Family Life and Sexuality approved programs as well as curriculum approved by the bishop should be utilized by Catholic schools to assist families. (Consult with Department of Catholic Schools or Diocesan Schools Health Coordinator).

4.5.6 Homework

Homework is intended to reinforce classroom learning and to foster habits of independent study. Homework should be relevant, purposeful, and meaningful. The amount of time spent on homework should be gauged by student ability and age-appropriateness. Each Catholic school should include homework guidelines in their parent/student handbook.

4.5.7 Athletics

To support the importance of athletics in the overall education of a child, a Diocesan Youth Sports League program for Catholic elementary schools in Tucson is organized and operated under the auspices of the Department of Catholic Schools. A committee of participating Catholic elementary school principals, or designees, and the Diocesan Youth Sports League Director will be responsible for coordinating and supervising this program. ([Schools | The Diocese of Tucson, AZ :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#)) Catholic elementary schools outside of Tucson are encouraged to participate in their local community sports programs. High school sports should be affiliated with the Arizona Interscholastic Association (A.I.A.).

4.5.8 Summer School

Summer school programs are encouraged based on student need and financial considerations for funding.

Meyers-Stevens & Toohey insurance coverage is from August 1 – July 31 of each academic year, covering summer school. Coverage packages include all school-sponsored/supervised activities (interscholastic sports, field trips, camps, summer activities, community service programs, etc.). For any summer programs hosted on a school campus that include participants from other schools, consult with Property and Insurance Department for additional insurance coverage.

4.6. TECHNOLOGY

4.6.1 Technology Acceptable Use Policy

Each Catholic school within the Diocese of Tucson should have a Technology User Policy for faculty/staff and one for students that provide the procedures, rules, guidelines, and codes of conduct for the use of the technology and information networks on school campus. (Appendix D-4, D-7)

4.6.2 Copyright Guidelines for Educators

All Catholic schools in the Diocese of Tucson must adhere to the provisions of the United States Copyright Act (Title 17 of the United States Code) and congressional guidelines. Students and employees are expected to follow copyright law and copyright procedures. Employees who willfully disregard the copyright policy do so at their own risk and assume all liability for their independent actions. (See *Reproduction of Copyrighted Works by Educators and Librarians*, [Copyrighted Works](#))

4.7 FEDERAL PROGRAMS

As a means of ensuring Catholic elementary and secondary school students receive equitable participation in Title I: *Improving the Academic Achievement of the Disadvantaged*; Title II: *Preparing, Training, and Recruiting High Quality Teachers, Principals or Other School Leaders*; Title III: *Language Instruction for English Learners and Immigrant Students*; Title IV: *21st Century Schools*, Catholic schools in the Diocese of Tucson should participate in services provided through Every Student Succeeds Act, (ESSA), ([U.S. Department of Education/ESSA](#)). Each Catholic school should collaborate with their Local Education Agency (LEA) and the Department of Catholic Schools to ensure full participation in federal funding and services for their students.

4.8 STUDENT SUPPORT

4.8.1 Guidance Counseling and Interventionist

Each Catholic school within the Diocese of Tucson should have an interventionist on staff. Each school should also have a counselor or a list of counseling services available for a student's parents/guardian to seek outside assistance when necessary.

4.8.2 Co-Curricular/Ancillary Programs

There should be appropriate extra-curricular enrichment activities in all Catholic elementary and high schools that add vitality to the overall school program. By 'vitality' it is understood that the school has programs and activities which complement the classroom education and are conducive to the development of students as whole persons. Such programs may include the arts, athletics, student government, clubs, etc.

Co-curricular activities should meet minimum accrediting agencies requirements and should be correlated with the courses of studies and directed to the same general objectives. It should be the school principal's responsibility to supervise a balanced program of student co-curricular offerings in the Catholic schools of the Diocese of Tucson. Such programs must not interfere with the school's religious or academic program and should support the Catholic school's mission.

4.8.3 Guest Speakers

- Teachers inviting a speaker to address a student body will notify the principal **prior** to the engagement.
- Necessary Clearance must be in place **prior** to the engagement

- A Lay Presenter Application must be submitted, (Appendix D-9, *Lay Presenters Application*)
- A letter from the organization/colleague stating the speaker is qualified to present on the chosen subject matter
- Material must be age and content appropriate.
- Teachers and or Assistant Principal/Principal shall remain in the classroom during the guests' presentations to ensure Catholic teaching is upheld.

4.8.4 Off-Campus Trips

Prior approval of the principal is to be obtained before planning any off-campus trips. Off-campus trips should be of educational or cultural value, be directly related to the curriculum, and limited in number. Each off-campus trip should be carefully planned to include:

- a. Signed and dated *Field Trip-Parent Request Form* from the parents/guardian of each child. The permission/request form must include a full description of the activities, times, places, transportation, etc. Only those activities/programs for which informed consent has been given may be performed. (Appendix D-15, *Field Trip-Parent Request Form*)
- b. Adequate transportation. **HB 2154** requires children between ages 5-8 who are not taller than 4'9" to be properly restrained in a child booster seat. (Appendix D-11, *Field Trip-Driver Information Form*; D-14, *Driver's Compliance Checklist*; [Property and Insurance :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#); [Arizona HB 2154](#))
- c. The Diocese of Tucson recommends the following policies pertaining to the transportation of minors enrolled in Catholic schools within the Diocese to school and school-sanctioned events.
 1. **Personal Motor Vehicles** – Use of personal motor vehicles by school employees to transport minors to and from school and school-sanctioned events is prohibited. Use of personal vehicles by cleared volunteers to transport minors to and from school and school sanctioned events is discouraged. The Diocese recommends the following checklist be followed if school volunteers will be transporting minors:
 - Drivers may not be alone in a vehicle with a single minor who is not their own child.
 - Drivers must be at least 25 years old, have a clean driving record for the past three years, possess a valid Arizona driver license (A.R.S. 28-3001, *et seq.*), and have current and valid Arizona automobile insurance with limits of coverage as recommended by the Diocese.
 - Drivers must submit to the Parish a completed *Annual Driver Information & Consent Form*, (see *Vehicles owned by Employee or Volunteer* [Property and Insurance :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#))
 - Drivers shall not use 15-passenger vans or any vehicle with a chassis designed for 15-passengers to transport students.
 - The school must keep on file a copy of the drivers' driver licenses and proof of current automobile insurance, and a current and completed *Annual Driver Information & Consent Form*.
 2. **School Owned Vehicles** – Schools shall not use 15-passenger vans or any vehicle with a chassis designed for 15-passengers to transport students. Schools may transport students in minivans or

other vehicles that are properly equipped with seatbelts for the driver and each passenger. Schools may use “school bus(es)” defined as follows:

- Under A.R.S. 28-101, "School bus" means a motor vehicle that is designed for carrying more than ten passengers and that is either:
 - (a) Owned by any public or governmental agency or other institution and operated for the transportation of children to or from home or any other designated stop and school on a regularly scheduled basis.
 - (b) Privately owned and operated for compensation for the transportation of children to or from home or any other designated stop and school on a regularly scheduled basis.

School buses used to transport students must follow rules as established by A.R.S. 28-900 and be registered with the State of Arizona and inspected under A.R.S. 28-984.

Schools must be certain that the drivers of these ‘buses’ meet the prescriptions set forth in the checklist above. In addition to the prescriptions set forth in the checklist above, it is recommended that those drivers have, and that it be required of all drivers of passenger buses holding more than 16 people, including the driver have, a valid Class C Arizona commercial driver license (A.R.S. 28-3101) and be certified as a “school bus driver” under A.R.S. 28-3228. (See [Commercial Driver License \(CDL\) | ADOT \(azdot.gov\)](#))

3. Insurance – For vehicles owned by Catholic schools, the Diocese recommends that these vehicles are insured properly under the general liability insurance coverage that the schools otherwise have in place, with limits of coverage as recommended by the Diocese from time to time.

- d. Adequate adult supervision. (See [Property and Insurance :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#))
- e. A first aid kit.
- f. A copy of the emergency form for each student on the field trip.

4.8.5 Overnight Trips

Because of increased risk, overnight trips should be limited to students in the seventh grade and above, but the administration has the discretion to approve overnight trips for other grades on a case-by-case basis. (See [Property and Insurance :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](#))

- Field trip guidelines (Appendix D-15; *Field Trip Form*)
- Overnight trips and or out-of-town sporting events that include male and female participants must have male and female supervisors at all times.

4.9 STUDENT ASSESSMENT

Standardized testing is one of the tools used to assess whether students master curricular standards. When evaluating a student, their overall classroom performance as well as standardized test results should be considered. The Department of Catholic Schools is responsible for approving and overseeing assessment programs that are implemented diocesan-wide in all Catholic elementary schools. Recommendations may be made to Catholic high schools.

4.9.1 Standardized Tests

The principal and or testing coordinator of each elementary school is responsible for the following duties regarding **Assessment for Religious Knowledge (ARK), NWEA MAP, and DIBELS** assessments:

- Ensuring all testing materials including technology are available.
- Providing training for teachers on administration of tests.
- Providing professional development on data analysis to guide instruction.
- Supervising the reporting of test results to parents/guardians.
- Supervising the placement of test results into the students' permanent records.
- Adhering to diocesan guidelines regarding the administration of ARK for 2nd – 12th grade.
- Adhering to the diocesan guidelines and testing windows for NWEA MAP which is administered three times each school year to K – 8th grade.
- Adhering to diocesan guidelines regarding the administration of DIBELS for K – 3rd grade.

The Department of Catholic Schools will not make individual school or classroom standardized test results available to the public. Elementary schools will provide Catholic high schools NWEA MAP assessment results of 8th graders.

4.9.2 Placement Tests

Catholic elementary schools in the Diocese of Tucson will administer the **High School Placement Test, (HSPT)** to all 8th graders and will provide Catholic high schools the results.

4.10 REPORTING STUDENT PROGRESS

- a. Academic grades are to be based solely on scholastic achievement as defined by the individual school. Behavior shall be assessed separately.
- b. Teachers have the primary responsibility to confer with the parents/guardians about the progress of their child/ren. The principal has the responsibility to oversee this process.
- c. Per the diocesan CARE Process within the RTI Framework, (*Essential Elements of the CARE Process: Response to Instruction and Intervention for the Diocese of Tucson*), a Catholic Accommodation Plan, (CAP) should be developed to meet a student's needs in cases involving ongoing challenges or serious concerns, and the principal, teacher, and interventionist have determined a child's academic, social, and or behavioral needs can be met by the school. The CAP must be detailed to include:
 - Accommodations that are realistic and attainable
 - Quarterly parent and school meeting dates
 - A section for Parent Input (see *Essential Elements of the CARE Process: Response to Instruction and Intervention for the Diocese of Tucson*)
- d. Report cards, standardized test scores, and parent-teacher conferences provide parents with tangible evidence of student progress. Notice of progress should be sent to parents/guardians regularly through a school's School Information System (SIS).
- e. When semester quarter and/or trimester failure in a subject/course is probable, parents should be promptly notified in advance.
- f. The teacher is expected to meet periodically with the parents/guardians of each student to discuss the student's development and progress in school. The student may be present for all or part of the conference.

- g. Conferences should take place at the designated school conference times and at other times deemed necessary by the teacher or parents/guardians.
- h. Unless specifically prohibited by court order, the non-custodial parent has the right to the same information and opportunities for conferences that is provided to the custodial parent.

4.11 PROMOTION and RETENTION

Promotion of students should be based on the successful completion of academic work and appropriate level of mastery of academic standards and skills. The teacher(s) and administration should evaluate the students' progress and should consider the social, emotional, physical, and academic development of students. Retention of a student should be based on the recommendation of the teacher(s) and the administration and in consultation with the parents/guardians. Retention determination should be handled on a case-by-case basis and with careful consideration of the following:

- a. The teacher(s) must be reasonably certain that repetition of a grade will be beneficial to the student.
- b. The teacher(s) must have on file documentation demonstrating student progress (or lack thereof) and all accommodations provided to the student.
- c. The teacher(s) must have on file a communication log demonstrating ongoing communication and collaboration with the student's parents/guardians.
- d. If, in the teacher(s) judgment, retention is probable, the case should be discussed with the administration and then parents should be notified in writing **no later than** the beginning of the second semester. A conference should, then, be held with the parents. It is advisable that this, too, be done **no later than** the beginning of the second semester. A written summary of this conference should be kept in the student's records.
- e. A follow-up conference with the parents/guardian should be held to evaluate the progress of the student since the initial conference.
- f. Evaluations and reports shared with the parents should indicate lack of adequate student progress before retention would be considered.
- g. If, contrary to the retention recommendation of the teacher(s) and administration, parents/guardians request that their child be placed in the next higher grade the following school year, the administration may honor this request. However, such a request should be documented and placed in the student's cumulative file along with the school's documented recommendation. (See Appendix D-17 & D-18 for Academic Probation Notification and Retention Agreement Templates) The student is then placed in the next higher grade on a probationary status and progress documented and communicated with parents. If retention is again recommended the following year, but not accepted by the parents/guardians, then the parents/guardians may be directed to enroll their student at an alternative educational setting.
- h. Schools should develop and regularly review a plan for the child – regardless of whether the child is retained or not – to best support the child's academic and/or behavioral success in the coming school year. This plan should be shared with the parents/guardians as well as faculty/staff who have a need to know.

4.11.1 Retention or “Reclassification” of Students

Catholic Schools in the Diocese of Tucson should not participate in the retention or “reclassification” of students for purposes of providing the student an extra school year in the same grade in order to prepare them for sports. In particular, elementary schools should not accept an 8th grade transfer student who has successfully completed 8th grade, nor should high schools retain seniors for purposes of preparing them for college level sports.

4.12 HIGH SCHOOL GRADUATION and 8th GRADE TRANSITION

a. High School

- Graduation requirements for Catholic high schools include the minimum requirements of the Arizona Department of Education and the Arizona State Board of Education. Additional requirements may be designated by the individual schools.
- The date and time the Baccalaureate Mass and Graduation should be coordinated with Bishop’s office and sent to the Department of Catholic Schools prior to the publication of the diocesan calendar for the following year.

b. Elementary

- Completion requirements for Catholic elementary schools should follow the promotion Policy 4.11.
- Transition from Catholic elementary school should take place no earlier than one week preceding the closure of the school year.
- Transition ceremonies from elementary school should be kept appropriately simple and inexpensive. The ceremony may include a Eucharistic Liturgy followed by a simple, dignified exercise which recognizes the unique value of the Catholic elementary education just completed.

c. General

- Diplomas/Transition Certificates may be withheld until students and/or their parents satisfy their educational, financial, and disciplinary obligations to the school; however, under such circumstances, it is not advisable to withhold student record transcripts if such a request is made from a transferring institution.
- Participation in transition/graduation exercises is a privilege, not a right. A student may be excluded from participation in the exercises even if he/she is eligible for a diploma/certificate for reasonable cause as determined by the administration in consultation with the pastor and/or the Superintendent of Catholic Schools.

4.13 CONTROVERSIAL ISSUES

A controversial issue is defined as any current problem or subject which has publicly evoked opposing viewpoints on the part of mass media, (i.e., newspapers, magazines, radio, television, and the Internet) of any organized group, or as any subject that arises in the classroom on which strong emotional bias is expressed by members of the classroom group.

4.13.1 Church Doctrine

Catholic school administrators and teachers have the obligation to teach and advocate for Church doctrine, (contained in the *Catechism of the Catholic Church* or in other authentic teaching documents of the Church), when this doctrine is relevant to any controversial issue being considered.

4.13.2 Class Presentations on Controversial Issues

- a. The presentation of controversial issues in the classroom takes place solely at the discretion of the principal and only after s/he has approved all materials and information to be used.
- b. The principal shall also supervise the way controversial issues are presented and discussed in the classroom. In all such cases, the principal's immediate supervisor (pastor or president) should be consulted.
- c. The principal shall exercise professional judgment and diocesan policy in granting permission for outside speakers to address any class or the student body. (See Appendix D-9)
- d. No speaker may **at any time** contradict the teaching of the Church as presented in the *Catechism of the Catholic Church* or in other authentic teaching documents of the Catholic Church.
- e. In the absence of the principal, the assistant principal or principal designee shall exercise the discretionary responsibilities of the principal in this regard.

4.13.3 Promotion of Political Agendas/Causes

- a. Students, faculty and or staff may not wear, distribute, or display items that promote a political agenda, campaign, cause, or individual running for political office.
- b. The use of material to instruct students regarding political campaigns, causes or individuals running for political office may be used in certain classrooms, e.g., American Government, solely at the discretion of the principal and only after s/he has approved that all materials and information to be used align with curricular standards, are developmentally appropriate, and are presented in an objective manner.
- c. The principal should also supervise the way political materials are presented and discussed in the classroom.
- d. In the absence of the principal, the assistant principal or principal designee shall exercise the discretionary responsibilities of the principal in this regard.

4.14 DIOCESAN CARE PROCESS WITHIN THE RTI FRAMEWORK

It is the policy of the Catholic schools in the Diocese of Tucson to reasonably accommodate students with special needs consistent with the school environment. Such accommodations should meet the requirements that apply to Catholic schools. Parentally placed children with disabilities do not have an individual entitlement to services they would receive if they were enrolled in a public school. Instead, the Local Educational Agency (LEA) is required to spend a proportionate amount of Individuals with Disabilities in Education Act, (IDEA) federal funds to provide equitable services to this group of children (https://www2.ed.gov/admins/lead/speced/privateschools/report_pg2.html). Parents who desire IDEA services for their children should contact their local public school.

Students who are struggling and or have identified special needs will be served through the diocesan CARE Process within the RTI Framework, (*Essential Elements of the CARE Process: Response to Instruction and Intervention for the Diocese of Tucson*).

APPENDIX A

ADMINISTRATION

NOTE: ALL THE FOREGOING FORMS, GUIDELINES, AND POLICIES HAVE BEEN ADOPTED BY ALL THE CATHOLIC SCHOOLS WITHIN THE DIOCESE OF TUCSON

Code of Canon Law	A-2
Checklist for Principals.....	A-3
Mandatory Handbooks & Manuals.....	A-6
Diocesan School Board By-Laws	A-8
Model By Laws for Catholic School Boards	A-16

CODE OF CANON LAW

Canon law is the body of laws and regulations drafted and adopted by ecclesiastical authority, for the government of the Catholic Church and its members. The following Canons deal directly with Catholic schools.

Canon 803

§1 A Catholic school is understood to be one which is under the control of the competent ecclesiastical authority or of a public ecclesiastical juridical person, or one which in a written document is acknowledged as Catholic by the ecclesiastical authority.

§2 Formation and education in a Catholic school must be based on the principles of Catholic doctrine, and the teachers must be outstanding in true doctrine and uprightness of life.

§3 No school, even if it is in fact Catholic, may bear the title 'Catholic school' except by the consent of the competent ecclesiastical authority.

Canon 806

§1 The diocesan Bishop has the right to watch over and inspect the Catholic schools situated in his territory, even those established or directed by members of religious institutes. He has also the right to issue directives concerning the general regulation of Catholic schools. These directives apply also to schools conducted by members of a religious institute, although they retain their autonomy in the internal management of their schools.

§2 Those who are in charge of Catholic schools are to ensure, under the supervision of the local Ordinary, that the formation given in them is, in its academic standards, at least as outstanding as that in other schools in the area.

MONTHLY CHECKLIST FOR PRINCIPALS

July

- Verify personnel files:
 - Current certification (Teachers)
 - Copy of DPS card, front and back
 - Copy of AZ DPS verification report ([Fingerprint Clearance Card | Arizona Department of Public Safety \(azdps.gov\)](https://azdps.gov))
 - Signed contract or Memorandum of Employment
 - Signed and initialed Job Description
 - Current CMG certificate
- Schedule new hire onboarding prior to their first day on campus. NOTE: This onboarding date is their first official date of work.
- Confirm school calendar dates
- Confirm class schedules
- Meet with teachers 1:1
- Final planning for teacher training and meeting days that are scheduled prior to the start of school.
- Ensure school campus is clean, orderly, and safe. A campus walk-around is recommended using the School Risk Assessment Checklist (Appendix A-18)

August

- Updated Ministry Certification/Personnel Roster Spreadsheet due to Dept. of Catholic Schools **August 31.**
- Update Personnel and Student information in RenWeb
- Ensure that all teachers who will be administering MAP are trained and following protocols for test administration. Note on the diocesan calendar when the MAP testing window opens and make sure all students are scheduled to complete the assessments within the testing window.
- Prepare the Student Selection Sheet for Title I Services. The sheet is sent via email to your LEA. (Federal Programs, 4.7)
- Review the Performance Management Process with faculty/staff (p. B-43)

September

- Make sure the NCEA Data Bank Report is being completed; it is due October 1.

October

- NCEA Data Bank Report (done digitally on *RenWeb*) is due **October 1 of each year.**
- Begin planning for **Catholic Foundation Grant**, (cathfnd.org), due **December 31.**
- The teacher and principal will review the teacher's professional growth plan as part of the annual teacher evaluation process.
- Plan for kindergarten recruitment events (October/November)

December

- The first semester evaluation for first-year teachers is to be completed by **December 1**.
- Catholic Foundation Grant application due **December 31** (cathfnd.org)

December/January

- **Catholic Schools Week** planning (Catholic Schools Week begins the last Sunday in January each year)
- **Budgets:** Parish School Leaders may work with their business manager and pastor on a preliminary budget, generally toward the end of first semester. Parish board and/or finance council process may include approval of a preliminary budget. The Parish Corporate Board meets annually to approve the final budget. **Note: Contracts should not be signed by the pastor until the employee has signed and the final budget is approved.** However, principals can initiate contracts and teacher signatures if the budget is sound and has preliminary approval of the pastor, parish board and/or finance council.

January 15

- Principal should notify the pastor and Superintendent of Catholic Schools in writing no later than **January 15** regarding availability or intent to return for employment during the following school year.
- **Teacher Letter of Intent:** The principal will distribute a copy for each teacher to complete and submit by **February 1**.

February 1

- **Teachers' Letter of Intent Due**
- **Teacher Salary Scale** for next school year
- **Budget** for next school year presented to parish administration for approval
- **Draft Calendar** for next school year

February 15

- The evaluation process for all teachers should begin. NOTE: Contracts should not be offered and/or signed until the evaluation process is complete.

March

- **Issuing of Contracts Begins - Teacher Contract/Parish Schools:** Contracts for the certified teaching staff should be signed by the teacher first, then the principal, and the final signatory is the pastor only after corporate board approval. NOTE: Contracts should not be offered and/or signed until the evaluation process is complete, and **no later than May 15th**.
- School handbook review

April 15

- The evaluation process for all teachers is to be **completed by April 15th** at the latest. NOTE: Contracts should not be offered and/or signed until the evaluation process is complete.
- Finalize school budget

May 1

- The principal should notify each teacher no later than May 1st whether employment will be tentatively offered. The principal should indicate that the renewal is subject to additional review until the end of the current contract.

Forms due*:

- Directory Information
- Names of staff who have served 20, 30, 40, 50 yrs. In the diocese. Dept. of Catholic Schools will use the names to provide Longevity Plaques to recipients at each school.
- School Calendar for following year is submitted for review

May 15

- **Teacher Contract/Parish Schools:** Contracts for the certified teaching staff should be signed by the teacher first, then the principal, and the final signatory is the pastor only after final corporate board approval. NOTE: Contracts should not be offered and/or signed until the evaluation process is complete, and **no later than May 15th**.
- Cost to Educate (form F-010)*

June

- Compliance Plan and Audit Report to the Office of Child, Adolescent and Adult Protection (OCAAP). These are sent to Richard Serrano (rserrano@diocesetucson.org)
- WCEA Accreditation reports due
- Draft a Staff Development Plan
 - Faculty Professional Development Needs Assessment
 - Calendar of Academic and Ministry Formation PD

Annual Reviews:

- Mission/Philosophy Statement
- Student Learning Expectations and Rubrics
- Parent/Student Handbook- **Complete by spring enrollment process**
- Technology User Policy- **Complete by spring enrollment process**
- Faculty/Staff Handbook- **Complete by spring contract process**
- School Board By-Laws, (revised every 3-5 years)
- Emergency Operations Plan (EOP)
- Parish/School Strategic Plan

****Forms are sent out by the Dept. of Catholic Schools and submitted back to the Dept. digitally to lsandoval@diocesetucson.org***

MANDATORY HANDBOOKS/MANUALS/PLANS

It is recommended that a hardcopy of handbooks listed below be kept in the school's Main Office and any other appropriate office for easy access. (*Annual Training for all personnel must be provided).

1. **Handbook of School Policies and Procedures**

The Diocesan *Handbook of School Policies and Procedures* provides guidance for pre-school, elementary and high schools in the Diocese of Tucson. [School Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](https://www.diocesetucson.org/SchoolResources)

2. **Curriculum Standards**

Principals must ensure adherence of diocesan and state standards for all subjects. Each teacher must have access to standards covering their specific grade levels and subjects taught. [School Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](https://www.diocesetucson.org/SchoolResources)

3. **Parent/Student and Faculty Handbooks**

Each principal is responsible for reviewing and distributing parent/student, faculty, and staff handbooks, to include the school's philosophy, mission, student learning expectations, policies and procedures, school calendar and school hours. Handbooks should be aligned with the *Handbook of School Policies and Procedures*, reviewed, updated and published annually prior to the opening of the school year. Persons receiving a hardcopy of a handbook, (parents, students, faculty, and staff) should sign for receipt of and compliance with the stated policies.

4. **Sports Manual** (for Tucson Elementary Schools)

Elementary Schools that are involved in the diocesan after school sports programs must follow the guidelines set forth in the *Diocesan Youth Sports League Handbook*.
[Schools | The Diocese of Tucson, AZ :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](https://www.diocesetucson.org/Schools/TheDioceseofTucsonAZ)

5. **Strategic Plan**

Each school should develop and annually review/update a multi-year strategic plan. This document may be requested by the WCEA Accreditation Visiting Team.

6. **WCEA Accreditation Protocol** <https://www.wcea.org/>

Schools should review, update, and use their WCEA resources, reports, and Action/Educational Improvement Plans annually, in preparation for their accreditation visits as well as for ongoing review and monitoring.

7. **Safe Environment Compliance Plan**

Each principal is responsible for reviewing, maintaining, and adhering to the *Compliance Plan for the Protection of Children, Adolescents, and Vulnerable Adults, (OCAAP)* for the prevention of and response to sexual misconduct/child abuse. This review must be conducted annually by the school (and parish if it is a parish school). Annual Compliance plans are to be submitted every year to OCAAP even if no changes were made. Submission includes an affirmation statement signed by the pastor (in a parish school) and edits to the operational dates of the plans. [Our Call to Protect :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](https://www.diocesetucson.org/OurCalltoProtect)

8. **School Health Guidelines Manual**

All Catholic schools in the Diocese follow the health policies, procedures, rules, regulations, and guidelines set forth in the manual, which is aligned with county, state, and federal guidelines, [School Resources :: Diocese of Tucson :: Tucson, AZ \(diocesetucson.org\)](https://www.diocesetucson.org/SchoolResources)

9. Federal Lunch Program Guidelines

Schools participating in the National School Lunch Program must follow federal program requirements. (<https://www.fns.usda.gov/nslp>)

10. Emergency Response Plans

The Emergency Response Plan shall contain a system to contact parents or responsible parties in case of a general emergency and Specific Examples of drills or emergencies to include, but not limited to the following ([Property/Insurance link here to School Risk Assessment Checklist](#)):

- *Fire Drills*---Monthly fire drills must be carried out in accordance with the regulations of State and City Fire Codes, as applicable to schools. A written record of such drills is kept in the principal's office.
- *Lock-Down Drills* -- At least two times a year (one per semester), lock-down drills must be conducted in accordance with the regulations of the school *Crisis Response Manual*. A written record of such drills is kept in the principal's office.
- *Evacuation Drills* -- At least once a year, an evacuation drill must be conducted in accordance with the school *Crisis Response Manual*. A written record of such drills is kept in the principal's office.
- *Intruders* -- Persons with no legitimate reason or authorization to be on school grounds should be asked to leave by school personnel. If the person does not leave or is armed, the police should be called and campus secured, to include a possible lock-down.
- *Convicted Child Molester living near a school* -- If law enforcement notifies the school of a child offender, that is **public** information, the principal will notify employees and parents. If this information is **confidential**, they will not share information. Likewise, principals or designee may search the sex offender registry website, (http://www.azdps.gov/Services/Sex_Offender/) which is **public** information.
- *Dangerous weather conditions* -- Each school will develop and publish their procedures for dangerous weather conditions.

11. Exposure Control Plan

Schools must be in compliance with the regulations in the Exposure Control Plan and the Hazard Communication Program, (<https://www.osha.gov/Publications/osha3186.html>)

12. Insurance Advisory and Risk Management Guidelines

Principals who utilize diocesan insurance must follow Insurance Advisory Guidelines—e.g., playgrounds, events, volunteers, etc. (<https://diocesetucson.org/property-and-insurance>)

DIOCESE OF TUCSON SCHOOL BOARD BY LAWS

(Revised September 2022)

MISSION STATEMENT

The Diocese of Tucson School Board, with the approval of the Bishop, advises the Department of Catholic Schools by promoting Catholic education in supporting “the growth of the whole person in which faith, academic excellence, and service are integral to the life of every student served in the Diocese of Tucson”.

The School Board believes that every Catholic school should:

- Provide a Gospel-based education of the highest quality
- Be available, accessible, and affordable to any family desiring a Catholic education
- Be staffed by highly qualified administrators and teachers who will receive just wages and benefits (Renewing Our Commitment to Catholic Elementary & Secondary Schools in the Third Millennium, U.S.C.C.B., 2005)

The School Board believes that the role of the Catholic school is to:

- Develop with special care the intellectual faculties of children but also to form in them the ability to judge rightly
- Hand on the cultural legacy of previous generations in each Catholic school
- Foster responsible citizenship, respect for self and others, stewardship, and service to one another and the broader community
- Help children prepare for college and professional life or religious vocations
- Establish a center whose work and progress must be shared together by families, teachers, associations of various types that foster cultural, civic, and religious life, as well as by civil society and the entire human community (DECLARATION ON CHRISTIAN EDUCATION, *GRAVISSIMUM EDUCATIONIS*, OCTOBER 28, 1965).

ARTICLE 1: GENERAL PROVISIONS

Section 1.1. Name. The name of this organization is Diocese of Tucson School Board, (the “School Board”).

Section 1.2. Offices. The known place of business of the School Board is in the Bishop Moreno Pastoral Center. The office may be changed from time to time by the School Board. The School Board may have such additional offices as the School Board may designate or as the activities of the Organization may require.

ARTICLE II: PURPOSE

The purpose of the School Board is to support the Catholic schools by:

- Providing an opportunity for laity and clergy to serve in the educational ministry of the Church
- Being a source of unification, direction and stability for all who administer Catholic schools within the Diocese of Tucson
- Being a voice to advocate for the rights and duties of those who serve in or are served by the Catholic schools in the Diocese of Tucson
- Advising and assisting the superintendent in matters regarding Catholic schools in the Diocese of Tucson

All Board policies and decisions are advisory in nature and shall serve as guidelines and/or recommendations to the superintendent.

ARTICLE III: SCHOOL BOARD MEMBERSHIP

Section 3.1. The School Board is an unincorporated association constituting a subdivision of the Diocese of Tucson.

Section 3.2. General Powers. The School Board shall have all the powers necessary to conduct business, subject to the limitations of these By-Laws, the laws of the state of Arizona, and Canon Law.

