# TABLE OF CONTENTS

Diocese of Tucson Bishop’s DECREE .......................................................................................................................................................... 5
Introduction ............................................................................................................................................................................................ 6
History of Catholic Schools in the Diocese of Tucson .......................................................................................................................... 6
Department of Catholic Schools Mission ............................................................................................................................................... 7

## ADMINISTRATION

1.1 Bishop ........................................................................................................................................................................................................ 8
1.2 Superintendent of Catholic Schools ................................................................................................................................................. 8
1.3 Assistant Superintendent of Catholic Schools .................................................................................................................................. 9
1.4 Pastor .................................................................................................................................................................................................. 10
1.5 Principal ................................................................................................................................................................................................ 10
1.6 Assistant Principal ............................................................................................................................................................................... 12
1.7 Diocesan School Board ................................................................................................................................................................... 14
1.8 Local School Boards ......................................................................................................................................................................... 15
1.9 Opening, Closing and Restructuring Schools .................................................................................................................................. 16
1.10 Temporary Closing of School Campuses ........................................................................................................................................ 16
1.11 Real Property Transactions ................................................................................................................................................................. 16
1.12 Maintenance Policy .............................................................................................................................................................................. 17
1.13 Tuition and Financial Assistance ......................................................................................................................................................... 17
1.14 Communication Protocol ................................................................................................................................................................. 17

## PERSONNEL

2.1 Procedural Guidelines ........................................................................................................................................................................... 18
2.2 Personnel Qualifications ................................................................................................................................................................. 19
2.3 Hiring of School Personnel ................................................................................................................................................................. 21
2.4 Personnel Regulations ......................................................................................................................................................................... 22
2.5 Contracts ................................................................................................................................................................................................ 23
2.6 Personnel Records ............................................................................................................................................................................. 25
2.7 Compensation Guidelines ................................................................................................................................................................. 26
2.8 Professional Conduct ......................................................................................................................................................................... 30
2.9 Performance Management ................................................................................................................................................................. 33
2.10 Conflict Resolution and Grievance Procedure .................................................................................................................................. 34
2.11 Volunteers ................................................................................................................................................................................................ 35

## STUDENTS

3.1 Admission .................................................................................................................................................................................................. 35
3.2 Official Student Records ................................................................................................................................................................. 37
3.3 Archiving Records .............................................................................................................................................................................. 39
3.4 Attendance ................................................................................................................................................................................................ 40
3.5 Supervision of Students ................................................................................................................................................................. 40
3.6 Law Enforcement at School ............................................................................................................................................................... 41
3.7 Insurance ................................................................................................................................................................................................ 42
3.8 Contact with Students during School Hours .................................................................................................................................... 42
3.9 Promotion and Retention .................................................................................................................. 43
3.10 High School Graduation/8th Grade Transition ............................................................................. 44
3.11 Due Process/Parent’s Appeal ......................................................................................................... 45
3.12 Withdrawing from School .............................................................................................................. 47
3.13 Harassment/Bullying ...................................................................................................................... 47
3.14 Discipline ....................................................................................................................................... 48
3.15 Student Withdrawal on the Grounds of Improper Behavior by Parent/Guardian .................... 51
3.16 Arizona Statutes .......................................................................................................................... 52
3.17 Specific Infractions ......................................................................................................................... 52
  - Dress Code
  - Pregnancy
  - Searches
  - Tobacco, Alcohol, and Drugs
  - Weapons

STANDARDS and CURRICULUM

4.1 Accreditation .................................................................................................................................. 54
4.2 Student-Teacher Ratio ...................................................................................................................... 54
4.3 School Calendar ............................................................................................................................... 54
4.4 Standards and Curriculum ............................................................................................................. 54
4.5 Curricular Guidelines ....................................................................................................................... 55
4.6 Technology ..................................................................................................................................... 57
4.7 Federal Programs ............................................................................................................................ 58
4.8 Student Support ............................................................................................................................. 58
4.9 Student Assessment ......................................................................................................................... 60
4.10 Reporting Student Assessment .................................................................................................... 61
4.11 Controversial Issues ...................................................................................................................... 62
4.12 CARE Process within the RTI Framework ..................................................................................... 62

Appendix A. ADMINISTRATION

Code of Cannon Law (A-2)
Checklist for Principals (A-3)
Mandatory Handbooks & Manuals (A-5)
Diocesan School Board By Laws (A-8)
Model By Laws for Catholic School Boards (A-14)
Department of Catholic Schools Communication Protocol (A-20)

Appendix B. PERSONNEL (see Appendix Table of Contents)

Diocese of Tucson Application Process (B-3)
Safe Environment Verification Statement (B-7)
Statutory Duty to Report Suspected Abuse (B-8)
Harassment Statement (B-10)
Dress Code (B-11)
Principal Job Description (B-13)
Principal Search (B-16)
Principal Interview Rubric (B-18)
Principal Evaluation Tool (B-21)
Assistant Principal Job Description (B-27)
Assistant Principal Evaluation Tool (B-30)
Role of the Teacher (B-36)
Teacher Job Description (B-37; B-40)
Performance Management Process Overview (B-43)
Indicators of Effective Teaching (B-45)
Classroom Observation (B-53)
Professional Growth Plan (B-57)
Teacher Evaluation (B-67)
Teacher Performance Improvement Plan (B-73)
Corrective Action (B-74)
Professional Growth Summary (B-75)
Teacher Letter of Intent (B-76)
Certification Verification Memo (B-77)
School Interventionist Job Description (B-78)
Scholarship Manager Job Description (B-81)
Substitute Evaluation Form (B-83)

Appendix C. STUDENTS
Letter of Understanding (C-2)
Student Safety Incident Report (C-3)
Law Enforcement Interaction During School Hours (C-4)
Procedures Related to Harassment & Bullying (C-5)
Bullying Report Forms (C-9; C-10)
Procedures for Dangerous Substances (C-11)
Behavioral Incident Report (C-13)
Parent/Guardian Communication Log (C-15)
Notice of Intent to Impose Expulsion (C-16)
Due Process for Parents & Students (C-17)
Review of Student Records (C-18)
Student Withdrawal Form (C-19)
Request for Transfer of Student Documents (C-20)
County Affidavit of Intent for Private School - *Pima County sample (C-21)
County Withdrawal from Private School -*Pima County sample (C-22)
School’s Request for Student Record Documents (C-23)

Appendix D. CURRICULUM & INSTRUCTION
Suggested Time Allotment (D-2; D-3)
Technology User Guidelines (D-4; D-7)
Lay Presenters Application (D-9)
Transporting Students (D-11; D-14; D-15)
Appendix E. SCHOOL RESPONSE to a PANDEMIC

CAMPUS CLOSURE

- School Action Items for Discussion and Planning (E-3)
- Sample Guidelines Summary from COVID-19 Pandemic 2020-21 (E-5; E-7)
- Policy Considerations and Guidelines for Online Instruction (E-10)
- Save Environment Policies for Virtual Online Use (E-12)
- Best Practice for Online Instruction (E-13)
- Permission Form for Online Instruction (E-14)
- Recommended Guidelines for Teachers who bring children to Work during Campus Closure and Remote Learning (E-15)

CAMPUS RE-ENTRY

- Leading with Hope Document (Loyola University of Chicago) (E-16)
- Distance Learning Handbooks (Archdiocese of Portland) (E-16)
- Sample Re-Entry Planning Template (E-17)
- Sample Parent Survey Re-Entry Planning (E-23)
- FERPA and COVID-19 Reporting (E-24)
- Release of Student PII Consent (E-26)
- Waiver of Liability and Indemnity (E-27)
- Release of Employee PII Consent (E-29)
- COVID Positive Reporting Log E-30)

GUIDANCE and GUIDELINES LINKS (E-31)

- Center for Disease Control
- U.S. Department of Education (FERPA)
- Arizona Department of Education
- Pima County
Diocese of Tucson

OFFICE OF THE BISHOP

DECREE

In accordance with Canon 803 and Canon 806 of the Code of Canon Law, I hereby direct the publication of the 2021 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 meet those goals by providing a comprehensive guide for the operation of schools within the Diocese of Tucson. Parishes and schools which desire to be recognized as Catholic schools shall adopt these policies and abide by them.

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, 2021.

Faithfully yours in Christ,

The Most Rev. Edward Weisenburger, Bishop of Tucson
Introduction

One of Christ’s missions to His Church is teaching the Gospel message to all people. The United States Bishops remind us that of the educational programs available to the Catholic community, Catholic schools offer the fullest and best opportunity to provide Christian education to children and young people. Catholic Schools have a greater claim on the time and loyalty of the students and their families. They make participation in the liturgy and the sacraments, more accessible to students, which are powerful forces for the development of personal sanctity and the building of community. Catholic schools also 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 mission churches built by Padre Eusebio Francisco Kino and his successors in the 18th century fulfilled the ministry of education and in doing so, the Native People learned about the world, its spoken and written languages of Latin and Spanish, its art and its science. They, in turn, taught their teachers the language, art and science of the desert.

In 1870, 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, after being recruited by Bishop of the Vicariate Apostolic of Arizona, John Baptist Salpointe. 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 the San Xavier Mission, and were part of the pioneer faculty of Salpointe, the first Catholic high school in the Diocese of Tucson.

All of Arizona was in the Diocese of Tucson in 1900, and within its boundaries was the vast reservation of the Navajo People, few of whom were Catholics, but had great needs. 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, along with the educational needs of youth, 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 were sent to found Saints Peter and Paul School in 1933, St. John the Evangelist School in 1950 and were also part of the pioneer faculty of Salpointe Catholic High School, all in Tucson, Arizona.

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), in 2010. The partners in this effort stand on a solid foundation of tireless service of religious men and women who established the largest private school system in the world.
Indeed, the NDAA model is inspired by the Catholic priests, sisters, and brothers who created dynamic schools that gave multitudes of children a chance at success. With a deep appreciation for the value of community and the history of the Catholic tradition, the first Notre Dame ACE Academies partnership in the country was established in Tucson, Arizona, in 2010 at the invitation of Bishop Gerald Kicanas, and benefited the partner schools for nine years.

Since the very beginning, Catholic education has been at the forefront of meeting many of the needs of the people in the Diocese of Tucson. Today there are 23 schools in the Diocese of Tucson: one stand-alone preschool, two PK-12 schools, 16 elementary schools and four high schools. The dedication of Catholic school staffs to the families of the Diocese of Tucson continues the missionary spirit of educating students in the faith.

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.

The Administration section is organized to reflect the Department of Catholic Schools mission.
ADMINISTRATION

1.1. BISHOP

The Bishop of the Diocese of Tucson has full responsibility for the doctrinal education 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 has approved all policies included in this handbook. The Bishop of the Diocese of Tucson has the authority to waive all 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 which seek to be recognized as Catholic schools. 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 catechetical formation of principals and staff.
d. Model Christian values and promote them throughout the school communities.
e. Promote the success of all students by acting with integrity, fairness, and in an ethical manner consistent with Catholic social teaching.
f. Ensure that the department mission permeates all aspects of decision-making.
g. Develop and maintain a collaborative culture with the pastors, principals, and school boards to foster positive school environments.
h. Support the spiritual and pastoral school leadership.

The superintendent of Catholic schools can initiate, implement, and oversee diocesan-wide school programs.

1.2.2 Academic Excellence

a. Inform all schools of state and federal laws binding upon Catholic schools and monitor their implementation at the local level.
c. Direct and implement Western Catholic Education Association (WCEA) accreditation protocol procedures.
d. Provide guidance and support for principals regarding teacher supervision and evaluation.
e. Provide supervision and guidance in areas of curriculum standard reviews and instruction.
f. Recommend in-service programs for all school personnel and oversee staff development by encouraging participation in local, regional, and national educational organizations, as well as 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 in their roles and responsibilities.

j. Contract and supervise necessary Consultants (i.e., Academic & Behavioral Interventionist, Sports Director, etc.).

k. Provide guidance in the search process for the hiring of new principals. This role may include the following:
   • Facilitating the search process
   • Acting as a member of the search committee
   • 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. Provide schools with information, guidance, and training for establishing and maintaining active local school boards.
   e. Provide training when there is a new school board and/or new school leadership.
   f. 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 ensure the Catholic identity of all schools in the Diocese of Tucson which seek to be known as Catholic schools.
   b. Model Christian values and promote them throughout the school communities.
   c. Promote the success of all students by 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.

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 procedures for schools.
d. Assist the superintendent of Catholic School in providing supervision and guidance for new principals regarding regular teacher supervision and evaluation.

e. Assist the superintendent of Catholic schools in providing supervision and guidance for new principals in areas of curriculum standard reviews and instruction.

f. Assist the Superintendent of Catholic Schools in facilitating the search process for hiring a new principal.

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. PASTORS

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 Schools in the supervision of the school’s academic and religious programs.

c. Be on the school campus regularly to provide a pastoral presence.

1.4.2 Academic Excellence

a. Hire the principal utilizing suggested diocesan guidelines and search procedures. (Appendix B-16: 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’s 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’s contracts in the parish school.

e. Act as an ex-officio member of the Parish School Advisory Board.

1.5. PRINCIPALS

The principal demonstrates the mission-driven capacity and openness to growth to effectively lead a Catholic school in the areas that follow:
1.5.1 Faith
   a. Be the spiritual leader, promoting and ensuring the Catholic identity of the entire school community.
   b. Promote and model official Catholic teaching regardless of personal beliefs.
   c. Promote the ongoing formation of staff through systematic planning of spiritual growth opportunities throughout the year.
   d. Contemplate 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. Promote the success of all students by acting with integrity, fairness, and in an ethical manner consistent with Catholic social teaching.
   g. Ensure that the Catholic culture permeates all aspects of school life.
   h. Develop and maintain a collaborative culture with the pastor and parish to foster a comprehensive learning environment.

1.5.2 Academic Excellence
   a. Hire faculty and staff in accordance with suggested diocesan guidelines
   b. Develop and maintain a collaborative staff culture to ensure excellence for all
   c. Administer the school in accordance with the Diocesan Handbook of School Policies and Procedures, as adopted by the school’s canonical leadership.
   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 to enrich the academic program.
   f. Direct a clearly articulated, rigorous curriculum aligned with relevant standards, and Gospel values, implemented through effective, data-driven instruction that incorporates research-based methodologies.
   g. Plan in-service programs for all school personnel and oversee staff development by encouraging participation in local, regional, and national educational organizations, as well as continuing education programs.
   h. Ensure the implementation of school wide assessment methods and practices to communicate student progress and direct the continuous review of curriculum and improvement of instructional practices.
   i. Ensure a safe, secure, and welcoming learning environment.
   j. Ensure that the school has a Parent/Student Handbook that includes school-wide student learning expectations, policies, regulations, and student activities, and revise 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. 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. (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/revise a Five-year Strategic Plan.

f. Assume primary responsibility for organizing local school-community relations and programs using appropriate marketing communication.

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. There are different types of assistant principals depending on the needs of each Catholic school:

- Full-time Assistant Principal
- Assistant Principal with teaching duties
- Designated Teacher Leader

The duties of the assistant principal/designee 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-27: Assistant Principal Job Description) and/or performance plan. Whatever duties are assigned to the assistant principal/designee, these must be made known to the entire faculty and staff and included in the faculty/staff handbook.

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 official Catholic teaching regardless of personal beliefs.

c. Assist the principal in promoting the ongoing formation of staff through systematic planning of spiritual growth opportunities throughout the year.
d. Assist the principal in contemplating 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. Promote the success of all students by acting with integrity, fairness, and in an ethical manner consistent with Catholic social teaching.

g. Assist the principal in ensuring that the Catholic culture permeates all aspects of school life.

h. Assist the principal in developing and maintaining a collaborative culture with the pastor and parish to foster a comprehensive learning environment.

1.6.2 Academic Excellence

a. Assist the principal in developing and maintaining a collaborative staff culture to ensure excellence for all.

b. Assist the principal in administering the school in accordance with the Diocesan Handbook of School Policies and Procedures, Handbook of School Policies and Procedures, as adopted by the school’s canonical leadership.

c. Assist the principal in supervising faculty and staff in accordance with Diocesan guidelines, as adopted by the school’s canonical leadership.

d. Assist the principal in providing and directing programs and services aligned with the school’s mission to enrich the academic program.

e. Assist the principal in directing a clearly articulated, rigorous curriculum aligned with relevant standards, and Gospel values, implemented through effective, data-driven instruction that incorporates research-based methodologies.

f. Assist the principal in planning in-service programs for all school personnel and overseeing staff development by encouraging participation in local, regional, and national educational organizations, as well as continuing education programs.

g. Assist the principal in ensuring the implementation of school wide assessment methods and practices to communicate student progress and direct the continuous review of curriculum and improvement of instructional practices.

h. Assist the principal in ensuring a safe, secure, and welcoming learning environment.

i. Assist the principal in ensuring that the school has a Parent/Student Handbook that includes school-wide student learning expectations, policies, regulations, and student activities, and revise annually.

j. Be actively engaged in the school improvement process by complying with policies, standards, and protocol of the Western Catholic Educational Association (WCEA)

k. Assist the principal in complying with Arizona Department of Child Care regulations for licensing of Pre-schools and Before & After Care. (AZDHS/Childcare-Facilities)

l. 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. (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 stakeholders.
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-27: 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 schools. The president of the Diocesan School Board must be a practicing Catholic. 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. Pray often 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 various publics.
b. Recognize the need for continuing education about board member responsibilities.
c. Prepare for each meeting by doing the required readings and completing necessary tasks for committee work and reports.
d. Support the superintendent of Catholic schools in authorized functions.

1.7.1 Service
a. Advise the superintendent of Catholic schools on matters concerning Catholic schools.
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 even though personally opposed to the final recommendations and decisions.

### 1.8. LOCAL SCHOOL BOARD

Each Catholic school should have a local school board that follows their stated By Laws, *(A-14: Model By-Laws)* as well as the mission and philosophy of the school. There are different types of school boards depending on the governance model of each Catholic school:

- **Advisory board** advises the pastor/principal on educational policies and other educational matters; the pastoral leader develops the policy.
- **Consultative board** participates in the policy-making process by formulating and adapting policy but never enacts policy. The person with final canonical authority establishes those areas where the board is to be consulted and enacts the policies it recommends.
- **Limited jurisdiction board** has power limited to certain areas of educational concerns established by the entity which has final jurisdiction. *(Convey, J and Haney, R., *Benchmarks of Excellence Effective Boards of Catholic Education*, 1997, pg. 10)*

The Department of Catholic Schools shall make itself available to train new advisory boards and to support all local school boards in their role. The president of the local school board must be a practicing Catholic

#### School 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. Pray often 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 Department of Catholic Schools and promote it to the various publics.

b. Recognize the need for continuing education about board member responsibilities.

c. Prepare for each meeting by doing the required readings and completing necessary tasks for committee work and reports.

d. Support the superintendent of Catholic schools 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 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

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 TRANSCTIONS

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 FINANCIAL 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 all Catholic families who want their children to attend no matter what the economic status.

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

In order to facilitate an efficient means of communication between schools and the Department of Catholic Schools while maintaining a high level of collaboration between diocesan departments, a recommended protocol is essential. The intent of such a protocol is also meant to avoid inconsistency in terms of recommendations made to schools if different schools call different diocesan departments for similar issues. Finally, as the primary “gatekeepers” of incoming school calls, the superintendent and assistant superintendent are able to formulate
recommendations and/or addendums to policy based on common themes of issues that are fielded from school leaders. The expectation is that parents, teachers, principals, pastors, and presidents follow the recommended protocol as outlined. (Appendix A-20: Communication Protocol)

PERSONNEL

2.1. PROCEDURAL GUIDELINES

2.1.1 Equal Employment Opportunities
a. The school shall 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 development of students. Therefore, to maintain consistency with the religious 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 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-10: 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’ Personnel Policy Guidelines and Procedures Manual 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 in regard to 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 Appendix B (see B-8, Ministerial Role). Additional guidelines for employment are included in the Personnel Policy Guidelines and Procedures Manual.

