



REGINA INTER-PARISH
CATHOLIC EDUCATION CENTER

K-6 Parent/Student Handbook

Updated August 1, 2023

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Table of Contents

Mission, Belief Statements, and Objectives	4
Board of Education	5
Notice of Nondiscrimination	6
Curriculum	7
Religion.....	8
Human Growth and Development	8
Guidance.....	8
Media Program	8
Physical Education.....	9
Computer Technology	9
Music.....	9
Art	9
The Learning Environment.....	10
Dress Code	11
Weather Safety	12
Bus Transportation	13
Cafeteria – Breakfast/Lunch	14
Health & Medicine.....	15
Allergies/Reactions	15
Immunization Records.....	15
Illness	15
Medications	16
Screening Tests	16
Recess.....	166
Head Lice	166
Bell Schedule/Attendance/Tardies/etc.	17
Bell Schedule.....	17
Tardy Students	17
Arrival and Dismissal	188
Family Schedule Changes.....	19
Tuition/Financial Assistance	20
Business Office	20
Financial Assistance.....	20
Registration Fee	20
Blackbaud Tuition Management	200
Tuition & Fees	20
Parish Stewardship.....	21

Delinquent Tuition	211
Communications	22
Back to School Night.....	22
Newsletters	22
Parent-Teacher Conferences	22
Support Groups	22
Home & School	222
PISA	222
Regina Booster Club	23
Regina Foundation	23
Volunteers	23
A.M. / P.M. Program	23
Behavior / Discipline	24
Playground Policy (before, after, during).....	24
Lunch Room Policy	24
Restrooms.....	24
Hallways	24
Actions Resulting in Immediate Discipline	24
Discipline	25
Use of Playground Equipment.....	26
Slides	26
Hanging Ladder	26
Swings	26
Flip Flops.....	26
Wobble Wheels.....	26
Other Playground Rules.....	26
Remember the Following	26
Regina A-Z	26
Animal and Pet Visits.....	27
Birthday Book Program	27
Birthday Invitations.....	27
Birthday Treats	27
Building Maintenance Fund	27
Children's Action Plan (CAP)	27
Custody.....	27
Driveways	27
Harassment.....	27
Homework	27
Homework Absence Policy	28
Kindergarten Snack	28
Lockers	28
Protection of Pupil's Property	28
Prohibited Items	28

Scouts	29
Student Records	29
Appeals & Complaints	29
Complaints Against Teacher/Employee	29
Complaints Against An Administrator	30
Complaint Against a Board Member	31
APPENDICES	32
APPENDIX A	32
Medication form	32
APPENDIX B.....	33
Attendance (Policy 545.5R)	33
APPENDIX C.....	36
Student Personnel-Harassment & Bullying.....	36
APPENDIX D	47
Wellness Policies on Physical Activity and Nutrition	47
APPENDIX E.....	53
Financial Assistance, Registration, and Tuition policies	53

Mission, Belief Statements, and Objectives

MISSION

Regina is committed to preparing tomorrow's leaders through a comprehensive educational experience focused on excellence and anchored in the teachings of the Roman Catholic Church.

BELIEF STATEMENTS

1. We believe that living, celebrating, and sharing our faith creates life-long, active members of the Catholic Church.
2. We believe in embracing all learners regardless of religion, ethnicity, or financial circumstances.
3. We believe that all members of our community, including parents, parishes, and alumni, are integral to the educational process.
4. We believe that fostering community relationship in a safe, supportive environment allows students to understand the importance of being of service to others.
5. We believe in providing all students with multiple opportunities to participate in academic endeavors, athletics, and the arts.

OBJECTIVES

1. To develop in each student an understanding of his/her Catholic faith which includes knowledge of faith, the building of Christian community, the practice of Christian service, and participation in the liturgical experiences.
2. To provide opportunities that promote excellence in the development of academic skills and to challenge students to make use of their intellectual capabilities in order to become all God intends them to be.
3. To recognize individual differences among students and to provide programs that help all students, including the gifted and talented and those "at risk," utilize their special gifts.
4. To promote responsible attitudes toward physical and mental health and the environment, and to provide both academic and extracurricular activities which highlight these values.
5. To provide opportunities for students to investigate the many and varied careers available to them.
6. To develop within each student a knowledge and appreciation of the arts through the curriculum and participatory experiences.
7. To provide a curriculum which includes a variety of recreational activities and a full athletic program stressing participation, teamwork dynamics, and sportsmanship.
8. To provide easy transition to today's highly technical work environment through in-school

availability of the latest equipment and instruction in the skills needed to operate it.

9. To teach students to recognize the rights and responsibilities of active citizenship and to encourage students to act on behalf of peace and justice.
10. To teach students to understand and respect human and cultural diversity.

Board of Education

The board consists of three representatives from each of the four parishes and the pastor from each parish. Ex-officio non-voting members include the five program administrators. The Bishop is president; one pastor acts as "Provost," who is a member of the executive committee and signs legal documents with the chairperson. The legal name for our institution is "Regina Inter-Parish Catholic Education Center."