Section 3.3. Number of Members. The School Board shall have Non-Voting *ex-officio* Members and Voting Members. The Non-Voting *ex-officio* Members shall be the Bishop of the Diocese of Tucson, the Tucson Diocese School Superintendent, the Tucson Diocese Assistant School Superintendent, and other members of the Department of Catholic Schools, as approved by the Bishop. *Ex-officio* Members do not vote. The Bishop shall be the Chairman of the School Board. There shall be not less than eleven (11) Voting Members. At all times, there shall be not less than two appointed positions available for priests or deacons and a school administrator, (principal or president), serving in the Diocese of Tucson to be Voting Members. The remaining Voting Members may be priests, religious, or laypersons and they will go through the nomination/application/approval process outlined in section 3.4. The exact number of Voting Members shall be fixed from time to time by a majority vote of the School Board Members then constituting the School Board. No decrease in the number of School Board Members shall have the effect of shortening the term of office of any currently serving Member. In the event vacancies occur on the Board, the number of Members shall consist of the actual number of

Members then serving, so long as there is at least one Voting Member so serving. All Voting Members shall serve their terms until their terms expire, or until such Voting Members resign or are removed, as provided herein. All Voting Members shall have equal and full voting responsibilities as Members of the School Board. *Ex-officio* Members shall not be counted in determining the presence of a quorum.

Section 3.4 Appointment Process for New Board Members. All Diocesan School Board members have the responsibility to recommend new members to the board as vacancies become available. Board members should always be observing the skill sets of the current members and evaluating any potential skills that may need to be added by potential members based on the performance of the board and its activities.

While the search for new members is ongoing, the process for the recommendation, vetting, and final approval of new members will follow an approved timeline.

At the March meeting, school board members will submit candidate names and a short bio of the candidate to the entire board. Prior to submission, the board member will ascertain, to the best of his or her ability, that the candidate does not meet any automatically disqualifying criteria to include the following:

1. A person who may have a conflict of interest by serving on the Diocesan Catholic school board
2. A person who is a registered sex offender

Discussion may follow concerning each candidate if necessary. If there are no concerns or conflicting issues with candidate, the board member will then be encouraged to invite that candidate to submit a discernment form/application and letters of recommendation by the April meeting date.

At the April meeting, school board members will review candidate applications and determine which candidates will be submitted to Bishop for approval. Bishop's review and approval of potential candidates needs to occur in time to notify new members of their membership appointment and subsequent invitation to the May meeting.

At the May meeting, new officers will be voted on. New members will not be voting members until their installation at the fall meeting or they will have the ability to vote at the May meeting if the outgoing members abstain from the votes.

Section 3.5. Appointment and Term of Office. Each Voting Member shall be appointed by the Bishop. The School Board may recommend appointees to the Bishop. The term of office for each Voting Member of the School Board shall be three (3) years. No Voting Member may serve more than three (3) consecutive three-year terms. Upon initial installation of Voting Members of the School Board, terms of less than three years shall be established for various

proposed Voting Members so as to allow for the staggering of terms to allow for the appointment of one-third of the School Board during each calendar year.

Section 3.6. Vacancies. If a vacancy in Voting Members occurs at any time, the Bishop may appoint an individual to fill the unexpired term of any Voting Member. The School Board may recommend individuals to the Bishop to fill the unexpired term of a Voting member who has left the service of the School Board. A person appointed to fill a Voting Member vacancy occurring on the School Board shall be appointed for the unexpired term of the person whose position is being filled. A person appointed to fill an unexpired term would then be eligible to be appointed for two full terms.

Section 3.7. Attendance is expected at School Board Meetings. If School Board Voting Member misses three consecutive meetings, unexcused, the Bishop may remove such Member.

Section 3.8. Resignation. Any member may resign at any time, either by oral tender of resignation at any meeting of the School Board or by giving written notice to the President or Secretary of the School Board. Such resignation shall take effect prospectively at the time specified therefore and, unless otherwise specified with respect thereto, the acceptance of such resignation shall not be necessary to make it effective.

Section 3.9. Removal. The Bishop may remove any Member of the School Board, with or without cause, at any time.

Section 3.10. Monthly Meetings. The School Board shall meet monthly except in June and July. Dates, times and places of the monthly meetings shall be determined by the Superintendent of Catholic Schools. Additional meetings may be called by the Bishop or the President of the School Board. The President of the School Board shall call special meetings as requested by the Bishop or the School Superintendent. Notice of monthly meetings and special meetings shall be given to all Members of the School Board not less than fifteen days prior to any such meetings, at such addresses as the individual Members shall provide, in writing, to the secretary of the School Board.

Section 3.11. Annual Meetings. The April or May meeting of the School Board shall be designated as the annual meeting where new Members of the Board shall be seated and Officers shall be elected. During the fall meeting an annual report shall be presented.

Section 3.12. Public and Executive Sessions. All meetings of the School Board are open meetings, unless designated as being an Executive Session by the Bishop or the President of the

School Board. Subject to the provisions of Section 3.13 below, all decisions made in Executive Session must be presented and voted at a public session before becoming effective. The School Board will go into executive session whenever issues to be discussed involve confidential matters.

Section 3.13. Quorum. Half of the serving Voting Members shall constitute a quorum for the transaction of business in any monthly or special meeting. Except as otherwise provided in these By-Laws, a majority vote of those present, once a quorum has been declared, shall be sufficient to constitute a decision or resolution of the School Board. The School Board may continue to transact business during a meeting at which quorum is initially present, so long as any resolution or decision is approved by a majority of the Voting Members as determined by the number of Voting Members present when the meeting began.

Section 3.14. Manner of Acting. The act of a majority of the Members present at a meeting duly held at which a quorum is present shall be the act of the School Board. Members may participate by telephone conference. Voting members may not act through proxy. Implementation of all decisions of the School Board shall take place only after approval of the same by the Bishop.

ARTICLE IV: OFFICERS

Section 4.1. Titles. The Officers of the School Board shall be a President of the Board, a Vice President of the Board, and a Recording Secretary. The Recording Secretary shall be appointed by the Board and shall be a non-voting member if he/she is an employee of the Department of Catholic Schools.

Section 4.2. Election of Officers and Terms of Office. The Officers of the School Board shall be elected by a majority of the School Board Voting Members. All Officers must be Voting Members of the School Board. Additional offices may be created and filled, and vacancies may be filled, at any meeting of the School Board. Officers shall be elected at the April or May meeting, and the term of office shall be one (1) year.

Section 4.3. Removal. Any officer elected or appointed by the School Board may be removed by a majority of the Voting Members of the Board, with or without cause, whenever in the judgment of the School Board the best interests of the Organization would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officers so removed. The Bishop, in accordance with Section 3.8 above, may also remove any elected officer, with or without cause.

Section 4.4. Resignation. Any officer may resign at any time by giving written notice thereof, addressed to the School Board at the following address: Diocese of Tucson School Board, PO Box 31, Tucson, AZ 85702-0031 or via email to the Superintendent's office. Any resignation shall take effect at the date of the receipt of that notice or at any later time specified in that notice; and unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of the School Board under any contract of which the officer is a party.

Section 4.5. President of the Board. The President shall act as presiding officer and executive head of the School Board. His or her duties shall include the following:

1. Preside at all meetings.
2. Conduct internal elections.
3. Call all annual, monthly and additional meetings.
4. Assist the Superintendent in directing the functions and goals of the School Board.
5. Enforce the By-laws.
6. Formulate the monthly agenda with the School Superintendent.
7. Appoint ad-hoc committee(s) and designate a chairperson(s).

In addition to the above, the President is the spokesperson of the School Board. All official public statements made by the President must be approved by the School Superintendent and Bishop. No other individual shall attempt to speak for the School Board except when specifically designated by a duly adopted resolution of the School Board, or by the Bishop.

Section 4.6. Vice President of the Board. The Vice President, at the request of, in the absence of, or in the refusal to act of the President, shall perform the duties and exercise the functions of the President and, when so acting, shall have all the powers of, and be subject to all the restrictions upon, the President. The Vice President shall perform such other duties as from time to time may be assigned to him or her by the President, the School Superintendent or the Bishop.

Section 4.7. Recording Secretary. The Recording Secretary shall keep a record of the minutes of all meetings of the School Board and shall have the authority to authenticate the records of the School Board. The Recording Secretary shall be responsible for School Board communication, as may be assigned by the President, and shall perform such other duties as may, from time to time, be assigned to him or her by the School Superintendent or the Bishop. The Secretary shall keep an up-to-date roster of all School Board Members (both *ex-officio* and Voting), containing their current addresses, telephone numbers and e-mail addresses.

Section 4.8 Vacancies. Any vacancy in any office due to death, resignation, removal, disqualification, or other cause may be filled by the remaining Voting Members of the School Board at any time in accordance with Section 4.2 above.

ARTICLE V: COMMITTEES

Section 5.1 Powers and Qualifications.

- A. Standing committees may be established and impaneled by official action of the Board, to include their powers, qualifications, purpose, and duration.
- B. Ad-hoc committees may be established pursuant to section 4.5(7).
- C. Standing or ad-hoc committees may include, but are not limited to, marketing, legislative, grant, training, and recruitment.

Section 5.2. Members of each Committee are appointed by the President. Once constituted, each Committee has the authority to invite non-School Board Members to join in the Committee's work. Committee Members can resign or be removed by the President or the Bishop for no cause or any cause.

ARTICLE VI: CHANGE OF BY-LAWS

These By-laws may be amended, supplemented, suspended in whole or in part:

- 1. By a vote of two-thirds of the Voting Members in attendance at a duly called School Board meeting at which a quorum is present; or
- 2. By order of the Bishop.

Any proposed change to these By-Laws arising through the Voting Members (Paragraph 1 above) shall be published by written notice to the entire Membership not less than thirty days before the meeting at which such proposed change is to be voted upon. Such written notice shall be given by regular mail or by e-mail to each member at his or her address as maintained in the School Board's records. Changes to these By-Laws proposed by Voting Members shall not become effective until they shall have been approved by the School Superintendent and the Bishop.

ARTICLE VII: CONSTRUCTION AND DEFINITION

The School Board may fix its own rules of procedure, but, in the absence of such rules, the rules contained in Robert's Rules of Order on Parliamentary Procedure, as amended, shall apply.

MODEL TEMPLATE OF BY-LAWS FOR CATHOLIC SCHOOL BOARDS

Mission Statement: (As we are mission driven, a mission statement at the beginning of the school constitution and or bylaws is appropriate and recommended by the department of schools' office)

Article I

Name or Title

The name of this body shall be the _____ School Board of _____ (town) _____ herein after referred to as the "School Board."

Article II

Function or Purpose

Section 1. Purpose: The School Board is established by the Pastor or Chief Administrator of _____ [name of school] to be consultative to him and the school Principal. It shall make its recommendations after adequate hearing as determined by the Chair of the School Board and shall submit those recommendations in writing to the pastor/chief administrator for approval. The pastor or chief administrator has ultimate authority in judgements.

Section 2. Function: The functions of the School Board are to:

- ☐ Be advisory to the Pastor and Principal on policies, programs, services, and strategic planning for _____ School.
- ☐ Conduct special studies and assignments as requested by the Pastor or Principal
- ☐ Present Catholic schools to the public, to civic authorities, and to the Catholic community, as schools imparting quality Catholic education in all aspects of living: spiritual, intellectual, cultural, physical, social, and civic.

Article III

Membership

Section 1. General Eligibility: Each member of the School Board shall

- ☐ The Chair of the Board must be Catholic.
- ☐ Be at least 21 years of age
- ☐ Have a genuine interest in Catholic school education
- ☐ Be a credible witness of the Catholic faith; a member of a parish; or if non-Catholic, not be opposed to the tenets of the Catholic faith.
- ☐ Have the ability to work with others to achieve consensus
- ☐ Have the ability to make the time commitment for meetings, committee work, and in-services
- ☐ Willing to maintain confidentiality and high level of integrity
- ☐ Willing to support school philosophy and mission
- ☐ Have a professional and personal life that is reflective of the teachings of the Catholic Church
- ☐ Not be a member of the school staff, or the spouse, child, sibling, or parent of a staff member.

Section 2. Number of Members and Representation: The School Board shall consist of no fewer than five (5) members and no more than eleven (11) members. No more than one third of the members shall be parents of students currently enrolled in the school.

Section 3. Appointment: A member of the School Board shall be nominated by the Board and appointed by the Pastor for a term of three (3) years and may not serve for more than two (2) consecutive terms. The appointments shall be staggered equally over a period of three (3) years to provide for continuity of a majority of the membership from year to year. After a lapse of one year, a former member may then be reappointed. Any member of the School Board who cannot fulfill his/her obligation of office shall submit a letter of resignation to the Pastor through the Chairperson.

Section 4. Removal: The School Board may vote to recommend to the Pastor that a member be removed from the board for absences without advance notice. The Pastor may also remove an individual School Board member for cause.

Article IV

Officers

Section 1. Officers: The officers of the School Board will be the Chairperson, Vice Chairperson, and Secretary.

Section 2. Chairperson: The Chairperson shall preside at all meetings of the School Board, shall make all committee appointments, shall prepare the agenda for all meetings of the School Board with the Principal (in collaboration with the Pastor as needed); and, in general, shall perform all duties pertaining to the office of Chairperson.

Section 3. Vice Chairperson: The Vice Chairperson, in the absence of the Chairperson, or at his/her request, shall perform the duties and exercise the functions of the Chair and, when so acting, shall have the authority of the Chair and shall perform such other duties as are delegated by the Chair.

Section 4. Secretary: The Secretary maintains written record of all acts of the School Board; handles all correspondence for the Board; preserves reports and documents; notifies members of date and time of meetings; distributes meeting agendas and committee reports at least seven (7) days in advance; distributes minutes following each meeting; e-mails materials if possible.

Section 5. Minutes: Minutes of all School Board meetings shall be prepared and filed at the School and forwarded to all board members.

Section 6. Election and Term of Office: Officers of the School Board shall be elected at the annual meeting and appointed by the Pastor for a term of one year. No officer may hold the same office for more than two consecutive years.

Article V

Meetings

Section 1. Meetings: Regular business meetings shall be held at least four times per year from August to May or as otherwise decided by the School Board.

Section 2. Conduct of Meetings: The School Board shall operate in a spirit of collegiality, shall seek consensus, and shall conduct its business using "Roberts Rules of Order."

Section 3. Quorum: A majority of the full membership of the School Board shall constitute a quorum. Unless otherwise provided, when a vote is taken upon any measure before the Board, a quorum being present, a majority of the members voting on the measure shall determine the outcome thereof.

Section 4. Policy Actions: The School Board shall not vote on recommendations regarding the adoption, modification, or rescission of a School policy at the meeting at which such policy adoption, modification, or rescission is introduced.

Section 5. Nominations: The Nominating Committee shall recommend nominees for the School Board to the Board, which shall make recommendations once consensus is reached to the Pastor for approval and appointment.

Section 6. Annual Meeting: The Annual Meeting of the School Board shall be held in April. That meeting shall constitute a planning meeting and shall include on its agenda the election of officers for the ensuing year; review and discussion of the school board self-assessment; and the recognition of those members whose terms have expired.

Section 7. Resignation: In the event of the resignation of a member(s), the remaining members shall appoint a replacement to fill the vacancy until the next annual election. The Nominating Committee shall meet to propose nominees from which the full Board shall make recommendations for appointment by the Pastor.

Section 8. Special Meetings: Special meetings of the School Board may be called at the discretion of the Chair, in conjunction with the Pastor, or, if the Chair is unable or refuses to act, by a majority of the members of the Board.

Section 9. Agenda: An agenda shall be distributed seven (7) days prior to the meeting. If any person, other than a Board member, wishes to present a matter to the School Board, that person must obtain the approval of the Chair prior to the meeting in order to place the matter on the agenda. The request for inclusion of a matter on the agenda must be submitted in writing 2 weeks ahead and accompanied by an explanation of the item.

- I. Order of Business
- II. Call to Order
- III. Prayer
- IV. Establish a Quorum
- V. Approval of Agenda
- VI. Approval of Minutes
- VII. Call to Public (if a public meeting)
- VIII. New Business
- IX. Old Business
- X. Adjournment

Section 10. Motions: After agreement on the wording of a motion is reached through consensus, a simple majority of those voting on a motion at a meeting at which a quorum is present shall constitute Board action on that motion.

Article VI

Committees

Section 1. Committee Membership: All School Board members are expected to serve on a standing committee. Each standing committee shall have such authority and shall perform such duties as may be assigned to it by the School Board Chair. The Chair shall assign committee memberships, including committee chairs, after consultation with the full Board.

Section 2. The School Board shall have the following Standing Committees:

A. Strategic Planning Committee. The Strategic Planning Committee shall:

Assist in the development and annual updating of the long-range strategic plans and goals of the school.

B. Advancement Committee. The Advancement Committee shall:

Assist in the formulation and implementation of an advancement program, including public relations and marketing, fund development, alumni and constituency relations, and enrollment management.

C. Finance Committee. The Finance Committee shall:

Assist in developing the plans and means to finance the on-going educational program (i.e., setting the tuition, negotiating the parish subsidy with the Pastor and parish finance council, developing the annual operating budget) according to the Archdiocesan format.

D. Nominating Committee. The Nominating Committee shall:

Recruit new members and develop a slate of eligible candidates, given to the Board Chair for discussion and consensus by the Board and submitted to the Pastor for appointment; orientate new members to the Board; facilitate election of officers; provide ongoing education for Board members.

Section 3. Ad Hoc Committees: The School Board may appoint such ad-hoc committees as it deems advisable and may discontinue the same at its discretion.

Article VII

Code of Ethics

The Code of Ethics for School Board Members delineates the expectations inherent in the purpose of the Board. Members, by accepting the position to serve on the Board, ascribe to this code. Periodic review of the code reminds members that they are working together for the common goal: to promote the mission and purpose of Catholic school education. The Code of Ethics addresses the following: conflict of interest, confidentiality, objectivity, culture of mercy, and maintenance of unity.

Section 1. Conflict of Interest: School Board members shall avoid situations that present actual, perceived, or potential conflict between their interest and the interest of the school. If a conflict of interest does arise, the board member must provide full disclosure and excuse themselves from that particular discussion.

Section 2. Confidentiality: Members of the School Board are responsible to keep matters discussed in executive sessions in confidence. Official information/business discussed in such sessions cannot be shared with non-Board members, even with one's spouse.

Section 3. Objectivity: As total objectivity is impossible for anyone to achieve; members are asked to identify and manage their own personal biases. It is important that members see situations from multiple points of view rather than solely from their own perceptions, assumptions, and feelings.

Section 4. Culture of Mercy: Decisions made by the School Board and approved on the parish school level by the Pastor and on the secondary level by the Chief Administrator and the Superintendent, should be the result of honest and open discussion by all members: pastor, principal/high school chief administrator, parent, parishioner, and general membership. Consideration of the good of the total parish/school community should be integral to the decision-making process. Every member shall uphold decisions. When decisions will affect various constituencies, those constituencies should be informed at the same time through an agreed upon vehicle of communication.

Section 5. Maintenance of Unity: In achieving its objectives within the faith community of the parish/school, the Board is to do all it can to avoid creating factions, sides or other divisive groupings in the parish or school community. While differences of opinion may arise over certain issues, members should agree to disagree, then should function within the framework of the total leadership of the parish/school and strive to cooperate with other leadership groups in the local faith community.

Article VIII

Periodic Review of Bylaws

Section 1. At least once every five years, or more often if determined by the School Board, a review of the current Bylaws shall take place

Article IX

Amendments to Bylaws

Section 1. Amendments: These Bylaws may be amended by a simple majority of the authorized voting members of the Board and upon approval by the Pastor, provided that any proposed amendments shall have been presented in writing to the Board at the regular meeting preceding the meeting at which such a vote will be taken. The Pastor, Principal, and School Board Chair will sign the amendments.

Pastor's/CA's. Signature

Pastor's/CA'S Name (printed)

Date

Principal's Signature

Principal's Name (printed)

Date

School Board Chair's signature

School Board Chair's Name (printed)

Date

APPENDIX B

PERSONNEL

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DIOCESE of TUCSON CATHOLIC SCHOOLS HARASSMENT STATEMENT

The Diocese of Tucson prohibits harassment of any kind toward another individual.

- A. Sexual harassment is defined as “unwelcome sexual advances, unwelcome requests for sexual favors, and other sufficiently severe and/or pervasive verbal or physical conduct of a sexual nature” when:
 - 1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment
 - 2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual
 - 3. Such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment
- B. Harassment, including bullying, based on race, color, religion, gender, national origin, age, or disability is also prohibited. Harassment would include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, gender, national origin, age, or disability, or that of his/her relatives, friends, or associates, and that:
 - 1. Has the purpose or effect of creating an intimidating, hostile or offensive work environment
 - 2. Has the purpose or effect of unreasonably interfering with an individual’s work performance
 - 3. Otherwise adversely affects an individual’s employment opportunities
- C. Neither the Diocese nor the school can take corrective measures to remedy situations of harassment unless it has been informed of such an event. Any employee of the Catholic Schools of the Diocese of Tucson who believes that her/she has been or is a victim of harassment, should immediately report the matter to the appropriate school authority. Each complaint will be fully examined individually, and the employee may follow the Grievance Procedures, (Policy 2.10). At its sole discretion, the Diocese of Tucson may take interim actions pending a full investigation and resolution.
- D. Any employee who has been found, after investigation, to have engaged in behavior that the Diocese deems inappropriate or in violation of this policy will be subject to discipline, which may include immediate termination.

Employee Signature

Date

SAMPLE EMPLOYEE DRESS CODE

GUIDELINES

Employees encounter many facets of the Church community and public daily. For this reason, employees are expected to dress in a manner appropriate to their working environment and to the type of work performed. Employees are required to be neat, clean, well groomed, and dressed in a manner appropriate for their respective positions. Clothing will not be revealing or in any way detract from the working environment. “Business Casual” clothing is appropriate. Clothing should be clean, modest, and professional. Tattoos should not be visible. Jeans may only be worn on designated “dress down” days but must be clean and in good repair. Shoes should conform to the business casual model. Due to the demands of standing and walking, tennis style shoes are acceptable. For safety reasons, “beach” shoes should not be worn (ex. flip flops, plastic sandals, etc.). No dress code can cover all contingencies, so it is necessary to exercise good judgment in choice of clothing worn to work. If you experience uncertainty about acceptable, professional attire, please ask your supervisor or the Human Resources Department.

Employees who are off campus on official school business are expected to follow this dress code. Staff members represent the Church and should therefore dress and groom accordingly. All staff members are expected to be neat and clean, maintain a professional appearance. Staff members should check with the person in charge for clarification about what is appropriate in their work area.

Whether you are in the public eye or not, professional, and appropriate business attire must be worn. The following are not appropriate at any time (this is not an exhaustive or exclusive list):

- Crop tops
- Flip-flops
- Leggings
- Revealing clothing
- Sheer/see-through clothing
- Spaghetti-strap tank tops
- Torn clothing

Supervisors are responsible for ensuring that staff members adhere to the dress code and are expected to take the steps necessary to remind and counsel staff regarding violations of the dress code.

Violations of the dress code may result in disciplinary action and/or the employee being asked to go home.

[Parish/School Letterhead]
Job Description

Job Title: Catholic School Principal

Exemption Status: Exempt

Department/Location: [School Name/Location]

Primary Function: Under the direction of the pastor, the school principal functions as the school's spiritual and academic leader fostering Catholic Identity in accordance with the school's mission statement and philosophy; and is also responsible for supporting the Diocese of Tucson in its mission to evangelize and catechize youth in a Catholic School environment. The Principal shall be a minister of the Gospel and Catholic Teaching both academically and behaviorally while at work and in his/her personal life, "...*Live in a manner worthy of the call you have received.*" (Eph. 4:1)

Essential Duties and Responsibilities of this Ministerial Position:

- Recognize and support the unique Catholic Mission of the school by speaking, acting, and instructing consistent with the teachings of the Catholic Church; a school principal may not espouse, in word or deed, any doctrine inconsistent with the teachings of the Church.
- Shall abide by Catholic principles in the principal's professional and private life, and shall govern his/her professional and private life in strict accordance with Catholic morals and principles to demonstrate complete adherence to Catholic moral structures.
- Model faith formation by developing and maintaining a school program for all students that includes daily prayer, religion classes, Liturgy, and service.
- Exercise leadership in all phases of education, including co-curricular activities.
- Is responsible for the planning, operation, supervision, and evaluation of the school's educational programs; promote a pleasant and effective teaching and learning environment.
- Be responsible for administering the school in accordance with diocesan and local school policies, applicable state law, and the policies and standards of applicable accrediting agencies.
- Hire, supervise and develop competent faculty and staff in accordance with diocesan and accrediting agency policies and evaluates teachers and staff as required.
- Demonstrate professional responsibility in enforcing diocesan and school policies and regulations; enforce adherence to the Diocese of Tucson Handbook of School Policies and Procedures and Diocese of Tucson Personnel Policy Guidelines and Procedures as adopted by the Parish.
- Provide for the safety, welfare, and care of students; ensure development of faculty and student codes of conduct which reflect gospel values; additionally, enforce established discipline standards.
- Manage an effective and efficient records system maintaining complete, accurate, and current personnel and student records in accord with diocesan school guidelines and accepted standards.

- Manage school plant facilities maintaining a clean, safe, and orderly campus as required by diocesan school guidelines.
- In cooperation with the pastor and the school board, manage the financial matters of the parish including preparation and adherence to approved budgetary guidelines.
- Work cooperatively with the pastor and school board in building a faith community; give evidence of lived Gospel values by personal example and by being an active member of a faith community; be open to the importance of a personal faith journey.
- Cooperate with school and diocesan administration; work effectively with all staff members to promote positive relationships with students and parents.
- Maintain confidentiality of information.
- Perform other duties as assigned.

Physical/Mental Requirements: Coordination and manual dexterity, normal mental and visual ability; ability to lift as required in a normal office environment

Required Activities: Walking; sitting; standing; stooping; reaching; talking; handling; hearing; carrying; and keyboarding

Basic Qualifications:

- A working knowledge of and a strong commitment to the mission of fostering lay leadership in the Roman Catholic Church. Must be a practicing Roman Catholic in full communion with the Church and abide by Catholic principles in the principal's professional and private life.
- Excellent communications skills including written, verbal, public speaking, and presentation skills; must have excellent communications skills with children and adults.
- Excellent human relations and interpersonal skills; must be a self-starter and be well-organized; must be a team player.
- Be available for evening and weekend work as necessary; have reliable transportation.
- Be able to manage multiple tasks simultaneously and work under pressure.
- Proficiency in the use of computer technology including word processing and the use of school related technology.
- Flexibility in assessing needs and strategies and adapt appropriately in a school ministerial environment.
- The ability to successfully complete a criminal history and background check.
- Display sound judgment in dress and general behavior; exhibit professional bearing and clean and neat personal appearance at all times.

Education and Experience:

- Graduate degree or equivalent in Education from an accredited institution
- Possess State of Arizona Administrative Certificate with renewal per state law
- Possess Diocesan Ministry Certification or equivalent, or have a plan to attain the required Level I Certification with renewal every three years

- Meet the requirements of the Arizona Department of Education and the applicable accrediting agency guidelines for principals
- A working knowledge and understanding of best practices in teaching methodology and child development

Other/Preferred Skills:

- Bi-lingual (English/Spanish)

Covenants of Employment

- (Initial)_____I understand that [School and/or Parish Name] is a Roman Catholic religious organization and that all employees are expected to respect and conduct themselves in accordance with the values, teachings and morals of the Roman Catholic Church and by Arizona state law.
- (Initial)_____I understand that under the “Zero Tolerance Policy”, no one will be knowingly assigned or retained to serve in the [School and/or Parish Name] when that person is determined to have engaged in the abuse of a minor or to have violated boundaries in dealing with minors.

Principal Signature

Date

DIOCESE of TUCSON CATHOLIC SCHOOLS

PRINCIPAL SEARCH PROCESS

For parish schools, the Department of Catholic Schools provides guidance and facilitation of the principal search process:

STEP 1: POSTING OF THE PRINCIPAL POSITION

A representative from the Department of Catholic Schools will coordinate with Human Resources in posting the principal position on the diocesan website and other websites that are linked to our posting. In consultation with the parish pastor and business manager, Administrators of the posting will be assigned to monitor and manage applicants. [Sign In To Paycor Recruiting \(recruitingbypaycor.com\)](https://recruitingbypaycor.com)

STEP 2: SEARCH COMMITTEE

In the case of a parish school, the pastor and a representative from the Department of Catholic Schools assemble a Search Committee. The Search Committee may include members from the school board, parish office, parish/school community, or a school administrator from a neighboring Catholic school. The pastor and Superintendent of Catholic Schools or a representative from the Department of Catholic Schools are ex officio.

STEP 3: PHONE SCREEN INTERVIEWS

A phone screen interview is conducted via Zoom by the Department of Catholic Schools for all viable applicants. The Department utilizes a standard series of questions such as the following:

1. **Why do you want to lead this Catholic school?**
2. **Please speak to your current parish/parish life and how you provide for your own spiritual formation:**
3. **How does a principal develop relationships with the students...parents...faculty/staff?**

First steps as a new principal:

4. **What is your experience in supporting effective teaching and learning?**
5. **How do you engage parents/guardians in the education of their children?**
6. **Describe your experience in budgeting, development, fundraising, marketing:**

7. Anything you'd like me to know but didn't ask?

8. Any questions for us?

STEP 4: SCHEDULE SEARCH COMMITTEE MEETING & INTERVIEWS

The top candidates from the phone screen process will receive an invitation to participate in an in-person interview with the search committee. Prior to the interviews, the Department of Catholic Schools will facilitate a preliminary meeting with the search committee to review the candidates and interview process, to include the questions and interview schedule.

STEP 4: DEVELOP INTERVIEW QUESTIONS & RUBRIC

The Department of Catholic Schools will work with the search committee in developing interview questions specific to the school community, culture, and needs. Sample questions and rubric may be as follows:

Principal Interview Rubric

School _____ Date _____

Candidate _____

Circle your rating for each question:

MISSION & CATHOLICITY

1. Please give us a brief history of yourself and why you are interested in leading this Catholic school?	Minimal info	General	Defined	Clearly defined
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Notes:

2. As a new principal, how would you begin to understand, promote, and model the school culture, mission and core values?	No basis	Little basis	Adequate basis	Extensive basis
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Notes:

3. What characteristics make a school authentically Catholic?	No characteristics	Some ideas	Numerous characteristics	Detailed characteristics
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Notes:

CURRICULUM, INSTRUCTION, AND ASSESSMENT				
1. What core instructional practices would you look for in a classroom observation?	Very little knowledge	Some knowledge	Adequate knowledge	Comprehensive knowledge
Notes:				
2. How would you ensure teachers use best practices; share an example of how you helped coach/mentor someone?	Minimal input	Some relevant ideas	A range of ideas 7	A wide range of relevant ideas and process
Notes:				
3. In your experience, what is the key to developing teacher leaders and a strong leadership team?	Very little details	Some details	Adequate details	Details with clarity, relevance and confidence
Notes:				
4. What is your experience with utilizing data to inform teaching and learning, especially with students scoring below grade level?	Minimal experience	Some relevant experience	Range of experience	Wide range of relevant

Notes:

LEADERSHIP & ORGANIZATIONAL VITALITY

1. Describe your leadership style.

Minimal

General

Defined

Clearly defined

Notes:

2. As a new principal, how would you support a strong working relationship between the parish and school community?

Limited vision

General plan

Reasonable plan

Clearly defined plan

Notes:

3. What experience have you had regarding budget, enrollment management, and marketing?

No experience

Limited experience

Adequate experience

Extensive experience

Notes:

STEP 5: DETERMINE FINALIST(S)

Upon completion of the interviews, the search committee determines finalist(s) to recommend to the pastor based on an overall review of the candidates' credentials, references, experience, disposition, and interview.

STEP 6: PRINCIPAL SELECTION

After careful consideration of the applicants and information provided through the selection process, the pastor determines from the finalist(s) who will be offered the position. The pastor notifies the Superintendent of Catholic Schools and the bishop.