2.2.1 Administrators (Certified 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 this Parish/Governing Board:

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 II of the Diocesan Ministry Certification within three (3) years of hiring. (Diocesan Ministry Certification)

2.2.2 Teachers (Exempt and Non-exempt)

As role models for students, Catholic school teachers shall meet the following minimum requirements as adopted by this Parish/Governing Board:

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 follow an educational plan to obtain certification, per agreement with the principal of the Catholic school.

c. All teachers, regardless of subject matter taught, are required to achieve and maintain at least Level I of the Diocesan Ministry Certification within three (3) years of their employment. (Diocesan Ministry Certification)

d. Promote the Catholic identity of the school.


f. Be familiar with the document, Role of the Teacher. (Appendix B-36 - Role of the Teacher)

g. Teachers as well as other personnel, are expected to be familiar with and adhere to the requirements set forth under his or her respective Job Description.

h. Elementary teachers 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 attend Mandatory Safe Environment Training. (Diocese of Tucson Online Training)

2.2.3 Theology/Campus Ministers (Exempt and Non-exempt)

Catholic high school theology teachers and campus ministers should have at least the equivalent of a bachelor’s degree in religious studies, and/or Level II Diocesan Ministry Certification. (Diocesan Ministry Certification) The State of Arizona does not certify religion/theology teachers.

2.2.4 Non-Instructional Personnel (Classified, non-exempt)

a. Qualifications for classified, non-instructional personnel will depend upon the position and will be specified in the individual Diocese of Tucson Job Descriptions.

b. Overtime rate of pay for non-exempt, classified employees will be found in the Human Resources’ Personnel Policy Guidelines and Procedures Manual, 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’ Personnel Policy Guidelines and Procedures Manual, Section 6.2, 6.3 and 6.4.


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 Diocese of Tucson 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 in administration and/or teaching. (AZ Educator Certification)

b. Principals without current 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 agreed-to 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 and full-time assistant principals should achieve and maintain at least Level II of the Diocesan Ministry Certification within three (3) years of hiring.

d. All teachers should achieve and maintain at least Level I of the Diocesan 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 Catholic School Employment as adopted by the school begins the hiring process. All applications are processed through the Diocese of Tucson Application Process (Appendix B-3: Diocese of Tucson Application Process). The responsibility for hiring all Catholic school personnel rests with the principal in consultation with the pastor/president. (Applications for employment can be made via Catholic School Employment

2.3.2 **Selection**

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. Interview all appropriate candidates in person.

c. Ensure that for all interviews, an Applicant Interview Form is filled out to ensure an equitable and consistent hiring practice. The same interview attributes should be used for all applicants.

d. Verify references and note in writing date, time, and main points of conversation. The reference check documents must be uploaded onto the Paycor/Newton system as adopted by the school/parish in order to proceed.

e. Be responsible for hiring staff, subject to the approval of the pastor in parochial schools or presidents in private schools. Prior to extending an offer of employment, the approval of the pastor or president of the school must be obtained. Ensure that all hires are within budget.

f. Prior to hire, an individual must be issued a clearance 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, religious or lay, 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 and the Department of Catholic Schools form a search committee per the diocesan
guidelines. (Appendix B-16 - PRINCIPAL SEARCH)
ii. Final selection of new principal is made by the pastor, after consulting with the bishop.

b. **Non-Parish School**
   i. The Department of Catholic Schools provides guidance and additional support per an
      individual school’s governance structure and or the bishops request.
   ii. The 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, the pastor/president or religious
community, in consultation with the superintendent of Catholic schools and the bishop, will appoint an
interim principal to serve for the remainder of the current school year. Interim principals must meet the
same qualifications and requirements as permanently appointed principals.

### 2.4. PERSONNEL REGULATIONS

#### 2.4.1 Immunizations

Staff 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. ([PIMA County Immunizations;  
Handbook of School Policies and Procedures](#))

#### 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 Fingerprinting

Fingerprinting is mandatory for all staff members who work within a Catholic school setting and must
follow Arizona Department of Public Safety guidelines.

a. Any employee (exempt/non-exempt) new to the Diocese of Tucson must obtain appropriate levels
   of clearance. ([Arizona Department of Public Safety - AZ Department of Public Safety](#))

b. Teachers are required to be fingerprinted by the State of Arizona to acquire Arizona Teacher
   Certification; therefore they will present a current Finger Print Clearance Card.

c. All Preschool and Before & After-school Care personnel must be fingerprinted. Forms are available
   from the Office of Licensure for Day Care. ([Arizona Early Childhood Career and Professional
   Network - Arizona Early Childhood](#))

d. Volunteers who work directly with students must be fingerprinted and undergo a criminal history
   and background check per diocesan guidelines. ([Call to Protect : Compliance Procedures for Volunteer](#))

#### 2.4.4 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 CONTRACTS

Principals, assistant principals, full-time and part-time certified teachers are all to be employed pursuant to an annual written contract. Forms for such contracts are available from the Diocese of Tucson at no charge.

2.5.1 Principal Letter of Intent
Parish Schools -- The principal should notify the pastor and/or the Superintendent of Catholic Schools in writing no later than February 1st regarding availability for employment during the following academic year.

The pastor and/or Superintendent of Catholic Schools should notify the principal in writing no later than February 15th whether employment will be tentatively offered, indicating that the renewal is subject to additional review until the end of the current contract.

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 by the principal and the pastor for parish schools. The length of a principal contract is July 1st to June 30th. Contracts for vowed religious should be negotiated with their religious community and the pastor.

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 shall 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. Such an extension must be written and signed by both parties.

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

2.5.3 Teacher Letter of Intent
The principal will ask each teacher to indicate in writing each year, no later than February 1st, the teacher’s availability for employment during the following school year. (Appendix B-76: Letter of Intent) The principal should notify each teacher in writing no later than May 1st whether employment will be tentatively offered. In written notification, the principal is to 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 the certified teaching staff should be signed by the principal, pastor, and teacher no later than May 15th, or after parish corporate board budget approval. A teacher who has been offered a contract must 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 shall 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. Such an extension should be written and signed by both parties.

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 will be maintained in the school files
b. One copy will be given to the employee
c. One copy will be sent to the Diocese of Tucson Human Resources Department for schools enrolled 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 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.
2.5.8 Contract Renewal
It is recommended that tenure not be adopted in any school that seeks accreditation from the Diocese of Tucson so that all such schools will be under no obligation to offer a continuing contract to any person employed in the school system.

2.5.9 Non-exempt Memorandum of Employment
A Memorandum of Employment form 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. Human Resources Management

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 teachers will serve an initial probationary period of one (1) academic school year and abide by guidelines in the Personnel Policy Guidelines and Procedures Manual, as adopted by a parish or a non-parish governing body.

All newly hired classified personnel will serve an initial probationary period of ninety (90) days and abide by guidelines in the Personnel Policy Guidelines and Procedures Manual.

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 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. One copy of the yearly evaluation of the principal at the time of the evaluation.

d. 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 Records

The following information should be kept in the school office for each principal and teacher. Relevant information should also be kept for all staff. All schools should require all of their employees to promptly advise their supervisors if they are under investigation by law enforcement for anything other than traffic violation.

a. Application. (Human Resources Management: H.R. Forms)

b. Transcripts of all college credits (undergraduate and graduate)

c. Arizona teaching and/or administrative certificates

d. Career placement file or a minimum of two letters of recommendation.

e. Record of professional growth (Appendix B-75 - Professional Growth Summary)

f. Diocesan Ministry Certification (Ministry Certification Process)
g. Yearly evaluations (Human Resources Management; H.R. Forms; Handbook of School Policies and Procedures: Teacher Evaluation)
h. Employment contracts
i. Employment Eligibility Verification, (U.S. Employment Eligibility)
j. Proof of Immunizations
k. A record of absences
l. Fingerprinting documentation
m. References verification documentation
n. Harassment statement, (Appendix B-10: Harassment Statement)
o. Child Abuse and/or Neglect Verification Statement. (Appendix B-7: Safe Environment Verification Statement)
p. Documents related to the hiring of the individual, such as applicant interview evaluations, and reference checks

2. 7 COMPENSATION GUIDELINES

2. 7.1 Administrator/Teacher Salary

a. In parish schools, the principal and pastor, together with the local school board, 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. In regard to the recommended teacher salary scale, part-time teachers should be paid a proportion of the salary scale based on the number of hours worked compared with 37.5 hours per week. Payment is made, less required deductions, per the pay periods established by each parish/school.

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 more than 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. Guidelines for placement:
   i. Experience credit outside the Diocese of Tucson Catholic School system may be granted based on one step for each year of properly verified experience with the following recommended adjustments:
      - A maximum of five (5) years of experience for all public-school experience.
      - A maximum of ten (10) years of experience for all Catholic school experience outside the Diocese of Tucson.
      - Public and Catholic school experience can be combined for a maximum of ten years of experience.
   ii. Full credit may be given for Catholic school experience within the Diocese of Tucson.
   iii. A year of experience must represent no less than 75% of the required days of service. Full semester hours will be added together, even if in separate schools. Teachers who do not meet this requirement should not advance to the next level on the Diocesan Salary Scale.

e. The annual salary for principals should follow the minimum diocesan recommended salary schedule.

f. The annual salary for full-time assistant principals should be 80% of the recommended principal salary.

g. Salaries for principals, assistant principals, and teachers hired after the beginning date of the contract shall be prorated per the following formula:
   - Principal and full-time assistant principal: Annual salary divided by 12 months times the number of months to be worked.
   - Teacher: Annual salary divided by the minimum of 190 days times the actual number of days to be worked.

h. Stipends or salaries for religious should be negotiated pursuant to the Diocesan Salary Scale guidelines. It is highly recommended that religious be placed on the lay teacher’s scale. The decision to receive a stipend or to be salaried will be negotiated between the respective religious community and the pastor/principal. Stipends for religious will 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.

i. 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 take such action as is appropriate to ensure continuation of the employee’s insurance coverage by submitting to the Human Resources Department of the Diocese of Tucson such forms, (Transfer of School Personnel to New Diocesan Work Site form), as shall protect the continuing insurance coverage for the transferring employee.

j. Retirement is provided in accordance with the policy of the Diocese of Tucson as adopted by the parish or a non-parish governing body per diocesan policy. (Personnel Policy Guidelines and Procedures Manual-)

**2.7.2 Benefits**

**2.7.2.1 Certified Personnel**

The parish/non-parish school has adopted various employment benefits through programs provided by the Diocese of Tucson. 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, ( Human Resources Management). Any revisions thereof as are made and approved by the Bishop of the Diocese of Tucson.

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

a. **Principals and Assistant Principals:**
   - Are enrolled in health and life insurance, and eligible to voluntarily enroll in the dental and vision plan during the open-enrollment period.
   - Who terminate employment will be covered until the last day of the month in which they terminate.
   - Are eligible for enrollment in the tax-deferred 403(b) retirement plan is July 1st following two (2) years of employment. Eligibility for the Long-Term Disability Insurance is two (2) years from the date of hire.

b. **Teachers:**
   - 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.
   - The pension plan for the Diocese is a tax-deferred 403(b) retirement plan with eligibility on July 1st following two years of employment. Eligibility for Long-Term Disability Insurance is two (2) years from the date of hire.
   - 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 diocesan school to another will 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**

The parish/non-parish school has adopted various employment benefits through programs provided by the Diocese of Tucson. 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 for 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 Personnel Policy Guidelines and Procedures Manual.
Benefits shall be allowed as described in the diocesan *Handbook of School Policies and Procedures*, the *Personnel Policy Guidelines and Procedures Manual*, 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.

c. Eligibility and Enrollment for the tax-deferred 403(b) retirement plan is July 1st following two (2) years of employment. Eligibility for Long-Term Disability Insurance is two (2) years from the date of hire.

Part-Time Personnel: Refer to the *Personnel Policy Guidelines and Procedures Manual*.

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, *Personnel Policy Guidelines and Procedures Manual*)

**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 *Personnel Policy Guidelines and Procedures Manual*.

Information on the Leave of Absence listed below can be found in the *Personnel Policy Guidelines and Procedures Manual*.

- 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
Teachers 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. Principal, assistant principal, and teacher attendance at diocesan and local in-services is mandatory. Unauthorized absence from an in-service will be treated as an unauthorized absence from work. Wages will be deducted at a rate based on the daily wage and the length of the in-service missed (6 hrs.=1 day.)

b. Principals shall also attend all mandatory meetings and in-services for administrators scheduled by the Department of Catholic Schools.

c. Each principal must provide opportunities for the professional development of the faculty through school and community resources. A significant part of the in-service should be devoted to the spiritual growth of the faith community.

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 always 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 Principles as enunciated by the Bishop of the Diocese of Tucson, governing their private life in accordance with Catholic morals and principles, and otherwise demonstrate adherence to Catholic moral strictures.
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 nor 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 without permission from the principal.
   - 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, except with permission of the principal in extraordinary circumstances.
   - 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 activities connected with the school.
   - 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 at 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 Personnel Policy Guidelines and Procedures Manual.

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.
2.8.3 Child Abuse And/or Neglect

Arizona law (ARS 13-3620) requires the reporting by school personnel of suspected cases of child abuse and/or neglect to the police and Department of Child Safety, (DCS; Arizona Child Abuse Hotline at 1-888-767-2445).

The obligation to report child abuse belongs to the person suspecting the abuse and cannot be “handed up” to an administrator. Abuse and/or neglect must be reported both by phone and by written report. Guidelines for reporting can be found on the Mandatory Reporting Law of the State of Arizona information sheet and the written report can be made on the Diocese of Tucson CHILD ABUSE REPORT FORM, (Compliance Toolkit)

a. Phone report
   • Police: 9-1-1.
   • Arizona Department of Child Safety: Arizona Child Abuse Hotline 1-888-SOS-CHILD (1-888-767-2445)

b. Written report – use Diocese of Tucson CHILD ABUSE REPORT FORM
   • Written report must be made to Department of Child Safety within seventy-two (72) hours of the oral report.
   • One copy of the written report will be kept at the school, one copy will be sent to the pastor/president, and one copy to the Office of Child, Adolescent and Adult Protection. The school copy will be kept in a confidential place and will not become a part of the student’s permanent record. Copies of this report are not to be transferred to another school. All copies will be marked “CONFIDENTIAL” and kept indefinitely.
   • If the allegation involves an employee of the Diocese, a copy of the report must also be sent to the Diocese of Tucson Department of Human Resources. If the allegation is sexual misconduct, a copy of the report must also be sent to the Diocese of Tucson Office for Child, Adolescent and Adult Protection.

c. The person making the report is to notify the principal immediately. The principal will immediately notify the pastor/president, the Director of the Office of Child, Adolescent and Adult Protection, and the Superintendent of Catholic Schools.

d. All information pertaining to an abuse/neglect report must remain confidential.

e. School personnel shall carefully consider all recommendations of the police and Department of Child Safety in handling the situation at school.

2.8.4 Mandatory Reading Information and Verification Statement

New school employees shall be given copies of

- Policy 5.3 -- Child Abuse and/or Neglect
- Employee requirements of the school Child Safety Plan
- Diocese of Tucson Guidelines for the Prevention of and Response to Sexual Misconduct
- Diocese of Tucson Code of Conduct
- Mandatory Reporting Law of the State of Arizona
- Catholic Schools Child Abuse and/or Neglect Verification Statement
- A copy of the respective school’s personnel policies or Employee Handbook
New employees must read this information and sign the Catholic Schools Child Abuse and/or Neglect Veriﬁcation Statement. This statement is to be kept in the employee’s personnel ﬁle. (Call to Protect.)

2.8.5 Child Abuse and/or Neglect Accusation

If an employee is accused of abuse and/or neglect, call police to investigate the incident. If the incident warrants further investigation, the employee is suspended with pay pending the outcome of the police investigation. The Superintendent of Catholic Schools and the Director of the Ofﬁce of Child, Adolescent and Adult Protection shall be notiﬁed immediately.

2.9 PERFORMANCE MANAGEMENT

2.9.1 Principals

Principals should be evaluated 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-21: Principal Evaluation Tool)

- The evaluation process for a principal is to be completed annually before issuing a new contract.
- The Principal Evaluation must be signed by the pastor/president and the principal, and placed in the employee’s personnel ﬁle. A copy must be given to the principal.
- Copies of annual evaluations shall be available for review by the Superintendent or designee.

2.9.2 Assistant Principals

Assistant Principals should be evaluated by the principal, using the Assistant Principal Evaluation tool and the Teacher Evaluation tool, as related to their job duties. (Appendix B-30: Assistant Principal Evaluation Tool; B-67: Teacher Evaluation Tool)

- 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 be signed by the principal and the assistant principal and placed in the employee’s personnel ﬁle. A copy must be given to the assistant principal.
- Copies of the annual evaluations shall be available for review by the Superintendent or designee.

2.9.3 Teachers

The Performance Management Process outlined in policy supports principals in their job of Teacher supervision and evaluation. With appropriate and regular use of the process, student achievement will be the direct result.

- All newly hired teachers will serve an initial probationary period of one school year.
• Classroom Walkthrough Observation of Teaching & Learning and Formal Observations will provide necessary documentation for the evaluation process, (Appendix B-53 Classroom Observation; B-67: Teacher Evaluation Tool)

• The evaluation process for first-year teachers is to be completed by the following dates:
  o First semester by December 1st
  o 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 be signed by the principal and the teacher and placed in the employee’s personnel file. A copy must be given to the teacher, (Appendix B-67: Teacher Evaluation Tool)

• Copies of annual teacher evaluations shall be available for review by the Superintendent or designee.

2.9.4 Classified Personnel

Classified personnel are evaluated by their immediate supervisor. Classified personnel will serve a probationary period of at least 90 calendar days. A sample of an evaluation form can be found in the Personnel Policy Guidelines and Procedure Manual, Exhibit 12,

2.9.5 Substitute Teachers

Substitute teachers are evaluated by the teacher they substituted and the principal or designee.

• The evaluation process for substitute teachers should be completed prior to a substitute being contracted a second time. (Appendix B-83: 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 Personnel Policy Guidelines and Procedures Manual 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. Probationary employees may not file a grievance except for discrimination.
c. Employees may not be terminated while a grievance is under consideration. They may be suspended, with pay, until a decision on the grievance is rendered if their continued presence would be detrimental to 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.
e. The content of an employee’s evaluation is not grievable.
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.
   - Fingerprinting and a criminal history and background check according to diocesan guidelines.

c. Minimal orientation and training in:
   - Confidentiality.
   - Discipline policy.
   - Student supervision.
   - Safety procedures.
   - Classroom procedures.
   - Health office guidelines.
   - First aid procedures, if applicable.
   - OSHA regulations.
   - Child Safety Plan.
   - Crisis Response Plan.
   - Mandatory Reporting Law.

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 encourages all its parishes that have schools to operate in a manner that makes a Catholic education available to all students whose parents sincerely seek a faith-based education for their children. Because every Catholic child has a right to 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 Catholic school to which their children have been admitted. Students should not be penalized if parents/guardians fail to meet their financial commitment. These situations should be handled directly with parents/guardians.

c. Catholic and non-Catholic students should be required to agree to participate in religion classes and attend the religious celebrations conducted in the school.

