

Holy Trinity Catholic Schools, Inc.

SECTION 100 – EDUCATION PHILOSOPHY

The policies in this section have been approved by the Merger of both Aquinas Schools and Marquette Schools in 2005.

The policies in this section have been approved by the HTC Board of Education as reviewed in 2010.

The policies in this section have been approved by the HTC Board of Education as reviewed in June of 2014.

Reviewed June, 2017

The policies in this section have been approved by the HTC Board of Education as reviewed in June of 2022.

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101.1 Equal Opportunity and Nondiscrimination

Holy Trinity Catholic Schools, Inc. part of the educational system of the Diocese of Davenport is committed to equal opportunities to the extent required by law, and does not discriminate on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in educational programs or activities which it operates. As a religious institution, we affirm the right to consider creed a bona fide qualification in certain cases. The educational system policy not to discriminate in educational programs and activities extends to the employment in, and admission to, such programs, activities and services. It does not discriminate in the administration of its educational policies, employment policies, admission policies, scholarship and long programs, athletic, and other school and parish administered programs.

Further, the Board affirms the right of all persons to be treated with respect and to be protected from intimidations, discrimination, physical harm and harassment thereby meeting the requirements of Title VI, and VII of the 1964 Civil Right Act, Title IX of the 1972 Education Amendments and the Federal Rehabilitation Act of 1973 and the Code of Iowa.

Ref: Section 504 of the Rehabilitation Act of 1973 (as applied to Diocesan schools) Title I of the Americans of Disabilities (as applied to diocese).

Adopted: December, 2010

Reviewed: June, 2022

100.00 Holy Trinity Catholic Schools, Inc.

Education Philosophy

101.1a Equal Opportunity and Nondiscrimination

Holy Trinity Catholic Schools Board of Education follows the Diocese of Davenport policy of equal opportunity and nondiscrimination in the administration of its educational policies, employment policies, admission policies, scholarship and loan programs, athletic and other school administered programs.

The schools do not discriminate on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in educational programs or activities that it operates.

Please refer to Diocesan Policy.

Reviewed: February, 2011

Reviewed: June, 2022

100.00 Holy Trinity Catholic Schools Inc.

Education Philosophy

102.0 Philosophy of Holy Trinity Catholic Schools, Inc.

102.1 Holy Trinity Catholic Schools, Inc. – Mission Statement

The Holy Trinity Catholic School System provides a Christ-centered, life-long educational experience for families of all denominations, that is academically challenging, safe, goal-oriented and responsive to the needs of our diverse student body. We provide an individualized, cutting-edge learning environment through a nurturing, respectful and disciplined approach. Living the stewardship philosophy allows us to be fiscally sound, affordable, and a permanent parish school system.

Mission of Catholic Education Diocese of Davenport Catholic Schools

The Catholic Schools of the Diocese of Davenport will provide Pk-12 Youth, regardless of religious affiliation, a faith community of students and educators in partnership with parents, where they will develop their physical, moral, spiritual and intellectual gifts, while learning responsibility and the right use of freedom, preparing to fulfilling God's calling in the world.

Developed: September, 2005

Updated: June, 2022

100.00 Holy Trinity Catholic Schools, Inc.

Education Philosophy

102.0 Philosophy of Holy Trinity Catholic Schools, Inc.

102.2 Multicultural Nonsexist

It is the policy and commitment of Holy Trinity Catholic Schools to provide a sound educational program that is multicultural and nonsexist.

It is the philosophy of the school system not to discriminate on the basis of sex, race, national origin, creed, age, marital status, or disability in its educational programs, activities, and employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of the school system that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the world. A prime objective of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate unlawful bias on the basis of sex, race, ethnicity, religion and disability. The curriculum should foster respect and appreciation of the rights, duties, and responsibilities of each individual as a member of society. These objectives will be achieved by direct instructional infusions in all academic subject areas, with particular emphasis in religion, social studies, and literature.

Holy Trinity Catholic School's educational concepts will be in alignment with the established curriculum and Administrative Guidelines of the Diocese of Davenport.

100.00 Holy Trinity Catholic Schools, Inc. **Education Philosophy**

102.0 Philosophy of Holy Trinity Catholic Schools, Inc. Continued

102.2 Multicultural Nonsexist

Extracurricular Activities

Co-curricular and extracurricular activities will be managed and scheduled to ensure equal access by all of its students, regardless of race, national origin, gender, disability or socioeconomic status. Mascots, logos, symbols and materials used by school clubs and teams shall be reviewed to ensure that they are culturally sensitive, gender inclusive, and nonstereotypic of the basis of race, national origin, gender, disability and socioeconomic status.