PRINCIPAL EVALUATION

BASED ON THE NATIONAL STANDARDS & BENCHMARKS FOR EFFECTIVE CATHOLIC SCHOOLS

Principal: _____ School: _____

Evaluation Period: _____, 20____ to _____, 20____

Evaluator: _____ Date: _____

PERFORMANCE LEVEL RATINGS

Highly Effective (HE):

- The principal consistently performs above and beyond expectations.

Effective (E):

- The principal consistently meets expectations.

Somewhat Effective (SE):

- The principal sometimes meets expectations but not on a consistent basis.

Not Effective (NE):

- The principal does not meet expectations.

MISSION & CATHOLIC IDENTITY	RATING
1. Principal conducts mission statement reviews annually with pertinent stakeholders to ensure it articulates a commitment to Catholic Identity, academic excellence, and community service.	
2. Principal practices mission-driven planning and leadership decisions.	
3. Principal models a lived commitment to the school's charism, culture, and mission.	
4. Principal ensures that the school mission statement is prominent on the website, throughout the campus, and referenced at meetings and school gatherings.	
5. Principal ensures that the school mission statement is aligned with the parish mission.	
6. Principal monitors religion curriculum and classes to ensure that current, approved standards and curriculum are utilized, and the appropriate allotted time is maximized for religious studies.	
7. Principal achieves and maintains Level I Ministry Certification and ensures that all teachers who teach religion are Catholic, and they obtain a minimum of Level I Ministry Certification.	
8. Principal schedules at least one faculty/staff retreat annually.	
9. Principal ensures that religious symbols and art are visible throughout the school campus that reflect the charism, mission, and Catholic identity of the school.	
10. Principal ensures that every classroom has a sacred space that is age-appropriate, updated, clean and is in a prominent place for students to utilize.	
11. Principal monitors and supports appropriate grade-level service projects.	
12. School Masses and prayer services are scheduled on the school calendar according to the Church's liturgical calendar and parish master calendar. Students are given opportunities to participate in the planning and serving of these celebrations.	
13. Principal coaches and monitors teachers to ensure classes begin with prayer. Principal models this by beginning meetings and assemblies with prayer.	
14. Principal maintains a presence at school-sponsored faith formation/educational events to set an example of partnership in adult faith formation with school parents/guardians.	
15. Principal models Gospel values in his/her relationships with school personnel and families.	
Comments:	

GOVERNANCE & LEADERSHIP		RATING
1.	Principal leads an active, committed school advisory board whose members represent an adequate cross-section of school families.	
2.	Principal assures that the school advisory board by-laws are reviewed annually.	
3.	Principal arranges a board training with the superintendent if several board members are new and/or if the principal is new.	
4.	Principal ensures that their school WCEA accreditation goals and progress are reviewed monthly and progress updated annually.	
5.	Principal has read and regularly reviews the Diocesan Handbook of School Policies and Procedures.	
6.	Principal annually reviews school handbooks and makes necessary updates; ideally this is done with a leadership team.	
7.	Principal works collaboratively with the Dept. of Catholic Schools and fellow Catholic school principals.	
8.	Principal works collaboratively with parish staff, specifically in relation to school operations, liturgical planning, campus and facility maintenance, and strategic planning.	
9.	Principal has achieved Level I Ministry Certification or is on a pathway to achieve it in the recommended allotted time frame.	
10.	Principal ensures that the school mission, charism, and culture is a lived reality by developing authentic, respectful relationships with all constituents.	
11.	Principal supervises and evaluates school personnel according to diocesan policy and procedures.	
12.	Principal schedules weekly classroom observations and documents observations and follow up with teachers.	
13.	Principal develops annual professional development calendars for faculty – for both professional development and faith formation.	
14.	Principal abides by all accreditation protocols and requirements on an annual basis.	
15.	Principal supports and monitors strategic enrollment management.	
16.	Principal utilizes a variety of modes of communication to maintain updated information regarding school programs, changes, and new initiatives with all parish/school shareholders.	
17.	Principal participates in meetings and initiatives coordinated through the diocesan Dept. of Catholic Schools.	
18.	Principal communicates effectively, both written and verbal, with all stakeholders.	
19.	Principal is a visible leader before school, in classrooms, after school, and at extracurricular activities.	

20. Principal is a model of spiritual leadership through action, word, and attitude toward all shareholders.	
21. Principal exudes being a mission-driven, lifelong learner and leader.	
Comments:	
ACADEMIC EXCELLENCE	RATING
1. Principal ensures that core curriculum utilized in classrooms align with state and diocesan standards.	
2. Principal monitors classroom teaching to ensure elements of the Catholic faith are integrated throughout the day.	
3. Principal makes appropriate utilization of technology in the classroom a priority.	
4. Principal monitors classroom management to support students' personal responsibility for the good of oneself as well as contributing to the benefit of a faith-filled learning environment.	
5. Principal monitors teacher lesson plans and delivery in the classroom to ensure all appropriate levels and modalities of learning are addressed.	
6. Principal leads and supports a school-wide intervention process, with support services and programs in place for both high-level and challenged learners.	
7. Principal provides teachers with specific professional development to meet their needs and goals.	
8. Principal supports and participates in a clear, consistent admissions process to properly assess each prospective student to make an appropriate determination as to whether the school can accommodate any special learning and/or behavioral needs.	
9. Principal knows all students and any special learning and/or behavioral needs they have.	
10. Principal ensures there is a schoolwide behavior management program in place and necessary training provided for staff.	
11. Principal ensures that assessment data is analyzed from multiple sources to gauge student achievement and growth over time.	
12. Principal complies with and updates Before/After School/Pre-School license requirements.	
13. Principal ensures adequate supervision is provided for all students at all times.	
14. Principal ensures that parents are communicated with regarding student learning needs on a regular basis.	

15. Principal collaborates with the vice principal and/or leadership team in the scheduling, student assignments, discipline, and overall progress of the students, along with the scheduling of the school calendar, handbooks, and programs.	
16. Principal represents the school to the Diocese of Tucson, the AZ Dept. of Education, accrediting agencies, and associated stakeholders in the community. Maintains compliance and good standing with all the listed entities and any others associated with the operation of the school.	
17. Principal oversees enriching, successful extracurricular programs.	
Comments:	
OPERATIONAL VITALITY	RATING
1. Principal works closely with parish/school business manager and bookkeeper to develop an accurate, realistic financial plan and budget.	
2. Principal works closely with the pastor, meeting at least weekly to regularly update him on school operations and issues.	
3. Principal works closely with the school advisory board, making sure members are oriented to the roles and responsibilities of the board and engaging them in relevant school topics at each meeting.	
4. Principal ensures that a trained, competent scholarship manager handles scholarship assistance and assists families in the scholarship aid process.	
5. Principal is intimately involved in all school operations, to include budgeting, special events, and fundraisers.	
6. Principal consults with the school advisory board, pastor, business manager, and bookkeeper when making financial planning decisions.	
7. Principal communicates the financial, academic, and spiritual “health” of the school to the school community at least annually.	
8. Principal manages the front office staff to ensure they are organized and contribute to a warm, friendly, and inviting environment for all who visit.	
9. Principal follows diocesan policy and procedures regarding personnel management, to include supervision and evaluation of all faculty and staff.	
10. Principal reviews a strategic plan annually, in consultation with the pastor and school board; quarterly reviews are done with the school board.	
11. Principal serves as a relationship-builder between school, families, and the parish community.	
12. Principal supervises facilities management to ensure a clean, safe learning environment for all staff and students.	

Comments:

Significant Achievements:

Areas for Growth:

Principal Comments:

Principal's Signature: _____ Date: _____

Pastor or Designee: _____ Date: _____

Principal Evaluation Survey Questions

MISSION & CATHOLIC IDENTITY

1. The principal models a lived commitment to the school's mission, culture, and Catholic identity.
2. The principal models Gospel values in his/her relationships with school personnel and families.
3. Faculty and students are given the opportunity to participate in daily prayer, weekly Mass, and annual retreats (faculty/staff).

LEADERSHIP & GOVERNANCE

4. The principal is a visible leader before school, in the classrooms, after school, and at extracurricular activities.
5. The principal utilizes a variety of modes of communication to maintain updated information regarding school programs, changes, and new initiatives with all parish/school shareholders.
6. The principal adheres to school policy, handbooks, WCEA goals, and makes necessary decisions based on policy and school goals.

ACADEMIC EXCELLENCE

7. The principal schedules weekly classroom observations and documents observations with follow up with teachers.
8. The principal ensures that student assessments are conducted with fidelity and data is analyzed to establish student growth and achievement goals.
9. The principal collaborates with the leadership team in classroom scheduling, student assessments, discipline, and overall student program.

OPERATIONAL VITALITY

10. The principal is involved in all school operations, to include scholarship management, budgeting, special events, and fundraisers.
11. The principal follows diocesan policy and procedures regarding personnel management, to include observation, supervision, and evaluation of all faculty and staff.
12. The principal manages the front office staff to ensure they are organized and contribute to a warm, friendly, and inviting environment for all who visit.
13. The principal serves as a relationship-builder between school, families, and the parish community.
14. The principal ensures that a clean, safe learning environment is provided for all staff and students.

[School Letterhead] Job Description

Job Title: Catholic School Assistant Principal

Exemption Status: Exempt

Department/Location: [School Name/Location]

Primary Function: Under the direction of the principal, the assistant principal functions as a spiritual and academic leader fostering Catholic Identity in accordance with the school's mission statement and philosophy; and is also responsible for supporting the Diocese of Tucson in its mission to evangelize and catechize youth in a Catholic School environment. The Assistant

Principal shall be a minister of the Gospel and Catholic Teaching both academically and behaviorally while at work and in his/her personal life, “...*Live in a manner worthy of the call you have received.*” (Eph. 4:1)

Essential Duties and Responsibilities of this Ministerial Position:

- Recognize and support the unique Catholic Mission of the school by speaking, acting, and instructing consistent with the teachings of the Catholic Church; a school assistant principal may not espouse, in word or deed, any doctrine inconsistent with the teachings of the Church.
- Shall abide by Catholic principles in the assistant principal’s professional and private life, and shall govern his/her professional and private life in strict accordance with Catholic morals and principles to demonstrate complete adherence to Catholic moral structures.
- Model faith formation by developing and maintaining a school program for all students that includes daily prayer, religion classes, Liturgy, and service.
- Exercise leadership in all phases of education, including co-curricular activities.
- Is responsible for supporting the principal in the planning, operation, supervision, and evaluation of the school’s educational programs; help promote a pleasant and effective teaching and learning environment.
- Be responsible for assisting the principal in administering the school in accordance with diocesan and local school policies, applicable state law, and the policies and standards of applicable accrediting agencies.
- Supervise and develop competent faculty and staff in accordance with diocesan and accrediting agency policies and evaluate teachers and staff as requested by the principal.
- Demonstrate professional responsibility in enforcing diocesan and school policies and regulations; enforce adherence to the Diocese of Tucson Handbook of School Policies and Procedures and Diocese of Tucson Personnel Policy Guidelines and Procedures.
- Provide for the safety, welfare, and care of students; help ensure development of faculty and student codes of conduct which reflect gospel values; additionally, enforce established discipline standards as directed by the principal.
- Help support the maintaining of a clean, safe, and orderly campus as required by diocesan school guidelines and as directed by the principal.
- Work cooperatively with the principal in building a faith community; give evidence of lived Gospel values by personal example and by being an active member of a faith community; be open to the importance of a personal faith journey.
- Cooperate with school and diocesan administration; work effectively with all staff members to promote positive relationships with students and parents.
- Maintain confidentiality of information.
- Perform other duties as assigned.

Physical/Mental Requirements: Coordination and manual dexterity, normal mental and visual ability; ability to lift as required in a normal office environment

Required Activities: Walking; sitting; standing; stooping; reaching; talking; handling; hearing; carrying; and keyboarding

Basic Qualifications:

- A working knowledge of and a strong commitment to the mission of fostering lay leadership in the Roman Catholic Church. Must be a practicing Roman Catholic in full communion with the Church. If not a baptized Catholic, must nonetheless abide by Catholic principles in the assistant principal's professional and private life.
- Excellent communications skills including written, verbal, public speaking, and presentation skills; must have excellent communications skills with children and adults.
- Excellent human relations and interpersonal skills; must be a self-starter and be well-organized; must be a team player.
- Be available for evening and weekend work as necessary; have reliable transportation.
- Be able to manage multiple tasks simultaneously and work under pressure.
- Proficiency in the use of computer technology including word processing and the use of school related technology.
- Flexibility in assessing needs and strategies and adapt appropriately in a school ministerial environment.
- The ability to successfully complete a criminal history and background check
- Display sound judgment in dress and general behavior; exhibit professional bearing and clean and neat personal appearance at all times.

Education and Experience:

- Graduate degree or equivalent in Education from an accredited institution
- Possess State of Arizona Administrative Certificate with renewal per state law
- Possess Diocesan Ministry Certification or equivalent, or have a plan to attain the required Level I Certification with renewal every three years
- Meet the requirements of the Arizona Department of Education and the applicable accrediting agency guidelines for principals
- A working knowledge and understanding of best practices in teaching methodology and child development

Other/Preferred Skills:

- Bi-lingual (English/Spanish)

Covenants of Employment

- (Initial)_____ I understand that [School and/or Parish Name] is a Roman Catholic religious organization and that all employees are expected to respect and conduct themselves in accordance with the values, teachings and morals of the Roman Catholic Church and by Arizona state law.
- (Initial)_____ I understand that under the "Zero Tolerance Policy", no one will be knowingly assigned or retained to serve in the [School and/or Parish Name] when that

person is determined to have engaged in the abuse of a minor or to have violated boundaries in dealing with minors.

Assistant Principal Signature

Date

ASSISTANT PRINCIPAL EVALUATION - *SAMPLE*

BASED ON THE NATIONAL STANDARDS & BENCHMARKS FOR EFFECTIVE CATHOLIC SCHOOLS

Assistant Principal: _____ **School:** _____

Principal: _____ **Date:** _____

Evaluation Period: _____, 20____ to _____, 20____

PERFORMANCE LEVEL RATINGS

Highly Effective (HE):

- The assistant principal consistently performs above and beyond expectations.

Effective (E):

- The assistant principal consistently meets expectations.

Somewhat Effective (SE):

- The assistant principal sometimes meets expectations but not on a consistent basis.

Not Effective (NE):

- The assistant principal does not meet expectations.

MISSION & CATHOLIC IDENTITY	RATING
1. Assistant Principal collaborates with the Principal in conducting mission statement reviews annually with pertinent shareholders to ensure it articulates a commitment to Catholic Identity, academic excellence, and community service.	
2. Assistant Principal practices mission-driven planning and leadership decisions.	
3. Assistant Principal models a lived commitment to the school's charism, culture, and mission.	
4. Assistant Principal collaborates with the Principal to ensure that the school mission statement is prominent on the website, throughout the campus, and referenced at meetings and school gatherings.	
5. Assistant Principal collaborates with the Principal to monitor religion curriculum and classes to ensure that a current, approved standards and curriculum are utilized, and the appropriate allotted time is maximized for religious studies.	
6. Assistant Principal collaborates with the Principal to ensure that all teachers who teach religion are Catholic, and they obtain a minimum of Level I Religious Certification.	
7. Assistant Principal collaborates with the Principal to ensure that religious symbols and art are visible throughout the school campus that reflect the charism, mission, and identity of the school.	
8. Assistant Principal collaborates with the Principal to ensure that every classroom has a sacred space that is kept clean and is in a prominent place for students to utilize.	
9. Assistant Principal collaborates with the Principal to monitor and support appropriate grade-level service projects.	
10. Assistant Principal collaborates with the Principal to coach and monitor teachers to ensure classes begin with prayer. Assistant Principal models this by beginning meetings with prayer.	
11. Assistant Principal maintains a presence at school-sponsored faith formation/educational events to set an example of partnership in adult faith formation with school parents/guardians.	

12. Assistant Principal models Gospel values in his/her relationships with school personnel and families.	
Comments:	
GOVERNANCE & LEADERSHIP	RATING
13. Assistant Principal collaborates with the Principal to assure that the school advisory board by-laws are reviewed annually.	
14. Assistant Principal collaborates with the Principal to arrange a board training if several board members are new and/or if the principal is new.	
15. Assistant Principal collaborates with the Principal to assure that the school advisory board is comprised of members that represents a cross-section of school families.	
16. Assistant Principal has read and regularly reviews the Diocesan Policy Guidelines.	
17. Assistant Principal collaborates with the Principal to annually review school handbooks and make necessary updates; ideally this is done with a leadership team.	
18. Assistant Principal supports the Principal in working collaboratively with parish staff, specifically in relation to school operations, liturgical planning, campus and facility maintenance, and strategic planning.	
19. Assistant Principal has achieved Level II Religious Certification.	
20. Assistant Principal collaborates with the Principal to ensure that the school mission, charism, and culture is a lived reality by developing authentic, respectful relationships with all constituents.	
21. Assistant Principal collaborates with the Principal to schedule weekly classroom observations and document observations and follow up with teachers.	
22. Assistant Principal collaborates with the Principal to develop annual professional development calendars for faculty – for both professional and faith development.	
23. Assistant Principal abides by all accreditation protocols and requirements on an annual basis.	
24. Assistant Principal collaborates with the Principal to support and monitor strategic enrollment management.	
25. Assistant Principal collaborates with Principal to utilize a variety of modes of communication to maintain updated information regarding school programs, changes, and new initiatives with all parish/school shareholders.	
26. Assistant Principal communicates effectively, both written and verbal, with all shareholders.	
27. Assistant Principal is a visible leader before school, in classrooms, after school, and at extracurricular activities.	

28. Assistant Principal is a model of spiritual leadership through action, word, and attitude toward all shareholders.	
29. Assistant Principal is a mission-driven, lifelong learner.	
Comments:	
ACADEMIC EXCELLENCE	RATING
30. Assistant Principal collaborates with the Principal to ensure that core curriculum utilized in classrooms aligns with diocesan standards.	
31. Assistant Principal collaborates with the Principal to monitor classroom teaching to ensure elements of the Catholic faith are integrated throughout the day.	
32. Assistant Principal collaborates with the Principal to make appropriate utilization of technology in the classroom a priority.	
33. Assistant Principal collaborates with the Principal to monitor classroom management to support students' personal responsibility for the good of oneself as well as contributing to the benefit of a faith-filled learning environment.	
34. Assistant Principal collaborates with the Principal to monitor teacher lesson plans and delivery in the classroom to ensure all appropriate levels and modalities of learning are addressed.	
35. Assistant Principal supports a school-wide intervention process, with support services and programs in place for both high-level and challenged learners.	
36. Assistant Principal participates in a clear, consistent admissions process supporting the Principal to properly assess each prospective student to make an appropriate determination as to whether the school can accommodate any special learning and/or behavioral needs.	
37. Assistant Principal knows all students and any special learning and/or behavioral needs they have.	
38. Assistant Principal collaborates with the Principal to ensure there is a school behavior management program in place and necessary training provided for staff.	
39. Assistant Principal collaborates with the Principal to ensure that assessment data is analyzed from multiple sources to gauge student growth over time.	
40. Assistant Principal supports the Principal in complying with and updates Before/After School/Pre-School license requirements.	
41. Assistant Principal collaborates with the Principal to ensure adequate supervision is available for students at all times.	

42. Assistant Principal collaborates with the Principal to ensure that parents are communicated with regarding student learning needs on a regular basis.	
43. Assistant Principal collaborates with the Principal and/or leadership team in the scheduling, student assignments, discipline and overall progress of the students, along with the scheduling of the school calendar, handbooks, and programs.	
44. Assistant Principal collaborates with the Principal to oversee enriching, successful extracurricular programs.	
Comments:	
OPERATIONAL VITALITY	RATING
45. Assistant Principal supports the Principal in working closely with parish/school business manager and bookkeeper to develop an accurate, realistic financial plan and budget.	
46. Assistant Principal supports the Principal in working closely with the pastor, meeting at least weekly to regularly update him on school operations and issues.	
47. Assistant Principal collaborates with the Principal working closely with the school board, making sure members are oriented to the roles and responsibilities of the board and engaging them in relevant school topics at each meeting.	
48. Assistant Principal supports the Principal involvement in all school operations, to include budgeting, special events, and fundraisers.	
49. Assistant Principal supports the Principal in consulting with the school board, pastor, business manager, and bookkeeper when making financial planning decisions.	
50. Assistant Principal collaborates with the Principal in communicating the financial, academic, and spiritual “health” of the school to the school community at least annually.	
51. Assistant Principal supports the Principal in managing the front office staff to ensure they are organized and contribute to a warm, friendly, and inviting spirit for all who visit.	
52. Assistant Principal supports the Principal in following diocesan policy and procedures regarding personnel management, to include supervision and evaluation of all faculty and staff.	
53. Assistant Principal supports the Principal in reviewing a strategic plan annually, in consultation with the pastor and school board; quarterly reviews are done with the school board.	

54. Assistant Principal serves as a relationship-builder between school, families, and the parish community.	
55. Assistant Principal collaborates with the Principal to supervise facilities management to ensure a clean, safe learning environment for all staff and students.	
Comments:	

Significant Achievements:

Areas for Growth:

Assistant Principal Comments:

Assistant Principal's Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

DIOCESE of TUCSON CATHOLIC SCHOOLS

ROLE of the TEACHER

A Catholic educator is an agent of the Catholic Church and must hold to its teaching. (Shaughnessy, M.A., *Civil Law and Catholic Education: Past, Present, and Future, Catholic Education*. June 2009).

Educating young people in their faith, inculcating its teachings, and preparing them to live their faith are responsibilities that lie at the very core of the mission of a Catholic school. Prime responsibility for creating the unique Catholic school climate rests with the teachers, as individuals and as community.

The religious dimension of the school climate is expressed through the celebration of Christian values in:

- Word and sacrament
- Individual behavior
- Friendly and harmonious interpersonal relationships
- Ready availability

The ministerial role of an employee of a Catholic school in the Diocese of Tucson includes the following:

1. Promoting the Catholic identity of the school by participating in the rites, rituals, and practices of the Catholic faith. Teacher should not be exempt from participation in religious observances, (e.g., liturgical services, religious processions, etc.), which are deemed part of the school program (see Policy 4.5.4 Religious Worship).
2. Teachers, regardless of subject taught, are required to achieve and maintain at least Level I of the Diocesan Ministry Certification (see Policy 2.2.2 Teachers)
1. Teachers who teach religion are considered “catechists.” This includes teaching and preparing students for the sacraments of the Eucharist, Reconciliation, Confirmation, and in the participation at Mass.
2. Teachers, full or part-time will engage in programs of religious and professional development. (see Policy 2.7.4 Professional Development; 2.7.5 In-Service)

Through this daily witness, the students will come to know and appreciate the Christ-like environment to which they have been entrusted.

In general, management tasks include:

- Organization of the classroom conducive to optimal faith formation and learning
- Development and implementation of a balanced daily schedule covering all areas of curriculum with required number of minutes for each core subject
- Provision for the safety, welfare, and care of students while they are in school
- Development of healthy, positive school community relationships

[School Letterhead]
Catholic School Job Description

Job Title: Catholic School Teacher

Exemption Status: Exempt

Department/Location: [Name/location of school]

Primary Function: Under the direction of the school principal is responsible for supporting the Diocese of Tucson in its mission to evangelize, catechize, and educate youth in a Catholic School environment. The teacher shall be a minister of the Gospel and Catholic Teaching both academically and behaviorally while at work and in his/her personal life, “...*Live in a manner worthy of the call you have received.*” (Eph. 4:1) Although not certified, must be actively working toward certification.

Essential Duties and Responsibilities of this Ministerial Position:

- Recognize and support the unique Catholic Mission of the School by speaking, acting, and instructing consistent with the teachings of the Roman Catholic Church. The teacher may not espouse, in word or deed, any doctrine inconsistent with the teachings of the Roman Catholic Church.
- Give evidence of living Gospel values by being an active member of a faith community and being open to the importance of a personal faith journey; strive to model the teaching of Jesus by attitude and example.
- Help build the School’s faith community by a demonstrated willingness to participate in, and help plan, School religious and service activities.
- Lead and participate in classroom prayer daily.
- Demonstrate effective planning skills by preparing lessons designed to implement and achieve academic goals and objectives as adopted by the School, along with a Catholic religious curriculum as articulated by the School.
- Demonstrate competence in teaching by demonstrating current, thorough knowledge of the academic and religious curriculum as specified and be able to communicate effectively with students; be able to organize classroom learning and materials to maximize student time on tasks as well as motivate student learning.
- Ability and willingness to teach in an online learning environment, as needed, to include use of Google classroom or other online platform for teaching and learning.
- Develop and use effective methods of evaluation that are directly related to curriculum objectives and to concepts and skills taught; consistently, clearly, and effectively evaluate student progress.
- Establish a consistent disciplinary approach which promotes self-direction and positive self-image; set high standards for student behavior and manage inappropriate behavior effectively.
- Maintain a functional and pleasant learning environment.

- Cooperate with School and Diocesan administration; work effectively with all staff members to promote positive relationships with students and parents. Specific attention will be given toward prompt attendance at scheduled faculty trainings and meetings.
- At all times demonstrate professional responsibility in enforcing School policies and regulations.
- Maintain confidentiality of information; display sound judgment in dress and general behavior. Specifically, Teacher will follow School dress code standards.
- Abide by rules and directives received from the principal; perform other, specific duties as assigned.

Physical/Mental Requirements: The Teacher shall have and demonstrate coordination and manual dexterity, normal mental and visual capabilities, and the ability to lift as required in a normal office environment.

Required Activities: Walking, sitting, standing, stooping, reaching, talking, handling, hearing, carrying, and keyboarding.

Basic Qualifications:

- A working knowledge of and a strong commitment to the mission of fostering lay leadership in the Roman Catholic Church. If a baptized Catholic, must be a practicing Roman Catholic in full communion with the Church.
- Excellent communications skills including written, oral, public speaking, and presentation skills.
- Excellent human relations and interpersonal skills; must be a self-starter and be well-organized; must be a team player.
- Be available for evening and weekend work as necessary; have reliable transportation.
- Be able to manage multiple tasks simultaneously.
- Proficiency in the use of computer technology including word processing and the use of excel and related technology; ability to maintain confidentiality.
- Flexibility in assessing needs and strategies and adapt appropriately in a ministerial environment.
- Complete a criminal history and background check.
- Professional bearing and clean and neat personal appearance.

Education and Experience

- Completed Bachelor's degree
- Certified by the State of Arizona as a Teacher with renewal per state law
- Level I of the Diocesan Ministry Certification with renewal every three years

Covenants of Employment

- (Initial)_____I understand that [School and/or Parish Name] is a Roman Catholic religious organization and that all employees are expected to respect and conduct themselves in accordance with the values, teachings and morals of the Roman Catholic Church and by Arizona state law.
- (Initial)_____I understand that under the “Zero Tolerance Policy”, no one will be knowingly assigned or retained to serve in the [School and/or Parish Name] when that person is determined to have engaged in the abuse of a minor or to have violated boundaries in dealing with minors.

Teacher Signature

Date

DIOCESE OF TUCSON

OVERVIEW OF RECOMMENDED PERFORMANCE MANAGEMENT PROCESS

This summary outlines a cumulative, ten-month-long process of supporting all teachers – those performing at a master teacher level as well as those in need of additional support. With fidelity to this process, student achievement and growth is the desired result.

Teacher Job Description: A signed copy should be on file with the Teacher Contract. The teacher should also be provided a copy.

Classroom Observations of Teaching & Learning: Following is a general guide for principals in implementing classroom observations and follow up with fidelity:

- a) **Classroom Mini-Observations (duration of 10-15 minutes):** Depending on the size of the school, a general guide is that a principal should conduct classroom mini-observations at least weekly or bi-weekly for each teacher. These mini-observations generally target specific areas as determined by the principal and communicated to teachers. For example, targeting student engagement, math instruction or gauging if the learning objective is evident. The goal is to get a cumulative perspective of teaching and learning in each classroom through a collection of mini-observations that have targeted specific teaching and learning outcomes.
- b) **Formal observations (duration of one class period)** Recommend they be conducted as follows:
 - New Teachers – twice, both prior to their evaluation deadlines of Dec. 1st & April 15th
 - Returning Teachers – once, prior to their evaluation deadline of April 15th
 - All Teachers – if performance is being monitored for any reason

Principal's Evaluation of Teacher:

- New Teachers – first one completed by Dec. 1st; second one by April 15th
- Returning Teachers – completed by April 15th

Performance Improvement Plan – Teacher: If a teacher is determined to be performing at an unsatisfactory level in any area of responsibility, a Performance Improvement Plan may be utilized and monitored.

Corrective Action Form: To be utilized if the teacher's behavior or action warrants such a warning.

(School Letterhead)
Principal's Evaluation of Teacher

Teacher: _____ Date: _____

School: _____ Grade/Subject: _____

The teacher is responsible for the effective teaching and management of the classroom in complete accordance with the policies of the Diocese of Tucson, School Faculty Handbook, as well as city, state, and federal law. The teacher's job includes five distinct but related domains: Mission & Catholic Identity, Academic Excellence, Classroom Management, Interpersonal Relationships, and Professional Responsibilities. The following pages outline duties and responsibilities of the teacher within each of the five domains. It is understood that this list is not all-inclusive but highlights important responsibilities of the teacher.

PERFORMANCE LEVEL RATINGS

Highly Effective (HE):

- The teacher consistently performs above and beyond expectations.

Effective (E):

- The teacher consistently meets expectations.

Somewhat Effective (SE):

- The teacher sometimes meets expectations but not on a consistent basis.

Not Effective (NE):

- The teacher does not meet expectations.