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:
   - Personal assessment of the student should be conducted by the school
   - Any previous assessments conducted should be reviewed
School records should be reviewed
Appropriate school faculty and administration should consult 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 skills. 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, 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 should be allowed to do so only after consultation with the principal. Such requests should be considered on a case-by-case basis; this type of enrollment should be determined 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 contract. These criteria should include:

- Admission and placement guidelines
- A signed Family Commitment regarding tuition and fees
- A signed FREE AND REDUCED PRICE SCHOOL MEALS FAMILY APPLICATION (USDA Food and Nutrition Service, USDA Free and Reduced Meals Application) or a signed Tuition Management application.
- Conditional and Probationary Admissions

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. When a student transfers from one Catholic school to another, the principal should also check with the previous Catholic school to ensure that all financial obligations were met prior to accepting the enrollment. (Appendix C-19: Request for Transfer of Student Records)

j. 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-20: 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)

k. Enrolling Undocumented in Catholic schools: All children living in the United States have the right to a free K-12 public education. In fact, every state requires children to enroll in public or private education or to be homeschooled. While the age-requirement differs by state, all children are required to continue their education into their high school years. Information on enrolling undocumented children in Catholic schools can be found on the Catholic Legal Immigration Network, Inc. website (Catholic Legal Immigration Network).

3.2 OFFICIAL STUDENT RECORDS

To remain certified as a Catholic school within the Diocese of Tucson, a school must use and maintain the official, required record forms as designated by the Diocese of Tucson Department of Catholic Schools. (Appendix C-22: Request for Student Record Documents)

a. 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 with a legitimate educational interest if appropriate and substantiated statements are included in the report cards.
   - Arizona Student Immunization Record—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, (in place of IEP, ISP and/or 504).

b. 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 until the student has reached 21 years of age and then may be destroyed by shredding.

c. Transfer of Official Records – The Family Educational Rights and Privacy Act (FERPA) is a Federal law that 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-19: 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 (see also letter j, ARS 15-828 above). 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 should insures appropriate 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 notes 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. (Appendix C-17 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 of currently operative court orders that pertain to the students in their cumulative files.
- 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;
  - 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, involving the diocese, parish, or school, news or feature stories in any media, or other purpose whatsoever. This includes digitally reproduced photos, motion pictures, audio or video take, photograph and/or other reproductions including voice and features with or without name.

### 3.3 ARCHIVING RECORDS

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

- Records can be sent to Archives only ten (10) years after a student has left/graduated from the school unless the school closes.

- 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*—original copy.

- Records should be sent to Archives in alphabetical order by the last year of attendance.

- 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.

- 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 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 shall contain a specific statement towards excessive or unexcused tardy policy.

f. A student who is not enrolled in a Catholic school should not be allowed to participate in extracurricular 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. The school information system permanently stores these records on their servers.

3.5 SUPERVISION of STUDENTS

Students should be supervised by a responsible adult at all times during the regularly scheduled school day, on school-sponsored field trips, during school sponsored co-curricular activities, and any other times during which the school accepts responsibility. Any adult who is supervising students should be cleared through the diocesan compliance protocol which is made available to all the Diocese’s Parishes and their schools.

(Call to Protect; Property and Insurance)

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) as adopted by the school’s Parish.

b. Supervision guidelines for school schedules should be noted in the local Parent/Student Handbook.

c. Supervision requires both physical presence and attention to students. Because emergencies occur, it is not always possible for an adult to be physically present with all students. It is important, therefore, that teachers inform students what they are to do if an adult is not present. (See Risk Management Manual, (Property and Insurance)

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 should be required. (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 does not show up, 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) as adopted by the school’s Parish.

g. A policy determination should be made at each parish/school and private school in regard to allowing firearms or weapons on school grounds, including if any exceptions will be permitted, to ensure the safety of students and school personnel. The policy should be stated in terms of the schools’ private property only (excluding the 1000 ft. law). Once a decision is made, then such policy needs to be adopted and implemented. This would include publishing a policy statement as well as communicating it 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 LAW ENFORCEMENT AT SCHOOL

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 see to it 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-4: Law Enforcement Interaction). The person in charge of the School at the time that law enforcement seeks to interview or remove a student should always obtain the following information before interaction by law enforcement with a student occurs:

- The name of the law enforcement officer or Department of Child Safety representative
- The officer’s badge or ID number; or DCS ID number
- The phone number of police station or the DCS local office
- Instructions from the officer or DCS representative regarding parent/guardian inquiries as to the whereabouts of the student who is removed
- Instructions from the officer or DCS representative as to the nature of the inquiry or matter that is being investigated
- Instructions, if any, from the officer or DCS representative as to whether the parent/guardian is to be told anything about the interaction with a student

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 suspected 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.

### 3.7 INSURANCE

Each school should provide accident insurance coverage for all students. The Diocese of Tucson has agreed to make available to all its Parishes’ 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.

### 3.8 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, 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 include any persons who are part of the regular curriculum or support programs of the school, or are in a tutorial or diagnostic position, and who have undergone criminal and background checks. For more information see Call to Protect.
b. If the police and/or DCS request a private meeting with a student, it must be granted by school administration. Principals are encouraged to request their presence at such a meeting. Such officials’ names and case numbers must be documented.
c. Teachers should not allow students to leave classrooms to speak to non-school personnel without the explicit permission of the principal or principal designee.
d. In cases of legal separation or divorce, schools must adhere to the court documentation pertaining to the privacy and protection of the students such as custody, visitation rights, and restraining orders. The school, as a neutral party, may not be used for the purpose of circumventing any court orders.
e. The PROCEDURE outlined below should be followed when contact with or custody of a student is requested by the police or DCS:
   • 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.
   • 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, the parents/guardian shall be officially notified by the police or Child Protective Services.
   • The principal should write a report of the event including case number, time and complete details and place the report in the student’s cumulative files (see Call to Protect, and Appendix C-3: Student Safety Incident Report).
   • 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.

3.9 PROMOTION and RENTENTION
Promotion of students should be based on the completion of academic work and appropriate level of mastery of academic skills. The teacher(s) and administration should evaluate the student’s progress and should consider the social, emotional, physical, and academic development of the student.
Retention of a student should be based on the recommendation of the teacher(s) and the administration. When evaluating a student’s progress, the teacher(s) should consider documented social, emotional, physical, and academic development of the student. 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 by a particular student will be beneficial.
b. If, in the teacher(s) judgment, retention is probable, the case should be discussed with the administration and then arrangements made for a conference with the parents. It is advisable that this 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.
c. A follow-up conference with the parents/guardian should be held to evaluate the progress of the student since the initial conference.
d. Evaluations and reports shared with the parents should indicate lack of adequate student progress before retention would be considered.
e. 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 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. 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, and not accepted by the parents/guardians, then the parents/guardians may be directed to withdraw their student and find an alternative educational setting.

### 3.10 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, ([ADE High School Graduation Requirements](#)) and the Arizona State Board of Education, ([AZ Board of Education Graduation Requirements](#)). 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 3.9.
   - 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

- The parents/guardian of the students who are at risk of not being promoted/graduating should be notified in writing no later than the beginning of the second semester (see Policy 3.8).
- 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.

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

Pastors, presidents, and principals have the responsibility to inform persons 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:

- 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 staff person 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.

- 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-17: Due Process for Parents/Student)

- 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.

- 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.
b. If the issue **still has not been resolved** to the satisfaction of all concerned, the process may continue:

- In a parish school, the pastor should be informed of the issue and given all written documentation, including the written decision of the principal concerning the matter. 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.
- 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.
- The pastor, president or religious superior may designate another person(s) to read the appeal.
- The pastor, president or religious superior may investigate by calling in any or all of the interested parties.
- 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.
- 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.

c. 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 and the Bishop will review the request and determine if a grievance panel shall be formed to review the previous decisions. If the decision is made to proceed to a grievance panel, the Superintendent has **three (3) business days** to form a panel.
- The grievance panel is not free to substitute its judgment for the judgment of the pastor, president, or religious superior. Instead, the grievance panel is limited to determining whether the pastor, president, or religious superior misused his/her discretion in the decision. In determining whether the pastor, president or religious superior misused his/her discretion, the grievance panel must consider the following criteria:
  - The gravity of the student’s conduct.
  - Whether the parents 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 as adopted by the school’s Parish 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 as adopted by the school’s Parish have been followed in all material respects.
• This grievance process must be completed within ten (10) days from the formation of the grievance panel, assuming full cooperation of the party seeking recourse. The panel must be reasonably certain that a misuse of discretion has occurred before recommending to the Bishop that a pastor’s or religious superior’s decision be overturned.
• The grievance panel’s recommendation must be issued in writing with reasons, therefore. This recommendation will be immediately forwarded to the Bishop who may accept, reject, ratify, or modify the recommendation. No further recourse is permitted within the Diocese. The Bishop shall promptly notify all parties of his decision.

d. 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-19, Student Withdrawal Form).

b. Parents should pay all fees, fines, and tuition payments then 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-21: 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 environment.

b. Harassment, including bullying, hazing, intimidation, on the basis of race, color, religion, gender, 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, 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. Parents and/or guardians must submit a written report to school administration if reported outside the school setting. 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 or termination.

e. False reports 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 written report within ten (10) days.

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).

h. Additional resources regarding harassment and bullying, can be found in Appendix C-5: Procedures Related to Harassment & Bullying; C-13: 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 regulations and procedures. The regulations should identify specific examples of misconduct, e.g., cheating, leaving school premises, tardiness, etc.), that can be expected to result in disciplinary action.

Parents 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 repetitive misconduct will result in disciplinary action of increasing severity. A variety of disciplinary measures or actions may be imposed or taken. Corporal punishment should be prohibited. (Appendix C-13: Behavioral Incident Report)

Disciplinary action should be commensurate with the misconduct. Disciplinary action should be taken judiciously and in a manner consistent with the philosophy of discipline in a Catholic school setting.

Teachers and administrators should effectively communicate any behavior issues or concerns with parents/guardians.

Parents/guardians should support teachers and administrators in disciplinary decisions.

b. Implementation of Disciplinary Action
   • Detention
     ▪ Detention refers to a disciplinary action pursuant to which the student is detained at a time and place determined by the school authorities.
     ▪ Detention may be assigned in cases of minor, non-repetitive misconduct.
     ▪ 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.
  - 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—Required Withdrawal

  - 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 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 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-16 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 3.11, Due Process, Parent’s Appeal)

The Student Permanent Record should indicate that the reason for transfer was expulsion or withdrawal.

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

Typically, a child should not to be deprived of a Catholic education or otherwise penalized for actions of parents/guardians. However, parents/guardians may so significantly reduce the school’s ability to effectively serve its students that the parents/guardians may be requested to remove their child/children 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/children. 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-13: 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 ARIZONA STATUES

The Diocese of Tucson Catholic School policies as recommended to the individual schools incorporate the following Arizona Revised Statutes. It is recommended that these statutes be referenced in all school Parent/Student Handbooks and Faculty Handbooks:

a. *Interference with or Disruption of an Educational Institution*

   **Arizona Revised Statute 13-2911 (D)** states that schools shall adopt rules for the maintenance of public order on all property of their educational institution and shall provide a program for the enforcement of its rules. The rules shall govern the conduct of students, faculty, other staff, and all members of the public while on the property of the educational institution. Penalties for violations of the rules shall be clearly set forth and enforced. Penalties shall include provisions for the ejection of a violator from the property and, in the case of a student, faculty member, or other staff, the violator’s suspension, expulsion, or other appropriate disciplinary action.

b. *Abuse of Teacher or School Employee in School*

   **Arizona Revised Statute 15-507** states that a person who knowingly abuses a teacher or other school employee on school grounds while the teacher or employee is engaged in the performance of duties is guilty of a class 3 misdemeanor.

c. *Aggravated Assault*

   **Arizona Statute 13-1204 (A)(8)(d)** states that a person commits aggravated assault if the person commits the assault knowing, or having reasons to know, that the victim is a teacher or other person employed by any school, and the teacher or other employee is upon the grounds of a school or grounds adjacent to the school or is in any part of a building or vehicle used for school purposes, or any teacher or school nurse visiting a private home in the course of the teacher’s or nurse’s professional duties, or any teacher engaged in any authorized and organized classroom activity held on other than school grounds.

d. *Reporting to Local Law Enforcement*

   **Arizona Statute 15-341 (31)** states that schools report to local law enforcement any suspected crimes against persons or property and any incidents that could potentially threaten the safety or security of pupils, teacher, or administrators.

3.17 SPECIFIC INFRACTIONS

a. **Dress Code**

   The school’s Parent/Student Handbook, for every Catholic school should specify regulations concerning dress code.
   
   - Dress code regulations 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 regulations.

b. **Pregnancy**
• Students who become pregnant may remain enrolled in the school at the discretion of the principal, provided the principal consults with and obtains the approval of the pastor prior to making a final decision. In every case, the best interest of both the student and the school 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 plant 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 insuring a safe learning environment. The search should be made 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 made 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 should 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/or notification of the proper authorities.
• Procedures for dealing with dangerous substance use, possession, or abuse can be found in the Appendix C-11, Procedures for Dangerous Substances. (Additional Resources: C-13: 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-13: Behavioral Incident Report, C-4: Law Enforcement Interaction During School Hours)

STANDARDS and CURRICULUM

4.1 ACCREDITATION

The purpose of accreditation is to improve and maintain Catholic and professional educational standards. The accreditation process is intended to act as a means of ensuring continuous school improvement.
All Catholic elementary and Catholic high schools within the Diocese of Tucson should 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 effective instruction, resulting in student achievement and growth. The financial stability of the school needs to 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 in each calendar for all Catholic elementary and high schools in the Diocese of Tucson.

#### 4.3.1 Length of the school year

A school year includes a minimum of 190 teacher workdays, with at least 180 instructional days.

#### 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 shall condense the school day to four hours for staff development as needed each week.

#### 4.3.3 Avoidance of Interruptions.

The principal should provide a routine whereby interruptions, such as announcements and collections, are conducted to minimize the impact upon 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 as well as notifying the Department of Catholic Schools.

### 4.4 STANDARDS AND CURRICULUM

#### 4.4.1 Standards

The Department of Catholic Schools, with the exception of Religion/Theology, utilizes the Arizona Department of Education state standards, (Standards and Resources)

#### 4.4.2 Curriculum
The Department of Catholic Schools, in collaboration with the Curriculum Review Committee annually reviews and recommends curricula in a designated curricular area according to the Diocesan Curriculum Review Calendar. The recommended curriculum should drive the selection of appropriate textbooks, instructional materials, and assessments. It is recommended that such curricular selections be aligned vertically and coherent across grade levels and subject areas.

**4.4.3 Personal Safety Curriculum for Children and Youth**

Personal safety education of children and youth should be integrated into the curriculum, held during regular class periods, and repeated at least annually. Parents should be involved with a class of their own in which they learn what will be taught to their children and how they can maintain a safe environment in the home. Programs have been reviewed and found to be effective in the experience of local personnel or others who have shared resources with the diocese are available on the diocesan website, [Compliance Toolkit](#).

**4.4.4 Diocesan Recommended Grading Scales**

**Elementary Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
</tr>
<tr>
<td>A</td>
<td>96-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
</tbody>
</table>

**High School Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(90 - 100)</td>
</tr>
<tr>
<td>B</td>
<td>(80 - 89)</td>
</tr>
<tr>
<td>C</td>
<td>(70 - 79)</td>
</tr>
<tr>
<td>D</td>
<td>(60 - 69)</td>
</tr>
<tr>
<td>F</td>
<td>(0 - 59)</td>
</tr>
</tbody>
</table>

**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)
The Department of Catholic Schools will provide recommended curricula for use in all elementary schools of the Diocese of Tucson. All Catholic elementary and high 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, 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 American history)
- Second Language - 2 years of the same language (foreign, Native American or sign language)
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., prayer service, 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 Tucson elementary inter-school athletic program is organized and operated under the auspices of the Department of Catholic Schools. A committee of participating Catholic elementary school principals, or designee, and the Diocesan Youth Sports Director will be responsible for coordinating and supervising this program. 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 8/1-7/31 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.).

4.6 TECHNOLOGY

4.6.1 Technology Acceptable Use Policy

Each Catholic elementary school and Catholic high school within the Diocese of Tucson should have a Technology User Policy for Faculty/Staff and one for Students that provides 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: Technology User Guidelines)

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).

4.8 STUDENT SUPPORT

4.8.1 Guidance Counseling and Interventionist

4.8.1.1 Elementary School

Each Catholic elementary school within the Diocese of Tucson should have a counselor and interventionist available or encourage a student’s parents/guardian to seek outside assistance when necessary.

4.8.1.2 High School

Each Catholic high school within the Diocese of Tucson should provide academic, social, and behavioral counseling as needed. In appropriate circumstances, a student’s parents/guardian will be encouraged to seek outside assistance.

4.8.2 Co-Curricular/Ancillary Programs

Co-Curricular or ancillary programs, (i.e., in addition to the classroom) should 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. Programs such as arts, athletics, student government, clubs, etc. should be conducive to student’s development as whole persons. There should be appropriate extra-curricular enrichment activities in all Catholic elementary and high schools.

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 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-14, *Field Trip-Parent Request Form*)

b. Adequate transportation. **HB 2154** require children between ages 5-8 who are not taller than 4’9” to be properly restrained in a child booster seat. (Appendix D-15, *Field Trip-Driver Information Form; D-14, Driver’s Compliance Checklist; Diocese of Tucson Risk Management Manual; 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 and volunteers to transport minors to and from school and school-sanctioned events is discouraged. The Diocese recommends the following checklist be followed if school employees or 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 Diocese of Tucson Risk Management Manual*)
   - 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 Diocese of Tucson Risk Management Manual)

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 Diocese of Tucson Risk Management Manual)

• 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 always.

4.9 STUDENT ASSESSMENT

Standardized testing is one of the tools used to assess whether students attain 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 a comprehensive standardized testing program in all Catholic elementary schools. Recommendations may be made to high schools.

4.9.1 Standardized Tests

The principal and or testing coordinator of each school is responsible for:

• 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.

The Department of Catholic Schools will not make individual school or classroom results available, except appropriate to diocesan officials.

4.9.2 Placement Tests

Placement tests may be given to students entering an elementary to determine student’s learning needs, and whether the school can provide an appropriate program. Catholic high schools in the Diocese of Tucson use the High School Placement Test, (HSPT) for incoming freshmen and all other new students.

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 student’s needs in cases involving ongoing problems 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/guardian regularly through a school’s School Information Systems (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/guardian 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. **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.

### 4.11.1 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.

### 4.11.2 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.

c. The principal shall exercise professional judgment in granting permission for outside speakers to address any class or the student body.

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.

### 4.11.3 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.

### 4.12 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
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-5
Diocesan School Board By Laws ........................................ A-8
Model By Laws for Catholic School Boards -------------------- A-14
Department of Catholic Schools Communication Protocol .... A-20
CODE OF CANON LAW

Canon law is the body of laws and regulations made by or adopted by ecclesiastical authority, for the government of the Christian organization 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.
CHECKLIST FOR PRINCIPALS
The following Checklist of forms/documentation/data is provided to help principals in their role as Organizational Leader. Unless otherwise stated these are turned in monthly or annually to the Department of Catholic Schools office.

TEACHER EVALUATION:
- 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.

August
- Prepare the Student Selection Sheet for Title I Services. The sheet is sent via email per your LEA. (Federal Programs, 4.7)

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 the end of December 31.
- The teacher and principal will review the teacher’s professional growth plan as part of the annual teacher evaluation process.