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

Multi-cultural, Nonsexist In-service Education

Each staff person employed by Holy Trinity Catholic Schools will respect human diversity and strive to understand how such diversity will need to be recognized and prevented to discourage sexism, racism, prejudice and discrimination in the educational setting and the educational program. Staff members will encourage and promote an understanding of the values, lifestyles and contributions of various racial and cultural groups, including men and women and the disabled.

In order to meet this expectation, in-service activities focusing on sensitivity, understanding and implementation will be conducted on a regular basis for professional staff. In-service activities will include, but are not limited to, self-evaluation, curriculum evaluation and revision, exploration of teaching strategies and resource speakers.

100.00 Holy Trinity Catholic Schools, Inc.

Education Philosophy

102.0 Philosophy of Holy Trinity Catholic Schools, Inc. Continued

102.2 Multicultural Nonsexist

Multicultural, Nonsexist Policy

Holy Trinity Catholic Schools is committed to providing an educational program that is multicultural and nonsexist. This commitment is expressed through the following board philosophy:

It is the philosophy of this Catholic school system not to discriminate on the basis of sex, race, national origin, ethnicity, religion, age, marital status, or disability in its educational programs, activities, employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is the policy of this school that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the world. One of the objectives of the curriculum and teaching strategies shall be to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, national origin, age, marital status, religion and disability. The curriculum shall foster respect and appreciation of the rights, duties, and responsibilities of each individual as a member of society.

Introduction

To insure that these commitments and objectives are fulfilled, the following multicultural nonsexist implementation plan has been reviewed and approved by the Board of Directors of Holy Trinity Catholic Schools, Inc.:

Definition

In the multicultural educational process, special emphasis is placed on the following groups: American, Asian, Black American, Hispanic American, Native American and the handicapped. The educational program is characterized by practices, which provide equal opportunity for all participants regardless of race, color, age, national origin, ethnicity, religion or handicap.

The nonsexist educational process shall foster the knowledge of, respect and appreciation for, the historical and contemporary contributions of men and women to society and which reflects the variety of roles open to both men and women. The educational program shall be characterized by practices, which provide equal opportunity to both sexes.

100.00 Holy Trinity Catholic Schools, Inc. **Education Philosophy**

102.0 Philosophy of Holy Trinity Catholic Schools, Inc. Continued

102.2 Multicultural Nonsexist

The content of each section of the plan will be reviewed. Goals and objectives will be reviewed for sufficiency; in-service structure and activities will be reviewed for effectiveness.

Evaluation will focus on these questions:

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

Multidisciplinary Goals

These goals form the basis for the Multicultural, Nonsexist Education Plan. They are written to ensure that pluralism and equality are part of the structure, content, processes, and instructional strategies of each program, activity and curricular area.

1. To help students understand themselves and others as cultural beings acting within a cultural context.
2. To help students recognize, respect and value the diversity represented in the population of the United States and the world.
3. To help students understand how group membership affects one's values, attitudes and behaviors.
4. To help students understand the dynamics of discrimination, bias, prejudice and stereotyping.
5. To help students demonstrate the skills for effective social action and interaction between racial/ethnic groups, the sexes, and persons of varying abilities and socioeconomic backgrounds.

6. The curriculum review and development process will include procedures and activities, which ensure adherence to the multicultural, nonsexist philosophy (current and ongoing).
7. Specifications for the selection of textbooks and other instructional materials will visibly include procedures and activities, which ensure adherence to the multicultural, nonsexist criteria (as per established curriculum cycle review).
8. Instruction will be delivered in such a manner that each student has an equal opportunity to learn and identify with the educational program being delivered (as per established curriculum cycle review).

100.00 Holy Trinity Catholic Schools, Inc. **Education Philosophy**

102.0 Philosophy of Holy Trinity Catholic Schools, Inc. Continued

102.2 Multicultural Nonsexist

9. Curriculum content will reflect the contributions, perspectives, and interests of diverse racial/ethnic groups, both sexes and persons with disabilities as an integral part of the curriculum (as per established curriculum cycle review).
10. Instructional strategies will be equitable and encourage contributions from males and females, diverse racial/ethnic groups and students of diverse abilities and socioeconomic backgrounds (as per established curriculum cycle review).