Circle appropriate rating for each indicator listed:

MISSION & CATHOLIC IDENTITY				
1. Understanding the Teachings of the Catholic Church				
a) Integrates Catholic attitudes and values into the lessons and all school activities.				
b) Provides daily prayer opportunities for students.				
c) Completion and maintenance of ministry certification.				
2. Participation in the Faith Community				
a) Takes an active role in school liturgies, prayer services and other faith activities.				

b) Participates in opportunities for faith reflection and sharing.				
c) Collaborates with the principal/staff to integrate faith formation throughout the school day.				
d) Collaborates with the principal/staff to provide opportunities for and participates in community service.				
e) Helps students to know and live the school mission and core values.				
Areas of Strength:				
Areas for Growth:				
ACADEMIC EXCELLENCE				
1. Designing Effective Lessons				
a) Prepares lessons designed to address curricular standards.				
b) Plans lessons that support the ability levels and interest of each student, maximizing student engagement.				
c) Completes weekly lesson plans according to the principal's timeline and expectations.				
2. Implementation of Lesson Plans				
a) Has needed materials/equipment readily available prior to each lesson.				
b) Ensures students are aware of the learning objective for each lesson.				
c) Communicates content and knowledge effectively to students.				
d) Uses effective teaching strategies and evidence-based practices to engage learners.				
e) Accommodates instruction for various student learning styles.				
f) Maintains high learning expectations for all students.				

g) Strives to meet the needs of all learners, providing opportunities for re-teaching and enrichment.				
h) Integrates technology effectively.				
3. Ongoing Assessment of Student Learning				
a) Uses formative and summative student assessment data as an ongoing guide in planning instruction.				
b) Administers mandatory diocesan assessments with fidelity.				
c) Administers a variety of curriculum-based assessments to evaluate student learning.				
d) Evaluates student work in alignment with mastery of required standards.				
e) Participates in profesional learning communities (PLCs) and data analisis with fidelity.				
Areas of Strength:				
Areas for Growth:				
CLASSROOM MANAGEMENT				
1. Implementation of School-wide Rules and Policies				
a) Establishes high but realistic behavioral expectations aligned with the school mission and core values.				
b) Implements fair, consistent, and proactive discipline, reflecting school-wide rules and procedures that are aligned with the school mission and core values.				
c) Provides and maintains accurate records/data of behavioral issues.				
d) Consistently communicates behavioral issues with parents and principal.				
2. Establishment of Routines and Procedures for all Daily Tasks				

a) Establishes and maintains expectations of smooth and orderly transitions.				
b) Plans effective routines for managing day to day classroom procedures.				
c) Reinforces classroom rules and routines fairly and consistently.				
d) Routines and procedures promote a positive classroom environment.				
3. Maintenance of a Safe Classroom and School Environment				
a) Ensures student safety in accordance with school and diocesan policies.				
b) Maintains active supervision of students at all times.				
c) Creates and maintains a clean and orderly classroom conducive to safety and optimum learning.				
Areas of Strength:				
Areas for Growth:				
INTERPERSONAL RELATIONSHIPS				
1. Direction and Supervision Accepted in a Professional Manner				
a) Accepts administrative suggestions as constructive feedback to assist in continuous improvement.				
b) Addresses concerns or disagreement with administration confidentially and professionally.				
2. Promotion of a Positive School Image within the Community				
a) Exhibits a demeanor of respect to all stakeholders.				
b) Contributes to a positive staff morale.				
c) Communicates openly and effectively.				
3. Effectiveness in Working with All Students				

a) Interacts with students positively and respectfully.				
b) Encourages the development of student responsibility and Leadership.				
c) Has reasonable expectations of students and their specific needs and talents.				
4. Effective Parental Communication				
a) Communicates with parents consistently and respectfully, especially regarding any behavioral or academic issues that arise. Keeps parents informed				
b) Responds to parents' concerns in an empathetic and timely manner.				
c) Discerns appropriateness of using technology (e.g., online, emails), versus in-person or phone communications.				
d) Displays effectiveness in parent-teacher conferences, (online or in-person).				
Areas of Strength:				
Areas for Growth:				
PROFESSIONAL RESPONSIBILITIES				
1. Compliance with Diocesan and School Policies				
a) Provides and maintains accurate records/data.				
b) Meets school attendance and punctuality policy.				
c) Assumes responsibilities outside the classroom including other duties as assigned.				
d) Communicates effectively (verbal, written, social media).				
e) Holds a valid and current teaching certificate.				
f) Handles confidential information ethically and with professional discretion.				

g) Uses appropriate channels and procedures for resolving concerns.				
h) Dresses professionally.				
i) Recognizes and effectively handles crisis issues.				
j) Interprets school policy and programs to the larger community in a positive manner.				
2. Commitment to Professional Growth and Development				
a) Takes an active and constructive role in faculty meetings.				
b) Helps to develop and implement educational goals, initiatives and other school-related programs and projects.				
c) Provides for professional growth through reading professional materials, participating in workshops/in-services, taking courses, and joining professional organizations.				
Areas of Strength:				
Areas for Growth:				

Additional Comments/Professional Growth Plan:

Teacher Signature

Date

Principal Signature

Date

[SCHOOL LETTERHEAD]

PERFORMANCE IMPROVEMENT PLAN - TEACHER

TO: [Teacher name]

DATE: _____

FROM: [Principal name]

RE: Performance Improvement Plan

The following Performance Improvement Plan is being implemented, effective immediately, and for the duration from **[date]** to **[date]** because of prior unsatisfactory performance as a teacher at **[School name]**. This Performance Improvement Plan is intended to assist you in improving your performance as a teacher at **[School name]** in the areas indicated below. In addition, you need to maintain satisfactory performance in other duties outlined in the *Recommended Indicators of Effective Teaching* as well as in your *Teacher Job Description* which you signed. In those areas where improvement is needed, it is expected that you will immediately improve your performance and maintain that improved performance level the duration of the school year. Failure to immediately improve and maintain said performance will subject you to possible termination.

It is expected that you will cooperate in the monitoring of this Performance Improvement Plan and work collaboratively with the school administration on a regular basis as determined by the school administration.

It is to be noted that the school administration will be available to assist you as needed to support your success in improvement in the following areas:

[Here copy/paste areas of needed improvement from the Recommended Indicators of Effective Teaching document]

Teacher Signature _____ **Date:** _____

Principal Signature _____ **Date:** _____

[SCHOOL LETTERHEAD]
CORRECTIVE ACTION FORM

Name: _____ Date: _____

Job Title: _____ Supervisor: _____ Date of Occurrence: _____

Corrective Action Taken:

☐ **Informal Verbal Counseling** _____ (Date/s) ☐ **Written Warning** ☐ ***Suspension** _____ #day(s)
☐ ***Termination** ☐ **Other** _____

DEPENDING ON THE NATURE OF THE OFFENSE, THE DIOCESE RESERVES THE RIGHT TO SKIP ANY STEPS AT ITS DISCRETION.

☐ **First** ☐ **Second** ☐ **Third** ☐ **Final Warning**

Description of Issue:

☐ **Conduct/Behavior Problem**, e.g., misconduct, sexual or unprofessional misconduct, negligence, dishonesty, insubordination, absenteeism, tardiness, policy or safety violation, information security, etc.

☐ **Substandard Job Performance**, e.g., poor productivity, inability to follow directions, etc.

☐ **Other** _____

Facts:

Goal/Solution(s):

SHOULD YOUR RECORD CONTINUE TO BE UNACCEPTABLE IN THE ABOVE AREA(S), THE DIOCESE WILL FIND IT NECESSARY TO TAKE THE FOLLOWING DISCIPLINARY ACTION (OR MORE DEPENDING ON THE SITUATION):

☐ **2ND Written Warning** ☐ **Final Warning** ☐ ***Suspension** _____ #day(s) ☐ ***Termination**
☐ **Other** _____

Employee Comments:

YOU ARE FORMALLY BEING WARNED TO BRING TO YOUR ATTENTION THE SEVERITY OF THIS SITUATION. FAILURE TO CORRECT THIS BEHAVIOR AND/OR FURTHER VIOLATION OF COMPANY POLICY WILL RESULT IN ADDITIONAL DISCIPLINARY ACTION UP TO AND INCLUDING DISCHARGE. BY SIGNING BELOW, YOU ACKNOWLEDGE THAT YOU HAVE RECEIVED THIS NOTICE. A COPY OF THIS CORRECTIVE ACTION WILL BE PLACED IN YOUR PERSONNEL FILE FOR REFERENCE, WHICH MAY AFFECT YOUR PERFORMANCE REVIEW.

Employee Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Pastor Signature: _____ Date: _____

PROFESSIONAL GROWTH SUMMARY

_____ 20____ to 20____
 Teacher School City

Note: Prior approval for all courses/workshops/conferences must be obtained from the principal.

					Running Total	
Date	Title	Given by	Credits	Hours	Credits	Hours

Transcripts: _____ Certificates of Attendance _____ Other, (describe) _____

Copies of Verification are kept in teacher's personnel file

(School Letterhead)

LETTER OF INTENT - TEACHER

Date: _____

20____-20____ ACADEMIC YEAR

The purpose of this letter of intent is to plan for staff assignments and finances more accurately for next year. I am currently employed as a teacher at _____ Catholic School. I understand that contracts for teaching are offered annually based on my performance as a professional educator in a Catholic school and the staffing needs of the school. I understand my employment responsibilities will be determined by the administration of _____ Catholic School and the Diocese of Tucson.

A return of this letter of intent must be submitted to the school administration no later than February 1, 20____.

Select the response that best fits your professional credentials:

- _____ I am fully certified as a teacher
- _____ I have a substitute certificate
- _____ I have an alternative teaching certificate

Select the response that best fits your plan for next year:

- _____ I plan to return in the current grade level or position
- _____ I am open to a new grade level and/or position
- _____ I do not plan to return
- _____ I would like to request a meeting with the principal

I understand my signature does not legally bind me to accept a contract offer for next year nor does it obligate _____ Catholic School to offer, provide, or issue a contract for the coming academic year.

Name: _____ Date: _____

(SCHOOL LETTERHEAD)

Date: _____

Memo to: Department of Catholic Schools

From: [Principal]

Re: Teacher Certification/Re-Certification Verification

I have reviewed the file of _____ (teacher) and verify that the
number of hours _____ per Arizona Department of Education requirements have
been fulfilled as of _____ (date) for:

_____ Certification

_____ Re-Certification

Principal Signature

Date

(Department of Catholic Schools Cert. Memo 7-2016)

[School Name]
Catholic School Job Description

Job Title: Intervention Teacher (Interventionist)

Exemption Status: Exempt

Department/Location: [Name/location of school]

Primary Function: Under the direction of the school principal, the Interventionist is responsible for supporting the School and the Diocese of Tucson in their mission to evangelize, catechize, and provide services to students requiring additional support (academic and/or behavioral) educating all youth in a Catholic School environment. The intervention teacher shall be a minister of the Gospel and Catholic Teaching both academically and behaviorally while at work and in his/her personal life, “...*Live in a manner worthy of the call you have received.*” (Eph. 4:1)

Essential Duties and Responsibilities of this Ministerial Position:

- Recognize and support the unique Catholic Mission of the School by speaking, acting, and instructing consistent with the teachings of the Roman Catholic Church. The interventionist may not espouse, in word or deed, any doctrine inconsistent with the teachings of the Roman Catholic Church.
- Give evidence of living Gospel values by being an active member of a faith community and being open to the importance of a personal faith journey; strive to model the teaching of Jesus by attitude and example.
- Help build the School’s faith community by a demonstrated willingness to participate in and help plan School religious and service activities.
- Demonstrate knowledge of best-practice, academic and behavior methodologies and strategies to improve student achievement within an RtI² framework and diocesan CARE Process.
- Assist classroom teachers to develop and implement Tier 1 classroom-based, developmentally appropriate instruction & interventions for individual students and groups of students to improve learning and behavior in the classroom.
- Follow diocesan/district policies and procedures for identifying students in need of Title I, Catholic Accommodation Plan (CAP), and special education services within an RtI² framework and CARE Process.
- Plan and facilitate all special needs referrals, instruction related to individual learning plans (CAP Plans), intervention meetings, and follow up for students with academic and behavioral needs in collaboration with parents/guardians, school, and district personnel.
- Work with classroom teachers to facilitate referral requirements for special education, Catholic Accommodation Plans (CAP) and Title I services.
- Maintain up-to-date documents related to student services within an RtI² framework and CARE Process.
- Utilize ongoing assessment data and evaluation procedures to identify students’ needs and guide academic and behavioral instruction and intervention.

- Establish clear instructional objectives for individual and small group instruction and interventions for students in Tier 2 and 3 within the RtI² framework and CARE Process.
- Provide explicit evidence-based instruction and intensive intervention to students individually and/or in small groups at Tiers 2 and 3 in an RtI² framework.
- Maintain ongoing communication with parents/guardians and school personnel regarding student progress and follow-up.
- Maintain a functional and pleasant learning environment to maximize student time on task as well as motivate student learning according to their special needs.
- Establish a consistent disciplinary approach which promotes self-direction and positive self-image; set high standards for student behavior and manage inappropriate behavior effectively and according to individual student behavior plans as needed.
- Demonstrate professional responsibility in enforcing School policies and regulations
- Maintain confidentiality of information, display sound judgment in dress and general behavior. Specifically, Teacher will follow School dress code standards.
- Perform other duties as assigned.

Physical/Mental Requirements: Coordination and manual dexterity, normal mental and visual capabilities, and the ability to lift as required in a normal office environment.

Required Activities: Walking; sitting; standing; stooping; reaching; talking; handling; hearing; carrying; and keyboarding.

Basic Qualifications:

- A working knowledge of and a strong commitment to the mission of fostering lay leadership in the Roman Catholic Church. If a baptized Catholic, must be a practicing Roman Catholic in full communion with the Church. If not a baptized Catholic, must nonetheless abide by Catholic principles in the teacher's professional and private life.
- Excellent communications skills including written and oral, public speaking and presentation skills.
- Excellent human relations and interpersonal skills; must be a self-starter and be well-organized; must be a team player.
- Be available for evening and weekend work as necessary; have reliable transportation.
- Ability to manage multiple tasks simultaneously.
- Proficiency in the use of computer technology including word processing and the use of excel and related technology; ability and willingness to maintain confidentiality.
- Flexibility in assessing needs and strategies and adapt appropriately in a ministerial environment.
- Complete a criminal history and background check.
- Professional bearing and clean and neat personal appearance.

Education and Experience

- Bachelor's Degree from an accredited Institution
- Certified by the State of Arizona as a Teacher
- Level I Diocesan Ministry Certification with renewal every three years

Other/Preferred Skills:

Bi-lingual (English/Spanish)

Special Education Experience

Covenants of Employment

- (Initial)_____I understand that [School and/or Parish Name] is a Roman Catholic religious organization and that all employees are expected to respect and conduct themselves in accordance with the values, teachings and morals of the Roman Catholic Church and by Arizona state law.
- (Initial)_____I understand that under the “Zero Tolerance Policy”, no one will be knowingly assigned or retained to serve in the [School and/or Parish Name] when that person is determined to have engaged in the abuse of a minor or to have violated boundaries in dealing with minors.

Teacher (Interventionist) Signature

Date

[School Name]

Catholic School Job Description

Job Title: Scholarship Manager

Exemption Status: Non-Exempt

Department/Location: [Name/location of school]

Primary Function: Under the direction of the school principal, the Scholarship Director is responsible for the stewardship program, including scholarship applications, registration and collections, in supporting the School and the Diocese of Tucson in their mission to evangelize, catechize, and educate. The Scholarship Director shall be a minister of the Gospel and Catholic Teaching both academically and behaviorally while at work and in his/her personal life, “...*Live in a manner worthy of the call you have received.*” (Eph. 4:1)

Essential Duties and Responsibilities:

- Support the Church’s spiritual and pastoral mission
- Sets an example for employees by personal adherence to and compliance with personnel policies and procedures and by personal adherence to Catholic Doctrine and Catholic principles of morality
- In collaboration with the principal, organize and track opportunities for scholarship and other fund-raising activities and capital campaigns.
- Coordinate with the principal on public relations and marketing activities brochures and other required publicity.
- Develop working relationships with STOs in the state.
- Develop, manage, and maintain database and timeline of scholarship awards.
- Prepare periodic scholarship updates (specifically CTSO contributions) and other reports as required by the principal.
- Develop working relationships with families, and meeting with them 1:1 regarding scholarship needs.
- Completing the registration and contract signing process with families
- Communication of outstanding balances and collection of outstanding balances
- Foster communication and work collaboratively and positively with employees and volunteers.
- Attend the scholarship management cohort meetings
- Perform other duties as assigned by the principal.

Physical/Mental Requirements: Coordination and manual dexterity, normal mental and visual capabilities, and the ability to lift as required in a normal office environment.

Required Activities: Walking; sitting; standing; stooping; reaching; talking; handling; hearing; carrying; and keyboarding.

Basic Qualifications:

- A working knowledge of and a strong commitment to the mission of fostering lay leadership in the Roman Catholic Church. If a baptized Catholic, must be a practicing Roman Catholic in full communion with the Church. If not a baptized Catholic, must nonetheless abide by Catholic principles in the teacher’s professional and private life.
- Working knowledge of parental choice options in the state.

- Excellent communications skills including written and oral, public speaking and presentation skills.
- Ability to maintain confidentiality.
- Excellent human relations and interpersonal skills; must be a self-starter and be well-organized; must be a team player.
- Knowledge of marketing.
- Be available for evening and weekend work as necessary; have reliable transportation.
- Ability to manage multiple tasks simultaneously.
- Proficiency in the use of computer technology including word processing and the use of excel and related technology; ability and willingness to maintain confidentiality.
- Flexibility in assessing needs and strategies and adapt appropriately in a ministerial environment.
- Complete a criminal history and background check.
- Professional bearing and clean and neat personal appearance.

Education and Experience:

- Bachelor's or Associate Degree from an accredited Institution, in Business Administration, Accounting, or similar field.

OR

- Two years' experience in a position of financial responsibility

Other/Preferred Skills

- Bi-lingual (English/Spanish).
- Knowledge of Catholic Schools and parish organizations

Covenants of Employment

- (Initial)_____I understand that [School and/or Parish Name] is a Roman Catholic religious organization and that all employees are expected to respect and conduct themselves in accordance with the values, teachings and morals of the Roman Catholic Church and by Arizona state law.
- (Initial)_____ I understand that under the "Zero Tolerance Policy", no one will be knowingly assigned or retained to serve in the [School and/or Parish Name] when that person is determined to have engaged in the abuse of a minor or to have violated boundaries in dealing with minors.

Scholarship Manager Signature

Date

Substitute Teacher Evaluation Form

Sub's Name: _____ Date: _____

Substituted for: _____ School: _____

Date(s) of Substitution: _____ Grade/Subject: _____

Teacher's Report

Please complete the following, leaving blank areas you cannot evaluate. RETURN form to office by the end of the day on which you return to school

	Acceptable	Not Acceptable
1. Followed lesson plans/instructions provided	_____	_____
2. Followed time schedule provided	_____	_____
3. Left necessary explanation of work	_____	_____
4. Appeared to have good rapport with students	_____	_____
5. Appeared to have adequate classroom control	_____	_____
6. Left the room(s) clean and orderly	_____	_____
7. Checked necessary student work	_____	_____
8. Would be welcome back to substitute	_____	_____

Comments: _____

Teacher's Signature: _____ Date: _____

Administrator's Report

Please Rate the effectiveness of the substitute in the following areas and submit copy to Office of Catholic schools and retain a copy:

	Very Effective	Effective	Ineffective
1. Professional Presentation of Self	_____	_____	_____
2. Punctuality	_____	_____	_____
3. Teaching/Instructional Skills	_____	_____	_____

4. Classroom Management _____

5. Overall Effectiveness _____

Would you like this substitute to return to your building? _____ Yes _____ No

Comments:

Administrator's Signature: _____ Date: _____

[SCHOOL LETTERHEAD]

Good afternoon [LEA/External Student Service Provider],

The Diocese of Tucson requires that all [Title I Teachers/Tutors, third-party service providers] complete the Safe Environment Clearance process prior to the first day of work with students. Please review this process with your [Title I Teachers/Tutors, third-party service providers]

1. Apply online using the following link: [insert school specific link]
2. You will be required to meet with the school administrator. At that time, please provide your Arizona DPS Fingerprint Clearance Card. We cannot accept a copy of the card, it must be the physical card.
3. Once you have met with the school administrator and submitted your AZ DPS Fingerprint Clearance Card, the school will conduct three (3) reference checks.
4. After completing the reference checks, you will receive an email to begin your CMG Safe Environment Training and Background Check. **NOTE:** If you are assigned/working at more than one school in our diocese, you will need to apply at every site. However, you will not need to repeat the CMG Safe Environment Training.
5. You will be notified once you are approved for clearance.

Please note that all steps of this process are required prior to working with students.

If you have any questions, please contact our office.

Sincerely,

[administrator]

Checklist for Hiring

Preparing Forms:

- ☐ Phone Screen Form
- ☐ Interview Questions/Rubric
- ☐ Reference Check Form

After interview:

- ☐ Copy of DPS Fingerprint Clearance Card (front and back) – must see physical card
- ☐ DPS Fingerprint Clearance Card Verification Report
- ☐ Copy of current and valid Arizona teaching certification; Noncertified, degreed teachers must submit transcripts indicating the degree earned.

After new hire completes CMG and Background Check:

- ☐ CMG Completion Certificate
- ☐ Clearance Memo which is conditional upon receipt of fingerprinting to complete the diocesan clearance process.

These items will be submitted to HR ONLY after all previous steps have been met:

- ☐ Signed Contract or Memorandum of Employment (only **certified** teachers can be offered a contract)
- ☐ Teacher Job Description (must be initialed and signed by the teacher)
- ☐ Employee Status Change Form (ESCF)

[Parish/School Letterhead]

Contract of Employment – New Teacher

THIS CONTRACT is made by and between _____ (hereinafter the “Teacher”) and _____ [Parish/School] (hereinafter the “Parish/School”), located at _____, _____, Arizona.

1. _____ is hereby employed by Parish/School to serve as a _____ Grade Teacher at [School Name] for the term beginning on _____, 20____, and ending on _____, 20____, which consists of 190 contract days of which 180 days are teaching days. Teacher hereby promises to faithfully and professionally perform the duties assigned to Teacher in the Teacher Job Description attached hereto as Exhibit A, and to abide by the policies and rules published by the Diocese of Tucson Department of Catholic Schools, all of which policies and rules have been adopted by the Parish/School. Completion of this contract year does not guarantee continued employment for any subsequent school year.
2. As a new Teacher, your first day of work will begin a Probationary Period of one year so that you can become acquainted with your new position, its responsibilities, and the expectations for your performance. During this period, your principal will observe your performance to determine whether or not to continue your employment. Either you or your employer may decide to terminate your employment at any time during this time period. Completing the Probationary Period is not a guarantee of continued employment.
3. In consideration of said services to be performed, and upon satisfactory performance, the Parish agrees to pay the Teacher the sum of _____ (\$_____) for the term of this contract, said sum to be payable in _____ equal payments on a bi-weekly basis, commencing on _____, 20____.
4. Teacher shall be afforded benefits if he or she works thirty (30) hours or more each week, all as prescribed in the Personnel Policies of the Diocese of Tucson, all of which have been adopted by the Parish/School. Benefits eligibility and enrollment for teachers working thirty (30) hours or more per week include but are not limited to:
 - Medical insurance, voluntary vision plan, and voluntary dental plan; enrollment for teachers beginning employment are effective the first of the month following thirty (30) days from beginning date of employment.
 - Life insurance and Accidental Death and Dismemberment benefits are effective the first day of the month after thirty (30) days from beginning date of employment.
 - Retirement Plan 403(b) match, discretionary contributions, and long-term disability eligibility and enrollment will become effective on the 1st of the month following two (2) years from beginning date of employment.

- Teachers terminating before the end of their contract period will be covered with all benefits described above until the last day of the month in which they terminate.
 - Benefits eligibility and enrollment continue for current teachers who sign a new contract.
5. The Parish/School may terminate this contract for unsatisfactory job performance by the Teacher and/or for violations by the Teacher of the policies and guidelines which have been adopted by the Parish/School and outlined in Paragraphs 8 and 9 below. The Teacher agrees to conduct himself or herself at all times in accordance with Catholic morality and the rules and regulations of the Diocese of Tucson and the Parish/School so as to avoid any embarrassment or scandal to the Diocese or the Parish/School. The Teacher agrees that if he or she should engage in any conduct in or out of the workplace contrary to the provisions in the Job Description (“Exhibit A”) and which, in the judgment of the Parish/School, constitutes serious or public immorality, sacrilege, lewd conduct, endangerment of health or safety, abusive conduct, public scandal, or rejection of, or the holding up to doubt or question of the official teaching, doctrine or laws of the Roman Catholic Church, the Teacher may be dismissed immediately by the Parish/School without prior notice. If the Teacher’s employment is terminated pursuant to this Clause, he or she may, within seven (7) days of his or her dismissal, petition the [Parish Pastor/Director] to, at his discretion, review the termination decision. Petition to the Parish Pastor shall be the sole and exclusive means of review of dismissals for violation of this Clause. The Teacher and the Parish/School acknowledge to each other that the indemnity and defense cost provisions of any liability and workers compensation insurance coverages carried by the Parish/School will apply only to actions of the Teacher that are performed within the course and scope of the Teacher’s employment hereunder. The Teacher and the Parish/School further acknowledge to each other that the Teacher will not be entitled to indemnity or defense for the Teacher’s actions that constitute gross negligence or willful misconduct.
 6. The Teacher hereby agrees that he/she will maintain his/her Arizona DPS Card and Arizona Standard Professional Teaching certificate or Alternative Teaching Certificate. The Teacher acknowledges that his or her failure to maintain his or her DPS Card and/or Arizona Standard Professional Teaching Certificate current may be cause, at the School’s sole discretion, for the School to terminate the Teacher’s contract, and that the Teacher’s failure to maintain his or her DPS Card and/or Arizona Standard Professional Teaching Certificate current may jeopardize his or her eligibility for continued future employment at the School.
 7. Except for death or a debilitating injury or illness, if the Teacher fails to perform his/her duties under this contract by unilaterally refusing or failing to teach the class for which he or she was hired, without prior Parish/School approval, such failure of performance shall constitute a default hereunder by the Teacher. If a default by the Teacher should occur, the Teacher and the Parish/School agree that it would be impractical and extremely difficult to fix the monetary damages which the Parish/School may suffer. Therefore, the Teacher and the Parish/School hereby agree that a reasonable estimate of the total net detriment that the Parish/School would suffer in the event the Teacher defaults shall constitute liquidated damages in the amount of Two Thousand Dollars (\$2,000.00). The Teacher hereby agrees that he or she shall pay to the Parish/School, not as a forfeiture or penalty, but rather as liquidated damages in the sum of Two Thousand Dollars (\$2,000.00) to cover damages that the Parish/School will incur in an effort to replace the Teacher on the Parish/School teaching staff. Said sum may be paid to the Parish/School in a lump sum, or in four periodic monthly payments, without interest if paid timely, following the Teacher’s default and unilateral termination of his/her teaching contract.

8. The budget for the current school year was based upon the enrollment of _____ students. If the actual enrollment falls to less than ninety percent (90%) of the budgeted enrollment, and/or if the school campus is required to close for an extended period of time to protect the health and well-being of the community, this contract may be terminated forthwith by the Parish.
9. Teacher acknowledges receiving a copy of the Personnel Policies of the Diocese of Tucson as adopted by the Parish/School and accepts the terms thereof. The provisions in this contract, however, supersede any conflicting provisions set forth in the Personnel Policies of the Diocese of Tucson.
10. Teacher warrants that he or she has read and will abide by the Diocese of Tucson's "Guidelines for the Prevention of and Response to Sexual Misconduct," the "Code of Conduct," Policy 2.1.2 – "Harassment," Policy 4.12 "Diocesan Care Process Within The RTI Framework" and Policy 2.2.2 – Teachers (Exempt, and Non-Exempt), all of which have been adopted by the Parish. Additionally, the "Individual Annual Attestation" form will be signed, personnel records will be checked, as per Policy 2.6.1 and 2.6.2, the "Emergency Information Sheet" will be filled out on *PAYCOR* and the "Child Abuse and/or Neglect Mandatory Reading Information and Verification Statement" will be completed.
11. Any modification of this contract must be in writing, signed by all parties.

Teacher

Date

Principal

Date

Pastor/Director

Date

Copies: Teacher, School, HR Dept.

(Rev. 01/17/23 – this revision supersedes prior contract)

[Parish/School Letterhead]

Contract of Employment – Returning Teacher

THIS CONTRACT is made by and between _____ (hereinafter the “Teacher”) and _____ [Parish/School] (hereinafter the “Parish/School”), located at _____, _____, Arizona.

7. _____ is hereby employed by Parish/School to serve as a _____ Grade Teacher at [School Name] for the term beginning on _____, 20____, and ending on _____, 20____, which consists of 190 contract days of which 180 days are teaching days. Teacher hereby promises to faithfully and professionally perform the duties assigned to Teacher in the Teacher Job Description attached hereto as Exhibit A, and to abide by the policies and rules published by the Diocese of Tucson Department of Catholic Schools, all of which policies and rules have been adopted by the Parish/School. Completion of this contract year does not guarantee continued employment for any subsequent school year.
8. In consideration of said services to be performed, and upon satisfactory performance, the Parish agrees to pay the Teacher the sum of _____ (\$_____) for the term of this contract, said sum to be payable in _____ equal payments on a bi-weekly basis, commencing on _____, 20____.
9. Teacher shall be afforded benefits if he or she works thirty (30) hours or more each week, all as prescribed in the Personnel Policies of the Diocese of Tucson, all of which have been adopted by the Parish/School. Benefits eligibility and enrollment for teachers working thirty (30) hours or more per week include but are not limited to:
 - Medical insurance, voluntary vision plan, and voluntary dental plan; enrollment for teachers beginning employment are effective the first of the month following thirty (30) days from beginning date of employment.
 - Life insurance and Accidental Death and Dismemberment benefits are effective the first day of the month after thirty (30) days from beginning date of employment.
 - Retirement Plan 403(b) match, discretionary contributions, and long-term disability eligibility and enrollment will become effective on the 1st of the month following two (2) years from beginning date of employment.
 - Teachers terminating before the end of their contract period will be covered with all benefits described above until the last day of the month in which they terminate.
 - Benefits eligibility and enrollment continue for current teachers who sign a new contract.

10. The Parish/School may terminate this contract for unsatisfactory job performance by the Teacher and/or for violations by the Teacher of the policies and guidelines which have been adopted by the Parish/School and outlined in Paragraphs 8 and 9 below. The Teacher agrees to conduct himself or herself at all times in accordance with Catholic morality and the rules and regulations of the Diocese of Tucson and the Parish/School so as to avoid any embarrassment or scandal to the Diocese or the Parish/School. The Teacher agrees that if he or she should engage in any conduct in or out of the workplace contrary to the provisions in the Job Description (“Exhibit A”) and which, in the judgment of the Parish/School, constitutes serious or public immorality, sacrilege, lewd conduct, endangerment of health or safety, abusive conduct, public scandal, or rejection of, or the holding up to doubt or question of the official teaching, doctrine or laws of the Roman Catholic Church, the Teacher may be dismissed immediately by the Parish/School without prior notice. If the Teacher’s employment is terminated pursuant to this Clause, he or she may, within seven (7) days of his or her dismissal, petition the [Parish Pastor/Director] to, at his discretion, review the termination decision. Petition to the Parish Pastor shall be the sole and exclusive means of review of dismissals for violation of this Clause. The Teacher and the Parish/School acknowledge to each other that the indemnity and defense cost provisions of any liability and workers compensation insurance coverages carried by the Parish/School will apply only to actions of the Teacher that are performed within the course and scope of the Teacher’s employment hereunder. The Teacher and the Parish/School further acknowledge to each other that the Teacher will not be entitled to indemnity or defense for the Teacher’s actions that constitute gross negligence or willful misconduct.
11. The Teacher hereby agrees that he/she will maintain his/her Arizona DPS Card and Arizona Standard Professional Teaching certificate or Alternative Teaching Certificate. The Teacher acknowledges that his or her failure to maintain his or her DPS Card and/or Arizona Standard Professional Teaching Certificate current may be cause, at the School’s sole discretion, for the School to terminate the Teacher’s contract, and that the Teacher’s failure to maintain his or her DPS Card and/or Arizona Standard Professional Teaching Certificate current may jeopardize his or her eligibility for continued future employment at the School.
6. Except for death or a debilitating injury or illness, if the Teacher fails to perform his/her duties under this contract by unilaterally refusing or failing to teach the class for which he or she was hired, without prior Parish/School approval, such failure of performance shall constitute a default hereunder by the Teacher. If a default by the Teacher should occur, the Teacher and the Parish/School agree that it would be impractical and extremely difficult to fix the monetary damages which the Parish/School may suffer. Therefore, the Teacher and the Parish/School hereby agree that a reasonable estimate of the total net detriment that the Parish/School would suffer in the event the Teacher defaults shall constitute liquidated damages in the amount of Two Thousand Dollars (\$2,000.00). The Teacher hereby agrees that he or she shall pay to the Parish/School, not as a forfeiture or penalty, but rather as liquidated damages in the sum of Two Thousand Dollars (\$2,000.00) to cover damages that the Parish/School will incur in an effort to replace the Teacher on the Parish/School teaching staff. Said sum may be paid to the Parish/School in a lump sum, or in four periodic monthly payments, without interest if paid timely, following the Teacher’s default and unilateral termination of his/her teaching contract.
7. The budget for the current school year was based upon the enrollment of _____ students. If the actual enrollment falls to less than ninety percent (90%) of the budgeted enrollment, and/or if the school campus is required to close for an extended period of time to protect the health and well-being of the community, this contract may be terminated forthwith by the Parish.