December 31
- Catholic Foundation Grant application due (cathfnd.org)

December/January
- Budgets: Parish School Leaders work with their business manager and pastor on a preliminary budget, generally toward the end of first semester. Parish board and/or finance council approves the preliminary budget. The Parish Corporate Board meets to approve the final budget. Note: Contracts should not be signed by the pastor until the final budget is approved. However, principals can initiate signatures with teachers if the budget is sound and has preliminary approval of the parish board and/or finance council. Private school Leaders work with their finance personnel and boards for budget approval.

February 1
- Teacher Letter of Intent: The principal will ask each teacher to indicate in writing each year, no later than February 1st, the teacher’s availability for employment during the following school year.

February 15
- Annual Ministry Certification Roster (https://diocesetucson.org/ministry-certification-1)
- Individual certification record forms can be sent in monthly (https://diocesetucson.org/ministry-certification-1) to aschmidt@diocesetucson.org
April 1
- Compliance Plan and Audit Report to the Office of Child, Adolescent and Adult Protection (OCAAP). These are sent to Richard Serrano (rserrano@diocesetucson.org)

May 1*
- 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 principal, pastor, and teacher no later than May 15th, or after parish corporate board budget approval.
- Cost to Educate (form F-010)*

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

June 15
- WCEA Accreditation
All Elementary forms are sent digitally to sdahl@diocesetucson.org; PK-12 and High School forms are sent digitally to bmonsegu@diocesetucson.org
  - Annual In-Depth Studies (elementary, PK-12 and high school)
  - Annual Catholic Identity Ongoing Review (elementary, PK-12 and high school)
  - Elementary ISL Annual Progress Report
  - PK-12 ESS Annual Progress Report
  - High School E3 Annual Progress Report

Kept at each school site
- Review the following annually and include on updated Website:
  - Mission/Philosophy Statement
  - Student Learning Expectations and Rubrics
  - Parent/Student Handbook
  - Technology User Policy

- Review the following annually:
  - Faculty/Staff Handbook
  - School Board By-Laws, (revised every 3-5 years)
  - Emergency Operations Plan (EOP)
  - Strategic Plan

- Develop a Staff Development Plan
  - Faculty Professional Development Needs Assessment
  - Calendar of Academic and Ministry Formation PD
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. ([https://diocesetucson.org/school-resources](https://diocesetucson.org/school-resources))

2. **Curriculum Standards**

   Principals must ensure adherence of diocesan and/or state standards for all subjects. Each teacher must have access to standards covering their specific grade levels and subjects taught. ([https://diocesetucson.org/standards-resources](https://diocesetucson.org/standards-resources))

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 in compliance 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 *Sports Manual*. ([Resources at https://diocesetucson.org/sports-program](https://diocesetucson.org/sports-program))

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.


   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:
   - PK-12 and High School--Educational Improvement Plan (EIP) and Data Library.
   - Elementary their Action Plan

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. In the case of schools, many parent-volunteers “graduate” with their students and many new school parents become new school volunteers. By providing an annual plan, the school compliance officer is given the opportunity to update their volunteer files. (Resources at https://diocesetucson.org/compliance-toolkit).

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, (https://diocesetucson.org/school-resources)

9. **Federal Lunch Program Guidelines**

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

10. **Crisis Response Manual and 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:

- **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 August 2020)

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

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) nor more than fourteen (14) 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:

ϒ Be advisory to the Pastor and Principal on policies, programs, services, and strategic planning for ____________________________ School.
ϒ Conduct special studies and assignments as requested by the Pastor or Principal
ϒ 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

ϒ The Chair of the Board must be Catholic.
ϒ Be at least 21 years of age
ϒ Have a genuine interest in Catholic school education
ϒ 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.
ϒ Have the ability to work with others to achieve consensus
ϒ Have the ability to make the time commitment for meetings, committee work, and in-services
ϒ 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
DEPARTMENT OF CATHOLIC SCHOOLS COMMUNICATION PROTOCOL

In order to facilitate an efficient means of communication between schools and the Department of Catholic Schools while maintaining a high level of collaboration between diocesan departments, this recommended protocol has been developed. The intent of this document is also meant to avoid inconsistency in terms of recommendations made to schools if different schools call different departments for similar issues. Finally, as the primary “gatekeepers” of incoming calls, the superintendent and assistant superintendent are able to formulate recommendations and/or addendums to policy based on common themes of issues that we field from schools. The recommendations are, therefore, twofold:

1. When a pastor, president, or principal calls the Dept. of Catholic Schools, the department determines how to best support the caller, which may include contacting another diocesan department, e.g., Human Resources, Fiscal, Property and Risk Management, Office of Child, Adolescence, and Adult Protection, and Legal. An exception may be if a pastor prefers to call another department directly. In that case the diocesan director will alert the superintendent, if appropriate, and inform the pastor of such. Another exception would be if a principal has a Newton/payroll/benefits question, they will contact HR personnel directly.

2. When anyone other than a pastor, president, or principal contacts the Dept. of Catholic Schools (e.g., parent, teacher), the Department assistants do the following:
   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 asked to send in 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.

*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.

This protocol works well in that it weeds out those who are just calling to “vent” and it empowers those with a serious concern to take the necessary steps to meet with the superintendent or assistant superintendent. Emergencies are the exception to this and in those cases, the caller is connected with the appropriate personnel immediately.

(December 11, 2018)
APPENDIX B
PERSONNEL

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

Diocese of Tucson Application Process ..................................................................................................................................................... B-3
Safe Environment Verification Statement .............................................................................................................................................. B-7
Statutory Duty to Report Suspected Abuse ........................................................................................................................................... B-8
Harassment Statement ........................................................................................................................................................................... B-10
Dress Code ............................................................................................................................................................................................ B-11
Principal Job Description ..................................................................................................................................................................... B-13
Principal Search ..................................................................................................................................................................................... B-16
Principal Interview Rubric ..................................................................................................................................................................... B-18
Principal Evaluation Tool ..................................................................................................................................................................... B-21
Assistant Principal Job Description ...................................................................................................................................................... B-27
Assistant Principal Evaluation Tool ...................................................................................................................................................... B-30
Role of the Teacher ................................................................................................................................................................................ B-36
Teacher Job Description
  Certified/Exempt ................................................................................................................................................................................ B-37
  Non-Certified/Non-Exempt ................................................................................................................................................................ B-40
Performance Management Process Overview ...................................................................................................................................... B-43
Indicators of Effective Teaching ............................................................................................................................................................ B-45
Classroom Observation .......................................................................................................................................................................... B-53
Professional Growth Plan ....................................................................................................................................................................... B-57
Teacher Evaluation Tool ......................................................................................................................................................................... B-67
Teacher Performance Improvement Plan ............................................................................................................................................ B-73
<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrective Action</td>
<td>B-74</td>
</tr>
<tr>
<td>Professional Growth Summary</td>
<td>B-75</td>
</tr>
<tr>
<td>Teacher Letter of Intent</td>
<td>B-76</td>
</tr>
<tr>
<td>Certification Verification Memo</td>
<td>B-77</td>
</tr>
<tr>
<td>School Interventionist Job Description</td>
<td>B-78</td>
</tr>
<tr>
<td>Scholarship Manager Job Description</td>
<td>B-81</td>
</tr>
<tr>
<td>Substitute Evaluation Form</td>
<td>B-83</td>
</tr>
</tbody>
</table>
**DIOCESE of TUCSON APPLICATION PROCESS**

1) To begin, log into The Paycor Recruiting System: [www.paycor.com/newton-software](http://www.paycor.com/newton-software) to post your position.
   - Use your DT email as user id; click forgot my password if it is your first-time logging in or cannot remember your password.

2) Post your position in The Paycor Recruiting System by using “Request Job Approval” button. Complete the required fields and click “Submit”.
   - You will be required to include a job description for your job to be approved and posted to the Diocese of Tucson website.

3) Positions will post to Diocese of Tucson website: [www.diocesetucson.org](http://www.diocesetucson.org) after you have submitted the position and it is approved.
   - Applicants will need to go to the Diocese of Tucson website, find the employment or volunteer position they are interested in and click on the position of interest to apply. The applicant will need to complete the required fields to apply. The applicant can choose to upload a resume. A resume is optional.
   - A computer will need to be available for applicants who come into the location to apply, but applicants can apply from anywhere a computer is available.
   - Compliance Officers will need to assist applicants on completing the application the computer if assistance is required.
   - All applicants will need to apply electronically.
   - If the applicant does not have an email account, one will have to be created (e.g., gmail.com) since correspondence will be sent to the applicant via email. The compliance officer can monitor that email if the volunteer wishes.

4) If you, as the hiring manager want to check for who applied (applicants), you will log into The Paycor Recruiting System: [www.paycor.com/newton-software](http://www.paycor.com/newton-software)
   - Use your DT email as user id; click forgot my password if it is your first-time logging in or cannot remember your password.

5) Each applicant will be listed under the job record. You can click on the applicant’s name to view their profile which includes the application and resume if applicable.
   - You can review the application and/or resume by clicking on the application or resume tab on the right-side menu.
You will need to move the applicant through the stages in The Paycor Recruiting System by clicking on the buttons on the top tool bar. The stages are:

a) **Review**: Email application/resume to others in your organization to review by using the review button along the top.

b) **Phone Screen**: Add a record of the over the phone screen/interview, if applicable.

c) **Interview**: Add the record of the in-person interview, if applicable, required for employment.

d) **Check three (3) references** and upload to The Paycor Recruiting System using the “+add file” if high level volunteer or employment.

e) **Offer**: Request a background check, if applicable, for high level volunteer or employment or upload copy of current “AZ DPS Card” and “DPS verification report”.

f) **Offer**: Request to verify offer of employment position or volunteer position. Once approved, you offer the position to the applicant.

g) **Hire**: If the applicant accepts your offer, you click on “Hire” and set up the date the person will start.

At any point in the process, you can pass on an applicant by clicking the big red button “Inactivate Candidate”.

**REQUIREMENTS FOR DIFFERENT LEVELS OF VOLUNTEERS AND EMPLOYMENT**

**LOW RISK VOLUNTEER**: The definition of a low-risk volunteer is one who has absolutely no contact with or influence over minors or vulnerable adults. Each location based on their parish or location Compliance Plan will designate which volunteer positions are considered low risk. If you are not sure, please consult with the Director of Human Resources.

- All volunteers are required to complete the volunteer application on-line (See Step 3 above)

- Low risk volunteer applications must be reviewed at the location (See Step 5A). It is the option of the parish or location to either accept or reject an applicant for a volunteer position. If not interested, please click the big red button “Inactivate Candidate”.

- When you click on the red button, you will have the option of generating an email to the applicant thanking the person for applying but at the same time letting the person know that you do not have a volunteer opportunity at this time.

- If you are interested in the applicant, please document the following:
That the applicant has had contact with a location leader. (Either phone screen/interview or in-person interview, See Step 5B or 5C)

That the applicant has been offered the opportunity to begin volunteering as low risk and understands what low risk means. (See Step 5F)

The applicant is hired as position title “volunteer low risk” with a safe environment expiration date one year from the hire date. This will be a reminder to verify that the volunteer is still in a low risk position every year. The volunteer hire date can be any date. (See Step 5G)

HIGH RISK VOLUNTEER: Each location based on their parish or location Compliance Plan will designate which volunteer positions are considered high risk. If you are not sure, please consult with the Director of Human Resources.

- All volunteers are required to complete the volunteer application on-line (See Step 3 above)

- High level volunteer applications must be reviewed at the location (See Step 5A). If not interested, please click the big red button “Inactivate Candidate”.

- When you click on the red button, you will have the option of generating an email to the applicant thanking the person for applying but at the same time letting the person know that you do not have a volunteer opportunity at this time.

- If interested, please document the following:
  - That the applicant has had contact with a location leader. (Either phone screen/interview or in-person interview, See Step 5B or 5C)
  - That three (3) references have been checked and uploaded into The Paycor Recruiting System. (See Step 5D)
  - That the applicant has been cleared. (See Step 5E)
  - That the applicant has been offered the opportunity to begin volunteering as high risk. (See Step 5F)
  - The applicant is hired as position title “volunteer high risk” with a safe environment expiration date as stated on the clearance memo or clearance receipt and acknowledgement. The volunteer hire date can be any date after clearance is issued. (See Step 5G)
EMPLOYMENT (ANY STATUS): All employment applicants are required to follow the process regardless of status, hours worked or type of position.

- All employment applicants are required to complete the employment application online (See Step 3 above)

- Employment applications must be reviewed at the location (See Step 5A). If not interested, please click the big red button “Inactivate Candidate”. If interested, please document the following:
  
  o That the applicant has had contact with a hiring manager. (Phone screen/interview is optional, but in-person interview is required, See Step 5B or 5C)
  
  o That three (3) references have been checked and uploaded into The Paycor Recruiting System. (See Step 5D)
  
  o That the applicant has been cleared. (See Step 5E)
  
  o That the applicant has been offered employment position. (See Step 5F)
  
  o The applicant is hired as employee with a safe environment expiration date as stated on the clearance memo or clearance receipt and acknowledgement. The employee hire date must be a Monday or Wednesday for Diocese of Tucson HR Orientation and On-Boarding. (See Step 5G)
DIOCESE of TUCSON CATHOLIC SCHOOLS

Safe Environment Verification Statement for Employees

ARS 13-3620 -- Child Abuse and/or Neglect
Arizona law (ARS 13-3620) requires the reporting by school personnel of suspected cases of child abuse and/or neglect to local law enforcement and the Department of Child Services, (DCS). The obligation to report child abuse belongs to the person suspecting the abuse and cannot be “handed up” to an administrator. YOU may be a child’s only advocate at the time you report the possibility of abuse or neglect. Abuse and/or neglect must be reported both by phone and by written report. (https://www.diocesetucson.org/reportabuse). Guidelines for reporting can be found on the Mandatory Reporting Law of the State of Arizona information sheet and the written report can be made on the Diocese of Tucson Child Abuse Report Form.

New school employees shall be given:

1. _____ A copy of the Statutory Duty to Report Suspected Abuse (next page)


New employees must read this information and sign the Catholic Schools Child Abuse and/or Neglect Verification Statement. This statement is to be kept in the employee’s personnel file.

I have been given copies of the information checked above which I have read and understand, I have had my questions answered to my satisfaction, and I will comply with their requirements.

_________________________________________  ______________
Employee Signature                                      Date
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 office, 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.
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
DRESS CODE

BUSINESS CASUAL DRESS GUIDELINES
(Excluding Maintenance Personnel)
(as adopted by ___________School)

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. Only ear piercing may be visible. 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, and observe good habits of grooming and personal hygiene. Professional and conservative business attire must be worn at archdiocese locations/worksites, all work areas, and offsite while conducting diocesan business. 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 on top and bottom. The following are not appropriate at any time (this is not an exhaustive or exclusive list):

- Athletic apparel
- Casual sandals
- Clothing with writing or designs (other than for diocesan events)
- Crop tops
- Faded clothing
- Flip-flops
- Jeans
- Leggings
• Revealing clothing
• Sheer/see-through clothing
• Shorts
• Sweats
• Tank tops
• Tight/form-fitting clothing
• Tights in lieu of pants
• Torn clothing
• T-shirts

If your duties require you to be crawling under desks, moving equipment or materials most of the day, or performing maintenance/custodial work, jeans and a long- or short-sleeved casual shirt or top may be appropriate.

Locations should not have a casual dress policy. 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 will result in disciplinary action and/or the employee being asked to go home.
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 II 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

STEP 1:

SEARCH COMMITTEE

In the case of a parish school the pastor and a representative from the Department of Catholic Schools assemble a Search Committee to include members from the school board, someone from the parish at large or in conformity with local school board by-laws. The Search Committee should be made up of no more than seven persons, including the pastor. The Superintendent of Catholic Schools or a representative from the Department of Catholic Schools is ex officio.

To ascertain an appropriate understanding of this very important task, a thorough review of the school’s policies, *The Handbook of Policies and Procedures*, as adopted by the canonical leadership of all Catholic schools, and the principal search process is needed.

STEP 2:

The Search Committee, assisted by a representative from the Department of Catholic Schools, develops a profile of a Catholic Educational Leader that will meet the educational needs of the student population served.

After the profile has been developed, the following will occur:

- **Advertise Position** (see Diocese of Tucson Application Process B-3; Principal Job Description B-13)
  - Paycor/Newton Automated System to include job description and salary range
  - Applicants upload documents to Paycor/Newton

- **Principal Qualifications – Instructional, Spiritual and Organizational Leadership**
  - Screen Applicants for minimum qualifications – done by the Diocese of Tucson Department of Catholic Schools
    - Certification
    - Reference Checks
    - Importance of Catholic Identity
    - Knowledge of Curriculum and Data-driven instruction
    - Knowledge of Marketing/Enrollment Management
    - Knowledge of Budgets/Finances/Tax Credit
STEP 3:

- **Evaluation of Applicants** – *done by the Search Committee*
  - Review viable candidate’s application/documentation/credentials
  - Parish/School upload reference checks to Paycor/Newton
  - Rate candidates on a scale from 1 to 5 on how well minimum qualifications are met, (may be done via email)
  - Select top two-four candidates and schedule interviews
  - Prior to interview meet and discuss interview rubric and modify to better address the needs of the school (Appendix B-15- Principal Interview Rubric)

STEP 4:

- **Selection of Principal**
  - Search Committee recommends the top two-three candidates to the Superintendent of Catholic Schools
  - The recommendations are given to the pastor if he is not a member of the Search Committee
  - Pastor and Superintendent interview finalists if neither one is a member of the Search Committee
  - Human Resources verifies necessary background checks
  - Final selection of new principal is made by the Pastor, after consulting with the Bishop
  - Offer many be made *after* Diocese of Tucson Human Resources has done criminal/background check
# Principal Interview Rubric
(as adopted by __________ School)