Developed: September, 2005

Updated: June, 2022

103.0 Relationship with the Diocesan School Committee

The Holy Trinity Catholic Schools, Inc. Board of Directors govern a multi-parish, parochial system of schools comprised of one elementary school, a middle school, and a high school. There is also an Early Childhood Center and preschool at the West Point and the Fort Madison Center. This school system is affiliated with the Diocese of Davenport School System and has adopted the Constitution and Policies of the Board of Education of the Diocese of Davenport as established in Article I, Section 1 of its Constitution:

There is hereby established a Board, under the name of “Diocesan Board of Education”, having the purpose and the duties of governing all matters pertaining to education in the Diocese of Davenport. These shall be deemed to include schooling and all other formal educational activities, including all matters pertaining to the Diocesan Office of Education; the location, opening and closing of schools; the location, opening of catechetical centers shall be operated in given locations; classes; teachers; salaries, educational, co-curricular and related programs; finances; standards of educational programs; and all formal course of religious education. All decisions of the Board of Education shall be binding upon the Superintendent of Education; and the pastors, principals, and staffs of the schools and catechetical programs within the diocesan system.

Thus, this Diocesan Board of Education is the official representative to the State of Iowa for all the parochial systems under the jurisdiction of the Diocese of Davenport. However, realizing it would be nearly impossible to administer so many schools and school systems from afar, the Diocesan Board of Education, by their statement in Article I, Section 1,” ... all subordinate Board of Education ...” allowed the establishment of local Boards of Education administer each individual school system under their jurisdiction.

On December 2, 1968, they established these guidelines for local boards to follow:

AREAS OF LOCAL BOARD RESPONSIBILITY

1. School advancement and operation in light of their philosophy of Catholic Education and the decrees of Vatican II.
2. Establishment of conditions for academic excellence, enrichment, and cultural experiences for children.
3. Provisions for conditions that make possible confirmation to existing state and Diocesan policy.
4. Maintenance and improvement of the physical plant to meet the demand of education in this area.

5. Financial arrangement to provide services, equipment, and materials for quality education.
6. Salary schedule for lay teachers based on their educational level and experience; annual increments based on criteria established by public school boards, insurance, etc.

100. Holy Trinity Catholic Schools, Inc.

Education Philosophy

103.0 Relationship with the Diocesan School Committee Continued

7. Salary schedule for substitute teachers.
8. Salary schedule, job descriptions, fringe benefits for non-teaching personnel including custodian and office clerk.
9. Provision for parish school buses, if desired.
10. Initiation of school lunch program, if desired.
11. Evaluation of pupil insurance plan.
12. Necessary improvements to meet state health, safety and fire regulations.
13. Public relations program with public schools and the total community.
14. Negotiations with public school boards and administration for equipment and services legally possible.
15. Study and action through the democratic processes to obtain legitimate financial assistance and special services for non-public school children.
16. Promotion of teacher in-service education.
17. Advancement and improvement of religious education of parish children attending public schools; provision for their inclusion in school and parish functions (parish board).

Developed: September, 2005

Updated: June, 2022

104.0 The School Calendar

The fiscal year of this district shall begin on July 1 and end June 30. The school term shall provide up to 190 days of schooling including not more than six days of teachers' institutes. The school term calendar may be revised anytime during the school year so long as the school terms consist of not more than 180 days of attendance by the students.

The school calendar must be consistent with the requirement of the Iowa Department of Instruction including the legal school holidays specified by state law.

As much as is practical, the Holy Trinity Catholic School's calendar shall be identical with that of the public schools.

Updated: June, 2022

104.0 The School Calendar

104.1 The School Day

All schools shall be in session five days per week during such hours as the Board may from time to time determine.

The requirements of five clock hours in the case of elementary and secondary school does not apply to the opening and closing days of the school year or institute days.

The normal school day for instructional staff members is twenty minutes before and after the regular school day for students unless otherwise specified. Staff members are on call for curricular or other administrative meetings each day from 7:45 a.m. until 5:00 p.m. and are to attend evening meetings or sessions that directly involve their assigned schools, department or system-wide activities, unless otherwise directed or excused.

The Board retains the prerogative to change an employee or a group of employees scheduled work day in an emergency situation, impact from mandated and/or recommended changes as state or federal law and/or agencies require, and other circumstances that arise affecting the operation of the school system.

Developed: September, 2005

Reviewed: June, 2022