8. Teacher acknowledges receiving a copy of the Personnel Policies of the Diocese of Tucson as adopted by the Parish/School and accepts the terms thereof. The provisions in this contract, however, supersede any conflicting provisions set forth in the Personnel Policies of the Diocese of Tucson.
9. Teacher warrants that he or she has read and will abide by the Diocese of Tucson's "Guidelines for the Prevention of and Response to Sexual Misconduct," the "Code of Conduct," Policy 2.1.2 – "Harassment," Policy 4.12 "Diocesan Care Process Within The RTI Framework" and Policy 2.2.2 – Teachers (Exempt, and Non-Exempt), all of which have been adopted by the Parish. Additionally, the "Individual Annual Attestation" form will be signed, personnel records will be checked, as per Policy 2.6.1 and 2.6.2, the "Emergency Information Sheet" will be filled out on *PAYCOR* and the "Child Abuse and/or Neglect Mandatory Reading Information and Verification Statement" will be completed.
10. Any modification of this contract must be in writing, signed by all parties.

Teacher

Date

Principal

Date

Pastor/Director

Date

Copies: Teacher, School, HR Dept.

(Rev. 01/17/23 – this revision supersedes prior contract)

[SCHOOL LETTERHEAD]

**MEMORANDUM OF SCHOOL EMPLOYMENT – REGULAR FULL-TIME EXEMPT EMPLOYMENT:
NEW TEACHER**

TO: (NAME OF EMPLOYEE)

FROM: (PASTOR, PRINCIPAL, MANAGER)

RE: SCHOOL EMPLOYMENT

DATE:

You have been hired by [Parish, organization] as an exempt, regular full-time employee to perform the duties of [position title] working [#] hours per week.

You are expected to perform such duties as assigned by your manager and as specified in the accompanying position description in accord with Diocese of Tucson Personnel Policy Guidelines and Procedures and the with policy guidelines and procedures of the [parish, school, or office].

You will be paid on a bi-weekly basis for the number of actual days worked. Your compensation will be \$_____ for _____ school year:

- [\$00.00 per day, for a total of _____ days] (Days are calculated based on total instructional days, total teacher workdays, designated holy days and holidays within the school calendar, plus estimated accrued vacation for the _____ school year)
- [\$00.00 per week, based on a full, 40-hour work week] (Pay must be a minimum of \$684.00 per week)

Your starting date is [starting date]

Your end date is [end date]

Your first day of work begins a Probationary Period of up to 90 calendar days so that you can become acquainted with your new position, its responsibilities and the expectations for your performance. During this period, your manager will observe your performance to determine whether or not to continue your employment, and either your employer or you may decide to terminate employment during this time period. Completing the Probationary Period is not a guarantee of continued employment.

Worker's Compensation Insurance is provided. [parish, school or office] does not participate in Arizona Department of Economic Security Unemployment Compensation Program. Regular full-time employees are eligible for pro-rated vacation benefits and Diocese of Tucson Sick Benefits. Regular full-time employees are eligible for paid Arizona Sick Time in accordance with Arizona law. Paid Arizona Sick Time is accrued at the rate of one (1) hour for every thirty (30) hours worked up to a maximum of forty (40) hours in a calendar year.

No information provided to you about employment matters such as salary, work schedule, position description and benefits creates or implies a guaranteed or contractual obligation for employment. Also, no promises or guarantees of a specific term of employment or of benefits are permitted. Your eligibility for or enrollment in any benefits will only be as specified and allowed by the Diocese of Tucson Personnel Policy Guidelines and Procedures.

The employment relationship at [Parish, organization] is "employment at will". This means that you are free to resign at any time without giving a reason. Likewise, it means [Parish, organization] can terminate your employment at any time with or without reason, but not for a prohibited reason. This relationship implies no guarantee or contractual obligation for employment. This memorandum is not an agreement, a contract, or a guarantee of employment. Please sign below to indicate that you have received, read and understand the content of this memorandum.

For (insert parish, school, or office)

(Employee Name – Printed)

Date: _____

(Employee Name – Signed)

[SCHOOL LETTERHEAD]

**MEMORANDUM OF SCHOOL EMPLOYMENT – REGULAR FULL-TIME EXEMPT EMPLOYMENT:
RETURNING TEACHER**

TO: (NAME OF EMPLOYEE)

FROM: (PASTOR, PRINCIPAL, MANAGER)

RE: SCHOOL EMPLOYMENT

DATE:

You have been hired by [Parish, organization] as an exempt, regular full-time employee to perform the duties of [position title] working [#] hours per week.

You are expected to perform such duties as assigned by your manager and as specified in the accompanying position description in accord with Diocese of Tucson Personnel Policy Guidelines and Procedures and the with policy guidelines and procedures of the [parish, school, or office].

You will be paid on a bi-weekly basis for the number of actual days worked. Your compensation will be \$_____ for _____ school year:

- [\$00.00 per day, for a total of _____ days] (Days are calculated based on total instructional days, total teacher workdays, designated holy days and holidays within the school calendar, plus estimated accrued vacation for the _____ school year)
- [\$00.00 per week, based on a full, 40-hour work week] (Pay must be a minimum of \$684.00 per week)

Your starting date is [starting date]

Your end date is [end date]

Worker's Compensation Insurance is provided. [parish, school or office] does not participate in Arizona Department of Economic Security Unemployment Compensation Program. Regular full-time employees are eligible for pro-rated vacation benefits and Diocese of Tucson Sick Benefits. Regular full-time employees are eligible for paid Arizona Sick Time in accordance with Arizona law. Paid Arizona Sick Time is accrued at the rate of one (1) hour for every thirty (30) hours worked up to a maximum of forty (40) hours in a calendar year.

No information provided to you about employment matters such as salary, work schedule, position description and benefits creates or implies a guaranteed or contractual obligation for employment. Also, no promises or guarantees of a specific term of employment or of benefits are permitted. Your eligibility for or enrollment in any benefits will only be as specified and allowed by the Diocese of Tucson Personnel Policy Guidelines and Procedures.

The employment relationship at [Parish, organization] is "employment at will". This means that you are free to resign at any time without giving a reason. Likewise, it means [Parish, organization] can terminate your employment at any time with or without reason, but not for a prohibited reason. This relationship implies no guarantee or contractual obligation for employment. This memorandum is not an agreement, a contract, or a guarantee of employment. Please sign below to indicate that you have received, read and understand the content of this memorandum.

For (insert parish, school, or office)

(Employee Name – Printed)

Date: _____

(Employee Name – Signed)

APPENDIX C

STUDENTS

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Statutory Duty to Report Suspected Abuse.....	C-4
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LETTER OF UNDERSTANDING

TO: _____

FROM: _____, Principal of _____

DATE: _____

STUDENT: _____

As you are aware, the education of _____ (name of school) students is achieved in partnership between the school and parents. Therefore, as follow up to our conversations on _____ regarding your child, _____, please review the following to ensure we are in agreement regarding _____ (name of child) educational plan as we start this new school year:

- A. **Academic Placement based on review of assessments:** (fill in necessary details)
- B. **Catholic Accommodation Plan (CAP):** The CARE Process team, consisting of our leadership team, classroom teacher, _____ (add any other members) will have a meeting to discuss all current assessments and recommendations as well as classroom observations, the result of which will be a specific Catholic Accommodation plan developed for _____ (name of child). Included in this plan are (any appropriate details). This plan will be shared with _____'s parents/guardians for feedback and agreement.
- C. **The hiring of and payment for an instructional aide:** (Or any other specifics not covered in B. Catholic Accommodation Plan)
- D. **Monitoring of the CAP:** (fill in necessary details)
- E. **District Referral:** Student Information Summary packet to include current performance (approximately the first month of school), documentation of how _____ (name of student) is currently doing in school from evaluation results of classroom assessments and assignments, observations made by the parents/guardians, teachers, and the instructional aide, will be prepared by _____ (name of school) and will be submitted to the public school district where s/he lives, in addition to any other required documentation. The district will then contact the parents/guardian to set up an assessment time and date.

_____ (name of school) is committed to utilizing our personnel and resources to best serve _____ (name of child) while partnering with you, the parents/guardians, in order to help your child, grow spiritually, academically, and socially. It is our hope that through such planned interventions, the result will be a successful school year marked with appropriate growth. Thank you for your trust and partnership in this endeavor.

Yours sincerely,

Principal

Receipt and acceptance of Letter of Understanding,

Date

Parent Signature

SCHOOL LETTERHEAD

School Safety Incident Report

Name/title of person preparing the report:

School: _____ Date/Time of incident: _____

Police Case number: _____ Officer _____ *if police involvement

Name(s) of student(s) involved:

Grade

Details of Incident (who, what, when, where, how):

Action Taken:

Conclusion/follow-up:

Parent/Guardian/Officials contacted (use communication log Appendix C-18):

Please submit a copy of this report to the Superintendent of Catholic Schools of the Diocese of Tucson

STATUTORY DUTY TO REPORT SUSPECTED ABUSE

Pursuant to A.R.S. §13-3620(A)(4), all school personnel are required to report allegations of child abuse or "reportable offenses" (see: A.R.S. §13-3620(8)(4) for definition). This outline is designed as a guide to understanding Arizona's requirements regarding the duty to report possible child abuse and professional misconduct to the appropriate authorities. Failure to comply with these laws can result in the needless victimization of children, and may also lead to criminal proceedings against those who fail to make the required reports.

A. SCHOOL EMPLOYEES' DUTY TO REPORT TO LAW ENFORCEMENT

Under A.R.S. § 13-3620, a school employee may be subject to a class six felony criminal charge for failing to make a mandatory report concerning a "reportable offense." A school employee may also be subject to a class one misdemeanor criminal charge for failing to make a mandatory report concerning child abuse or neglect.

1. Under what circumstances must a report be made?

A.R.S. §13-3620(A) provides that any person who "reasonably believes that a minor is or has been the victim of physical injury, abuse, child abuse, a reportable offense, or neglect that has been inflicted on the minor by other than accidental means... shall immediately report or cause reports to be made of this information to a peace officer." This statute allows these reports to be made to DCS if the abuser is a parent, guardian or custodian.

2. How is the report to be made?

A.R.S. §13-3620(D) provides that "[r]eports shall be made immediately either electronically or by telephone."

3. What does "reasonable belief" mean? Should any employee conduct some type of investigation either before or after learning of information about possible child offenses?

Reasonable belief is a very low standard. The recent revisions to the statute clarify that school personnel do not need visual evidence of a child offense to meet the reporting threshold. The employee's duty is not to investigate to determine if the information is or is not true prior to deciding to report. In accordance with the Diocese's agreement worked out with local law enforcement in 2002:

- Do not inform the alleged abuser of the allegations.
- Do not initiate an internal investigation.
- Do not remove the alleged abuser from the classroom and place him or her on administrative leave.

4. What is the timeframe for making a report?

The duty is to make an oral report immediately upon receiving enough information to form a "reasonable belief." A.R.S. §13-3620(D)

5. *Is the obligation to report satisfied by the employee informing his or her supervisor of the situation?*

NO! Remember that each employee who has a reasonable belief that a minor has been a victim of a child offense has an independent obligation to make or cause a report to be made. Only one initial report needs to be made. An employee cannot avoid the obligations of the statute by claiming that he or she "expected" or "assumed" that another employee (including a supervisor) would make a required report.

6. *Are there any protections for an employee who makes a report?*

Yes. A.R.S. §13-3620(J) provides that a person who furnishes a report under the statute is immune from any civil or criminal liability unless the person acted with malice.

CHILD ABUSE/INCIDENT REPORT FORM**DIOCESE OF TUCSON**☐ *Report to Law Enforcement: Call 911***Report Number:**☐ *Report to DCS: Call 888-767-2445***Report Number:**☐ *Report to Adult Protection Svcs. 877-767-2385***Report Number:**

DATE REPORTED:

TYPE OF ABUSE: _____ Sexual Abuse

TIME REPORTED:

_____ Child/Adolescent Abuse _____ Boundary Violation

NAME OF PERSON MAKING THE REPORT AND PARISH/SCHOOL/AGENCY:

BEST PHONE NO. (of person
making the report):RESPONDING LAW
ENFORCEMENT OFFICER
NAME & BADGE #:RESPONDING DCS SPECIALIST
NAME & BADGE #:

SUSPECT NAME:

SUSPECT ADDRESS:

NAME OF PARENT, GUARDIAN OF VICTIM:

ADDRESS (No., Street, City, State, ZIP)

MOBILE OR HOME PHONE NO.

WORK PHONE NO.

NAME OF PARENT, GUARDIAN OF VICTIM:

ADDRESS (No., Street, City, State, ZIP)

MOBILE OR HOME PHONE NO.

WORK PHONE NO.

VICTIM'S NAME (if other victims are involved, add their names below)

DATE OF BIRTH

VICTIM'S ADDRESS (No., Street, City, State, ZIP)

VICTIM'S NAME

DATE OF BIRTH

VICTIM'S ADDRESS (No., Street, City, State, ZIP)

VICTIM'S NAME

DATE OF BIRTH

VICTIM'S ADDRESS (No., Street, City, State, ZIP)

VICTIM'S NAME

DATE OF BIRTH

VICTIM'S ADDRESS (No., Street, City, State, ZIP)

AS REQUIRED IN A.R.S. §13-3620, THE REPORT SHOULD INCLUDE:

- The names and addresses of the minor and his/her parents or person or persons having custody of such minor, if known.
- The minor's age and the nature and extent of his/her injuries or physical neglect, including any evidence of previous injuries or physical neglect.
- Any other information that such person believes might be helpful in establishing the cause of the injury or physical neglect.

ALLEGATION OF ABUSE AND/OR NEGLECT: Describe the information that led to a reasonable suspicion of abuse, neglect or maltreatment, e.g. nature and extent of the child's injuries, evidence of previous injuries or physical neglect, or oral report of abuse or neglect from the child, youth or other person. Provide information in chronological order as much as possible, including the results of the report to law enforcement and DCS. Because this information is critical, please print or write legibly. You may also complete this document electronically or submit additional pages that have been typed or composed on a word processor. Thank you.

Internal Investigation Report

▪ **To:** Responsible Pastor, Executive

From: [School principal, Manager]

Cc: [OCAAP, HR, Supt of Schools]

Date: [Current Date]

Re: Complaint, by [XXXXX, Employee/student] [Parish/School] [Location]

COMPLAINT SUMMARY

In this section, the investigator should write a short summary of what occurred to include the essence of the complaint, pointing out the following:

1. The complainant (position, background, etc.).
2. The specifics of the complaint (there may be one or more concerns). This should include sufficient detail to give the reader a good idea of the nature of the complaint.

OBSERVATIONS

In this section, the investigator documents his or her findings based on the interviews and documents that have been reviewed. This is an expansion of the important points resulting from the investigation.

The important aspects are:

1. What was the starting point of the case and what happened thereafter?
2. What did the interviewer observe? The investigator must base his observations on facts and should not interject his or her opinion

Examples:

1. *"Results of interviews conducted indicate that on [date], [teacher/employee] did intentionally and inappropriately touch Ms. XX. In addition, it has been determined that this behavior has been ongoing for several months"*
2. *"During the course of the interview, it was discovered that Ms. XXX has in fact initiated in appropriate sexually-oriented conversations via her cell phone and via text messages."*

CONCLUSIONS

In this section, the investigator lists by order of severity, if possible, the conclusion he or she has arrived at regarding the issues brought forth or which he or she has identified. Immediately after, the investigator then renders an opinion as to why the issue was valid or why it was not.

Here is where the investigator is expected to be objective and to carefully delineate why he or she has reached the conclusion based on the results of the investigation.

Examples:

1. *"After a review of documentation and interviews with xxxxx, xxxx, and xxxx, there is no evidence to support Mrs. Xxxxx claim that she has been discriminated or harassed because of her gender."*
2. *"A determination, has been made that there is sufficient evidence to conclude that Ms. XXX has been the subject of inappropriate behavior by the teacher, and which can be classified as abuse of the*

student. It was found that the teacher took advantage of opportunities to inappropriately touch the student when alone in the classroom as evidenced in camera surveillance tapes.”

RECOMMENDATIONS/ACTIONS TAKEN

In this section, the investigator needs to outline the recommendations resulting from the findings in the investigation, which should tie directly to the conclusions made above.

Examples:

1. *“Due to the nature of the complaint, it was determined that a mandatory report was necessary. On xxxx the [name of the law enforcement agency] was notified. The reporting officer was [Name and Badge No]. The report number is [report number]. The teacher has been placed on immediate paid administrative leave pending the outcome of the investigation.”*

2. *“After a review of the facts involved, it has been determined that the complaint has no merit as it was determined the student falsified the complaint against the teacher. The student has been reprimanded and the parents notified. The teacher has been absolved of any wrongdoing.”*

Notes:

1. The investigator should be thorough when conducting the investigation. All concerns must be explored carefully. It is important to ask the person being interviewed, that the conversation is confidential. Although one cannot force a person to not discuss the interview once out of the interview, it is important to remind the individual of the need for confidentiality. The investigator also, should be careful to not discuss the facts of the case except on a “need to know” basis.

2. The investigator must plan each step carefully and be prepared for each interview. Although the investigator should conduct the interviews in person, sometimes telephone interviews may be necessary. Also, in some cases, it may be prudent to ask someone else to be present, for example, when interviewing a minor. Sensitivity and empathy are very important during the interviews.

3. The report should be as concise as possible so that the reader can easily understand the circumstances leading to the complaint, observations, the conclusions, and the recommendations.

Attachments Required:

- a. Written report from person who initially received the report
- b. Written reports from anyone conducting interviews during the investigation.

SCHOOL LETTERHEAD

Record of Student – Law Enforcement Interaction During School Hours

Date: _____ Time: _____

School Personnel Involved: _____

Student: _____ Birth Date: _____ Age: _____

Parent/Guardian: _____
(name) (address) (phone)

Police Officer or DCS Rep.: _____ Badge/ I.D. No. _____

Basis for Contact: _____

Parent/Guardian notified: _____ (yes) or _____ (no)

If “NO”, explain why: _____

If “YES” state:

1. Who made the notification: _____
2. The number called: _____
3. The date and time of the notification: _____

Signatures: _____ (Person in charge)

_____ (Witness)

_____ (Witness)

Procedures Relating to Harassment and Bullying

(as adopted by _____ School)

Catholic Schools in the Diocese of Tucson are committed to providing a learning environment that is free from harassment and bullying. Harassment or bullying of any student by any other student, employee, or volunteer is prohibited. The Diocese and each individual school treat allegations of harassment or bullying seriously and will promptly investigate such allegations and take appropriate corrective action.

A. Complaints

A complaint of harassment or bullying does not, in and of itself, create a presumption of wrongdoing. Substantiated acts of harassment or bullying, however, will result in disciplinary action, up to and including dismissal. Students found to have filed false or frivolous charges may also be subject to disciplinary action, up to and including dismissal.

B. Definition

A person is bullied or victimized when he/she is exposed, *repeatedly over time*, to intentional, negative actions on the part of one or more persons, (Olweus, 1991). Bullying behavior manifests itself in any of the following forms of abuse: a) intimidation; b) harassment, (racial, cultural, or sexual); and c) aggression, (physical, social, verbal, or written). Examples include but are not limited to such actions as verbal taunts, name-calling and put-downs, derogatory written words, graffiti, gestures, and extortion of money or possessions. Such conduct is disruptive of the educational process and violates a safe, Christian environment.

C. Cyber-bullying

There are major concerns about the increase of cyber-bullying and its impact on children. Cyber-bullying causes emotional harm, and can result in children's depression, anger, school failure, and physical harm to self and others.

If, in the judgment of school officials, cyber activity has occurred off school premises that could result in the harassment, intimidation or bullying of a student, such cyber activity may be treated as an offense under the Diocese of Tucson Catholic Schools' Bullying Policy. Examples of proscribed cyber activity, though not exhaustive, are:

1. Sending or posting harmful materials via social media or through a cellphone that, in the judgment of school officials, might pose a threat to another.
2. Posting threatening statements or distressing material about others via social media or through a cellphone.
3. Disclosing personal or intimate information (whether true or not), including photos, addresses and phone numbers, about another in an "imposter" website (a website created by a person other than the person depicted on the website).

D. Policy

This policy shall apply to all activities on school property, all school-sponsored events whether on or off campus, and to activity that causes a student to suffer harassment or bullying. The following components are part of this policy:

1. A procedure for students to confidentially report to school officials incidents of harassment, intimidation, or bullying.
2. A requirement that school employees or volunteers report suspected incidents of harassment, intimidation, or bullying to the appropriate school official.
3. A formal process for the documentation of reported incidents of harassment, intimidation, or bullying, except that no such documentation shall be maintained unless the harassment, intimidation, or bullying has been proven.
4. A formal process for the investigation by the appropriate school officials of suspected incidents of harassment, intimidation, or bullying.
5. Disciplinary procedures for students who have admitted or been found to have committed incidents of harassment, intimidation, or bullying.
6. Disciplinary procedures for students who have submitted false reports of incidents of harassment, intimidation, or bullying.

All Catholic schools in the Diocese of Tucson that have adopted this policy will give notice of this policy to students, parents/guardians, faculty, staff, and volunteers in the appropriate handbooks.

E. Reporting Procedure

All schools will encourage any student who believes s/he has been the victim of harassment or bullying, or any student who has witnessed acts of harassment or bullying, to report the incident(s) at once to any teacher, staff, or administrator of the school

1. Oral complaints should be documented on the Bullying Report Form. (B- 11 and B-12)
2. Oral reports must be followed up within *10 working days* with a written report.
3. Teachers may provide an anonymous procedure for reporting, such as a '*problem box*'.
4. Harassment and bullying reports are treated as confidential data and will not be disclosed except as permitted by law. The privacy of the complainant, accused, and witnesses will be protected as much as possible within the framework of the school's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.
5. Submission of a good faith complaint or report of harassment or bullying will not affect the reporter's education or work environment. No retaliation will be allowed as a result of a harassment or bullying report.

F. Investigative Procedure

Upon receipt of an oral or written complaint, the principal, (or designee) will interview the

1. Reporter of the complaint
2. Victim
3. Witnesses
4. Accused

These interviews will be conducted individually, in a manner to protect the privacy of all involved persons and may be done in consultation with the school counselor, (or designee), as deemed appropriate. Parents of the victim and the accused will be notified. Depending upon the severity of the alleged action, law enforcement or the Department of Child Services, (DCS), may also be contacted. A Bullying Report, (see B-11 and B-12), will help determine the severity of the incident.

G. Disciplinary Procedure

Student Violators

It is commonly recognized that harassment and bullying are forms of misbehavior outside the realm of minor, everyday mischief or schoolyard squabbles and involves a pronounced imbalance of personal power between aggressor and victim as well as an element of repetition. For this reason, incidents of harassment and bullying will be treated in a more formalized manner.

1. Mild/Moderate Incidents:

- Parents/guardians of the victim and the aggressor will be informed of the incident.
- The aggressor will receive an oral reprimand and be assigned to detention, (during or after school) and may not be allowed to return to class.
- The victim will receive oral support and assurance.
- A repeat offense by the same aggressor will involve a parents/guardians conference, detention and referral to the counselor/dean/assistant principal.

2. Severe Incidents:

- The aggressor will be removed from class and parents/guardians will be notified
- Mandatory counseling for the aggressor will be required as well as documented counseling.
- The aggressor will face suspension, at minimum, and possible expulsion or legal action, depending on the nature and severity of the incident.
- Parents/guardians of the victim will be notified.
- The victim will be offered counseling by the school and given supportive care, increased vigilance, and reassurance.

3. Making False Claims:

- Student making false claims will be sent for a conference with the principal after the first offense.
- A second offense will result in a phone call to parents/guardians, as well as detention and counseling.
- Repeat offenders will face suspension or possible expulsion at the discretion of the principal.

H. Failure to Act; Reprisals

Failure of a volunteer or staff member to inform administration in a timely manner of harassment or bullying incidents may subject volunteer/staff member to disciplinary action in accordance with the school's policy and civil law requirements.

Any administrator, teacher, staff, volunteer, or student who retaliates against a person making a good faith report of harassment, bullying, or assisting in the investigation of an incident will face discipline or other appropriate action. Retaliation includes, but is not limited to any form of intimidation, harassment, or intentional disparate treatment.

I. Education and Training

Each school in the Diocese of Tucson that has adopted this policy will provide education and information to students, parents and employees regarding harassment and bullying, including information regarding this policy. Training is to include what constitutes harassment or bullying, the harmful effects of harassment/bullying, how to seek help, how to give help, and other initiatives to prevent harassment/bullying.

Procedures for Dangerous Substances

(as adopted by _____ School)

Because of the serious and dangerous nature of substance abuse, the Catholic Schools in the Diocese of Tucson are committed to working toward its prevention. Programs of education and awareness training for students, parents/guardians and faculty shall be on-going.

The Catholic schools in the Diocese of Tucson believe in the inherent goodness of every child. Therefore, schools shall make every effort to find a wholesome resolution to a student's possession or use of any potentially dangerous substance and, at the same time, will assure the safety of all students and will act in the best interest of the entire student population.

A. Buying/Selling Drugs

Should a student be found buying, selling, or in any other way transferring potentially dangerous substances on school grounds, that student shall be expelled, and his/her parents/guardians will be notified immediately. A police report of the incident will be made.

B. Reasonable Cause/Investigation

Should there be reasonable cause to believe that a student uses, possesses, or is under the influence of any potentially dangerous substance, a team consisting of the administrator, school nurse/health clerk and assistant principal/dean/counselor will notify the parents/guardians and begin an investigation. The pastor/president will be advised of the action taken.

As part of the investigation, the principal may request a full drug assessment including a urine drug screen to confirm or disprove the student's use of any potentially dangerous substance. This assessment must be done at an adolescent chemical dependency or drug program counseling service within 24 hours of the request by the school.

If parents/guardians DO NOT cooperate with the request for the above assessment/drug screen within 24 hours, the student may not continue attending school.

C. Use of Drugs

Should it be determined through the investigation that a student is using, possessing, or under the influence of a potentially dangerous substance, the following steps will be taken:

1. Parents/guardians will be made aware of the results of the investigation
2. The student will be suspended until the parents/guardians can provide evidence that their child is enrolled in a reputable, non-school treatment facility that specializes in adolescent substance abuse
3. School staff may provide names of appropriate treatment facilities. The school will provide homework and support the student's return to school as soon as he/she is able.
4. A probationary period will be determined by the principal and the treatment facility. A reassessment of the student's progress involving parents/guardians, facility personnel and school administration will be done at the termination of treatment. The student must fulfill

- the treatment and aftercare recommendations of the treatment facility. Failure to do so will result in expulsion from the school.
5. In the event the investigation provides reasonable cause to believe the student is using a dangerous substance AND there have been previous problems, the school administrator, in the best interest of all concerned, may decide to forfeit the treatment procedure, and the student would NOT continue attending the school.

D. Second Offense

Should a second incident occur, it would indicate that the problem requires more in-depth care. Because of the age of the student and the seriousness of the situation, the school team (see section *B above, Reasonable Cause/Investigation*) and the treatment facility representative will confer to determine what is best for the student in question, and the entire student population. The school may at this time request the student withdraw from school or renew the steps indicated above, (see section *C. 3 above Use of Drugs*).

SCHOOL LETTERHEAD

Behavioral Incident Report

Documentation Summary by School Personnel – 4 Pages
(Bullying, harassment, weapons, etc.)

Person preparing report: _____
Name Title

School: _____ Date of Incident: _____

Student(s) ACCUSED of incident	Grade

Student(s) THREATENED	Grade

Indicate the type(s) of threatening behavior:

- ☐ Physical, (hitting, pushing, tripping, etc.)
- ☐ Social/emotional, (taunting, mocking, spreading rumors, peer isolation, etc.)
- ☐ Verbal threats of aggression, or revealing personal information
- ☐ Cyber, (social media, emails, etc.)
- ☐ Property, (theft, graffiti, defacing/destroying clothing or personal items, etc.)
- ☐ Racial, (slurs, jokes, exclusions, etc.)
- ☐ Sexual, (jokes, innuendos, public embarrassment, etc.)
- ☐ Weapons
- ☐ Other

Describe in succinct, objective terms, what happened, (e.g. place, actions/reactions, witnesses, specific language used, etc.) *If necessary, use the back of this page.*

Summary of Contacts:

(This report should be kept in a separate file for investigations. DO NOT place in the student's file)

1. Have you contacted the parents/guardians? If so, what feedback have they given? (Use
Parent/Guardian Communication Log below)

2. Contacted Pastor/President: _____

Date of Contact: _____

Notes:

3. Contacted Dept. of Catholic Schools (name): _____

Date of Contact: _____

Notes:

4. Have you consulted anyone else? If yes, who? _____

Notes:

Based upon my review of the situation, my recommendation for action is:

Signature: _____ Date: _____

Parent/Guardian Communication Log:

Parent/Guardian: _____ Phone: _____

Date Contacted: _____

Feedback:

Parent/Guardian: _____ Phone: _____

Date Contacted: _____

Feedback:

Parent/Guardian: _____ Phone: _____

Date Contacted: _____

Feedback:

SCHOOL LETTERHEAD

NOTICE OF INTENT TO IMPOSE EXPULSION

Date: _____

To the Parent(s)/Guardian(s) of: _____

Dear _____

This letter is notification of the school's intent to impose disciplinary action as a result of the incidents(s) in which your son/daughter _____ (name of student) is alleged to have engaged in on the _____ (name of school) campus. Effective on this day _____ (date), _____ (name of student) is expelled from _____ (name of school). Expulsion means the withdrawal of the privilege of attending school.

Details of Incident(s) (who, what, when, where, how):

Your child is accused of committing the following identified offense(s), which demonstrates ground for expulsion according to the Handbook of School Policies and Procedures of the Diocese of Tucson and the _____ (name of school) Handbook:

- 1.
- 2.
- 3.

Please feel free to contact me at _____ if you have any further inquiries.

Sincerely,

_____ (principal)

Cc: Pastor/President
Superintendent of Catholic Schools

SCHOOL LETTERHEAD

Due Process for Parents/Students Form

Name: _____ Date: _____

Describe the nature of the grievance, the solution sought and the attempts that have been made to resolve it:

Received by: _____ Date: _____

Action taken:

Signature _____ Date: _____

Review of Student Records

(As adopted by _____ School)

(For Office Use Only)

Name of School _____

Diocesan Policy 3.2.d. Access to Student Records states:

Parents/guardians, as the primary educators, have the right to inspect and review the official records of their child in the presence of school personnel. Parents/guardians should be given an opportunity to be heard regarding the content of their child's records to ensure that the records are accurate. Parents/guardians should be given an opportunity to provide a written, dated statement regarding the content of their child's records. Any such statement should be included in the student's cumulative file. Documentation that notates viewing of a student, along with the names of the viewing parties, their relation to the student, and the dates of such viewings should be kept in the student's cumulative file.

Name of Student: _____ D.O.B. _____

Person Viewing the File	Position of Person	Date Viewed

SCHOOL LETTERHEAD
WITHDRAWAL FORM

Student Name: _____ D.O.B. _____
(Last, First, Middle)

Address: _____ City: _____ ZIP Code: _____

Phone: _____

CATHOLIC SCHOOL INFORMATION

Name of Catholic School Withdrawing from: _____

School Address: _____ City: _____ ZIP Code: _____

As of _____ (*Effective Date*), my child is no longer enrolled in the above listed Catholic school.

Reason for withdrawal: _____

Check: Parent Request _____ Expulsion _____ Other _____

ARIZONA STATE PRIVATE SCHOOL LAWS FOR WITHDRAWING YOUR STUDENT AS PRESCRIBED BY THE ARIZONA REVISED STATUTES: 15-802 C: An affidavit of intent shall be filed within thirty days form the time the child begins to attend a private school or home school and is not required thereafter unless the private school or the home school instruction is terminated and then resumed. The person who has custody of the child shall notify the county school superintendent within thirty days of the termination that the child is no longer being instructed at a private school or a home school. If the private school or home school instruction is resumed, the person who has custody of the child shall file another affidavit of intent with the county school superintendent within thirty days.