<table>
<thead>
<tr>
<th>Circle your choice for each question</th>
<th>Poor 1 pt.</th>
<th>Fair 2 pts.</th>
<th>Good 3 pts.</th>
<th>Excellent 4 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISSION &amp; CATHOLICITY</td>
<td>minimal</td>
<td>general</td>
<td>defined</td>
<td>clearly defined</td>
</tr>
<tr>
<td>1. As a Catholic school administrator, what do you see as your primary mission?</td>
<td>No basis</td>
<td>Little basis</td>
<td>Adequate basis</td>
<td>Extensive basis</td>
</tr>
<tr>
<td>2. Upon what basis should school priorities be established?</td>
<td>no characteristics</td>
<td>some ideas</td>
<td>numerous characteristics</td>
<td>detailed characteristics</td>
</tr>
<tr>
<td>3. What are the most important characteristics of an effective Catholic school?</td>
<td>no characteristics</td>
<td>some ideas</td>
<td>numerous characteristics</td>
<td>detailed characteristics</td>
</tr>
<tr>
<td>4. What does a mission-driven school look like?</td>
<td>no characteristics</td>
<td>some ideas</td>
<td>numerous characteristics</td>
<td>detailed characteristics</td>
</tr>
<tr>
<td>Total points: (max 16)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CURRICULUM, INSTRUCTION, AND ASSESSMENT</th>
<th>Very little curriculum knowledge</th>
<th>Some curriculum knowledge</th>
<th>Adequate curriculum knowledge</th>
<th>Comprehensive curriculum knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are examples of appropriate instructional practices?</td>
<td>Minimal skills</td>
<td>Some relevant skills</td>
<td>A range of skills</td>
<td>A wide range of relevant skills</td>
</tr>
<tr>
<td>2. How would you ensure teachers use best practices?</td>
<td>Very little details</td>
<td>Some details</td>
<td>Adequate details</td>
<td>Details with clarity, relevance and confidence</td>
</tr>
<tr>
<td>3. Describe an effective classroom.</td>
<td>Minimal</td>
<td>General</td>
<td>Defined</td>
<td>Clearly defined</td>
</tr>
<tr>
<td>4. Explain your philosophy on educating students in a Catholic school.</td>
<td>No course of action</td>
<td>Ideas</td>
<td>Defines a course of action</td>
<td>Clear detailed</td>
</tr>
<tr>
<td>5. What steps would you follow if a teacher did not comply with your recommendation after a classroom visit?</td>
<td>Minimal experience</td>
<td>Some relevant experience</td>
<td>Range of experience</td>
<td>Wide range of relevant</td>
</tr>
<tr>
<td>6. What is your experience with data-driven decisions and student achievement?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX B – PERSONNEL (REV JULY 2021)
<table>
<thead>
<tr>
<th>Total points: (max 24)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ORGANIZATIONAL VITALITY</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you see as the major role of the principal?</td>
<td>Minimal</td>
<td>General</td>
<td>Defined</td>
</tr>
<tr>
<td>2. How would you encourage a teacher/student/parent who is discouraged</td>
<td>No ideas</td>
<td>Some</td>
<td>Numerous methods</td>
</tr>
<tr>
<td>3. Give your definition of collaboration.</td>
<td>Little concept</td>
<td>General</td>
<td>Can articulate a definition</td>
</tr>
<tr>
<td>4. How would you develop a team concept with your staff/Pastor/community?</td>
<td>Limited vision</td>
<td>General plan</td>
<td>Reasonable plan</td>
</tr>
<tr>
<td>5. As a new principal coming into a school, what would you do to build rapport with staff/parish community?</td>
<td>No ideas</td>
<td>Limited Ideas</td>
<td>Various ideas</td>
</tr>
<tr>
<td>6. Tell us about a time when you had to make a difficult decision, knowing that whatever you decided, some would be unhappy</td>
<td>Could not express details</td>
<td>vague details</td>
<td>Articulates details</td>
</tr>
<tr>
<td>7. How do you react when a parent calls and is upset with something you or a teacher has done?</td>
<td>No response</td>
<td>Appropriate action, but not in a timely manner</td>
<td>Appropriate action and in a timely manner</td>
</tr>
<tr>
<td>8. Describe the role parents should play in the operation of the school</td>
<td>Minimal</td>
<td>General</td>
<td>Defined</td>
</tr>
<tr>
<td>9. What message do you want to convey when visitors walk into the building?</td>
<td>Did not present a message</td>
<td>Minimal message</td>
<td>General message</td>
</tr>
<tr>
<td>10. When dealing with student discipline, what is your philosophy?</td>
<td>Minimal</td>
<td>General</td>
<td>Defined</td>
</tr>
<tr>
<td>11. What specific steps would you take regarding enrollment management?</td>
<td>No ideas</td>
<td>Limited ideas</td>
<td>Various ideas</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12. What is your philosophy on communicating to the different stakeholders?</td>
<td>No ideas</td>
<td>Some ideas</td>
<td>Numerous methods</td>
</tr>
</tbody>
</table>
PRINCIPAL EVALUATION
BASED ON THE NATIONAL STANDARDS & BENCHMARKS FOR EFFECTIVE CATHOLIC SCHOOLS

Rating Code:
1. Ineffective 2. Somewhat Effective 3. Effective 4. Highly Effective N/A=non-applicable (not averaged)

<table>
<thead>
<tr>
<th>MISSION &amp; CATHOLIC IDENTITY</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal conducts mission statement reviews annually with pertinent shareholders to ensure it articulates a commitment to Catholic Identity, academic excellence, and community service.</td>
<td></td>
</tr>
<tr>
<td>2. Principal practices mission-driven planning and leadership decisions.</td>
<td></td>
</tr>
<tr>
<td>3. Principal models a lived commitment to the school’s charism, culture, and mission.</td>
<td></td>
</tr>
<tr>
<td>4. Principal ensures that the school mission statement is prominent on the website, throughout the campus, and referenced at meetings and school gatherings.</td>
<td></td>
</tr>
<tr>
<td>5. Principal ensures that the school mission statement is aligned with the parish mission.</td>
<td></td>
</tr>
<tr>
<td>6. Principal monitors 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.</td>
<td></td>
</tr>
<tr>
<td>7. Principal ensures that all teachers who teach religion are Catholic, and they obtain a minimum of Level I Religious Certification.</td>
<td></td>
</tr>
<tr>
<td>8. Principal schedules at least one faculty/staff retreat annually.</td>
<td></td>
</tr>
<tr>
<td>9. Principal ensures that religious symbols and art are visible throughout the school campus that reflect the charism, mission, and identity of the school.</td>
<td></td>
</tr>
<tr>
<td>10. Principal ensures that every classroom has a sacred space that is kept clean and is in a prominent place for students to utilize.</td>
<td></td>
</tr>
<tr>
<td>11. Principal monitors and supports appropriate grade-level service projects.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>13. Principal coaches and monitors teachers to ensure classes begin with prayer. Principal models this by beginning meetings with prayer.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>15. Principal models Gospel values in his/her relationships with school personnel and families.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### GOVERNANCE & LEADERSHIP

<table>
<thead>
<tr>
<th></th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Principal leads an active, committed school advisory board.</td>
</tr>
<tr>
<td>2.</td>
<td>Principal assures that the school advisory board by-laws are reviewed annually.</td>
</tr>
<tr>
<td>3.</td>
<td>Principal arranges a board training if several board members are new and/or if the principal is new.</td>
</tr>
<tr>
<td>4.</td>
<td>Principal assures that the school advisory board is comprised of members that represents a cross-section of school families.</td>
</tr>
<tr>
<td>5.</td>
<td>Principal has read and regularly reviews the Diocesan Policy Guidelines.</td>
</tr>
<tr>
<td>6.</td>
<td>Principal annually reviews school handbooks and makes necessary updates; ideally this is done with a leadership team.</td>
</tr>
<tr>
<td>7.</td>
<td>Principal works collaboratively with the diocesan school department and fellow Catholic school principals.</td>
</tr>
<tr>
<td>8.</td>
<td>Principal works collaboratively with parish staff, specifically in relation to school operations, liturgical planning, campus and facility maintenance, and strategic planning.</td>
</tr>
<tr>
<td>9.</td>
<td>Principal has achieved Level II Religious Certification.</td>
</tr>
<tr>
<td>10.</td>
<td>Principal ensures that the school mission, charism, and culture is a lived reality by developing authentic, respectful relationships with all constituents.</td>
</tr>
<tr>
<td>11.</td>
<td>Principal supervises and evaluates school personnel according to diocesan policy and procedures.</td>
</tr>
<tr>
<td>12.</td>
<td>Principal schedules weekly classroom observations and documents observations and follow up with teachers.</td>
</tr>
<tr>
<td>13.</td>
<td>Principal develops annual professional development calendars for faculty – for both professional and faith development.</td>
</tr>
<tr>
<td>14.</td>
<td>Principal abides by all accreditation protocols and requirements on an annual basis.</td>
</tr>
<tr>
<td>15.</td>
<td>Principal supports and monitors strategic enrollment management.</td>
</tr>
<tr>
<td>16.</td>
<td>Principal utilizes a variety of modes of communication to maintain updated information regarding school programs, changes, and new initiatives with all parish/school shareholders.</td>
</tr>
<tr>
<td>17.</td>
<td>Principal participates in meetings and initiatives coordinated through the diocesan Dept. of Catholic Schools.</td>
</tr>
<tr>
<td>18.</td>
<td>Principal communicates effectively, both written and verbal, with all shareholders.</td>
</tr>
<tr>
<td>19.</td>
<td>Principal is a visible leader before school, in classrooms, after school, and at extracurricular activities.</td>
</tr>
<tr>
<td>20.</td>
<td>Principal is a model of spiritual leadership through action, word, and attitude toward all shareholders.</td>
</tr>
</tbody>
</table>
22. Principal is a mission-driven, lifelong learner.

Comments:  

<table>
<thead>
<tr>
<th>ACADEMIC EXCELLENCE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal ensures that core curriculum utilized in classrooms aligns with diocesan standards.</td>
<td></td>
</tr>
<tr>
<td>2. Principal monitors classroom teaching to ensure elements of the Catholic faith are integrated throughout the day.</td>
<td></td>
</tr>
<tr>
<td>3. Principal makes appropriate utilization of technology in the classroom a priority.</td>
<td></td>
</tr>
<tr>
<td>4. Principal monitors classroom management to support students’ personal responsibility for the good on oneself as well as contributing to the benefit of a faith-filled learning environment.</td>
<td></td>
</tr>
<tr>
<td>5. Principal monitors teacher lesson plans and delivery in the classroom to ensure all appropriate levels and modalities of learning are addressed.</td>
<td></td>
</tr>
<tr>
<td>6. Principal leads and supports a school-wide intervention process, with support services and programs in place for both high-level and challenged learners.</td>
<td></td>
</tr>
<tr>
<td>7. Principal provides teachers with specific professional development to meet their needs and goals.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>9. Principal knows all students and any special learning and/or behavioral needs they have.</td>
<td></td>
</tr>
<tr>
<td>10. Principal ensures there is a school behavior management program in place and necessary training provided for staff.</td>
<td></td>
</tr>
<tr>
<td>11. Principal ensures that assessment data is analyzed from multiple sources to gauge student growth over time.</td>
<td></td>
</tr>
<tr>
<td>12. Principal complies with and updates Before/After School/Pre-School license requirements.</td>
<td></td>
</tr>
<tr>
<td>13. Principal ensures adequate supervision is available for students at all times.</td>
<td></td>
</tr>
<tr>
<td>14. Principal ensures that parents are communicated with regarding student learning needs on a regular basis.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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 of the listed entities and any others associated with the operation of the school.

17. Principal oversees enriching, successful extracurricular programs.

Comments: 

OPERATIONAL VITALITY

<table>
<thead>
<tr>
<th>OPERATIONAL VITALITY</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principal works closely with parish/school business manager and bookkeeper to develop an accurate, realistic financial plan and budget.</td>
<td></td>
</tr>
<tr>
<td>2. Principal works closely with the pastor, meeting at least weekly to regularly update him on school operations and issues.</td>
<td></td>
</tr>
<tr>
<td>3. Principal works 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.</td>
<td></td>
</tr>
<tr>
<td>4. Principal has a trained, competent scholarship manager to handle scholarship assistance and assisting families in the process.</td>
<td></td>
</tr>
<tr>
<td>5. Principal is intimately involved in all school operations, to include budgeting, special events, and fundraisers.</td>
<td></td>
</tr>
<tr>
<td>6. Principal consults with the school board, pastor, business manager, and bookkeeper when making financial planning decisions.</td>
<td></td>
</tr>
<tr>
<td>7. Principal communicates the financial, academic, and spiritual “health” of the school to the school community at least annually.</td>
<td></td>
</tr>
<tr>
<td>8. Principal manages the front office staff to ensure they are organized and contribute to a warm, friendly, and inviting spirit for all who visit.</td>
<td></td>
</tr>
<tr>
<td>9. Principal follows diocesan policy and procedures regarding personnel management, to include supervision and evaluation of all faculty and staff.</td>
<td></td>
</tr>
<tr>
<td>10. Principal reviews a strategic plan annually, in consultation with the pastor and school board; quarterly reviews are done with the school board.</td>
<td></td>
</tr>
<tr>
<td>11. Principal serves as a relationship-builder between school, families, and the parish community.</td>
<td></td>
</tr>
<tr>
<td>12. Principal supervises facilities management to ensure a clean, safe learning environment for all staff and students.</td>
<td></td>
</tr>
</tbody>
</table>
LEADERSHIP DOMAINS: | RATING
---|---
Mission & Catholic Identity |
Governance & Leadership |
Academic Excellence |
Operational Vitality |

Significant Achievements:

Areas for Growth:

Principal Comments:
Pastor or Designee Comments:

Recommendation for Continuous Improvement:

_____ Professional Growth Plan

_____ Action Plan

Principal’s Signature: ____________________________ Date: __________

Evaluation Period: ____________________________, 20___ to ____________, 20___

Pastor or Designee: ____________________________ Date: __________
Job Title: Assistant Principal  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 Assistant to 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 Roman Catholic Church. The Assistant to the Principal 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.
- Assist the Principal in coordinating, supervising, and/or facilitating assigned school processes and programs.
- Lead the school leadership team through the schoolwide accreditation process.
- Lead and participate in classroom and/or schoolwide 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.
- 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.
Abide by rules and directives received from the principal; perform other, specific duties as assigned.

**Physical/Mental Requirements:** The Assistant to the Principal 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:**
- Bachelor’s Degree: Master’s Degree in Education preferred
- Certified by the State of Arizona as a Teacher with renewal per state law
- Level II 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.

Assistant Principal Signature  Date
# ASSISTANT PRINCIPAL EVALUATION

**BASED ON THE NATIONAL STANDARDS & BENCHMARKS FOR EFFECTIVE CATHOLIC SCHOOLS**

Rating Code: 1. Ineffective 2. Somewhat Effective 3. Effective 4. Highly Effective N/A=non-applicable (not averaged)

<table>
<thead>
<tr>
<th>MISSION &amp; CATHOLIC IDENTITY</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assistant Principal collaborates with the Principal in conducting mission statement</td>
<td></td>
</tr>
<tr>
<td>reviews annually with pertinent shareholders to ensure it articulates a commitment</td>
<td></td>
</tr>
<tr>
<td>to Catholic Identity, academic excellence, and community service.</td>
<td></td>
</tr>
<tr>
<td>2. Assistant Principal practices mission-driven planning and leadership decisions.</td>
<td></td>
</tr>
<tr>
<td>3. Assistant Principal models a lived commitment to the school’s charism, culture, and</td>
<td></td>
</tr>
<tr>
<td>mission.</td>
<td></td>
</tr>
<tr>
<td>4. Assistant Principal collaborates with the Principal to ensure that the school mission</td>
<td></td>
</tr>
<tr>
<td>statement is prominent on the website, throughout the campus, and referenced at meetings</td>
<td></td>
</tr>
<tr>
<td>and school gatherings.</td>
<td></td>
</tr>
<tr>
<td>5. Assistant Principal collaborates with the Principal to monitor religion curriculum and</td>
<td></td>
</tr>
<tr>
<td>classes to ensure that a current, approved standards and curriculum are utilized, and</td>
<td></td>
</tr>
<tr>
<td>the appropriate allotted time is maximized for religious studies.</td>
<td></td>
</tr>
<tr>
<td>6. Assistant Principal collaborates with the Principal to ensure that all teachers who</td>
<td></td>
</tr>
<tr>
<td>teach religion are Catholic, and they obtain a minimum of Level I Religious Certification.</td>
<td></td>
</tr>
<tr>
<td>7. Assistant Principal collaborates with the Principal to ensure that religious symbols</td>
<td></td>
</tr>
<tr>
<td>and art are visible throughout the school campus that reflect the charism, mission,</td>
<td></td>
</tr>
<tr>
<td>and identity of the school.</td>
<td></td>
</tr>
<tr>
<td>8. Assistant Principal collaborates with the Principal to ensure that every classroom has</td>
<td></td>
</tr>
<tr>
<td>a sacred space that is kept clean and is in a prominent place for students to utilize.</td>
<td></td>
</tr>
<tr>
<td>9. Assistant Principal collaborates with the Principal to monitor and support appropriate</td>
<td></td>
</tr>
<tr>
<td>grade-level service projects.</td>
<td></td>
</tr>
<tr>
<td>10. Assistant Principal collaborates with the Principal to coach and monitor teachers to</td>
<td></td>
</tr>
<tr>
<td>ensure classes begin with prayer. Assistant Principal models this by beginning meetings</td>
<td></td>
</tr>
<tr>
<td>with prayer.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>12. Assistant Principal models Gospel values in his/her relationships with school personnel and families.</td>
<td></td>
</tr>
</tbody>
</table>
Comments: 

<table>
<thead>
<tr>
<th>GOVERNANCE &amp; LEADERSHIP</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. Assistant Principal collaborates with the Principal to assure that the school advisory board by-laws are reviewed annually.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>16. Assistant Principal has read and regularly reviews the Diocesan Policy Guidelines.</td>
<td></td>
</tr>
<tr>
<td>17. Assistant Principal collaborates with the Principal to annually review school handbooks and make necessary updates; ideally this is done with a leadership team.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>19. Assistant Principal has achieved Level II Religious Certification.</td>
<td></td>
</tr>
<tr>
<td>20. Assistant Principal collaborates with the Principal to ensure that the school mission, charm, and culture is a lived reality by developing authentic, respectful relationships with all constituents.</td>
<td></td>
</tr>
<tr>
<td>21. Assistant Principal collaborates with the Principle to schedule weekly classroom observations and document observations and follow up with teachers.</td>
<td></td>
</tr>
<tr>
<td>22. Assistant Principal collaborates with the Principal to develop annual professional development calendars for faculty – for both professional and faith development.</td>
<td></td>
</tr>
<tr>
<td>23. Assistant Principal abides by all accreditation protocols and requirements on an annual basis.</td>
<td></td>
</tr>
<tr>
<td>24. Assistant Principal collaborates with the Principal to support and monitor strategic enrollment management.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>26. Assistant Principal communicates effectively, both written and verbal, with all shareholders.</td>
<td></td>
</tr>
<tr>
<td>27. Assistant Principal is a visible leader before school, in classrooms, after school, and at extracurricular activities.</td>
<td></td>
</tr>
<tr>
<td>28. Assistant Principal is a model of spiritual leadership through action, word, and attitude toward all shareholders.</td>
<td></td>
</tr>
</tbody>
</table>
29. Assistant Principal is a mission-driven, lifelong learner.

Comments:

<table>
<thead>
<tr>
<th>ACADEMIC EXCELLENCE</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Assistant Principal collaborates with the Principal to ensure that core curriculum utilized in classrooms aligns with diocesan standards.</td>
<td></td>
</tr>
<tr>
<td>31. Assistant Principal collaborates with the Principal to monitor classroom teaching to ensure elements of the Catholic faith are integrated throughout the day.</td>
<td></td>
</tr>
<tr>
<td>32. Assistant Principal collaborates with the Principal to make appropriate utilization of technology in the classroom a priority.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>35. Assistant Principal supports a school-wide intervention process, with support services and programs in place for both high-level and challenged learners.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>37. Assistant Principal knows all students and any special learning and/or behavioral needs they have.</td>
<td></td>
</tr>
<tr>
<td>38. Assistant Principal collaborates with the Principal to ensure there is a school behavior management program in place and necessary training provided for staff.</td>
<td></td>
</tr>
<tr>
<td>39. Assistant Principal collaborates with the Principal to ensure that assessment data is analyzed from multiple sources to gauge student growth over time.</td>
<td></td>
</tr>
<tr>
<td>40. Assistant Principal supports the Principal in complying with and updates Before/After School/Pre-School license requirements.</td>
<td></td>
</tr>
<tr>
<td>41. Assistant Principal collaborates with the Principal to ensure adequate supervision is available for students at all times.</td>
<td></td>
</tr>
<tr>
<td>42. Assistant Principal collaborates with the Principal to ensure that parents are communicated with regarding student learning needs on a regular basis.</td>
<td></td>
</tr>
</tbody>
</table>
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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>48. Assistant Principal supports the Principal involvement in all school operations, to include budgeting, special events, and fundraisers.</td>
<td></td>
</tr>
<tr>
<td>49. Assistant Principal supports the Principal in consulting with the school board, pastor, business manager, and bookkeeper when making financial planning decisions.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
54. Assistant Principal serves as a relationship-builder between school, families, and the parish community.

<table>
<thead>
<tr>
<th>LEADERSHIP DOMAINS:</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission &amp; Catholic Identity</td>
<td></td>
</tr>
<tr>
<td>Governance &amp; Leadership</td>
<td></td>
</tr>
<tr>
<td>Academic Excellence</td>
<td></td>
</tr>
<tr>
<td>Operational Vitality</td>
<td></td>
</tr>
</tbody>
</table>

55. Assistant Principal collaborates with the Principal to supervise facilities management to ensure a clean, safe learning environment for all staff and students.

Comments:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Assistant Principal: ____________________________ School: __________________

Principal: ____________________________ Date: ________________

Part II – OVERALL SUMMARY

Significant Achievements:
Areas for Growth:

Assistant Principal Comments:

Principal Comments:

Recommendation for Continuous Improvement:

______ Professional Growth Plan  _______ Action Plan

Assistant Principal’s Signature: _______________________________ Date: _______

Evaluation Period: ___________________________, 20______ to ________________, 20______

Principal: _________________________________ Date: _______
DIOCESE of TUCSON CATHOLIC SCHOOLS
ROLE of the TEACHER

(As Adopted by ____________________________School)

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 First Eucharist, Reconciliation and participation and 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 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 good school community relationships
Catholic School Teacher 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)

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

- 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

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.

_________________________________________  _________________
Teacher Signature                      Date
Catholic School Teacher Job Description

**Job Title:** Catholic School Teacher  
**Exemption Status:** Non-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

- Actively enrolled and working toward a Bachelor’s Degree from an accredited Institution
- Actively working toward certification 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

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.

_________________________________________  _________________________
Teacher Signature                          Date
This Performance Management Process was a collaborative effort in developing tools that support the Principal’s job of Teacher supervision and evaluation. This summary outlines how the documents align and support a cumulative, ten-month-long process of supporting all teachers – those performing at a master’s teacher level as well as those in need of additional help. With appropriate and regular use of this process, student achievement will be the direct result.

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

**Recommended Indicators of Effective Teaching:** This is an outline of performance indicators as a guide of expectations in all areas of Catholic School Teaching. These indicators can also be utilized if a teacher needs Corrective Action or to be put on a Professional Growth Plan.

**Classroom Observation of Teaching & Learning:** This form aligns with the Evaluation form and should be used as a guide for both classroom mini-observations and formal observations. Following is a general guide:

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 math instruction or gauging if the learning objective is evident. In other words, not all areas indicated in the observation form are necessarily observed during a single mini-observation. 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
   - Any 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

Teacher Professional Growth Plan & Reflection: Professional growth is a result of identifying professional goals to improve one’s professional practice and acting towards achieving those goals. The development of a professional growth plan provides documentation of reflective practice with the goal of demonstrating growth across domains.

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
Recommended Indicators of Effective Teaching
in the Diocese of Tucson Catholic Schools

The teacher is responsible for the effective teaching and management of the classroom in complete accordance with the policies of the Diocese of Tucson as well as city, state and federal law. The teacher’s job includes five distinct but related domains: Catholic Identity, Instructional Process, Classroom Management, Interpersonal Relationships, and Professional Responsibilities. These performance indicators align with the duties and responsibilities of the teacher in the performance review document. While this list of effective teaching and management indicators is not all-inclusive, it provides guidance to the teacher in understanding what effective teaching “looks like” and “sounds like” in a Catholic school in the Diocese of Tucson. Individual school policy handbooks further define some of the more general indicators listed in this document.

1. Catholic Identity

“Catholic Identity is the heart of the matter in a Catholic School because Catholic schooling has to do first with the formation of students in Christ”, (Ensuring Educational Excellence (E3), Western Catholic Educational Association, 2016, p.5)

The Catholic Church is universal and welcomes all members of the community with openness and acceptance. The school community values and encourages a strong personal faith journey for all members. A teacher in a Catholic school is called to ministry and serves as a role model for Christian living and is expected to respect and conduct her/himself in accordance with the values, teachings and morals of the Roman Catholic Church and by Arizona state law.

Specific indicators that comprise Catholic Identity:

1. Understanding of the teachings of the Catholic Church
   - Integrates Catholic attitudes and values into the lessons and all school activities
   - Provides daily prayer opportunities for students
   - Maintains current ministry certification, (Level I or Level II)

2. Participation in the Faith Community
   - Takes an active role in school liturgies, prayer services and other faith activities
   - Provides opportunities for faith reflection and sharing
Collaborates with the principal/staff to build a strong religious education program

Provides opportunities for and participates in community services

Helps students to become more aware of broader social justice and respect for life issues

II. Instructional Process

“An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 22)

Specific indicators that comprise effective instructional processes:

1. Designing Effective Lessons
   - Prepares lessons designed to address curricular standards through the knowledge of curriculum and subject matter
   - Selects and designs a logical sequence of content within lessons or units
   - Plans appropriate time allotments for lessons and activities
   - Plans lessons that support the ability levels and interest of each student
   - Designs learning tasks with multiple correct responses
   - Designs learning tasks that require higher order thinking
   - Uses materials and resources that require student interaction

2. Setting & Instructional Outcomes
   - Identifies what students will know:
     - Vocabulary
     - Concepts/principles
     - Content
   - Identifies what students will do (skills):
     - Identifies what understandings or content performance standards will be assessed
     - Reviews assessment/identifies outcomes
     - Identifies student products or performances that provide evidence of desired understanding
     - Differentiates student goals and outcomes based on varied ability
☐ Provides leveled texts and resources based on ability and interests to complement instructional outcomes

3. Implementation of Lesson Plans

☐ Has needed materials/equipment readily available prior to each lesson

☐ Ensures students are aware of the learning objective for each lesson
  ▪ Clearly communicates instructional purpose
  ▪ Links purpose with student interests and prior knowledge

☐ Communicates content and knowledge effectively to students
  ▪ Anticipates students’ misperceptions
  ▪ Encourages questions and relevant discussion
  ▪ Provides explanations that are clear & accurate

☐ Quality Questions/prompts
  ▪ Uses standard English (e.g., correct grammar)
  ▪ Uses age-appropriate vocabulary for level of development
  ▪ Includes critical thinking questions (e.g., Marzano, Bloom’s Taxonomy, application, analysis, synthesis, evaluation types)
  ▪ Uses animated voice tone, facial expression, body language

☐ Uses effective teaching strategies and evidence-based practices
  ▪ Checks for understanding of concepts/tasks
  ▪ Provides systematic, sufficient review before new content is introduced
  ▪ Extends student vocabulary (definitions, words in context, etc.)
  ▪ Pre-teaches information required for tasks/activities
  ▪ Scaffolds/connects content to student prior knowledge/experience
  ▪ Models demonstrates concepts/directions for activities
  ▪ Models process/procedures for task
  ▪ Provides examples and non-examples relevant to content, processes, and procedures
  ▪ Connects performance tasks with core standards

☐ Delivers instruction for various student learning styles
- Encourages active participation (e.g., prior knowledge, concrete illustrations, multisensory and manipulative techniques)
- Uses a variety of discussion techniques (e.g., pair/share, fishbowl, town meeting, etc.) to increase student participation
- As a formative assessment solicits student closure, input, or at the end of the lesson (e.g., exit tickets, what was most important, etc.)

☐ Uses instructional time effectively, actively engaging students
☐ Maintains high learning expectations for all students
☐ Strives to meet the needs of all learners, providing opportunities for re-teaching and enrichment
  - Organizes tasks to provide cognitive challenge for student abilities
  - Uses a variety of grouping strategies (ability grouping, mixed ability grouping, student initiated, groups, student interests, etc.) appropriate to lesson goals
  - Adjust structure and pacing of lesson delivery based on student responses

☐ Integrates technology effectively
  - Considers use of assistive & alternative technology
  - Uses technology supports and reinforces content, concepts, and instruction
  - Considers the technology skills needed to complete a task/assignment

☐ Uses a variety of instructional materials to enhance learning

4. Ongoing Assessment of Student Learning

☐ Provides specific and immediate feedback to students
☐ Assigns ability-level homework to supplement instruction
☐ Uses formative and summative student assessment data as an ongoing guide in planning instruction

III. Classroom Management

“Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for student to successfully complete the school program”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 25)

Specific indicators that comprise effective Classroom Management:
1. **Implementation of School-wide Rules and Policies**
   - Establishes high but realistic behavioral expectations
   - Reviews and explains consequences for inappropriate behavior
   - Implements fair, consistent, and proactive discipline, reflecting school-wide rules and procedures
   - Provides and maintains accurate records/data of behavioral issues
   - Communicates behavioral issues with parents and principal
   - Encourages respect for one another and property

2. **Establishment of Routines and Procedures for All Daily Tasks**
   - Orchestrates smooth and orderly transitions
   - Plans effective routines for managing large & small instructional groups
     - Establishes and teaches transition routines that take a minimal amount of time
     - Teaches and uses attention signals
     - Establishes and teaches a system for managing materials and supplies
     - Establishes and teaches expectations for all tasks and activities
     - Teaches & reinforces routines consistently
     - Adjusts activities and pace of learning to create an engaged learning environment
     - Aligns physical environment to task, e.g.,
       - Arranges desks in ways to promote expected behavior
       - Circulates around the room for all activities
       - Adjusts desks/chairs to individual needs
       - Arranges room to allow accessibility to all students
     - Designates space based on task needs (e.g., quiet corner, center time, small group, etc.)
     - Uses physical resources & technology effectively (e.g., texts, projector, Smart Board, etc.)
     - Students take initiative to adjust physical space when needed, e.g.,
       - Closes door if noisy
       - Lowers blinds if too sunny, etc.
   - Establishes and uses management techniques to promote learning
Establishes and plans a system for responding to positive and negative student behavior that

- Reinforces appropriate student behavior with feedback or comments that are specific, contingent, and consistent
- Reinforces positive behavior on a much higher ration than negative behavior
- Addresses inappropriate behavior effectively
  - Uses nonverbal signals to correct student behavior
  - Conferences privately with students

Reinforces classroom rules and routines consistently

Reflects on Teaching to promote a positive classroom environment

3. Maintenance of a Safe Classroom and School Environment

- Ensures student safety in accordance with school and diocesan policies
- Maintains active supervision of students
- Creates and maintains a clean and orderly classroom conducive to safety and optimum learning

4. Establishes a Culture for Learning

- Creates Environment of Respect & Rapport
  - Uses verbal & nonverbal language to promote high expectations
  - Uses verbal cues to bring attention to important information (e.g., this is very important, listen carefully, etc.)
  - Encourages students to engage in lessons (e.g., participation in dialogue, student responds to questions, student completes task)
  - Gives positive feedback to student responses
  - Teacher greets students by name
  - Teacher and students use respectful language
  - Teacher uses active listening with student responses, (e.g. that’s an interesting idea, what steps did you use to solve that, etc.)
  - Teacher uses physical proximity (e.g., kneels by student desk, etc.)
  - Students listen actively, (e.g., looks at teacher when talking)
  - Students help each other
IV. Interpersonal Relationships

“Catholic school education places an emphasis on the school as community – an educational community of persons and a genuine community of faith. Catholic schools should do everything they can to promote genuine trust and collaboration among teachers, with parents as the primary educators of their children...”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 9)

Specific Indicators that comprise Interpersonal Relationships:

1. Direction and Supervision Accepted in a Professional Manner
   - Implements administrative suggestions
   - Informs administration of matters pertaining to classroom/extra-curricular activities, student needs, and parent communications
   - Addresses concerns or disagreement with administration confidentially and professionally

2. Promotion of a Positive School Image within the Community
   - Shows respect for the unique contributions of staff members
   - Contributes to a positive staff morale
   - Communicates openly and effectively

3. Effectiveness in Working with All Students
   - Interacts with students respectfully
   - Encourages the development of student responsibility and leadership
   - Has reasonable expectations of students and their specific needs and talents

4. Effective Parental Communication
   - Keeps parents informed
   - Responds to parents’ concerns in an empathetic and timely manner
   - Discerns appropriateness of using technology (e.g., online, emails), versus in-person or phone communications
   - Displays effectiveness in parent-teacher conferences, (online or in-person)

V. Professional Responsibilities

“Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 23)
Specific indicators that comprise Professional Responsibilities

1. Compliance with Diocesan and School Policies
   - Provides and maintains accurate records/data
   - Meets school attendance and punctuality policy
   - Assumes responsibilities outside the classroom including other duties as assigned
   - Communicates effectively (verbal, written, social media)
   - Provides lesson plans and materials for substitutes
   - Handles confidential information ethically and with professional discretion
   - Uses appropriate channels and procedures for resolving concerns
   - Dresses professionally
   - Recognizes and effectively handles crisis issues
   - Interprets school policy and programs to the larger community in a positive manner

2. Commitment to Professional Growth and Development:
   - Takes an active and constructive role in faculty meetings
   - Helps to develop and implement educational goals, initiatives and other school-related programs and projects.
   - Provides for professional growth through reading professional materials, participating in workshops/in-services, taking courses, and joining professional organizations.
(School Letterhead)

Classroom Observation of Teaching & Learning

Date_________________________________________ Time_________________________________________

Teacher_________________________________________ 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 as well as city, state, and federal law. The teacher’s job includes five distinct but related domains: Catholic Identity, Instructional Process, Classroom Management, Interpersonal Relationships, and Professional Responsibilities. Duties and responsibilities of the teacher are stated under the following categories of this Performance Review. It is understood that this list is not all-inclusive but states important responsibilities of the teacher position.

**OBSERVATION RATINGS**

- Not Observed (N/A)
- Outstanding (1)
- Very Good (2)
- Good (3)
- Improvement Needed (4)
- Unsatisfactory (5)

**Catholic Identity:**

“Catholic Identity is the heart of the matter in a Catholic School because Catholic schooling has to do first with the formation of students in Christ”, *(Ensuring Educational Excellence (E3), Western Catholic Educational Association, 2016, p.5)*

The Catholic Church is universal and welcomes all members of the community with openness and acceptance. The school community values and encourages a strong personal faith journey for all members. A teacher in a Catholic school is called to ministry and serves as a role model for Christian living and is expected to respect and conduct her/himself in accordance with the values, teachings and morals of the Roman Catholic Church and by Arizona state law.

1. **Understanding and Modeling of the teachings of the Catholic Church:**
   a. ____ Integrates Catholic teaching and values into lessons and all school activities
   b. ____ Provides daily prayer opportunities for students
   c. ____ Uses “teachable moments” when appropriate to integrate the Faith into a lesson
   d. ____ Helps students to become more aware of broader social justice and respect for life issues
2. Additional Comments:

**Instructional Process:**

“An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 22)

1. **Designing Effective Lessons:**
   a. Prepares lessons designed to address priority core curricular standards
   b. Selects and designs a logical sequence of content within lessons or units
   c. Plans appropriate time allotments for lessons and activities
   d. Plans lessons that support the ability levels and interest of each student

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
   e. Delivers instruction for various student learning styles
   f. Uses instructional time effectively, actively engaging students
   g. Maintains high learning expectations for all students
   h. Adjusts instruction to age-appropriate format
   i. Integrates technology effectively
   j. Uses a variety of instructional materials to enhance learning
   k. Students are actively engaged in the lesson

3. **Ongoing Assessment of Student Learning:**
   a. Provides specific and immediate feedback to students
   b. Appropriately timed allowance for “I do”, “we do”, “you do” activities/practice
   c. Assigns ability-level homework to supplement instruction
   d. Uses formative assessment as a guide in student learning

4. **Additional Comments:**
Classroom Management:

“Guidance services, wellness programs, behavior management programs, and ancillary services provide
the necessary support for student to successfully complete the school program”, (The National Standards
and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012,
p. 25)

1. Implementation of School-wide Rules and Policies:
   a. ___ Establishes high but realistic behavioral expectations
   b. ___ Reviews and explains consequences for inappropriate behavior
   c. ___ Implements fair, consistent, and proactive discipline, reflecting school-wide rules and procedures
   d. ___ Encourages respect for one another and property

2. Establishment of Routines and Procedures for All Daily Tasks:
   a. ___ Orchestrates smooth and orderly transitions
   b. ___ Plans effective routines for managing large and small instructional groups
   c. ___ Adjusts activities and pace of learning to create an engaged learning environment
   d. ___ Maintains active supervision of students
   e. ___ Reinforces positive behavior on a much higher ratio than negative behavior
   f. ___ Addresses inappropriate behavior effectively
   g. ___ Conferences privately with students needing redirection

3. Maintenance of a Safe Classroom and School Environment aligned with the School Mission:
   a. ___ Creates and maintains a clean and orderly classroom conducive to learning
   b. ___ Signs, artifacts, and sacramentals depicting the Faith and School Mission are prominently placed throughout the classroom
   c. ___ Ensures student safety in accordance with school and diocesan policies

4. Additional Comments:

Interpersonal Relationships:

“Catholic school education places an emphasis on the school as community – an educational community
of persons and a genuine community of faith. Catholic schools should do everything they can to promote
genuine trust and collaboration among teachers, with parents as the primary educators of their children...”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 9)

1. Effectiveness in Working with All Students:
   a. ___ Interacts with students respectfully
   b. ___ Encourages the development of student responsibility and leadership
c. _____ Has reasonable expectations of students and their specific needs and talents

2. Additional Comments:

### Professional Responsibilities:

“Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 23)

1. Compliance with Diocesan and School Policies:
   a. _____ Communicates effectively (verbal, written, social media)
   b. _____ Lesson plans and materials are readily available
   c. _____ Dresses professionally
   d. _____ Recognizes and effectively handles behavioral issues in a professional, compassionate manner

2. Additional Comments:

Observation Follow up Signature & Comments:

_____________________________  ____________________________
Teacher Signature and Comments:  Date

_____________________________  ____________________________
Principal Signature and Comments:  Date
TEACHER PROFESSIONAL GROWTH PLAN & REFLECTION

(School Letterhead)

Teacher___________________________Grade/Subject_________________________

The teacher is responsible for the effective teaching and management of the classroom in complete accordance with the policies of [SCHOOL], the Diocese of Tucson as well as city, state, and federal law. The teacher’s job includes five distinct but related domains: Catholic Identity, Instructional Process, Classroom Management, Interpersonal Relationships, and Professional Responsibilities.

Professional growth is a result of identifying professional goals to improve one’s professional practice and acting towards achieving those goals. The development of a professional growth plan provides documentation of reflective practice with the goal of demonstrating growth across domains.

This professional growth plan template provides a framework for uses in a systematic process based on a teacher’s self-assessment through careful reflection and feedback provided by her/his administrator and mentor teachers. The purpose of this document is to guide and support the reflective practice required to generate a meaningful professional growth plan through identification of the goals, strategies, resources, and needed support.