AUTHORIZATION

Parent/Guardian (PRINT) _____

Parent/Guardian (PRINT) _____

Principal Signature	Date	Assistant Principal Signature	Date	Registrar Signature	Date
---------------------	------	-------------------------------	------	---------------------	------

SCHOOL LETTERHEAD
REQUEST FOR TRANSFER OF STUDENT RECORDS

INFORMATION TO BE RELEASED FROM:

Name of Catholic School: _____

Address: _____ City: _____ State: _____ ZIP Code: _____

INFORMATION TO BE RELEASED TO:

Name of School: _____

Address: _____ City: _____ State: _____ ZIP Code: _____

We are requesting the release of medical, educational, or special program information for use in providing appropriate educational services, programs, or updating previous reports, for the following:

Student's Name: _____ D.O.B. _____ Grade: _____

Student's Name: _____ D.O.B. _____ Grade: _____

Student's Name: _____ D.O.B. _____ Grade: _____

Student's Name: _____ D.O.B. _____ Grade: _____

Student's Name: _____ D.O.B. _____ Grade: _____

AUTHORIZATION: I state that I specifically request the release of my child's (children's) records as requested above to the institution named above. I state that I have executed this consent as my own free will and have the authority as a consenting parent/guardian to do so.

Parent/Guardian _____
Signature Date

Parent/Guardian _____
Signature Date

AFFIDAVIT OF INTENT FOR PRIVATE SCHOOL *(PIMA County Template)*

Child's legal last name, First, Middle

Date of Birth

School district of residence

Name(s) of the parent(s) or person(s) with custody of the child Daytime telephone numbers

Physical address(es) of the person(s) with custody of the child Zip code

Mailing address (if different) Zip code

Name of Private School, Address of private school Zip code

I understand that an Affidavit of Intent shall be filed within thirty days from the time the child begins to attend and is not required thereafter unless the private school instruction is terminated and then resumed. I understand the child must be instructed in at least the subjects of reading, grammar, mathematics, social studies and science. The person who has custody of the child shall notify the County School Superintendent within thirty days of the termination of the program that the child is no longer being instructed in a private school. If private school instruction is resumed, the person who has custody of the child shall file another Affidavit of Intent with the County School Superintendent within thirty days (A.R.S. §15-802).

Signature of parent or person with custody

State of Arizona, County of _____ SUBSCRIBED AND SWORN TO before me this
_____ day of _____, 20_____

My Commission Expires _____

Return signed and notarized affidavit, along with proof of child's age and identity to:
Pima County School Superintendent's Office
200 N Stone Avenue
Mailstop: DT-200NSTONE-1 Tucson, AZ 85701-1208

(Rev. 07/16)

WITHDRAWAL FROM PRIVATE SCHOOL *(PIMA County Template)*

You are required to notify the county school superintendent within 30 days of discontinuing private school. (A.R.S. §15-802)

Name of Child:

Date of birth: _____

Address: _____

City _____ Zip code _____

Telephone _____

Name of private school:

Address of private school: _____

City _____ Zip code _____

Signature of parent or guardian:

Date _____

Please return to:

Pima County School Superintendent's Office
200 N Stone Avenue
Mailstop: DT-200NSTONE-1
Tucson, AZ 85701-1208

SCHOOL LETTERHEAD

SCHOOL'S REQUEST FOR STUDENT RECORD DOCUMENTS

(PLEASE PAY FROM THIS INVOICE)

School: _____

Principal: _____

Hold for Pickup: _____ Mail: _____ Date Ordered: _____

Mailing Address: _____
Street/P.O. Box City ZIP

Notes: _____

Supplies	Price (Subject to Change)	Quantity	Total
Cumulative Record Folders			
Eighth Grade Certificates			
Health Record Folders			
Permanent Record Cards			
Report Cards generated by Ren Web			
<i>Total for Supplies</i>			
<i>Postage</i>			
<i>Total Amount</i>			

Diocese of Tucson
Guidelines & Policy Statements Regarding Gender Identity
& Same-Sex Attraction Issues

~Preamble~

The issue of students presenting at our Catholic schools who identify as gay, lesbian, or transgender has found the Church struggling to respond in ways that are compassionate as well as fully consistent with our teachings. Data which reveals an exceptionally high risk (and rate) of suicide or family rejection among the LGBTQ student population is a clarion call for us not only to journey compassionately with our brothers and sisters in this demographic but also to journey with them in order to touch their lives with the fullness of Catholic teaching.

Regarding human sexuality and sexual identity, it is critical to recall that the Catechism of the Catholic Church states: “By creating the human being man and woman, God gives personal dignity equally to the one and the other. Each of them, man and woman, should acknowledge and accept his sexual identity.” (Catechism of the Catholic Church (“CCC”), 2360-2363). By its very nature, sexuality is ordered to the conjugal love of a man and woman within the bond of marriage (c. 1055). And marriage, which is a partnership of the whole of life, is always ordered by its very nature to both the good of the spouses and the procreation and education of children (Ibid.). All persons are called to chastity, to be lived out according to one’s state in life (CCC, #2337-2359).

These teachings of the Church are not mere antiquated notions. In fact, Pope Francis has repeatedly stressed the importance of a proper understanding of our sexuality, warning of the challenge posed by “the various forms of an ideology of gender that denies the difference and reciprocity in nature of a man and a woman and envisages a society without sexual differences” (Amoris Laetitia (“AL”), #56). Pope Francis further notes that “biological sex and the socio-cultural role of sex (gender) can be distinguished but not separated,” and that although we must always be “understanding of human weakness and the complexities of life,” that does not require us to “accept ideologies that attempt to sunder what are inseparable aspects of reality” (Ibid.). Ultimately, “[w]e are creatures, and not omnipotent,” and we must accept and respect our humanity “as it was created” (Ibid.; see also Gen. 1:27, Matthew 19:4, and Mark 10:6). The Holy Father then stresses that “the young need to be helped to accept their own body as it was created,” so that “we can joyfully accept the specific gifts of another man or woman, the work of God the Creator” (AL, #285).

As Pope Francis notes, we must always respect the sacred dignity of each individual person, but that does not mean the Church must accept the confused notions of gender ideology. We must not demean or deny the sincerity and struggle of those who experience same-sex attraction or who feel their true gender identity is different from their biological sex. Rather, we seek to accompany them on their journey of life, offering them the light of the Gospel as they try to find their way forward. These truths are not merely faith-based; rather, such realities are also knowable through the use of properly functioning senses and right reason (Pope St. John Paul II,

Fides et Ratio, #22). We do not serve anyone's greater good by falsifying the truth, for it is only the truth that frees us for the full life that God offers to each of us. Thus, when a person experiences same-sex attraction or some form of gender dysphoria, such struggles do not change the biological fact of how God created that person, and it would be untruthful for the Catholic Church or our Catholic schools to pretend otherwise. The policies of our Catholic schools, therefore, must reflect these fundamental truths. The accompanying **Guidelines & Policy Statements Regarding Gender Identity & Same-Sex Attraction Issues for Integration into School Policy Handbooks** is a healthy effort in response to these complex dynamics. It is significant to note that the approach outlined in the accompanying document not only allows for local adaptation according to particular circumstances or need, but also requests ongoing consultation with the Department of Catholic Schools. It is appropriate to presume that school responses to these situations will evolve over time as together we learn how best to balance the Gospel demand for compassion extended to a community that feels itself to be vulnerable and marginalized, along with the Gospel call to chastity and responsibility for the gift of human sexuality. To be clear, there are two extreme positions which are inconsistent with our faith. On the one extreme hand, stressing what our culture holds to be unquestioned individual rights, our secular culture's understanding of human sexuality is fully inconsistent with our ancient and Biblical faith. The other extreme position is to respond to a highly vulnerable or gravely at-risk child by immediately rejecting his or her application or expelling him or her from the school. As our Holy Father has taught and witnessed, especially in his recent encyclical **Fratelli Tutti**, the Gospel position is a careful and prudent accompaniment which balances supporting the critical needs of a vulnerable person along with the critical need of upholding the fullness of our Catholic Faith. While this will be challenging in many instances it is nevertheless our vocation, and we can fulfill this call with equal parts of fidelity to our faith and compassion for individuals.

Diocese of Tucson
**Guidelines & Policy Statements Regarding Gender Identity
& Same-Sex Attraction Issues for Integration into School Policy Handbooks**
**(NOTE: Any wording in red is to serve as guidance and should not be included in school
policy handbooks.)**

Because decisions pertaining to these matters have a deep impact on everyone involved, pastors and school administrators must evaluate such situations on an individual basis, in mutual dialog, respecting the needs and well-being of the individual as well as the school community. As you begin to transition the following policy statements into your school handbooks, pastors and school administrators may use broad authority in terms of setting a timeline for adopting and implementing the following three sections, with integration and implementation beginning in academic year 2022-2023:

- I. Pastoral Statements
- II. Guiding Principles
- III. Policy Statements

I) Pastoral Statements in Support of all those served in [Catholic School]:
(Recommendation: Use this section as a Preamble to your school policy)

- [Cite Catholic School mission statement here]
- [Catholic School] respects the inherent dignity of each person and advocates for the wellbeing of all those served, particularly the most vulnerable.
- [Catholic School] welcomes all students whom we can serve. Children, youth, and parents deserve compassion, sensitivity and respect when dealing with difficult and delicate situations.
- [Catholic School] affirms the value of each person and we see Christ in everyone.
- Through the authority of the bishop, [Catholic School] assists parents as the primary educators of their children, as well as fulfills our duty to assist people to live the fullness of the Christian life. (Code of Canon Law (CIC) cc. 794; 796 §1).
- [Catholic School] models and teaches the Catholic faith to all those enrolled in our school with the understanding that parents/guardians will respect and support such teachings.
- [Catholic School] educates children and young people to respect every person in their particularity and difference, so that no one should suffer bullying, violence, insults, or unjust discrimination based on their specific characteristics (such as special needs, race, religion, gender identity, etc.).

- It is of the utmost importance that our children understand the depth of God’s love for them and their intrinsic dignity and beauty. Children should always be and feel safe and secure and know they are loved.¹
- [Catholic School] is an educating community of faith in which persons can express themselves and grow in their humanity, through a process of relational dialogue, interacting with others in a constructive way, exercising tolerance, understanding different points of view, and creating trust in an atmosphere of authentic harmony. We are an “educating community, a place of differences living together in harmony”.¹
- [Catholic School] community is a place for encounter and promoting participation. We must listen carefully, in dialogue with parents, to discern the educational needs of the students we serve.¹
- [Catholic School] respects each family’s culture. We strive to listen carefully, in dialogue with parents, to discern the cultural needs of the students we serve. In this way, students are accompanied by a community that teaches them “to overcome their individualism and discover, in the light of faith, their specific vocation to live responsibly in a community with others”¹
- Issues involving gender identity can be varied and complex, with each situation being unique. Therefore, all administrative decisions made in any such situations involving gender identity and/or same-sex attraction issues will be made on an individual basis, in consultation with the Department of Catholic Schools, and will reflect Catholic teaching. Each individual case **where a school is considering providing accommodations** will be reviewed by the Diocesan Committee followed by approval or disapproval, along with recommendations, issued to the school.

II) Guiding Principles²:

(Possibly use as a source document or for footnotes)

- All efforts to accompany young people, especially in relation to human sexuality, must recall the intrinsic dignity of the human person. This accompaniment of young people includes a wise and reverent formation in cultivating the virtue of chastity: *“Each person has to observe the moral law and achieve his or her moral destiny within the personality structure and the sexual orientation which he or she has...This applies to both heterosexuals and homosexuals...Both are equally called to chastity...Homosexual men and women who maintain chastity through moral mastery of their sexuality can attain high moral virtue, just as heterosexuals can...Their struggle deserves admiration and support...They should be supported by the Christian community...”*³ The following

¹Congregation for Catholic Education. (2019).

¹Congregation for Catholic Education. (2019).

²Archdiocese of Omaha. (2020, July).

³Irish Bishops. (1985).

observations from the *Catechism of the Catholic Church*⁴ support this work of Catholic education:

- 2337: Chastity means the successful integration of sexuality within the person and thus the inner unity of man in his bodily and spiritual being...The virtue of chastity, therefore, involves the integrity of the person and the integrality of the gift.
 - 2338: The chaste person maintains the integrity of the powers of life and love placed within him. This integrity ensures the unity of the person; it is opposed to any behavior that would impair it. It tolerates neither a double life nor duplicity in speech.
 - 2339: Chastity includes an *apprenticeship in self-mastery* which is a training in human freedom...
 - 2342: Self-mastery is a *long and exacting work*. One can never consider it acquired once and for all. It presupposes renewed effort at all stages of life. The effort required can be more intense in certain periods, such as when the personality is being formed during childhood and adolescence.
 - 2344: Chastity represents an eminently personal task; it also involves a *cultural effort*, for there is “an interdependence between personal betterment and the improvement of society.” Chastity presupposes respect for the rights of the person, in particular the right to receive information and education that respects the moral and spiritual dimensions of human life.
 - 2345: Chastity is a moral virtue. It is also a gift from God, a *grace*, a fruit of spiritual effort. The Holy Spirit enables one whom the water of Baptism has regenerated to imitate the purity of Christ.
 - 2357: ... [Homosexual acts] are contrary to the natural law. They close the sexual act to the gift of life. They do not proceed from a genuine affective and sexual complementarity. Under no circumstances can they be approved.
- Sacred Scripture shows us that God created human beings male and female (Gen. 1:27). Both sexes are created in the image and likeness of God, equal in dignity.
 - The study of our relation to God is rooted in the unity of body and soul. The soul of the person and its relation to God cannot be separated from the bodily expression of this identity. One’s gender is determined by one’s biological sex; there can be no separation between the two.
 - All pastoral care is defined, primarily, by love. It is the duty of those who find themselves in positions of ministry to communicate the deep love of Christ to all. Ultimately, all pastoral care is aimed at guiding people toward a relationship with Jesus Christ. The Catholic community shall be a witness to the person of Christ and His Gospel, inviting everyone we meet to share in His divine life.

⁴Vaticana, L. E., & U. (2019)

III) Policy Statements:

(The following policy statements may be integrated throughout sections of parent/student and faculty handbooks, based on applicable school handbook section topics*)

Confidentiality: Conversations regarding a person struggling with sexuality, same-sex attraction, and/or sexual identity will be considered confidential unless there is a risk of harm to self or others. Necessary information will only be shared with essential school personnel or other professionals who have a need to know.

***Possible Handbook sections into which the above statement could be inserted:**

- Privacy
- Confidentiality
- Section where you indicate any parent permissions such as photographing students

Bullying and Discrimination: Persons experiencing gender identity conflicts or same-sex attraction must be accepted with respect, compassion, and sensitivity. Every sign of unjust discrimination in their regard must be avoided and any such actions will be addressed as an offense under the Diocese of Tucson Catholic Schools Bullying and Harassment Policy (3.14).

***Possible Handbook sections into which the above statement could be inserted:**

- Discipline
- Bullying
- Harassment

NOTE: Private, independently run Catholic schools may cite their own Bully and Harassment Policy in lieu of diocesan policy.

Compliance: Parents/Guardians will sign an agreement to abide by the policies set forth in the school handbook, to include their responsibility to respect and support Church teachings which inform school policy.

***Possible Handbook sections into which the above statement could be inserted:**

- Parent Agreement/Acknowledgment of receipt of Handbook

Admission Process: Admission will not be denied to students solely upon their expressed gender dysphoria, same-sex attraction, and/or sexual identity issues. For record purposes, admission will be based on the student's biological sex. By enrolling their children, parents/guardians are agreeing to support the mission of the school in both the academic requirements as well as the formation of its students in Catholic faith, morals, and discipline.

If parents request accommodations, the school should verify the student is receiving spiritual and psychological counseling services and what accommodations are recommended by both the medical professionals and Diocesan-approved spiritual minister to ensure a successful spiritual, academic, and social life at the school. It is important to discern how (or if) the school community may be affected and to ensure the student will be accepted by his/her peers. It is also imperative that, prior to the school committing to any accommodations, each case is discussed with the Department of Catholic Schools. Each individual case will then be reviewed by the

Diocesan Committee followed by approval or disapproval, along with recommendations, issued to the school.

***Possible Handbook sections into which the above statement could be inserted:**

- The Non-discrimination statements
- Admissions

Counseling/Treatment: The school will not allow or otherwise cooperate in the administration of puberty blocking or cross-sex hormones on school property. Appropriate counseling recommendations for students to address behavioral and mental health concerns may be made available. The school may provide counseling support and therapy referrals to mental health providers who uphold Catholic teaching in their practices. The school should also provide spiritual counseling and guidance from a diocesan-approved minister of the Catholic faith.

***Possible Handbook sections into which the above statement could be inserted:**

- Counseling/Support Resources

Names and Pronouns: Official records and correspondences will reflect the student's legal name and gender. Respect for human dignity implies that a person's preferred manner of address be recognized if it is appropriate for the individual and the Catholic school community. Therefore, parent(s) and guardian(s) may submit a request in writing asking the school administration to consider that their student be addressed by a preferred name and/or pronoun. Such a request does not imply approval. **Refusing any such request is a site-based decision. Conversely, the school administration must consult with the Department of Catholic Schools before agreeing to such a request.** Each individual case will then be reviewed by the Diocesan Committee followed by approval or disapproval of providing requested accommodations, along with recommendations, issued to the school.

Following are considerations and necessary information to have on file for each case and to submit to the Superintendent for review (See Appendix A: Catholic School Consultation Worksheet):

1. Grade and age of the student
2. How many years the student has been at your school
3. Describe the students' personal situation that led to their request for an accommodation. Of importance is how long the student has been contemplating making such a request and if they are undergoing any hormone therapy or other medical treatments.
4. Verification the student is receiving psychological counseling services outside of school and what accommodations are recommended by the counseling professionals to ensure a successful spiritual, academic, and social life.
5. Verification the student is receiving spiritual counseling, from what source the spiritual counseling is being provided, and what recommendations the spiritual advisor can provide to ensure that the student has a successful spiritual, academic, and social life. The minister providing spiritual counseling must be a practicing Catholic and approved by the Diocese.
6. Indicate how each parent/guardian was consulted with and what was the nature of that consultation. Such consultation should be done in person.

7. Indicate what specific accommodations the student and their parent are requesting.
8. What effect does such accommodations have on the student body?
9. What effect does such accommodations have on the faculty?
10. What accommodations has the school determined they can or cannot provide?

*Possible Handbook sections into which the above statement could be inserted:

- Registration/Admission criteria

Student Conduct & Participation in School-Sponsored Activities: Students will conduct themselves in a respectful manner according to school policy while on school campus as well as during school sponsored activities off campus. This expectation applies to appropriate restroom use, adherence to dress codes, athletics, same-gender small groups, housing at overnight events, dates for school sponsored dances and functions, etc. In all circumstances, students are prohibited from acting out sexual attraction toward another student. For any students who identify as transgender, the school will counsel with parents/guardians and determine how or if the school can accommodate the student in a respectful, confidential manner and in a way that does not pose scandal to the student or the school. **For example, schools may consider providing a private, gender-neutral restroom in lieu of a gender-specific restroom. Note, schools should use the ten considerations and necessary information listed above to have on file for each case and to submit to the Superintendent for review followed by approval or disapproval, along with recommendations issued to the school.**

*Possible Handbook sections into which the above statement could be inserted:

- Conduct
- School-Sponsored Activities
- Sports

Dress Code: Schools should review their current dress code policies in relation to whether their current dress code in any way sexualizes either gender. For example, considering a dress code that gives girls a choice to wear shorts or pants instead of a skirts-only policy that forces all girls to wear skirts when there may be girls who feel less modest and uncomfortable in a skirt.

Theology Curriculum: Schools should review their current religion/theology curriculum to ensure that it aligns with the policy statements in this document.

School Groups or Clubs: All clubs or programs sponsored by [Catholic School] are expected to uphold Catholic teaching and support the mission of the school and should not contradict the Catholic faith, teaching and moral discipline. Groups which advocate for privileges not in accordance with Catholic teaching will not be allowed to function on parish or school property, or to be sponsored off campus by parish or school staff.

- Clubs should focus on activities of interest, not on specific conditions of an individual. This section may only be needed for high school handbooks and on a school-by-school basis; however, such clubs are not recommended. If the school receives a request to organize a student group with the goal of providing support to LGBTQ students, the group must be approved by the school administration, supervised by two faculty advisors

present for all meetings, has as its mission mutual support, and is fully supported by Catholic teaching. Prior to developing such a support group, Catholic School administration will consult with the Department of Catholic Schools.

References

- ¹Congregation for Catholic Education. (2019). *“Male and Female He Created Them” Towards a Path of Dialogue on the Question of Gender Theory in Education*. Vatican City.
- ²Archdiocese of Omaha. (2020, July). *Archdiocese of Omaha Pastoral Guidelines for Gender Dysphoria*.
- ³Irish Bishops. (1985). *Statement from Irish Bishops Pastoral Letter Love is for Life*.
- ⁴Vaticana, L. E., & U. (2019). *Catechism of the Catholic Church* (2nd ed.). United States Catholic Conference of Bishops.

Diocese of Tucson

Appendix A: Catholic School Consultation Worksheet

This worksheet is to be used in conjunction with the *Diocese of Tucson Guidelines & Policy Statements Regarding Gender Identity & Same-Sex Attraction Issues* (rev. February 2023) for any cases of expressed gender dysphoria or requests for accommodations of students who identify as transgender ***where the school is considering providing such accommodations.***

Initial Considerations:

- The mission of the Catholic school includes providing a moral and spiritual formation as an integral component of a holistic model of education that supports the Catholic understanding of the human person created in the image and likeness of God.
- Parents are the primary educators of their children. Administrators, teachers, and staff of schools cannot supplant, replace, or substitute for the authority of parents concerning the education and nurturing of their children.
- Educators maintain fidelity to the nature of moral truth by honoring the expectations of parents that their children be treated with the respect and dignity befitting every child of God.
- Parents who send their children to a Catholic school are expected to abide by the mission, values, and teaching of the Roman Catholic Church.
- For purposes of understanding the spectrum of issues schools may encounter, it is helpful to distinguish *Gender ideology* from genuine cases of *gender dysphoria*. The former resulting more from societal influence while the latter emerges from a genuine struggle between biology and gender identity. Gender theory or ideology may be considered as, “The person is, then, no longer what he or she is by virtue of his or her being, but rather by virtue of what is feasible or makeable. Gender belongs to the realm of the disembodied will which stands over its body and chooses or assigns its identity.” The danger with this type of ideology and its influence particularly on our young people is, “When the freedom to be creative becomes the freedom to create oneself, then necessarily the Maker himself is denied and ultimately man too is stripped of his dignity as a creature of God, as the image of God at the core of his being.”⁵

Gender dysphoria, on the other hand, refers to, “...experiences of gender identity in which a person’s psychological and emotional sense of self as female or male does not match or align with the person’s birth sex as female or male. Persons who experience gender dysphoria experience distress, unease or dissatisfaction that is rooted in having a psychological and emotional identity as either male or female, but his identity does not

⁵ Coleman, Gerald D., P.S.S, *The Many Faces of Transgender: A Catholic Perspective* (United States, 2020), p. 18

correspond to their biological sex. This deeply perceived incongruity is the source of ongoing and even agonizing discomfort.”⁶ Should children who manifest distress associated with gender dysphoria be seen in the same light as children who exhibit other social/emotional or mental distress, thereby warranting appropriate accommodation considerations? Note that most children who express varying levels of distress will generally “desist” or cease to persist with gender confusion as they grow and mature.

- There are many “faces” of people who self-identify as transgender. Careful screening and intensive counseling help distinguish genuine cases of gender dysphoria from phases of gender ideology that some children experience. Such screening and counseling are the responsibility of parents with responsible health care providers. Additionally, providing a safe, loving environment over time will allow such children to process and discern their unique, God-given identity in a broader sense than just their gender. Providing such time and space for discernment may be provided in partnership between the parents and the Catholic school.
- Acknowledging gender dysphoria does not mean an endorsement of drastic measures such as gender reassignment surgery, especially for minors.
- Accompanying gender dysphoric minors means accompaniment and respect, not endorsement or agreement with their preferred status.
- Policies can be crafted to address specific concerns such as gender-neutral restrooms, forms of address (for example, using the child’s name rather than recourse to pronouns), and safety concerns, including prevention of bullying or other violent behaviors.
- The values and witness of Catholic education and its moral teaching provide an opportunity for growth and development of all children. Depriving a gender dysphoric child the opportunity to benefit from Catholic education should involve careful discernment and only after all reasonable accommodation considerations have been exhausted.
- There are no easy answers, but an important consideration should be: What is in the best interests of this child and his/her family? Moreover, a subsequent question must be asked: Is the mission of the Catholic school, mindful of its responsibility to all the children and families it serves, enhanced, or threatened by the presence of children with special needs, including gender-dysphoric children?
- The school administration must carefully evaluate each case presented to them and what the impact of providing accommodation(s) would have on the school community and whether such accommodation(s) align with the school’s mission and core values.

⁶ Coleman, Gerald D., P.S.S, *The Many Faces of Transgender: A Catholic Perspective* (United States, 2020), p.29-30

Accordingly, these guidelines are specifically designed to allow for the distinctive contexts, resources, and capacities of each independent school site.

Following are considerations and necessary information to delineate the extent to which the school can accompany and/or accommodate children who manifest gender dysphoria. The school should have the following information on file for each case and submit it to the Superintendent for review and follow up consultation. Note this is not an all-inclusive list; rather a minimum standard of required information needed prior to consultation with the Department of Catholic Schools:

11. Grade and age of the student:	
12. How many years the student has been at your school:	
13. Describe the students' personal situation that led to their request for an accommodation. Of importance is how long the student has been contemplating making such a request and if they are undergoing any hormone therapy or other medical treatments:	
14. Verification the student is receiving psychological counseling services outside of school and what accommodations are recommended by the counseling professionals to ensure a successful spiritual, academic, and social life:	
15. Verification the student is receiving spiritual counseling, from what source the spiritual counseling is being provided, and what recommendations the spiritual advisor can provide to ensure that the student has a successful spiritual, academic, and social life. The minister providing spiritual counseling must be a practicing Catholic and approved by the Diocese:	
16. Indicate how each parent/guardian was consulted with and what was the nature of that consultation. Such consultation should be done in person:	
17. Indicate what specific accommodations the student and their parent are requesting:	

18.What effect do such accommodations have on the student body?	
19.What effect do such accommodations have on the faculty?	
20.What accommodations has the school determined they can or cannot provide?	

APPENDIX D

STANDARDS, CURRICULUM, & ASSESSMENT

Suggested Time Allotment

Diocesan Recommended Time Allotment.....D-2

ADE Recommended Time AllotmentD-3

Technology User Guidelines

Teacher Communication Policy.....D-4

Student User Policy.....D-7

Lay Presenter Application.....D-9

Transporting Students

Driver’s Information Form.....D-11

Driver’s Compliance Checklist.....D-14

Field Trip Parent Request Form.....D-15

Academic Probation Notice Template.....D-17

Retention Notification Template.....D-18

DIOCESE of TUCSON CATHOLIC SCHOOLS

SUGGESTED TIME ALLOTMENT

for Grades K-8

Grade	*Religion	**ELA	Math	Social Studies	Science	Apache/Spanish/Tohono O'odham (part of ELA*)	Fine Arts	P.E. & Health	Computer Science
K	15 MIN	75 MIN	30 MIN	15 MIN (2x WEEKLY)	15 MIN (2x WEEKLY)	15 MIN (2x WEEKLY)	30 MIN	30 MIN (2 x WEEKLY)	30 MIN (2 x WEEKLY)
1	30 MIN	150 MIN	60 MIN	30 MIN	30 MIN	30 MIN (2x WEEKLY)	30 MIN	120 WEEKLY	30 MIN (2 x WEEKLY)
2	30 MIN	150 MIN	60 MIN	30 MIN	30 MIN	30 MIN (2x WEEKLY)	30 MIN	120 WEEKLY	30 MIN (2 x WEEKLY)
3	30 MIN	150 MIN	60 MIN	30 MIN	30 MIN	30 MIN (2x WEEKLY)	30 MIN	120 WEEKLY	30 MIN (2 x WEEKLY)
4	45 MIN	120 MIN	60 MIN	40 MIN	40 MIN	45 MIN (2x WEEKLY)	30 MIN	120 WEEKLY	60 MIN WEEKLY
5	45 MIN	120 MIN	60 MIN	40 MIN	40 MIN	45 MIN (2x WEEKLY)	30 MIN	120 WEEKLY	60 MIN WEEKLY
6	45 MIN	120 MIN	60 MIN	40 MIN	40 MIN	45 MIN (2x WEEKLY)	30 MIN	120 WEEKLY	60 MIN WEEKLY
7	45 MIN	120 MIN	60 MIN	40 MIN	40 MIN	45 MIN (2x WEEKLY)	30 MIN	120 WEEKLY	60 MIN WEEKLY
8	45 MIN	120 MIN	60 MIN	40 MIN	40 MIN	45 MIN (2x WEEKLY)	30 MIN	120 WEEKLY	60 MIN WEEKLY

***FOR GRADES 9-12, THE MINIMUM REQUIREMENT FOR THEOLOGY IS 250 MINUTES A WEEK.**

****ELA INCLUDES READING/LITERATURE, ENGLISH, APACHE, TOHONO O'ODHAM, SPANISH, WRITING, SPELLING, PHONICS**

UNLESS INDICATED, ALL TIMES ARE DAILY

Arizona Department of Education

RECOMMENDED MINUTES OF INSTRUCTION FOR ELEMENTARY SCHOOLS

	Primary Grades (1-3)		Upper Elementary (4-6, including 7 & 8 if self-contained)	
	Daily	Weekly	Daily	Weekly
Developmental Reading	90 Min.	450 min.	60 min.	300 min.
Language Arts	60 min.	300 min.	60 min.	300 min.
Mathematics	60 min.	300 min.	60 min.	300 min.
Social Studies	30 min.	150 min.	40 min.	200 min.
Science	30 min.	150 min.	40 min.	200 min.
Physical Education	*30 min.	120 min.	*30 min.	120 min.
Art	**15 min.	60 min.	**15 min.	60 min.
Music	**15 min.	60 min.	**15 min.	60 min.
Health	** <u>15 min.</u>	<u>60 min.</u>	<u>15 min.</u>	<u>60 min.</u>
Total	345 min.	1650 min.	335 min.	1600 min.

*It is recommended that this be scheduled and taught at least 120 minutes per week.

**It is recommended that this be scheduled and taught at least 60 minutes per week.

It is assumed the normal six-hour day will provide for 360 minutes of instructional activities in which children are under the guidance and direction of teachers in the teaching process. The school week should consist of 1800 minutes of instruction at both the primary and upper elementary grade levels. This allows approximately 150-200 minutes of instruction time per week to be used at the discretion of the teacher. It should be noted that in both the daily and weekly schedule that reading, and language arts activities should be incorporated into other instructional areas, and rich content should be incorporated into reading and language arts.

[\(Sample Instructional Time\)](#)

TEACHERS' GUIDELINES FOR COMMUNICATION WITH STUDENTS VIA ELECTRONIC/WIRELESS MEDIA

General Rule of Visibility and Accountability

Underlying every guideline for healthy boundaries are the twin goals of visibility and accountability. In all cases we must differentiate between confidentiality and secrecy with respect to communication with children and youth, as we do with every person we serve. Parents must be fully aware of all media being used by the school to communicate with their children for educational purposes, and the parents must have access to all these forms of communication. School employees should never give their personal email or cell phone information to students, nor should they use their personal email or cell phone to communicate with students. In addition, school handbooks and policies should address computer and internet use as well as sanctions for specific violations.

Policy Considerations for Online Instruction (see Appendix E-10: *Policy Considerations and Guidelines for Online Instruction*)

Schools that provide an online option for students who are unable to attend classes in person (when school campuses are open) are offering such a service to accommodate families' particular needs – both those who desire in-person learning and those who choose remote-learning for their children. It is critical that the school, therefore, provide policies and guidelines for online instruction as well as ensure parents agree to the policies and guidelines necessary to provide a safe learning experience for all. The following are considerations to include with any online or live-streaming instructional program disseminated to parents/guardians.

Parent permission form:

- It is recommended that schools require parents/guardians to sign a permission form acknowledging that, because the course content is being recorded by the school, there is a possibility their child/children's identity/identities (name/face) may be recorded during the instruction.
- Included in the permission form is a policy statement, "Students and all others (except the school) are strictly forbidden from taking screen shots or recordings of the class, the instructor, or individual students during online instruction without the prior written approval of the school administration and the teacher".

Supervision during online instruction:

- Teachers should be "present" during the duration of the lessons and have an awareness of what is going on with students, meaning their level of engagement and activity, both in class and students connected remotely.
- Classroom management, discipline, and remote-learning etiquette will be outlined by each school and reviewed with parents/guardians and students.
- Principals should supervise teachers during online instruction by popping in on the online instruction and monitoring lesson plans.
- Any indication of a violation of the safe environment of a student who is logged on to synchronous learning class must be reported immediately. If there is any question as to the

validity of the situation warranting reporting, consultation with school administration should occur immediately to determine appropriate action.

Virtual Field Trips:

- Field trip content should align with curricular content and standards.
- Should be approved by the principal.

Accommodations for Students:

- Schools may be faced with making accommodations based on the student's Catholic Accommodation Plan or ISP.
- The goal is to arrive at a mutual understanding between the school and parents/guardians as to what is reasonable during online instruction.

Classroom Computers & Technology Devices for Students

- There should be a documented process for issuing of devices to students and retrieving devices from students at the end of each school year or if the student is withdrawn from the school.
- Classrooms with student computers or other 1:1 devices should be arranged so that the teacher has visibility of the device screens at all times.
- Search Levels on school computer browsers should always be set as SAFE.
- Computer passwords should be secure and changed regularly.
- Students' portable storage devices (e.g., USB drives, CD-ROMs) that are brought to school to use must be examined in the same way backpacks may be examined. They can be infected with viruses or contain inappropriate files. School policies must address this issue and parents/guardians informed.

Social Networking Sites

- Teachers who have a personal social network site must be vigilant in representing themselves as ministers of the Catholic Church in all interactions that can be viewed publicly. Anything that could cause scandal to the ministry of Catholic education must be avoided. Such may include mention of inappropriate use of alcohol, advocacy of inappropriate music/movies, inappropriate language, inappropriate dress, or the expression of opinions that are contrary to the teachings of the Catholic Church.
- "Friend" requests or other social media communications with students and/or parents should not be initiated nor accepted by school personnel on their personal networking site.
- Teachers should not upload photographs of students to their personal network site.

E-Mail, Text, and Instant messaging

- Use a parish, school, or organizational e-mail account when communicating parish, school, or organizational business. Do not use home or personal accounts.
- Teachers who receive an email from a student's private email account should immediately instruct the student to use their school account for all future communication. It is prudent to copy a school administrator at the same time, so they are aware of the initial email.
- Parents should be informed of the use of e-mail or network messaging for communication purposes with minors.

- Communications should be professional and rendered only on behalf of the school. Communicate only about matters relative to school topics.
- The same boundaries observed in oral/personal communication should be adhered to when communicating via technology.
- There is no such thing as a private e-mail. All parties should know that any communication may be forwarded to parents, pastors, or local authorities if and/or when needed.
- Avoid any communication which might be construed as having sexual overtones. Do not reply to any such e-mail received from minors; make and keep a copy of any such inappropriate communication and notify an administrator/pastor/supervisor. Refer to the Diocese of Tucson Guidelines for the Response to Sexting and Cyberbullying. Do not “forward” messages or images.
- Save copies of conversations whenever possible, especially those which concern the personal sharing of a minor or young adult and make sure a supervisor is aware of such content and action taken, if any.

Blogging

- Extreme care should be taken that information regarding personal blogs are not made available to minors. Those who publish personal blogs still need to be vigilant; they will be seen as representing themselves as ministers of the Catholic Church, regardless of disclaimers.

Online Video and Chat Rooms

- Any use of live streaming or chat rooms that leads to, supports, or encourages exclusive youth-adult relationships is not permitted.
- At no time is one-on-one video or chat room interaction appropriate between adults and minors.
- When posting videos online, extreme care must be taken to protect the privacy of young people, and such videos should only be utilized to showcase/advertise ministry related events and activities and only with explicit permission from parents/guardians and school administration.
- When presenting webinars, engaging in chats, or participating in online discussions, it is essential that school personnel remember that they are representing the values of the Catholic Church.

Resources

- *Guidelines for Pastoral Use of Technology* (P. Duckro, Office of Child, Adolescent and Adult Protection, 2011)
- *The Internet and Social Media: A Legal and Practical Guide for Catholic Educators* (Mary Angela Shaughnessy and Michael L. Huggins, 2011)

Student Technology Use Agreement

The use of technology tools at [Name of School] is a privilege, not a right. The privilege is given to those who act responsibly. Administrators and staff reserve the right to review files, content, and communications stored and conducted on student technology devices. The school reserves the right and responsibility to remove inappropriate files and content, and ultimately remove the device from a student's possession for an infraction of school policy on responsible technology use.

Procedures for Use of Information Technology Resources

Information Technology refers to computers and all peripheral equipment such as printers, scanners, digital and video cameras, voice recorders, disk drives, etc. Having access to information technology and the Internet can enhance learning opportunities; however, the Internet also contains harmful and inappropriate information. All school users have the responsibility of using school-based technology and online resources in an appropriate and ethical manner.

Students are responsible for thoughtful, considerate, behavior while utilizing technology as they are for their general classroom behavior.

Do

- Access educational material with teacher permission.
- Send appropriate messages and pictures with teacher permission.
- Use polite language on-line and be respectful to others
- Protect technology devices and networks.
- Follow copyright laws.
- Treat all hardware with great care
- Use your own identity, work, mail, files, and folders with teacher permission.
- Protect limited technology-related resources
- Notify an adult if I become aware of any technology problems or violations.

Do Not

- Access non-educational material or use the network for personal purposes.
- Send or display offensive messages or pictures.
- Use obscene or inappropriate language.
- Use a technology device to harass, insult, or attack others.
- Damage devices, systems, or networks.
- Violate copyright laws.
- Treat hardware carelessly or roughly.
- Misrepresent yourself or trespass in and /or modify user's folders, mail, work, or other files.
- Give out personal information.

Consequences for Violations of these rules:

Loss of technology use privileges means loss of privileges THROUGHOUT THE SCHOOL regardless of where the violation occurred.

Whenever there is a malicious attempt to violate, harm or destroy school technology or data, the student will immediately lose all access privileges for a minimum of 30 school days. If appropriate, the student and/or the parents/guardians will also be obligated to reimburse the school for any damages.

1st violation: Suspension will be imposed and student will lose all access privileges for 30 days. Written notification will be sent home and must be signed by parents.

2nd violation: Suspension will be imposed and student will lose all access privileges for the remainder of the current semester. Written notification will be sent home and must be signed by parents.

3rd violation: Suspension will be imposed and student will lose all access privileges for the remainder of the school year. Students and parents/guardians will meet with the appropriate staff members to develop a mutually agreed upon plan to determine how, or if, the student will be able to complete the school year successfully without access to school technology.

NOTE: Any attempt to access or distribute inappropriate or unlawful material via the internet, immediate disciplinary action will be taken, to include possible suspension or expulsion.

Student Agreement and Parent Permission Form

As a user of the [Name of School] and/or personal technology resources, I agree to comply with all the rules. I understand that violations will result in disciplinary action.

(Student's signature)

(Date)

As the parent or legal guardian, I grant permission for my child to use the [Name of School] and/or personal technology resources in accordance with the rules in the Student Technology Use Agreement. I understand that violations will result in disciplinary action.

(Parent/guardian's signature)

(Date)



Diocese of Tucson

Lay Presenter Application for Schools

To be completed by lay presenters only. Clergy and Religious should submit a Letter of Good Standing from their home diocese's Chancellor's office or provincial on their letterhead to the Office of the Chancellor, (amoraes@diocesetucson.org) in lieu of this application.

Name: _____

Mailing Address: _____

E-mail: _____ Phone: _____

*Check all that apply: _____ speaker _____ performer _____ prayer leader _____ retreat director
_____ other: _____

Content to be presented: _____

Submit a copy of your presentation, (e.g., PowerPoint) to the school administrator for review.

List all locations, (schools, parishes, etc.) where you intend to present: (Continue on the next page if needed)

- a. _____
- b. _____
- c. _____
- d. _____

A: Religious Affiliation

1. Are you a Roman Catholic? _____ Yes _____ No

If YES: Home Diocese and address: _____

Home parish and address: _____

Please submit a Letter of Good Standing from your parish pastor to Office of the Chancellor, Attn: Anne Morales: amoraes@diocesetucson.org

B: Compliance

1. Submit a copy, front and back of your current Fingerprint Clearance Card if you have one:

a. Expiration Date: _____

C: Safe Environment Training

Article 12 of the Charter for the Protection of Children and Young People requires that all dioceses and eparchies institute “safe environment training and education for children, youth, parents, ministers, educators, volunteers and others” (USCCB Safe Environment Work Group, 2007, p. 1)“

Have you received Diocese of Tucson Safe Environment Training? ☐ Yes ☐ No

If Yes, please answer the following:

- a. Location: _____
- b. Date: _____
- c. If received Safe Environment Training in another diocese, please submit a recent letter from your diocese attesting to your compliance with its Safe Environments requirements

D. Additional Information:

- a. Are you prohibited/restricted from engaging in ministry in any way by your diocese, parish, or congregation?
☐ Yes ☐ No
- b. Have you ever received an ecclesiastical sanction, (e.g., censure, suspension, excommunication)?
☐ Yes ☐ No
- c. Have you ever been convicted or placed on deferred adjudication for a criminal offense?
☐ Yes ☐ No
- d. Are there any criminal charges pending against you?
☐ Yes ☐ No

If you answered YES to any question in the **Additional Information** section attach an explanation and copies of relevant documentation.

By signing below, you represent that the information in this application is true and correct. You authorize the Diocese of Tucson or its agent to obtain a criminal background check and to verify any information related to this application.

Signature: _____ Date: _____

Submit application by mail and e-mail to the school where you will be presenting

Upon processing, the information is then placed in the school file and is accepted as a one-year clearance from the date of the original document.

SCHOOL LETTERHEAD

ANNUAL DRIVER INFORMATION & CONSENT FORM

Driver's Name: _____ Date of Birth: _____

Address: _____
Street City State ZIP

Home Phone No.: _____ Mobile Phone No.: _____

Driver's License No.: _____ Date of Expiration: _____

(ATTACH PHOTOCOPY OF LICENSE)

- If more than ONE VEHICLE is to be used, Vehicle Information, Insurance Information, and Certification must be provided for each.

VEHICLE(s) TO BE USED *(15-PASSENGERS VANS or any Vehicle with similar Chassis MAY NOT be used to transport people)*

Owner's Name: _____
(PRINT)

Owner's Address: _____
Street City State ZIP

1. Year of Vehicle: _____ Make of Vehicle: _____

Model of Vehicle: _____ License Plate No.: _____ State: _____

Vehicle Registration Expiration Date: _____

(ATTACH PHOTOCOPY OF REGISTRATION)

2. Year of Vehicle: _____ Make of Vehicle: _____

Model of Vehicle: _____ License Plate No.: _____ State: _____

Vehicle Registration Expiration Date: _____

(ATTACH PHOTOCOPY OF REGISTRATION)

INSURANCE INFORMATION (Minimum Required: Auto Liability \$100,000/300,000; Property Damage \$50,000)

I carry my own Automobile Liability Insurance with limits of \$ _____ and Medical Payments Coverage with limits of \$ _____

Insurance Company: _____ Company's Phone No.: _____

Policy No.: _____ Expiration Date: _____ Agents Name: _____

(ATTACH PHOTOCOPY OF INSURANCE I.D. CARD)

DRIVER ACCIDENT & VIOLATIONS REPORT

To provide for the SAFETY of those being transported, you MUST list below, all accidents or moving violations you have had in the last five years.

ACCIDENTS & VIOLATIONS (Include all incidents in the past 5 years)

1. ACCIDENT

DATE OF ACCIDENT

Comprehensive claim \$1000+

Comprehensive claim under \$1000

Fault accident with property damage only

Fault accident with bodily injury

Non-fault accident

2. MINOR VIOLATIONS

DATE OF VIOLATION

Improper operation of vehicle

Disregard police

Disregard traffic device or sign

Driving without insurance

Failure to yield right-of-way

Improper turn

Minor moving violations

Passing stopped school bus

Seat belt violation

Speeding: less than 20 mph over limit

Speeding: more than 20 mph over limit

Unlicensed driving

3. MAJOR VIOLATIONS

DATE OF VIOLATION

Auto theft/felony with motor vehicle

Drag racing

Driving under the influence (DUI)

Driving when suspended/revoked

Driving while impaired

Driving wrong side of road

Eluding/fleeing from police

Hit and run

Homicide/manslaughter	_____
Assault with motor vehicle	_____
Leaving the scene	_____
Reckless driving	_____
Refusal to Chemical Test	_____

All other violations/dates that are not listed above:

1. _____
2. _____
3. _____
4. _____

CERTIFICATION

I consent to allow the school to perform a driving record check and a criminal background check (Criminal History Check <https://www.diocesetucson.org/human-resources/human-resources-management-site/human-resources-management-home.html>) on me. I certify that the information given on this form is true and correct to the best of my knowledge. I understand that as a volunteer driver I must be 25-years of age or older, possess a valid driver's license, and have the required insurance coverage in effect for the vehicle used to transport people on behalf of the school. Furthermore, I certify that the vehicle I am driving is properly registered and licensed, properly maintained, is safe for transportation; and I have the owner's permission to use the vehicle.

Name: _____
Print

Signature: _____ Date: _____

DRIVER COMPLIANCE CHECK LIST

Driver's Name: _____ D.O.B.: _____

Address: _____

Street

City

State

ZIP

Home Phone: _____ Mobile Phone: _____

Driver's License No.: _____ Date of Expiration: _____

DATE: _____ **(THIS FORM EXPIRES 1-YEAR FROM DATE)**

- Must be completed by authorized school Compliance Officer
- Attach copies of item numbers 1-6 below to this form)

	COMPLETED (DATE)	APPROVED (INITIAL)
1. Criminal Background Check	_____	_____
2. Driving Record Check	_____	_____
3. Received List of Moving Violations and Accidents (If driver has no violations or accidents, indicate NA in 'Completed' column)	_____	_____
4. Received Copy of Driver's License	_____	_____
5. Received Copy of Vehicle Registration	_____	_____
6. Received Copy of Insurance I.D. Card or Certificate	_____	_____
7. Up-to-date with Safe Environment Program education	_____	_____

I approve this person as a volunteer driver for [Name of School]

School Compliance Officer's Name (print)

School Compliance Officer's Signature

Date

FIELD TRIP – PARENT REQUEST FORM

(As adopted by _____ School)

PLEASE TYPE OR PRINT

To the principal of [Name of School] _____

I request that my child _____ be allowed to participate
in the field trip to _____.

DATE: _____ DEPARTURE TIME: _____ RETURN TIME: _____

I understand that transportation will be provided by _____

My child will be instructed by me to cooperate fully with the directions and instructions of the
supervisory personnel in charge of the field trip. Participating in a field trip is a privilege, not a right.

Should there be a medical emergency, 911 will be called. I agree that any cost or expense related to any
emergency will be paid by me, by my insurance company or any benefit plan of mine or that of my
spouse. Accident insurance carried by the school is designed to provide supplemental coverage to any
insurance carried by the parents/guardian.

I understand field trips are part of the curriculum, and that students will be responsible for completing
any work related to the field trip.

In keeping with the Educational Mission and Purpose of the diocesan schools, all field trips will have an
educational purpose.

Educational purpose of this trip is: _____

Description of this trip/activity: _____

This is the only notification of this field trip that I will receive. Your child will not be allowed to participate in this field trip unless this form is complete and returned to school.

Note: If a student is 18 years of age or older, the student's signature is required. Parent/guardian signature indicates permission to participate.

Student Name if 18 years of age

Student Signature

Parent/Guardian Name

Parent/Guardian Signature

Date: _____

REQUEST FOR DRIVERS -

1. _____ Yes, I will drive for this trip
2. I can accommodate [_____] students with seat belts. *(Do not count yourself, the driver. If you have a front passenger seat airbag, do not use that seat for a student.)*
3. My liability insurance is with: _____
4. _____ Yes, A copy of my driver's license and required information is on file in the school office.

[Date]

Dear **[parent/guardian]**,

This letter is to inform you that, **[student name]**, has been placed on Academic Probation for the **[year]** school year as a result of 2 or more failing grades for 2 consecutive quarters.

As a result of this determination, **[student name]** will be monitored by the school interventionist, **[interventionist name]**, and his/her teacher, **[teacher name]**, and will be required to improve his/her academic standing by the end of the 3rd quarter of the current school year. In the event that the requirements of this probation are not fulfilled, **[student name]** **may be retained**.

Academic Probation requires the following:

- **Daily Attendance**¹: No more than [#] absences or tardies during the 3rd quarter².
- **Bi-weekly Progress Report**: Signed by a parent and returned to the homeroom teacher.
- **School Rules**: No behavioral infractions; student must adhere to all school and classroom rules and expectations.
- **Academics**: Increased student achievement in academic grades as well as growth as reported by the NWEA MAP assessment³.

We are committed to excellence in education and will make every effort to assist your child throughout the school year in improving his/her academic standing.

Thank you for participating in this process and for partnering with us in providing the best education for your child.

Sincerely,

[administrator name]

Principal

¹ [student name] Attendance: Absences-[#], Tardies-[#]

² Diocesan & School Policy: Students must not exceed 18 absences or [#] tardies in one academic year.

³ Measures of Academic Progress – Administered three times per year

Retention Agreement

Retention is recommended for **[student name]** in **[grade]** for the **[year]** school year due to insufficient academic growth per test scores and documentation.

_____ I/we **AGREE** to retain **[student name]** in **[grade]** for the **[year]** school year. I/we understand that academic tutoring is required for the **[year]** school year. I/we acknowledge that it is my/our responsibility to agree to academic tutoring when provided by the school.

_____ I/we **DO NOT AGREE** to the recommendation of retention for **[student name]** in **[grade]** for the **[year]** school year. I/we understand that academic tutoring is required for the **[year]** school year. I/we acknowledge that it is my/our responsibility to agree to academic tutoring when provided by the school. I/we acknowledge that academic tutoring outside of school is highly recommended. I/we understand that if **[student name]** does not make adequate growth by January **[year]** and/or testing is not completed as requested, he/she **will be** retained for the **[new school year]** school year **without option**.

_____	_____
<i>Parent Signature</i>	<i>Date</i>
_____	_____
<i>Parent Signature</i>	<i>Date</i>
_____	_____
<i>Teacher Signature</i>	<i>Date</i>
_____	_____
<i>Interventionist Signature</i>	<i>Date</i>
_____	_____
<i>Principal Signature</i>	<i>Date</i>

APPENDIX E

SCHOOL RESPONSE in a PANDEMIC

NOTE: ALL THE FOREGOING FORMS, GUIDELINES AND POLICIES ARE RECOMMENDATIONS FOR ALL THE CATHOLIC SCHOOLS WITHIN THE DIOCESE OF TUCSON

CAMPUS CLOSURE

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School Action Items for Campus Closure Discussion

Please consider reviewing the following questions/thoughts in preparation for a school campus closure and implementation of distance learning. Please begin to create your school action plan for a school campus closure from the discussion points below.

Parent Communication

- When will school staff be online (8 am - 3:30 pm - 8 am - 12 pm)? Will parents be able to communicate via email, online chat, or call?
- How will your school communicate? School Blog, Classroom Websites, School Daily Email, Student Email, Newsletter, Social Media, etc.
- Who will Communicate: One Communication (one person), Level Leaders K-2, 3-5, 6-8 Communication, Grade Level Communication, etc.?
- Where will information/content be placed (school webpage, class webpage, google document, blog, etc.) so that families can access and can deliver this to their children?

Technology Support at your campus

- Provide the infrastructure to support distance learning - both synchronous (live online platform) & asynchronous (recorded session).
- Support the academic faculty/staff with inservice programs on how to deliver the online instruction.
- Determine whether all students have access to a technology device at home and arrange for a school check-out process of devices.
- Determine which students might not have the internet at home and look for solutions that will work for those families.
- Provide secure Logins for all students, ensuring parents/guardians are aware of the Login information.
- Provide Online Use Policies that parents/guardians review (SEE Appendix E-12: *SEP Virtual Online Use Policy*)
- Provide Policy Considerations for Online Instruction; Parents/Guardians sign in agreement. (See Appendix E-12: *Policy Considerations for Online Instruction*; Appendix E-14: *Permission for Online Instruction Form*)
- Create a ticket queuing system such as Freshdesk for people who will need technical help.
- Create a Google Site/Weebly or some extension of the school CMS that outlines all distance learning expectations for all students

Teachers/Staff

- Review how best to lead teachers - pair up teachers (grade level, technology level)

- Review communication with teachers - daily email, daily online meetings, etc.
- Review modified curriculum and schedule to accommodate virtual and/or hybrid learning.
- Discuss how to provide for students' social and emotional needs during this period of change.
- Review modified instruction, assignments and assessment guidelines (formative and summative).
- Review instructional platforms such as ZOOM and Google Hangout

Sample Guidelines Summary from COVID-19 Pandemic 2020-21:

Diocese of Tucson Catholic Schools

Christocentric Considerations and Recommendations during Emergency Remote-Learning

“Let us then approach God’s throne of grace with confidence, so that we may receive mercy and find grace to help us in our time of need.”

Hebrews 4:16

Communication – Partners in Education: As the primary educators of their children, it is critical that parents/guardians maintain regular contact and communication with their children’s teachers and school. School principals and teachers will make it a priority to keep families updated and informed on at least a weekly basis regarding educational materials, assignments, synchronous and asynchronous connections. Because families were not given much prior notice or training on how to monitor their children’s home studies, it is imperative that schools provide ongoing support, especially in regard to special circumstances or learning needs.

Materials and Devices: Ideally, all students will have at their disposal an electronic device to receive instruction and participate in lessons and homework from home. If students do not have access to a device and/or the school does not have the capacity to provide a 1:1 device to every student, priority should be given to upper grades (Middle/High School) at each schools’ discretion. Lower grades could, instead, receive packets of lessons and homework to complete at home and then return to the school at a scheduled time.

Distance-Learning Curriculum and Resources: The diocese will provide a list of potential resources for schools to use and/or schools will have their own curriculum and programs already in place. Teachers should be mindful to not overload students (and parents/guardians) with school work, especially since we do not know each students’ particular situation at home in terms of available space, time, adult help, and any other circumstances that may help or hinder study time. Teachers should also pay attention to those standards or clusters of standards in Reading and Math that are particularly important to expose students to before the end of the school year. It is assumed that third trimester/fourth quarter curricular mapped standards from the SY2019-20 (reading and math) in each grade level will need to be reviewed in the fall SY2020-21 with the grade level above. For example, fifth grade reading and math teachers will review fourth grade curricular standards. As important to reading and math is each child’s continued formation in their faith. Remote learning provides an opportunity for parents/guardians to become even more involved in their child(ren)’s faith formation by engaging in prepared lessons and activities provided by the school.

Assessments: Student engagement and feedback should be assessed by completion of assignments, student engagement during online synchronous learning, and level of feedback from asynchronous learning. Creativity and flexibility will be essential due to the unknown situations in which all students are living during emergency remote schooling.

Grading: It is highly recommended to consider “Grace before Grading” during this time of remote learning. Our priority concern is the health and well-being of our students and families we serve. We cannot ignore the disparity in family situations and diversity of student learning that makes it virtually impossible to practice an equitable means of traditional grading during this time. Therefore, the recommendation is to use the cumulative grade each student had prior to school campus closures as the baseline grade. That baseline grade is the minimum a student will have earned by the end of the school year; in other words, a student’s grade cannot fall below what it was before emergency remote-learning began as long as that student engages in the remote-learning opportunities. Any subsequent assignments or assessments that merit improving that baseline grade will be considered. A notation will be made in report cards indicating the remote-learning adjustments to the report card. NOTE: If a student is non-responsive to online learning, phone calls, or study packets and the school has tried multiple measures to contact the parents/guardians of the student to no avail, the school may indicate an “I” for “incomplete” on the student’s report card which may gravely affect the student progressing to the next grade level. A notation would be made that multiple attempts were made to contact and engage the student in remote learning to no avail. These situations will be addressed on a case-by-case basis, to include specific opportunities to fulfill grade-level requirements in order to successfully transfer to the next grade level.

Attendance: Attendance will be monitored based on student participation in class work and online sessions. Although the 180-day policy is waived in terms of make-up days not being required by the state, schools and parents/guardians still have a responsibility to keep students engaged in learning until the scheduled end of the school year. This is especially true of any families who benefit from state tuition assistance. NOTE: If, after multiple attempts to contact a parent/guardian of a student who has not engaged in the remote learning opportunities provided by the school, the school may count those days as “absent”, which may gravely affect the student progressing to the next grade level.

Let us remember...to be patient with ourselves and with the families we serve as we all navigate these unknown, often-turbulent waters, confident that Christ is with us. He may be sleeping in the boat, but He will calm the waters and see us through this storm!...

Leaving the crowd, they took him with them in the boat just as he was. And other boats were with him. A violent squall came up and waves were breaking over the boat, so that it was already filling up. Jesus was in the stern, asleep on a cushion. They woke him and said to him, “Teacher, do you not care that we are perishing?” He woke up, rebuked the wind, and said to the sea, “Quiet! Be still!” The wind ceased and there was great calm. Then he asked them, “Why are you terrified? Do you not yet have faith?” (Mark 4:35-41)

Resumen de Pautas de Muestra de la Pandemia de COVID-19 Pandemic 2020-21:

Diocese of Tucson Catholic Schools

Cristo Céntrico Consideraciones y Recomendaciones Durante la Enseñanza Remota

“Acerquémonos, pues, con confianza al trono de la gracia, para que obtengamos misericordia y hallemos la gracia para el oportuno socorro.”

Heb. 4:16

Comunicación - Unidos en la Educación: Siendo los padres/tutores los primeros educadores de sus hijos, es muy importante que estén en contacto y comunicación con los maestros y la escuela. Para los directores y maestros lo más importante es informar y mantener al tanto a las familias, por lo menos semanalmente, sobre los materiales educativos, tareas, sincronizadas o no. Debido a que las familias no tuvieron previo aviso o entrenamiento sobre cómo monitorear los estudios de sus hijos en casa, es necesario que las escuelas brinden apoyo constante, en lo que se refiere a circunstancias o necesidades especiales.

Materiales y Equipo: Lo ideal sería que todos los estudiantes tuvieran a su disposición el equipo electrónico para su aprendizaje y participación en sus lecciones y tareas en casa. Si no tienen acceso a ello y la escuela no tiene la capacidad de proveer equipo individual, se dará prioridad a los grados superiores (Secundaria/Preparatoria) a discreción de la escuela. Los demás grados recibirán paquetes de lecciones y tareas para completar en casa y regresarlos a la escuela en el tiempo requerido.

Programa y recursos para el Aprendizaje a Distancia: La Diócesis proporcionará una lista de posibles recursos para uso de las escuelas y/o seguirán sus lineamientos y programas ya establecidos. Los maestros deben tratar de no sobrecargar de trabajo a los estudiantes (y padres/tutores) sobre todo, porque no sabemos la situación particular en casa en lo que se refiere a espacio, tiempo y ayuda de adultos, que pudiera retrasar el aprendizaje. Los maestros deben también prestar atención a los estándares de Lectura y Matemáticas que sean particularmente importantes de exponer a los alumnos antes de finalizar el año escolar. Se sobreentiende que los estándares del 3o y 4o trimestre del ciclo escolar 2019-20 (lectura y matemáticas) en cada nivel, deberán repasarse al inicio del ciclo 2020-21 en el grado superior. Por ejemplo, los maestros de lectura y matemáticas de 5o grado deberán repasar los estándares curriculares de 4o. Tan importante como la lectura y las matemáticas lo es la formación en la fe de cada uno de los estudiantes. La educación a distancia brinda, aún más, a los padres/tutores

la oportunidad de involucrarse aprovechando las lecciones preparadas por la escuela.

Evaluaciones: El aprovechamiento y retroalimentación deben evaluarse en base al cumplimiento del trabajo asignado, la atención del estudiante durante el aprendizaje sincronizado en línea, así como el nivel de retroalimentación de aprendizaje no sincronizado. La creatividad y flexibilidad serán esenciales, debido a que los estudiantes están viviendo una situación emergente desconocida de aprendizaje a distancia.

Calificaciones: Es recomendable ‘la comprensión antes que la calificación’ durante este período de enseñanza/aprendizaje a distancia. Nuestra prioridad es la salud y el bienestar de los estudiantes y las familias a quienes servimos. No podemos ignorar la disparidad en cuanto a situaciones familiares y diversidad de aprendizaje que hacen virtualmente imposible aplicar los métodos equitativos de evaluación tradicionales durante este tiempo. Por lo tanto, se recomienda tomar como base el promedio acumulativo del estudiante antes del cierre. El promedio base sería la calificación mínima obtenida al finalizar el año escolar; en otras palabras, la calificación de un estudiante no puede ser menor a la que tenía antes de iniciar el aprendizaje a distancia debido a la emergencia, mientras el estudiante participe de las oportunidades que se le brindan a distancia. Cualquier trabajo o evaluación subsecuente deberá ser considerada para superar su promedio base. Se anotarán en la boleta los ajustes respecto al aprendizaje a distancia. **NOTA:** Si un estudiante no responde al aprendizaje en línea, llamadas, o paquetes de estudio y la escuela ha tratado en múltiples ocasiones de contactar, sin éxito, a los padres/Tutores, se anotará “I” (“incompleto”) lo que afectaría seriamente el ser promovido al grado inmediato superior. Se harán notar, también, los varios fallidos intentos por contactar e involucrar al estudiante en el aprendizaje en línea. Estas situaciones se tratarán individualmente, según el caso y se discutirán recomendaciones sobre requerimientos específicos para salvar el año y la promoción al nivel inmediato superior.

Asistencia: La asistencia será monitoreada en base a la participación del estudiante en trabajo de clase y sesiones en línea. Aunque la política de 180 días ha sido descartada en lo que se refiere a la reposición de días lectivos que exige el estado, las escuelas y los padres/tutores son Responsables de mantener al estudiante comprometido con el aprendizaje hasta el final del ciclo escolar. Más aún las familias con asistencia de becas por el estado. **NOTA:** Si después de varios intentos fallidos de contacto con los padres/tutores de un estudiante que no esté aprovechando en las oportunidades aprendizaje en línea que ofrece la escuela, se considerará “ausente”, afectando seriamente ser promovido de año.

¡Recordemos!: Seamos pacientes con nosotros mismos y con las familias a quienes servimos mientras navegamos en estas aguas desconocidas y con frecuencia turbulentas, confiando en que Cristo está con nosotros. ¡Puede estar durmiendo en la barca, pero apaciguará las aguas y nos ayudará a sortear esta tempestad!