Developing a Professional Growth Plan

a. Conduct a self-assessment, to include feedback received from your administrator or mentor, identifying strengths as well as areas of growth. [tool below]

b. Keep in mind that meaningful goals (1) have substance and meaning for the teacher; (2) stretch current thinking and practice; (3) can be achieved and, therefore, do not lead to frustration; and (4) have deadlines helping to ensure the goal is met.

c. Develop a Professional Growth Plan using the template provided

d. Meet with administrator to discuss the Professional Growth Plan, determining how best to support/assess the teacher in meeting goals

e. Meet with administrator periodically to monitor progress toward goals, determining the extent to which goals have been accomplished as well as future direction

Each goal and action plan jointly should answer the following questions:

1. What support/professional development will help me accomplish my professional growth goal?
2. How will achieving my professional growth goal improve student learning and engagement?
3. How has my self-reflection and assessment on Domains 1-5 informed this goal?
4. How might I team with colleagues to successfully achieve my goal?
**Teacher Self-Assessment based on the Indicators of Effective Teaching**

Name:  
Date:  

School:  
Grade/Subject:  

Circle appropriate rating for each indicator listed:  
MP=Minimally Proficient  PP=Partially Proficient  P=Proficient  HP=Highly Proficient

<table>
<thead>
<tr>
<th>I. CATHOLIC IDENTITY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding the Teachings of the Catholic Church</td>
<td></td>
</tr>
<tr>
<td>Integrates Catholic attitudes and values into the lessons and all school activities.</td>
<td>MP PP P HP</td>
</tr>
<tr>
<td>Provides daily prayer opportunities for students.</td>
<td>MP PP P HP</td>
</tr>
<tr>
<td>Maintains current ministry certification (Level I or Level II).</td>
<td>MP PP P HP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. INSTRUCTIONAL PROCESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Designing Effective Lessons</td>
<td></td>
</tr>
<tr>
<td>Prepares lessons designed to address curricular standards through the knowledge of curriculum and subject matter.</td>
<td>MP PP P HP</td>
</tr>
<tr>
<td>Selects and designs a logical sequence of content within lessons or units.</td>
<td>MP PP P HP</td>
</tr>
<tr>
<td>Plans appropriate time allotments for lessons and activities.</td>
<td>MP PP P HP</td>
</tr>
<tr>
<td>Plans lessons that support the ability levels and interest of each student.</td>
<td>MP PP P HP</td>
</tr>
</tbody>
</table>
### Designs learning tasks with multiple correct responses.  
MP | PP | P | HP
### Designs learning tasks that require higher order thinking.  
MP | PP | P | HP
### Uses materials and resources that require student interaction.  
MP | PP | P | HP

#### 2. Setting & Instructional Outcomes

<table>
<thead>
<tr>
<th>Action</th>
<th>MP</th>
<th>PP</th>
<th>P</th>
<th>HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies what students will know: Vocabulary-Concepts/principles – Content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies what students will do (skills): [See Recommended Indicators of Effective Teaching document for details].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides leveled texts and resources based on ability and interests to complement instructional outcomes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Implementation of Lesson Plans

<table>
<thead>
<tr>
<th>Action</th>
<th>MP</th>
<th>PP</th>
<th>P</th>
<th>HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has needed materials/equipment readily available prior to each lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures students are aware of the learning objective for each lesson [See Recommended Indicators of Effective Teaching document for details].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates content and knowledge effectively to students [See Recommended Indicators of Effective Teaching document for details].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality Questions/prompts [See Recommended Indicators of Effective Teaching document for details].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses effective teaching strategies and evidence-based practices [See Recommended Indicators of Effective Teaching document for details].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivers instruction for various student learning styles [See Recommended Indicators of Effective Teaching document for details].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses instructional time effectively, actively engaging students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains high learning expectations for all students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strives to meet the needs of all learners, providing opportunities for re-teaching and enrichment [See Recommended Indicators of Effective Teaching document for details].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates technology effectively [See Recommended Indicators of Effective Teaching document for details].</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of instructional materials to enhance learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 4. Ongoing Assessment of Student Learning
<table>
<thead>
<tr>
<th>Provides specific and immediate feedback to students.</th>
<th>MP</th>
<th>PP</th>
<th>P</th>
<th>HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assigns ability-level homework to supplement instruction.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Uses formative and summative student assessment data as an ongoing guide in planning instruction.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
</tbody>
</table>

### III. CLASSROOM MANAGEMENT

#### 1. Implementation of School-wide Rules and Policies

<table>
<thead>
<tr>
<th>Establishes high but realistic behavioral expectations.</th>
<th>MP</th>
<th>PP</th>
<th>P</th>
<th>HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviews and explains consequences for inappropriate behavior.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Implements fair, consistent, and proactive discipline, reflecting school-wide rules and procedures.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Provides and maintains accurate records/data of behavioral issues.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Communicates behavioral issues with parents and principal.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Encourages respect for one another and property.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
</tbody>
</table>

#### 2. Establishment of Routines and Procedures for All Daily Tasks

<table>
<thead>
<tr>
<th>Orchestrates smooth and orderly transitions.</th>
<th>MP</th>
<th>PP</th>
<th>P</th>
<th>HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans effective routines for managing large &amp; small instructional groups [See <em>Recommended Indicators of Effective Teaching</em> document for details].</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Establishes and uses management techniques to promote learning.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Establishes and plans a system for responding to positive and negative student behavior [See <em>Recommended Indicators of Effective Teaching</em> document for details].</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Reinforces classroom rules and routines consistently.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Reflects on Teaching to promote a positive classroom environment.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
</tbody>
</table>

#### 3. Maintenance of a Safe Classroom and School Environment

<table>
<thead>
<tr>
<th>Ensures student safety in accordance with school and diocesan policies.</th>
<th>MP</th>
<th>PP</th>
<th>P</th>
<th>HP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains active supervision of students</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
</tbody>
</table>
Creates and maintains a clean and orderly classroom conducive to safety and optimum learning | MP | PP | P | HP

4. Establishes a Culture for Learning

Creates Environment of Respect & Rapport [See *Recommended Indicators of Effective Teaching* document for details] | MP | PP | P | HP

---

IV. INTERPERSONAL RELATIONSHIPS

1. Direction and Supervision Accepted in a Professional Manner

Implements administrative suggestions. | MP | PP | P | HP

Informs administration of matters pertaining to classroom/extra-curricular activities, student needs, and parent communications. | MP | PP | P | HP

Addresses concerns or disagreement with administration confidentially and professionally. | MP | PP | P | HP

2. Promotion of a Positive School Image within the Community

Shows respect of the unique contributions of staff members. | MP | PP | P | HP

Contributes to a positive staff morale. | MP | PP | P | HP

Communicates openly and effectively. | MP | PP | P | HP

3. Effectiveness in Working with All Students

Interacts with students respectfully. | MP | PP | P | HP

Encourages the development of student responsibility and Leadership. | MP | PP | P | HP

Has reasonable expectations of students and their specific needs and talents. | MP | PP | P | HP

4. Effective Parental Communication

Keeps parents informed. | MP | PP | P | HP

Responds to parents’ concerns in an empathetic and timely manner. | MP | PP | P | HP

Discerns appropriateness of using technology (e.g., online, emails), versus in-person or phone communications. | MP | PP | P | HP

Displays effectiveness in parent-teacher conferences, (online or in-person). | MP | PP | P | HP
## V. PROFESSIONAL RESPONSIBILITIES

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Compliance with Diocesan and School Policies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides and maintains accurate records/data.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Meets school attendance and punctuality policy.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Assumes responsibilities outside the classroom including other duties as assigned.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Communicates effectively (verbal, written, social media).</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Provides lesson plans and materials for substitutes.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Handles confidential information ethically and with professional discretion.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Uses appropriate channels and procedures for resolving concerns.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Dresses professionally.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Recognizes and effectively handles crisis issues.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Interprets school policy and programs to the larger community in a positive manner.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
</tbody>
</table>

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Commitment to Professional Growth and Development</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes an active and constructive role in faculty meetings.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Helps to develop and implement educational goals, initiatives and other school-related programs and projects.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
<tr>
<td>Provides for professional growth through reading professional materials, participating in workshops/in-services, taking courses, and joining professional organizations.</td>
<td>MP</td>
<td>PP</td>
<td>P</td>
<td>HP</td>
</tr>
</tbody>
</table>
SAMPLE GROWTH PLAN

Date: ______________________________

Domain: Identify the Domain being addressed, (i.e., Catholic Identity; Instructional Process; Classroom Management; Interpersonal Relationships; or Professional Responsibilities)

Domain 2 -- Instructional Process

Area of Growth: Identify the area of growth and explain why this was selected. Include quantifying data if applicable

Integrating technology effectively. Learn to incorporate online writing tools in my daily lesson plans. With the increased use of technology this year I notice that the writing level of students appears stagnant. 70% of student work that includes short answer questions and essays are below grade level.

Goal: Based on self-reflection, evidence from observations and conversations with my administrator/mentor this is the focus of my growth plan. Included are how other domains will be impacted.

My goal for SY 21-22 is to integrate the use of Google Classroom and research additional online writing tools/extensions to help improve student writing on short answer questions and essays. This goal will impact the other domains as follows:

- Catholic Identity by supporting written prayer opportunities (D.1.1)
- Instructional Process in supporting the use of effective teaching strategies and evidence-based practices (D.2.3)

Resources/Support: Identify needed PD, mentoring/observing, books, etc.

- Time to meet with the IT person.
- Research available PD opportunities for online tools that encourage writing, (Interactive Notebooks, etc.)
- Time to meet with colleagues who incorporate online tools into their lessons/assessments

Strategy: Include specific activities, timeline and the measures of success that will determine attainment of goal.

- Set up a time to meet with the IT person to better understand Google Docs as a writing platform.
- Attend PD provided for by the Department of Catholic Schools.
- Meet with colleagues to discuss how writing tools are being incorporated into technology, and how it is being assessed as beneficial or not.
- **Survey my students on the use of online writing tools.**

**Check-In:** Allows for administrator/mentor documentation/information that evidences the progress toward the goal. Timeframe to be determined based on the goal.

<table>
<thead>
<tr>
<th>Date/ Time:</th>
<th>Outcomes:</th>
<th>Teacher &amp; Principal Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.12.22/ 10:00 a.m.</td>
<td>Set up a calendar of available times to meet with IT person</td>
<td>JS/LH</td>
</tr>
<tr>
<td></td>
<td>Made a list of possible free online resources to teach writing</td>
<td></td>
</tr>
</tbody>
</table>

**Next Steps:**

*Implement one online writing tool into lesson plans*

**YEAR-END REVIEW**

**Status of Goal:**

*Partial completion of the Goal was completed by the end of the first semester. Student short answer and essay questions on assessments improved, however 45% of students were still below level by third quarter, and 30% at the end of the year.*

**Next Steps:**

- *Continued emphasis on online writing tools in combination with Google Docs*
- *Collaborating with the next grade teachers to share accomplishments/obstacles to the use of online writing tools and student progress with the goal of establishing continuity between grade levels*
Growth Plan Template

Date: ______________________________________

**Domain:** Identify the Domain being addressed, (i.e., Catholic Identity; Instructional Process; Classroom Management; Interpersonal Relationships; or Professional Responsibilities)

**Area of Growth:** Identify the area of growth and explain why this was selected.

**Goal:** Based on self-reflection, evidence from observations and conversations with my administrator/mentor this is the focus of my growth plan. Included are how other domains will be impacted.

**Resources/Support:** Identify needed PD, mentoring/observing, books, etc.

**Strategy:** Include specific activities, timeline and the measures of success that will determine attainment of goal.

**Check-In:** Allows for administrator/mentor documentation/information that evidences the progress toward the goal. Timeframe to be determined based on the goal.

<table>
<thead>
<tr>
<th>Meeting Date/Time</th>
<th>Outcomes:</th>
<th>Teacher &amp; Principal Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st:</td>
<td>1st:</td>
<td>1st:</td>
</tr>
<tr>
<td>2nd:</td>
<td>2nd:</td>
<td>2nd:</td>
</tr>
</tbody>
</table>
### YEAR-END REVIEW

**Status of Goal:**

Next Steps:

<table>
<thead>
<tr>
<th>3rd:</th>
<th>3rd:</th>
<th>3rd:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th:</td>
<td>4th:</td>
<td>4th:</td>
</tr>
</tbody>
</table>

Teacher signature: _________________________________ Date: ____________________

Principal signature: ________________________________ Date: ____________________
Principal’s Evaluation of Teacher

Teacher ___________________________ Grade/Subject ___________________________

The teacher is responsible for the effective teaching management of the classroom in complete accordance with the policies of the Diocese of Tucson as well as city, state, and federal law. The teacher’s job includes five distinct but related domains: Catholic Identity, Instructional Process, Classroom Management, Interpersonal Relationships, and Professional Responsibilities. Duties and responsibilities of the teacher are stated under the following categories of this Performance Review. It is understood that this list is not all-inclusive but states important responsibilities of the teacher position.

PERFORMANCE LEVEL RATINGS

Outstanding (1):
- The employee accomplishes the basics of the job with ease and excellence.
- Requires little or no management direction.
- The employee’s judgment, resourcefulness, and depth of knowledge are superior.
- Proficiency is widely recognized by the person’s peers.
- Anticipates/adapts to changes easily; often creates new ways and procedures

Very Good (2):
- The employee performs extremely well “almost all of the time in all key areas”.
- Little management direction is needed for complex, creative or crisis-oriented tasks.
- Normally anticipates and adapts to changes in the job environment.
- Occasionally, the employee creates new ways of doing things to improve.

Good (3):
- The employee exceeds the requirements of the job (overall), but not often enough for the manager to expect such performance on every task.
- Work done at a somewhat quickened pace, with good quality work.
- Employee demonstrates learning from previous experience and some anticipation of an adaptation to changes in the job environment.

Improvement Needed (4):
- The employee is “satisfactory” (overall) in all key performance factors.
- The employee does what is expected at a normal pace, but generally will not volunteer to do more.
- The employee frequently requires a lot of direction, particularly for more complex, creative, or crisis-oriented tasks; rarely anticipates.
- Although the employee sometimes exceeds the requirements of the job, occasionally may not meet the requirements.
- May not be very accurate and may receive complaints.

Unsatisfactory (5):
- The employee did not meet the requirements of the job in one or more key areas.
- The employee is inaccurate or may not follow direction.
- Sometimes is unprofessional in work habits (complaints by parishioners or others).
- May display a poor attitude toward others, little initiative, may be inconsiderate, rude, or constantly complain without basis.

### Catholic Identity: _________

*(NOTE: If a teacher receives a 4 or 5 rating on any individual indicator, he/she may not receive above a 4 or 5 in this overall category)*

“Catholic Identity is the heart of the matter in a Catholic School because Catholic schooling has to do first with the formation of students in Christ”, *(Ensuring Educational Excellence (E3), Western Catholic Educational Association, 2016, p.5)*

The Catholic Church is universal and welcomes all members of the community with openness and acceptance. The school community values and encourages a strong personal faith journey for all members. A teacher in a Catholic school is called to ministry and serves as a role model for Christian living and is expected to respect and conduct her/himself in accordance with the values, teachings and morals of the Roman Catholic Church and by Arizona state law.

1. **Understanding of the teachings of the Catholic Church:**
   a. ____ Integrates Catholic teaching and values into lessons and all school activities
   b. ____ Provides daily prayer opportunities for students
   c. ____ Maintains current ministry certification, (Level I or Level II)

2. **Participation in the Faith Community:**
   a. ____ Collaborates with the principal/staff to build a strong religious education program
   b. ____ Provides opportunities for and participates in faith reflection and sharing
   c. ____ Helps students to become more aware of broader social justice and respect for life issues

3. **Additional Comments:**
“An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 22)

1. **Designing Effective Lessons:**
   a. ____ Prepares lessons designed to address priority core curricular standards
   b. ____ Selects and designs a logical sequence of content within lessons or units
   c. ____ Plans appropriate time allotments for lessons and activities
   d. ____ Plans lessons that support the ability levels and interest of each student

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. ____ Clearly communicates content and knowledge effectively to students
   d. ____ Uses effective teaching strategies and evidence-based practices
   e. ____ Delivers instruction for various student learning styles
   f. ____ Uses instructional time effectively, actively engaging students
   g. ____ Maintains high learning expectations for all students
   h. ____ Adjusts instruction to age-appropriate format
   i. ____ Integrates technology effectively
   j. ____ Uses a variety of instructional materials to enhance learning
   k. ____ Students are actively engaged in daily lessons

3. **Ongoing Assessment of Student Learning:**
   a. ____ Provides specific and immediate feedback to students
   b. ____ Assigns ability-level homework to supplement instruction
   c. ____ Uses formative and summative student assessment data as an ongoing guide in teaching and learning

4. **Additional Comments:**
“Guidance services, wellness programs, behavior management programs, and ancillary services provide
the necessary support for student to successfully complete the school program”, (The National Standards
and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012,
p. 25)

1. Implementation of School-wide Rules and Policies:
   a. ____ Establishes high but realistic behavioral expectations
   b. ____ Reviews and explains consequences for inappropriate behavior
   c. ____ Implements fair, consistent, and proactive discipline, reflecting school-wide rules
      and procedures
   d. ____ Provides and maintains accurate records/data of behavioral issues
   e. ____ Communicates behavioral issues with parents and principal
   f. ____ Encourages respect for one another and property

2. Establishment of Routines and Procedures for All Daily Tasks:
   a. ____ Orchestrates smooth and orderly transitions
   b. ____ Plans effective routines for managing large and small instructional groups
   c. ____ Adjusts activities and pace of learning to create an engaged environment
   d. ____ Maintains active supervision of students
   e. ____ Reinforces positive behavior on a much higher ratio than negative behavior
   f. ____ Addresses inappropriate behavior effectively
   g. ____ Conferences privately with students

3. Maintenance of a Safe Classroom and School Environment aligned with the School Mission:
   a. ____ Creates and maintains a clean and orderly classroom conducive to safety and optimum
      learning
   b. ____ Signs and sacramentals depicting the Faith and School Mission are prominently
      placed throughout the classroom
   c. ____ Ensures student safety in accordance with school and diocesan policies

4. Additional Comments:
“Catholic school education places an emphasis on the school as community – an educational community of persons and a genuine community of faith. Catholic schools should do everything they can to promote genuine trust and collaboration among teachers, with parents as the primary educators of their children...”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 9)

1. Direction and Supervision Accepted in a Professional Manner:
   a. _____ Implements administrative suggestions
   b. _____ Informs administration of matters pertaining to classroom/extra-curricular activities, student needs, and parent communications
   c. _____ Addresses concerns or disagreement with administration confidentially and professionally

2. Promotion of a Positive School Image within the Community:
   a. _____ Shows respect for the unique contributions of staff members
   b. _____ Contributes to a positive staff morale
   c. _____ Communicates openly and effectively

3. Effectiveness in Working with All Students:
   a. _____ Interacts with students respectfully
   b. _____ Encourages the development of student responsibility and leadership
   c. _____ Has reasonable expectations of students and their particular needs and talents

4. Effective Parental Communication:
   a. _____ Keeps parents informed
   b. _____ Responds to parents’ concerns in an empathetic and timely manner
   c. _____ Displays effectiveness in parent-teacher conferences, whether in-person or online.

5. Additional Comments:
“Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.”, (The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools, Loyola University Chicago, 2012, p. 23)

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. Provides lesson plans and materials for substitutes
   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 develop and implement educational goals, initiatives, and other school-related programs and projects

3. **Additional Comments:**

__________________________________________  _______________________
Teacher Signature                                  Date

__________________________________________  _______________________
Principal Signature                                Date
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 of 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

(As adopted by _____________________________ School)

Teacher ____________________ School ____________________ City ____________________ 20__ to 20____

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Given by</th>
<th>Credits</th>
<th>Hours</th>
<th>Running Total Credits</th>
<th>Running Total Hours</th>
</tr>
</thead>
</table>

Transcripts: _______ Certificates of Attendance _______ Other, (describe) __________________

Copies of Verification are kept in teacher’s personnel file
(School Letterhead)

LETTER OF INTENT

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____.