“Y despidiendo a la multitud, le tomaron como estaba, en la barca; y había también con él otras barcas.

Pero se levantó una gran tempestad de viento y echaba olas en la barca, de tal manera que se anegaba. Y él estaba en la popa durmiendo sobre una almohada, y le despertaron y le dijeron: “Maestro, ¿no te importa que perezcamos?” Y levantándose, reprendió al viento, y dijo al mar: Calla, enmudece. El viento se calmó y vino una gran bonanza. Y les dijo: “Por qué estáis con tanto miedo? ¿Como no tenéis fe?” Ellos se llenaron de gran temor y se decían unos a otros: “Pues quién es éste que hasta el viento y el mar le obedecen?” (Marcos 4:35,41)

DIOCESE of TUCSON CATHOLIC SCHOOLS

POLICY CONSIDERATIONS and

GUIDELINES FOR ONLINE INSTRUCTION

Schools that provide an online option for students who are unable to attend classes in person (when school campuses are open) are offering such a service to accommodate families' particular needs – both those who desire in-person learning and those who choose remote-learning for their children. It is critical that the school, therefore, provide policies and guidelines for online instruction as well as ensure parents agree to the policies and guidelines necessary to provide a safe learning experience for all. The following are considerations to include with any online or live-streaming instructional program disseminated to parents/guardians.

Parent permission form:

- It is recommended that schools require parents/guardians to sign a permission form acknowledging that, because the course content is being recorded by the school, there is a possibility their child/children's identity/identities (name/face) may be recorded during the instruction.
- Included in the permission form is a policy statement, "Students and all others (except the school) are strictly forbidden from taking screen shots or recordings of the class, the instructor, or individual students during online instruction without the prior written approval of the school administration and the teacher".

Supervision during online instruction:

- Teachers should be "present" during the duration of the lessons and have an awareness of what is going on with students, meaning their level of engagement and activity, both in class and students connected remotely.
- Classroom management, discipline, and remote-learning etiquette will be outlined by each school and reviewed with parents/guardians and students.
- Principals should supervise teachers during online instruction by popping in on the online instruction and monitoring lesson plans.
- Any indication of a violation of the safe environment of a student who is logged on to synchronous learning class must be reported immediately. If there is any question as to the validity of the situation warranting reporting, consultation with school administration should occur immediately to
- determine appropriate action.

Virtual Field Trips:

- Field trip content should align with curricular content and standards.
- Should be approved by the principal.

Accommodations for Students:

- Schools may be faced with making accommodations for the agreed-upon accommodations from the student's Catholic Accommodation Plan or ISP.
- The key is to arrive at a mutual understanding as to what is reasonable during online instruction.

Safe Environment Policies for the Supervision of Minors in Virtual Environments

1. All meetings must have parents' written consent prior to connecting with minor(s). Consent must also be given for the recording of all on-line meetings, and minors must be informed that they will be recorded. (See E-10 : *Policy Considerations* and E-14 : *Permission Form for Online Instruction*).
2. One on One meetings should be conducted by a Safe Environment Cleared (SE) adult and an additional SE Cleared adult or parent should also be present during the meeting. Exceptions may be made for the additional SE Cleared adult or parental presence with parent/guardian consent.
3. All meetings with minors must always be conducted by Safe Environment Cleared adults and a parent/guardian should have access to the meeting. Exceptions may be granted by Cleared administrators/leaders for guest speakers who are not Safe Environment Cleared. All Guest Speakers must be monitored by a SE Cleared Adult.
4. A meeting solution should be utilized that will provide a history of all upcoming and past meetings, allowing access for spot checking/review by Safe Environment Cleared administrators of live and/or past recorded meetings.
5. All meetings including minors, should have passwords and be private invitations, this may vary depending upon solution used (no publicly available links or meeting numbers; waiting rooms should be utilized when available)
6. All parties should be aware of their surroundings while on virtual meetings. Individuals should be in public spaces of their homes and avoid personal spaces, i.e., lying in bed.
7. All meeting date/times should be pre-scheduled at least 24 hours in advance. Any exceptions must be approved in writing (i.e., by e-mail or other electronic communication tools) by parents and/or guardians
8. All meetings should be recorded by the meeting host for future review. Treatment of these recordings will be compliant with organizations' data retention and acceptable use policies. In addition, schools and other educational entities must follow [FERPA](#) guidelines.
9. If devices are being supplied to the student (Lease, loan, rent, etc.) will need to be [CIPA](#) compliant.
10. Safe Environment Cleared administrators/leaders must be included in all meeting invites.
11. Spot checks of recorded and in progress meetings should take place by Safe Environment Cleared administrators/leaders when possible.

Best Practices for Online Education and Ministry

1. Maintain one or a list of approved virtual platforms, that are administered through the parish/school, i.e., Zoom, Google Classroom, GoToMeetings. The main account should be hosted by the parish/school, with assigned logins. Adults should not be using their own personal accounts.
2. Utilize a waiting room and disable “Join before host”. This will allow you to screen who can enter the group. This is required if you are sharing any Meetings ID’s or links publicly to ensure that anyone who should not be in your meetings are unable to get in.
3. Ensure participants are unable to chat privately; you can disable the chat feature entirely or allow participants to chat with everyone in a central chat area.
4. Disable screen sharing for anyone other than the host.
5. Enable an adult core member to be a “co-host” to help moderate the event and in case you as the “host” get disconnected.
6. It is permissible to utilize “breakout” rooms and have 1 adult lead each small group discussion. You as the host can hop in on the various discussions.
7. Use Grid-view and do not hide self-view while on calls with minors to ensure the recording shows everyone.
8. The time of scheduled events should mimic regularly scheduled activities, preferably occurring between 8:00am to 9:00pm at the host location. Exceptions may be granted by Administrators/Leaders for special events and/or international students.
9. Dress and grooming habits of hosts and participants should be in accordance with current guidelines in place at the host institution.
10. When possible, there should be two safe environment Cleared adults in every on-line meeting with minors, even small groups.
11. Both children and parents/guardians should be reminded frequently that on-line sessions will be recorded for the safety of the children. All recordings should, to the extent possible, follow [FERPA](#) guidelines.
12. The host and participants should use their given name (first and last) when signing into the online meeting.
13. Screenshots of any meeting with minors should not be shared to personal social media accounts. If the picture is to be shared through institutional social media and/or e-mail, names should be blurred.
14. It is highly recommended that the host of any on-line meeting with minors create standards for effectively managing conversation and share these at the beginning of all sessions.

[SCHOOL LETTERHEAD]

Permission Form for Online and/or Live-Streaming Instruction

For School Year _____

[SCHOOL] may be providing online and live-streaming instruction to child(ren) including, but not limited to, while other children are attending the same class in person. Such synchronous instruction will be recorded by the school in order to provide the same course content to any students who are not able to attend the live session either in person or remotely. Because the course content is being recorded by the school, there is a possibility any child/children's identity/identities (name/face) may also be recorded during the instruction.

To protect the privacy of all students participating in [SCHOOL'S] online program, students and all others (except the school as set forth above) are strictly forbidden from taking screen shots or recordings of the class, the instructor, or individual students during synchronous or asynchronous instruction.

I acknowledge my child(children) listed below may participate in recorded online classes that may result in my child(children)'s name and/or face being identified during the recording. I also agree to partner with [SCHOOL] in enforcing the forbiddance of screen shots, recordings of the class, the instructor, or individual students by my child(children) or any others within my family or household (or under my supervision) during synchronous or asynchronous instruction.

NAME OF CHILD(REN)	GRADE

Parent/Guardian Signature

Date

DIOCESE of TUCSON of Tucson

Recommended Guidelines for Teachers who bring their children to work while the school campus is closed, and remote learning is provided

Should a Catholic school that is providing remote-learning education due to the COVID-19 pandemic have teacher(s) who request that their children accompany them to work while they record online lessons from their classroom, this list serves as recommended considerations for school administration. It is not meant to be an all-inclusive list, but to provide basic provisions for principals in developing standard guidelines for all faculty at their school. Because of the essential nature of a teacher's position*, it is imperative that schools accommodate as much as possible such circumstances and thus, not interrupt teaching and learning.

Therefore, following are recommended considerations to include in a school's guidelines:

- Teacher and his/her child(ren) must wear masks when entering the school campus and in common areas of the school campus such as the school office and breezeways; once in the classroom, they may take masks off.
- Teacher's child(ren) must isolate in his/her classroom while on campus, that is they must not visit other classrooms or other rooms in the building beyond their parent's classroom, except for restrooms. Teachers are also discouraged from visiting other teachers in their classrooms.
- If a teacher's child(ren) needs to use the restroom, the teacher must monitor restroom use and ensure it is cleaned/disinfected after use.
- Monitor child(ren)'s behavior while in the classroom, especially while the teacher is recording a lesson. The children's behavior should not disrupt the teacher's work, nor other teachers in adjacent classrooms.
- Teacher's child(ren) may work on their own schoolwork; however, they must use their own personal equipment, not the school's equipment, e.g. computers. They may use furnishings such as desks and chairs.
- Any snacks or meals must be eaten in the classroom and cleaning/disinfecting done afterward.
- The classroom must be cleaned, and any surfaces used must be cleaned and sanitized prior to leaving the school campus.
- The children should not be exposed to any professional conversations while accompanying the parent to school.

*Other positions will be considered on a case-by-case basis.

CATHOLIC EDUCATIONAL CAMPUS RE-ENTRY PLANNING RESOURCES

Leading with Hope

<https://www.gbdioc.org/docman/resource-and-support/communications/covid19/re-engagement/769-leading-with-hope/file>

Archdiocese of Portland in Oregon

Below is a link to a Dropbox folder with both the Elementary and High School Distance Learning Handbooks.

https://www.dropbox.com/sh/o4kyyywhy4t0eh6/AACID_jYHsWp3oCvRqx7OeyYa?dl=0

DIOCESE of TUCSON CATHOLIC SCHOOLS
SAMPLE SCHOOL CAMPUS RE-ENTRY PLAN
(BASED ON FALL 2020 PANDEMIC)

School Name: _____

PLANNING RECOMMENDATION: It is recommended that school campus re-entry planning should consider the five domains outlined below (Leading with Hope, 2020). This planning should consider diocesan, county, state, and CDC guidelines* and include collaboration with a school leadership team and invite input from faculty/staff. Schools should communicate their re-entry plan to parents/guardians and then survey faculty/staff and parents/guardians to get a determination of comfort level and support of the plan; also, to field any questions/concerns upfront. This planning template can serve as a guide, while there will most certainly be additional considerations individual schools will need to make and include in their campus plans. This plan may also be subject to changes depending on the health and safety situation within the school and/or broader community.

*This plan utilizes resources referenced and the end of this planning document.

PLANNING DOMAIN 1 - LOGISTICS & PLANNING FOR HEALTH & SAFETY*

1. Screening and Monitoring of Student and Staff Health

A. Reliance on Social Distancing Screening (example 1)

- Consider asking parents/guardians to take their child's temperature upon arrival at school. Upon their arrival, stand at least 6 feet away from the parent/guardian and child. Non-touch thermometers are quickest and best.
- Ask the parent/guardian to confirm that the child does not have a fever, shortness of breath or cough.
- Make a visual inspection of the child for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.

B. Reliance on Barrier/Partition Controls Screening (example 2)

- School personnel should stand behind a physical barrier, such as a glass or plastic window or partition that can serve to protect the staff member's face and mucous membranes from respiratory droplets that may be produced if the child being screened sneezes, coughs, or talks.

- Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness.
- Conduct temperature screening with non-touch thermometers.
- Check the child's temperature, reaching around the partition or through the window.
- Make sure school personnel stay behind the barrier at all times during the screening.

2. Teaching and Promoting of Healthy Hygiene Practices:

Hand Washing Example 1) All children, staff, and volunteers should engage in hand washing at the following times**:

- a. Arrival at the school facility and after breaks.
- b. Before and after preparing food.
- c. Before and after eating or handling food.
- d. Before and after administering medication.
- e. After using the toilet.
- f. After coming in contact with bodily fluid.
- g. After playing outdoors.
- h. After handling garbage.

**Wash hands with soap and water for at least 20 seconds. If hands are not visibly dirty, alcohol-based hand sanitizers with at least 60% alcohol can be used if soap and water are not readily available.

Coughing/Sneezing: Cover mouth with a tissue, napkin, or inside of elbow when coughing and sneezing and wash hands as soon as possible afterward.

Face Coverings: Describe the school policy regarding whether face coverings will be mandatory or left to individual determination (faculty, staff, parents/guardians).

Per Pima County recommendation (6-26-20): *Thus far, there is no official recommendation or guidance for the use of face shields as a barrier that is equivalent to the use face covers/masks in preventing transmission of COVID -19. It may be possible for a face shield to provide some level of efficacy in decreasing the transmission of COVID -19 through preventing the respiratory droplets from traveling in the air and onto other people. The intended purpose of a face shield is to protect the wearer from droplets that may be produced by others and is usually used with other Personal Protective Equipment like a surgical or N95 mask, gloves, and a gown.*

A cloth face cover and practicing social distancing remain the best and recommended, to help slow the spread of the virus and help people who may have the virus, and do not know, it from transmitting it to others. We are continuing to look at guidance for this matter

3. Plan for if a student in a class cohort shows signs of COVID (we are not diagnosing):

- a) Isolate the student and monitor symptoms; staff member monitoring must wear medical grade PPE.

- b) Isolate any area(s) that the student was in for longer than 15 min. and prepare the area for cleaning/disinfecting according to CDC guidelines, preferably waiting 24 hrs. before cleaning/disinfecting. Typically, this would mean the student's work area or desk. It's important that the school may have an alternative area that affected cohort(s) can move to if an entire classroom area needs to be closed for a period of time to allow for cleaning/disinfecting.
 - c) Call the student's parents/guardians to have them pick up the student and, depending on the severity of symptoms, determine whether to take him/her home, to the doctor, or the hospital.
 - d) Student may not return to school until he/she is symptom-free for 72 hours, without the aid of medication; if diagnosed with COVID, he/she may not return until:
 - a. -3 days with no fever and
 - b. -Symptoms improved and
 - c. -10 days since symptoms first appeared and
 - d. -Doctor's note releasing student back to school
 - e) If diagnosed w/COVID, school notifies parents of the student's cohort that there was a positive diagnosis of COVID within the cohort and all health/safety protocols were followed. Parents can decide whether to self-isolate their children for 14 days or send them to school. If parents keep children home, the school provides at-home learning option.
 - f) School notifies County Health Dept. with any COVID-positive cases. According to the County Health Dept., because this is a pandemic, if County Health requests names of others possibly exposed in order to do contact tracing, the school can provide the names without violating FERPA. I assume this will be outlined in the additional guidance coming out from the County Health Dept.
 - g) In any cases of symptoms or COVID-positive cases, school staff are alerted to what cohort(s) were affected and what areas of campus are closed until cleaning/disinfecting is completed.
 - h) Pima Co. recommendation is to err on the side of caution. If anyone in the family has been diagnosed with COVID, the recommendation is that everyone self-isolates at home and the person with the symptoms is further isolated into their own room.
4. Drop-off & Pick-up Protocols & Schedules:
- Temperature Screenings: Per Pima Co. 6/23 teleconference, recommendation is to not focus on temperature screenings; rather focus on parents/guardians screening at home before bringing children to school and maintaining a "low threshold" for symptoms: when doubt, send home and communicate these expectations to parents/guardians. Regarding whether to use volunteers for temperature screenings, they recommend that if a school does not have enough staff to conduct the screenings to not do temperature checks. It is better to have parents/guardians do it at home. If a school still chooses to use volunteers, ideally, they should use the same volunteers each day instead of different volunteers on

different days. In addition, diocesan recommendation is to have such volunteer(s) sign a confidentiality agreement.

- Staggered entry times?
- Designated entry and exit points?

5. Bus Transportation Safety Protocols (if applicable):

- Limited seating?
- Cleaning/disinfecting between routes?

6. Physical Distancing; plan for the following areas:

- Student workspaces
- Faculty and staff workspaces
- Lunchroom seating
- Outdoor play space
- Sporting and other extracurricular events
- Common areas

CLASS COHORTS: Recommend class size to accommodate social distancing of desks at 6 ft. all facing the same way. If that is not possible, distancing of desks as much as possible and students wear masks. Students and staff should wear masks any time or while in any common areas that they are at risk of exposure, *defined as less than 6 ft. for longer than 15 min.*

TEACHERS: Recommend teachers travel to class cohorts. For schools (or grades) that do not mandate face coverings 100% of the time, teachers may teach in the front of the room without a mask, assuming they are at least 6 ft. from the nearest students. After providing direct instruction, teachers put mask on and travel the classroom to monitor, never stopping at a student's desk for more than a few minutes so as to not fall into the "Exposure" definition: *Less than 6 ft. for longer than 15 min.*

Other Class Size Considerations:

- Early Ed, Intermediate, Middle School, High School
- Square footage in classrooms and other learning areas; arranging student
- desks/tables and common seating spaces to maximize the social distance between
- students
- Campus size
- Faculty/staff coverage to accommodate budget and classroom arrangement
- Self-contained cohorts remain in the same classroom

- Parent/guardian communication is critical

Use/Non-use of Common Areas:

- Food Service
 - After-school Care
 - Outdoor play spaces
7. Communication & Education Plan – signage, parent meetings/communication, eliminate perfect attendance awards
 8. Cleaning & Disinfecting Plan – frequently touched surfaces, regulating student belongings and materials: include protocol based on CDC guidelines
 9. Plan for emergency remote learning should a COVID resurgence happen during the school year

*Prior to any campus re-entry, all CDC Decision Tree guidance questions will be affirmed as complete. Any campus re-entry implementation protocols will be guided by what is feasible, practical, acceptable, and tailored to the needs of each school community.

PLANNING DOMAIN 2 – CREATING & MAINTAINING COMMUNITY

1. Plan to re-connect with students in a meaningful way when they re-enter school campus life
2. Plan to increase connections, one could say over-communicate, with parents/guardians throughout the school year
3. Onboarding of students to the new school protocols and educating as to the “why”
4. Plan to address social-emotional issues in terms of engaging and monitoring students, both in cohort interactions but also individually
5. Plan for continued, collaborative community of faculty/staff

PLANNING DOMAIN 3 – CURRICULUM & INSTRUCTION

1. Plan to determine students’ level of achievement in ELA and Math
2. Plan to make up for loss of learning due to COVID
3. Contingent plan in the event of an emergency campus shut-down due to a resurgence of Coronavirus
4. Curriculum mapping in ELA and Math, in particular, to guide the loss-of-learning gap
5. Plan for training, if needed, in remote-learning both for teachers and for students
6. Plan for monitoring Catholic Accommodation Plans
7. Plan for teacher support, supervision, and evaluation

PLANNING DOMAIN 4 – MAINTAINING CATHOLIC IDENTITY

1. Centering planning and communication around school culture and charism
2. Community Prayer & Liturgy
3. Faith Formation of faculty, staff, and students
4. Adjusting community service opportunities to accommodate CDC and campus re-entry guidelines
5. Plan for involving parents/guardians and families in formation and evangelization

PLANNING DOMAIN 5 – TECHNOLOGY

1. Review of current technology, most recent emergency remote-learning curriculum and services provided by the school, and any needs the school has should remote-learning be put in place due to a COVID resurgence
2. Remote-learning plan (short and long term) should the school campus have to close due to safety and health of the school community
3. Plan for 1:1 devices as appropriate and possible, depending on grade level and budget
4. Plan for online curriculum and training as needed

Resources:

Leading with Hope: A Reflective Guide for Catholic Schools in a New Reality, Andrew M. Greeley
Center for Catholic Education, School of Education-Loyola University Chicago, 2020

Diocese of Tucson Proposed Guidelines for the 2020-2021 School Year, Gerard O'Meara, 2020

Center for Disease Control Decision Tree, CDC 2020

Center for Disease Control K-12 Schools and Childcare Programs FAQs for Administrators, Teachers, and Parents, CDC 2020

Arizona Department of Education ***Roadmap for Reopening Schools***, June 2020

Diocese of Tucson Re-entry Considerations for Resumption of Campus Life, Department of Catholic Schools, 2020

Diocese of Tucson Remote-Learning Considerations, Department of Catholic Schools, 2020

SAMPLE: Parent Survey Re-entry Planning

As we prepare for the upcoming school year, we would like to extend an opportunity for you to weigh in on which plan would fit best with your family needs. The current plans are very "general" as we are still sifting through the guidance from the state, health organizations and the diocese. Our finalized plan will be sent out on _____ [Date].

1. For the start of the 2020-2021 school year, which plan fits best with the needs of your family?
 - ☐ All students are on campus; health & safety protocols enforced
 - ☐ Hybrid – describe what that means for your school
 - ☐ Remote learning – all classes conducted online
 - ☐ I am satisfied with and prepared for whichever model the school adopts.
2. Do you have the technology necessary to attend online learning if we are required to have a hybrid or online school day? (i.e. computer, tablet/iPad, phone, or internet access)
 - ☐ Yes
 - ☐ No
3. If you answered "no" to the question regarding technology, which area of technology would you need assistance with? (this question does not guarantee that the school will be able to provide coverage of internet service - we are only able to direct you to resources that may assist you)
 - ☐ Internet access
 - ☐ Computer or device
 - ☐ Other:
4. Will you require your child to wear a mask in the classroom?
 - ☐ Yes
 - ☐ No
5. Do you require After Care services (after school program)?
 - ☐ Yes
 - ☐ No
 - ☐ Other:



POLICY STATEMENT RE: FERPA AND COVID-19 REPORTING

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Under FERPA, a parent or eligible student must provide a signed and dated written consent before a school discloses personally identifiable information (PII) from education records unless an exception to this general consent requirement applies. The COVID-19 pandemic is an example of a “health or safety emergency” exception, where a school may disclose to a public health agency PII from student education records without prior written consent because COVID-19 is a significant threat to students or other individuals in the school community and knowledge of the information is necessary to protect the health or safety of students or other individuals.

If such disclosure of students’ PII is made to a local public health authority, i.e. County Health Department, the school will record in the affected student(s)’ education record the threat that formed the basis for the disclosure (COVID-19) and the parties to whom information was disclosed. Parents/guardians of any students whose PII was disclosed will also be notified of the disclosure. Such a disclosure could occur for contact-tracing purposes if, for example, a student is diagnosed with COVID-19 and had possibly exposed other students in his/her classroom cohort.

In the case of a school learning that student(s) in attendance are out sick due to COVID-19, the school may alert parents of any students who may have been in contact with the infected student(s). However, the school must guard against sharing PII of the infected student(s). For example, the school can disclose that there is/are COVID-positive case(s) and that certain students may have been affected. There may be exceptions to this rule when, for example, it is discovered that a COVID-positive student was in direct and close contact with other student(s). Such exceptions need to be considered on a case-by-case basis.

In no instance may a school disclose student(s)’ PII to the media.

Written consent: Even though a school may contact public health officials and release PII under the “health or safety emergency” exception, it is still prudent to obtain written consent from parents/guardians as an attempt to maintain full communication and disclosure in this regard. (See Consent form template)

Maintaining records of release of PII*: FERPA generally requires schools to maintain a record of each request for access to and each disclosure of PII from the education records of each student. In addition, when disclosing PII under the health or safety emergency provision, schools are specifically required to record the significant threat to the health or safety of a student or other individual that formed the basis for the disclosure (COVID-19) and the parties to whom the school disclosed the information (County

Health Department). The record of each request for or disclosure of PII from student education records must be maintained with the education record of each student.

*Note: The above-mentioned reporting is in reference to COVID-19 positive cases where PII is disclosed to necessary entities (County Health Department). It is recommended that the school also maintain a cumulative record log of all instances where PII was shared due to COVID-19 where families of students who may have been exposed to a COVID-positive person in their classroom cohort are notified of a positive case, but without releasing PII of the infected student. The purpose of this log would be to have a confidential reference file of all such COVID-positive cases where county health and parents were notified.

(United States Department of Education, Student Privacy Policy Office, *FERPA & Coronavirus Disease 2019 (COVID-19) Frequently Asked Questions (FAQs)*, March 2020)

(DOT FERPA-COVID 6-2020)

[SCHOOL LETTERHEAD]

**Disclosure of Information Protected by the Family Educational Rights and
Privacy Act by [SCHOOL] to the local County Health Department**

Pursuant to the Family Educational Rights and Privacy Act (FERPA), the written consent of a parent or guardian is required before the education records of a minor student, or personally identifiable information contained therein, may be disclosed to a third party, unless an exception to this general requirement of written consent applies.

I, _____, hereby agree to allow [SCHOOL] to disclose the following personally identifiable information or education records:

_____ [Specify education records or personally identifiable information that may be disclosed] on _____ [Name of student] to the local County Health Department for the purpose of protecting the health and safety of those possibly affected by COVID-19 for the school year _____.

You may withdraw your consent to share this information at any time. A request to withdraw your consent should be submitted in writing and signed. However, an emergency exception such as a pandemic may still require the school to release personal identifiable information per government law mandate.

Signature of Parent/Guardian

Date

For Office Use: Record log of release of PII for the above-mentioned student

DATE	PARTY RECEIVING PII	PARENT/GUARDIAN NOTIFIED	SCHOOL PERSONNEL SIGNATURE

[SCHOOL]

Release, Waiver of Liability, and Indemnity Agreement For Communicable Diseases Including COVID-19

In consideration of permission to voluntarily participate on behalf of [School] in its [program] and related events and activities, the **Undersigned acknowledges and affirms on behalf of myself, and on behalf of all of my participating children, that:**

- Neither I nor my participating children shall participate in or attend any [program] events, and gatherings if experiencing symptoms of COVID-19, including, without limitation, fever, cough, or shortness of breath, or have a suspected or diagnosed case of COVID-19.
- To the fullest extent allowed by law, I and my participating children agree to comply with all federal, state, and local laws, rules, regulations, executive and/or emergency orders, and to follow the protocols as directed by the Centers for Disease Control and Prevention and the Arizona Department of Health Services, arising from, addressing, or related to COVID-19 or any other communicable diseases.
- I and my participating children acknowledge that [School] has taken steps to implement federal and state guidance for protecting against the spreading of COVID-19 and other communicable diseases. Due to the nature of the [program], I and my participating children acknowledge that physical distancing of six feet may not be possible at all times. We further acknowledge that participation in this program potentially adds to the number of social contacts I and/or my children may be exposed to in addition to my child(ren)s regular classroom cohort of students. I and my participating children fully understand and appreciate both the known and potential dangers of participating in [program] and acknowledge that despite the efforts of [School] to prevent and mitigate such dangers, participating in [program] may result in exposure to COVID-19 and other communicable diseases, which could result in quarantine, serious illness, disability and/or death.

Release and Waiver of Liability. I and my participating children hereby release, waive, discharge and covenant not to sue [School], its officers, employees, volunteers, and any of its agents from all liability to the Undersigned and my participating children and all personal representatives, assigns, heirs, and/or successors of the Undersigned and my participating children whether caused by negligence, active or passive, of [School] or otherwise while the Undersigned or my participating children are attending any [program] events, and gatherings on behalf of [School].

Indemnity. The Undersigned agrees to indemnify and hold harmless [School] from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees brought as a result of participation or attendance of the Undersigned and/or my participating children in the [program] and related events and activities of [School] and to reimburse [School] for any such expenses incurred.

Severability: The Undersigned further expressly agrees that the foregoing Release, Waiver of Liability, and Indemnity Agreement is intended to be as broad and inclusive as is permitted by the law of the State of Arizona and that if any portion of this Agreement is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

The Undersigned has read the foregoing Release, Waiver of Liability, and Indemnity Agreement and requests that his or her participating children as named below be given permission to voluntarily participate on behalf of [School] in its [program] and related events and activities.

BY SIGNING BELOW, THE UNDERSIGNED ACKNOWLEDGES THAT I HAVE CAREFULLY READ AND UNDERSTAND THIS RELEASE, WAIVER OF LIABILITY, AND INDEMNITY AGREEMENT AND THAT I AM VOLUNTARILY GIVING UP SUBSTANTIAL LEGAL RIGHTS, INCLUDING THE RIGHT TO SUE [SCHOOL], ITS OFFICERS, EMPLOYEES, VOLUNTEERS, AND ANY OF ITS AGENTS.

Printed Name of parent/guardian: _____ Date signed: _____

Parent/guardian signature: _____

Names of Participating Children: _____

FOR PARTICIPANTS OF MINORITY AGE (UNDER AGE 18 AT THE TIME OF REGISTRATION)

This is to certify that I, as parent/guardian, with legal responsibility for the participating children named above, have read and explained the provisions in this waiver/release to my participating children/wards, including the risks of presence and participation in athletic programs, practices and related events and activities, and their personal responsibilities for adhering to the rules and regulations for protection against communicable diseases. Furthermore, my participating children/wards understand and accept these risks and responsibilities. I for myself, my spouse, and my participating children/wards do consent and agree to the release provided above and hereby do release and agree to indemnify and hold harmless [School], its officers, employees, volunteers, and any of its agents for any and all liabilities incident to the presence or participation of my above-named children/wards in these activities as provided above, EVEN IF ARISING FROM THEIR NEGLIGENCE to the fullest extent provided by law.

Printed Name of parent/guardian: _____

Parent/guardian signature: _____

Date signed: _____

[SCHOOL LETTERHEAD]

Disclosure of Employee Personal Identifiable Information by [SCHOOL] to the local County Health Department

During a community emergency pandemic situation, school officials may need to release the identity of an employee to the County Health Department for purposes of contact tracing. This form serves as signed acknowledgment by the employee that [SCHOOL] may need to release identifiable information to the County Health Department should the employee be diagnosed with COVID-19.

I, _____, hereby acknowledge that [SCHOOL] may be required by law to disclose personally identifiable information for the purpose of protecting the health and safety of those possibly affected by COVID-19 during school year _____.

Signature of Employee

Date _____

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DATE	PARTY RECEIVING PII	EMPLOYEE NOTIFIED	EMPLOYER SIGNATURE

[SCHOOL]

COVID-POSITIVE REPORTING LOG OF COMMUNICATION

DATE: _____

NAME AND GRADE OF COVID-POSITIVE STAFF OR STUDENT_____

LIST OF FAMILIES NOTIFIED OF POSSIBLE EXPOSURE:

[illegible]

SCHOOL PERSONNEL SIGNATURE _____

GUIDANCE AND GUIDELINES

Center for Disease Control (CDC)

- School and Childcare Programs
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

U.S. DEPARTMENT OF EDUCATION

- Protecting Student Privacy – FERPA and the COVID 19
<https://studentprivacy.ed.gov/resources/ferpa-and-coronavirus-disease-2019-covid-19>

Arizona Department of Education Guidance and Guidelines

- Roadmap for Reopening Schools – Arizona Department of Education
https://www.azed.gov/communications/files/2020/03/FINAL-DRAFT-AZ-Roadmap-for-Reopening-Schools_6_1_20-1.pdf
- Special Education Guidance for COVID-19: SY 2020—2021 School Reentry
<https://www.azed.gov/specialeducation/special-education-guidance-for-covid-19-for-school-year-2020-2021-reentry/>
- Arizona Arts and Physical Education Re-entry Guidelines
<https://www.azed.gov/communications/files/2020/03/AZ-Arts-and-Physical-Education-Re-Entry-Guidelines-5-26-2020.pdf>

Arizona Department of Health Services

- Schools (Childcare & K-12) and Universities
<https://www.azdhs.gov/preparedness/epidemiology-disease-control/infectious-disease-epidemiology/index.php#novel-coronavirus-schools>

PIMA COUNTY

- Pima County School Superintendent
<http://www.schools.pima.gov/about-us/programs/healthy-safe-schools/coronavirus-updates>
- Pima County Health Department
https://webcms.pima.gov/government/health_department/
<https://webcms.pima.gov/cms/One.aspx?portalId=169&pageId=568644>