Please complete the following:

_____ 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: _____________
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)
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 ___________________________
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

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

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:

<table>
<thead>
<tr>
<th></th>
<th>Very Effective</th>
<th>Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Presentation of Self</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Punctuality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teaching/Instructional Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Classroom Management
   
5. Overall Effectiveness
   
Would you like this substitute to return to your building? Yes No

Comments:

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

Letter of Understanding............................................................................................................................................... C-2
Student Safety Incident Report ................................................................................................................................. C-3
Law Enforcement Interaction During School Hours .............................................................................................. C-4
Procedures Related to Harassment & Bullying....................................................................................................... C-5
Bullying Report Form (K-4) ..................................................................................................................................... C-9
Bullying Report Form (5-12) ................................................................................................................................. C10
Procedures for Dangerous Substances ................................................................................................................ C-11
Behavioral Incident Report ................................................................................................................................. C-13
Parent/Guardian Communication Log ................................................................................................................ C-15
Notice of Intent to Impose Expulsion................................................................................................................ C-16
Due Process for Parents & Students ..................................................................................................................... C-17
Review of Student Records................................................................................................................................. C-18
Student Withdrawal Form ..................................................................................................................................... C-19
Request for Transfer of Student Records ........................................................................................................... C-20
County Affidavit of Intent for Private School, (Pima County sample) ................................................................. C-21
County Withdrawal from Private School, (Pima County sample) ................................................................. C-22
School’s Request for Student Record Documents .............................................................................................. C-23
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
Student 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 ______

__________________________________________ Grade ______

__________________________________________ Grade ______

__________________________________________ 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
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.
Bullying Report Form

Grades K-4

Your Name: ____________________________________________________________

The person who hurt you: ______________________________________________

Who else saw it happen? ________________________________________________

Where did it happen? __________________________________________________

What happened? _______________________________________________________

_____________________________________________________________________

Has it happened before? ________________________________________________

_____________________________________________________________________

I am in:  
☐ Kindergarten  ☐ 1st Grade  ☐ 2nd Grade  ☐ 3rd Grade  ☐ 4th Grade

<table>
<thead>
<tr>
<th>How did they make you feel?</th>
<th>😞 😞</th>
<th>😞</th>
<th>😞</th>
<th>😊</th>
<th>😊</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>How scared were you?</td>
<td>😞 😞</td>
<td>😞</td>
<td>😞</td>
<td>😊</td>
<td>😊</td>
<td>😊</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many times did this happen?</th>
<th>1X</th>
<th>2X</th>
<th>3-5X</th>
<th>More than 5X</th>
</tr>
</thead>
</table>

Bullying Report Form

Grades 5-12

DIRECTIONS: Please complete both pages of this form and return to the Principal. These must be completed before the incident can be investigated.

Today’s Date: ________________________
Person making the Complaint: ______________________________________________________
Date(s) of the alleged incident: ________________________
Location: __________________________________________________________
Eyewitnesses: _____________________________________________________________

Alleged Bully: ________________________________________________________________

Please identify and rate the Alleged Incident if you witnessed it. Identify ALL BULLYING BEHAVIORS that apply but indicate only ONE DEGREE of SEVERITY.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Mild</th>
<th>Moderate</th>
<th>Extreme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Aggression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Alienation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verbal Aggression</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intimidation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial or Ethnic Harassment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AS CLEARLY AS POSSIBLE, please explain what happened (use back if necessary)

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I certify that the information I have provided in this complaint is TRUE, ACCURATE and COMPLETE to the BEST OF MY KNOWLEDGE.

Signature: _______________________________ Date: __________________

Received by: ______________________________ Date: __________________
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).
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student(s) THREATENED Grade

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 made contact with 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:

<table>
<thead>
<tr>
<th>Parent/Guardian:</th>
<th>Date Contacted:</th>
<th>Phone:</th>
<th>Feedback:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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: _____________
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.

<table>
<thead>
<tr>
<th>Person Viewing the File</th>
<th>Position of Person</th>
<th>Date Viewed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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: _____

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)*

<table>
<thead>
<tr>
<th>Child’s legal last name, First, Middle</th>
<th>Date of Birth</th>
<th>School district of residence</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name(s) of the parent(s) or person(s) with custody of the child</th>
<th>Daytime telephone numbers</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Physical address(es) of the person(s) with custody of the child</th>
<th>AZ</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mailing address (if different)</th>
<th>Zip code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name of Private School, Address of private school</th>
<th>Zip code</th>
</tr>
</thead>
</table>

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:  _____________________________________________________________

<table>
<thead>
<tr>
<th>Supplies</th>
<th>Price (Subject to Change)</th>
<th>Quantity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative Record Folders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eighth Grade Certificates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Record Folders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permanent Record Cards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Report Cards generated by Ren Web</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Total for Supplies** |                           |          |       |
| **Postage**            |                           |          |       |
| **Total Amount**       |                           |          |       |
APPENDIX D
CURRICULUM

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

Suggested Time Allotment

Diocesan Recommended Time Allotment ........................................................................................ D-2
ADE Recommended Time Allotment .........................................................................................D-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
# DIOCESE of TUCSON CATHOLIC SCHOOLS

## SUGGESTED TIME ALLOTMENT

for Grades K-8

<table>
<thead>
<tr>
<th>Grade</th>
<th>*Religion</th>
<th>**ELA</th>
<th>Math</th>
<th>Social Studies</th>
<th>Science</th>
<th>Apache/Spanish/Tohono O’odham (part of ELA*)</th>
<th>Fine Arts</th>
<th>P.E. &amp; Health</th>
<th>Computer Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>15 MIN</td>
<td>75 MIN</td>
<td>30 MIN</td>
<td>15 MIN (2x WEEKLY)</td>
<td>15 MIN (2x WEEKLY)</td>
<td>30 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>30 MIN (2 X WEEKLY)</td>
<td>30 MIN</td>
</tr>
<tr>
<td>1</td>
<td>30 MIN</td>
<td>150 MIN</td>
<td>60 MIN</td>
<td>30 MIN</td>
<td>30 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>120 WEEKLY</td>
<td>30 MIN</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30 MIN</td>
<td>150 MIN</td>
<td>60 MIN</td>
<td>30 MIN</td>
<td>30 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>120 WEEKLY</td>
<td>30 MIN</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>30 MIN</td>
<td>150 MIN</td>
<td>60 MIN</td>
<td>30 MIN</td>
<td>30 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>120 WEEKLY</td>
<td>30 MIN</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>45 MIN</td>
<td>120 MIN</td>
<td>60 MIN</td>
<td>40 MIN</td>
<td>40 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>120 WEEKLY</td>
<td>60 MIN</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>45 MIN</td>
<td>120 MIN</td>
<td>60 MIN</td>
<td>40 MIN</td>
<td>40 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>120 WEEKLY</td>
<td>60 MIN</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>45 MIN</td>
<td>120 MIN</td>
<td>60 MIN</td>
<td>40 MIN</td>
<td>40 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>120 WEEKLY</td>
<td>60 MIN</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>45 MIN</td>
<td>120 MIN</td>
<td>60 MIN</td>
<td>40 MIN</td>
<td>40 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>120 WEEKLY</td>
<td>60 MIN</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>45 MIN</td>
<td>120 MIN</td>
<td>60 MIN</td>
<td>40 MIN</td>
<td>45 MIN (2X WEEKLY)</td>
<td>30 MIN</td>
<td>120 WEEKLY</td>
<td>60 MIN</td>
<td></td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th></th>
<th>Primary Grades (1-3)</th>
<th></th>
<th>Upper Elementary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Daily</td>
<td>Weekly</td>
<td>Daily</td>
<td>Weekly</td>
</tr>
<tr>
<td>Developmental Reading</td>
<td>90 Min.</td>
<td>450 min.</td>
<td>60 min.</td>
<td>300 min.</td>
</tr>
<tr>
<td>Language Arts</td>
<td>60 min.</td>
<td>300 min.</td>
<td>60 min.</td>
<td>300 min.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>60 min.</td>
<td>300 min.</td>
<td>60 min.</td>
<td>300 min.</td>
</tr>
<tr>
<td>Social Studies</td>
<td>30 min.</td>
<td>150 min.</td>
<td>40 min.</td>
<td>200 min.</td>
</tr>
<tr>
<td>Science</td>
<td>30 min.</td>
<td>150 min.</td>
<td>40 min.</td>
<td>200 min.</td>
</tr>
<tr>
<td>Physical Education</td>
<td><strong>30 min.</strong></td>
<td>120 min.</td>
<td><strong>30 min.</strong></td>
<td>120 min.</td>
</tr>
<tr>
<td>Art</td>
<td><strong>15 min.</strong></td>
<td>60 min.</td>
<td><strong>15 min.</strong></td>
<td>60 min.</td>
</tr>
<tr>
<td>Music</td>
<td><strong>15 min.</strong></td>
<td>60 min.</td>
<td><strong>15 min.</strong></td>
<td>60 min.</td>
</tr>
<tr>
<td>Health</td>
<td><strong>15 min.</strong></td>
<td>60 min.</td>
<td>15 min.</td>
<td>60 min.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>345 min.</td>
<td>1650 min.</td>
<td>335 min.</td>
<td>1600 min.</td>
</tr>
</tbody>
</table>

*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 above recommendations provide 15 minutes for primary grades and 25 minutes for upper elementary grades that the teacher can schedule additional activities that are in the best interest of the youngsters. 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. (See [https://www.azed.gov/sites/default/files/2016/04/SampleInstructionalTime.pdf?id=5705786aaadebe1c147fb007](https://www.azed.gov/sites/default/files/2016/04/SampleInstructionalTime.pdf?id=5705786aaadebe1c147fb007))
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 communications 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 keep in contact with their children for educational purposes, and the parents must have access to all these forms of communication. 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 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.

Classroom Computers
- Classrooms with student computers should be arranged so that the teacher has visibility of the computer monitors at all times.
- Search Levels on school computer browsers should always be set as SAFE.
- Computer passwords should be secure from student knowledge 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 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 should 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 should not be initiated nor accepted by school personnel on their personal networking site.
- “Friend” requests or other social media communications with school parents should be undertaken with caution and consultation.
- 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.

• When presenting webinars, engaging in chats, or 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. Within reason, [Name of School] will honor personal privacy, freedom of speech and access to information. Administrators and staff reserve the right to review files and communications and remove inappropriate files.

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. The Internet refers to the worldwide network of computers that enables users to share information. Having access to information technology and the Internet is an exciting opportunity; however, the Internet contains material that may be inappropriate in the school setting. All users carry the responsibility of using school-based and Internet-based resources in an appropriate and ethical manner.

Students are responsible for thoughtful, considerate, behavior on computers 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 computers, computer systems or computer 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
- I will 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. Harass, insult, or attack others.
- Damage computers, computer systems, or computer networks.
- Break copyright laws.
- Treat hardware carelessly or roughly.
- Misrepresent yourself or trespass in and/or modify user’s folders, mail, work, or other files.
- Waste limited resources.
- Give out personal information.

Consequences for Violations of these rules:

Loss of information technology privileges means loss of privileges THROUGHOUT THE SCHOOL SYSTEM regardless of where the violation occurred.

Whenever there is a malicious attempt to harm or destroy school information technology or data of another user, 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 information technology knowingly damages.

1st violation: Student will lose all access privileges for 30 days. Written notification will be sent home and must be signed by parents.

2nd violation: 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: 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 that will reestablish the student’s privileges.

Student Agreement and Parent Permission Form

As a user of the [Name of School] I 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, (amorales@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: amorales@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.
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)

<table>
<thead>
<tr>
<th>1. ACCIDENT</th>
<th>DATE OF ACCIDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive claim $1000+</td>
<td></td>
</tr>
<tr>
<td>Comprehensive claim under $1000</td>
<td></td>
</tr>
<tr>
<td>Fault accident with property damage only</td>
<td></td>
</tr>
<tr>
<td>Fault accident with bodily injury</td>
<td></td>
</tr>
<tr>
<td>Non-fault accident</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. MINOR VIOLATIONS</th>
<th>DATE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improper operation of vehicle</td>
<td></td>
</tr>
<tr>
<td>Disregard police</td>
<td></td>
</tr>
<tr>
<td>Disregard traffic device or sign</td>
<td></td>
</tr>
<tr>
<td>Driving without insurance</td>
<td></td>
</tr>
<tr>
<td>Failure to yield right-of-way</td>
<td></td>
</tr>
<tr>
<td>Improper turn</td>
<td></td>
</tr>
<tr>
<td>Minor moving violations</td>
<td></td>
</tr>
<tr>
<td>Passing stopped school bus</td>
<td></td>
</tr>
<tr>
<td>Seat belt violation</td>
<td></td>
</tr>
<tr>
<td>Speeding: less than 20 mph over limit</td>
<td></td>
</tr>
<tr>
<td>Speeding: more than 20 mph over limit</td>
<td></td>
</tr>
<tr>
<td>Unlicensed driving</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. MAJOR VIOLATIONS</th>
<th>DATE OF VIOLATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto theft/felony with motor vehicle</td>
<td></td>
</tr>
<tr>
<td>Drag racing</td>
<td></td>
</tr>
<tr>
<td>Driving under the influence (DUI)</td>
<td></td>
</tr>
<tr>
<td>Driving when suspended/revoked</td>
<td></td>
</tr>
<tr>
<td>Driving while impaired</td>
<td></td>
</tr>
<tr>
<td>Driving wrong side of road</td>
<td></td>
</tr>
<tr>
<td>Eluding/fleeing from police</td>
<td></td>
</tr>
<tr>
<td>Hit and run</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Description</th>
<th>COMPLETED (DATE)</th>
<th>APPROVED (INITIAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Criminal Background Check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Driving Record Check</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Received List of Moving Violations and Accidents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(If driver has no violations or accidents, indicate NA in ‘Completed’ column)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Received Copy of Driver’s License</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Received Copy of Vehicle Registration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Received Copy of Insurance I.D. Card or Certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Up-to-date with Safe Environment Program education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 you 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.
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

School Action Items for Discussion and Planning .................................................................E-3

Sample Guidelines Summary from COVID-19 Pandemic 2020-21: Christocentric Considerations and Recommendations During Emergency Remote-Learning

   English ................................................................................................................................. E-5
   Spanish ............................................................................................................................... E-7

Policy Considerations and Guidelines for Online Instruction .................................................. E-10

Safe Environment Policies for Supervision of Minors in Virtual Environments.......................... E-12

Best Practice for Online Instruction ........................................................................................ E-13

Permission Form for Online Instruction .................................................................................... E-14

Recommended Guidelines for Teachers Who Bring Children to Work During Campus Closure and Remote Learning ........................................................................................................ E-15

CAMPUS RE-ENTRY

Leading with Hope Document (Loyola University of Chicago) .......................................................E-16

Distance Learning Handbooks (Archdiocese of Portland)...............................................................E-16

Sample Re-Entry Planning Template .......................................................................................E-17

Sample Parent Survey Re-Entry Planning .................................................................................. E-23

FERPA and COVID 19 Reporting .............................................................................................. E-24

Release of Student PII Consent ............................................................................................... E-26

Wavier of Liability and Indemnity .............................................................................................. E-27
Release of Employee PII Consent ................................................................. E-29
COVID Positive Reporting Log ................................................................. E-30

GUIDANCE and GUIDELINES LINKS

Center for Disease Control ........................................................................... E-31
U.S. Department of Education (FERPA) ....................................................... E-31
Arizona Department of Education .............................................................. E-31
Pima County ................................................................................................ E-31
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 Equipos: 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 cumulativo 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? ¿Cómo 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 activates, 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.
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(ren) listed below may participate in recorded online classes that may result in my child(ren)’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(ren) or any others within my family or household (or under my supervision) during synchronous or asynchronous instruction.

<table>
<thead>
<tr>
<th>NAME OF CHILD(REN)</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

__________________________________________  __________________________
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


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/o4kyywhy4t0eh6/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 to 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.

<table>
<thead>
<tr>
<th>PLANNING DOMAIN 2 – CREATING &amp; MAINTAINING COMMUNITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan to re-connect with students in a meaningful way when they re-enter school campus life</td>
</tr>
<tr>
<td>2. Plan to increase connections, one could say over-communicate, with parents/guardians throughout the school year</td>
</tr>
<tr>
<td>3. Onboarding of students to the new school protocols and educating as to the “why”</td>
</tr>
<tr>
<td>4. Plan to address social-emotional issues in terms of engaging and monitoring students, both in cohort interactions but also individually</td>
</tr>
<tr>
<td>5. Plan for continued, collaborative community of faculty/staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANNING DOMAIN 3 – CURRICULUM &amp; INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan to determine students’ level of achievement in ELA and Math</td>
</tr>
<tr>
<td>2. Plan to make up for loss of learning due to COVID</td>
</tr>
<tr>
<td>3. Contingent plan in the event of an emergency campus shut-down due to a resurgence of Coronavirus</td>
</tr>
<tr>
<td>4. Curriculum mapping in ELA and Math, in particular, to guide the loss-of-learning gap</td>
</tr>
<tr>
<td>5. Plan for training, if needed, in remote-learning both for teachers and for students</td>
</tr>
<tr>
<td>6. Plan for monitoring Catholic Accommodation Plans</td>
</tr>
<tr>
<td>7. Plan for teacher support, supervision, and evaluation</td>
</tr>
</tbody>
</table>
### 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?
   - γ All students are on campus; health & safety protocols enforced
   - γ Hybrid – describe what that means for your school
   - γ Remote learning – all classes conducted online
   - γ 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)
   - γ Yes
   - γ 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)
   - γ Internet access
   - γ Computer or device
   - γ Other:

4. Will you require your child to wear a mask in the classroom?
   - γ Yes
   - γ No

5. Do you require After Care services (after school program)?
   - γ Yes
   - γ No
   - γ 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.


(DOT FERPA-COVID 6-2020)
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

<table>
<thead>
<tr>
<th>DATE</th>
<th>PARTY RECEIVING PII</th>
<th>PARENT/GUARDIAN NOTIFIED</th>
<th>SCHOOL PERSONNEL SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
[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: ________________
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 ____________________________

For Office Use: Record log of release of PII for the above-mentioned employee

<table>
<thead>
<tr>
<th>DATE</th>
<th>PARTY RECEIVING PII</th>
<th>EMPLOYEE NOTIFIED</th>
<th>EMPLOYER SIGNATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
[SCHOOL]

COVID-POSITIVE REPORTING LOG OF COMMUNICATION

DATE: ________________

NAME AND GRADE OF COVID-POSITIVE STAFF OR STUDENT ____________________________

LIST OF FAMILIES NOTIFIED OF POSSIBLE EXPOSURE:

<table>
<thead>
<tr>
<th>STUDENT or STAFF NAME</th>
<th>GRADE</th>
<th>ANY FOLLOW UP NEEDED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SCHOOL PERSONNEL SIGNATURE ________________________________________________

APPENDIX E – RESPONSE IN A PANDEMIC, (REV. JULY 2020) E-30
GUIDANCE AND GUIDELINES

Center for Disease Control (CDC)
- School and Childcare Programs

U.S. DEPARTMENT OF EDUCATION
- Protecting Student Privacy – FERPA and the COVID 19

Arizona Department of Education Guidance and Guidelines
- Roadmap for Reopening Schools – Arizona Department of Education
- Special Education Guidance for COVID-19: SY 2020—2021 School Reentry
- Arizona Arts and Physical Education Re-entry Guidelines

Arizona Department of Health Services
- Schools (Childcare & K-12) and Universities

PIMA COUNTY
- Pima County School Superintendent
- Pima County Health Department
  https://webcms.pima.gov/government/health_department/
  https://webcms.pima.gov/cms/One.aspx?portalId=169&pagId=568644