The functions of the Board of Education are to:

- a. Ensure that the operation of the Regina Inter-Parish Catholic Education Center complies with the laws of the State and with diocesan policy and is in accord with the doctrine of the Roman Catholic Church.
- b. Develop the budget for the Regina Inter-Parish Catholic Education Center.
- c. Oversee the collection and disbursement of financial resources necessary for the operation of the Regina Inter-Parish Catholic Education Center.
- d. Provide and maintain the facilities necessary to meet the educational goals of the Center.
- e. Determine and implement a long-range plan for the Center.
- f. Formulate and adopt general, educational, and financial policies that will guide the administration and enable the Center to function efficiently and in such a manner as to maximize educational opportunities and enhance the quality of education that is provided.
- g. Conduct an annual evaluation of the performance of the President.

BOARD COMMITTEES

Regina Inter-Parish Catholic Education Center's board committees help Regina implement many of the areas listed above and are open to any interested parent. Please contact the Head of School, school administrators or any board member if you are interested in serving on any of these committees:

- A. **The Executive Committee.** The primary function of the Executive Committee is to provide leadership and personnel guidance to the Board of Directors/Board of Education and to organize the agenda and manner of conducting business.
- B. **The Finance Committee.** The primary function of the Finance Committee is to develop and monitor the budget. The Treasurer of the Board of Education is the chair of this committee.
- C. **The Strategic Planning Committee.** The primary function of the Strategic Planning Committee is to develop a plan to incorporate short term and long-term goals for the Regina Inter-Parish Catholic Education Center. The Vice Chair of the Board of Education is the chair of this committee.

- D. **The Policy/By-Laws Committee.** The primary function of the Policy/By-Laws Committee is to work with the administrators in developing and reviewing school policy and to review the by-laws in regard to improving Board procedures and facilitating the conduct of business. The members of this committee will be comprised of administrators and board members and will be chaired by the Secretary of the Board.
- E. **The Buildings and Grounds Committee.** The primary function of the Buildings and Grounds Committee is to monitor the maintenance of the school facility.
- F. **The School Improvement Advisory Committee (SIAC)/Education Committee.** The primary function of the SIAC/Education Committee is to work with the administrators of the Regina Inter-Parish Catholic Education Center in developing, reviewing, and evaluating educational goals. Membership must conform to SIAC regulations.
- G. **The Catholic Identity Committee.** The primary function of the Catholic Identity Committee is to create ways to strengthen and promote the Catholic identity of both curricular and extra-curricular activities.
- H. **Health & Safety Committee.** The primary function of the Health and Safety Committee is to work with the administrators of the Regina Inter-Parish Catholic Education Center in developing, reviewing, and evaluating health and safety practices and procedures.
- I. **The Development and Public Relations Committee.** The primary function is to educate the community as to the needs, goals, and objectives of the school: for public relations, fund raising, its potential for assisting in the recruitment of students and maintenance of liaison with the community served by the school.

Notice of Nondiscrimination

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment with schools in the Diocese of Davenport are hereby notified that the schools do not discriminate on the basis of race, color, national origin, sex, age, or disability as defined in Section 504 of the Rehabilitation Act of 1973 and Title I of the Americans with Disabilities Act, in admission or access to, or treatment or employment in, its programs and activities.

Any person having inquiries concerning schools' compliance with the regulations implementing Title VI, and Title IX, of the Civil Rights Laws, the Americans with Disabilities Act or Section 504 is directed to contact: Tiara Hatfield Director of Human Resource & Risk Management, who has been designated to coordinate the schools' efforts to comply with the regulations related to these laws.

Contact-

Tiara Hatfield

Director Human Resource & Risk Management

Phone: (563) 888-4366

Diocesan Victims' Assistant Coordinator - Alicia Owens 563-349-5002

Curriculum

Our BASIC CURRICULUM for all students in grades K-6th includes:

Religion	Art
Language Arts	Physical Education
Reading	Computer
Math	Music
Social Studies	Library
Science	Guidance

Our EXTENDED CURRICULUM offered to particular grades includes:

Instrumental Music (whole group & individual lessons)	5 th & 6 th
Orchestra	4 th - 6 th
Enrichment Activities (classroom, theater trips, visiting artists)	K-6 th
Sacramental Overview (Reconciliation & First Communion)	2 nd grade

Our school curriculum is intended to target a population that is successful in academic achievement. Students at Regina Elementary typically score well on the standardized assessments. Our basic and extended core curricula are rigorous. The series that we use, allows classroom teachers to re-teach, extend, or enrich lessons daily on a given topic or skill.

Our philosophy maintains students within the classroom and gives them as much assistance or challenge within the homeroom. Classroom teachers provide interventions within the room to all children by enhancing our curriculum and providing enrichment activities for the entire class.

Our goal is to teach and assist all of our students to the greatest extent possible, **first** through the classroom teacher, and then if needed by outside resources.

Students with exceptional abilities or special needs will be identified and educational programming will be described through a Children's Action Plan. Students needing assistance to maintain grade level skills may receive Resource Room support. Students who meet criteria guidelines will receive Challenge Enrichment as determined by the Child Study Team through objective and subjective criteria.

From this, Regina Elementary will recommend outside opportunities that will benefit the student. Additional services from the Grant Wood Area Education Agency staff services include: Speech Therapist, Social Worker, Occupational Therapist, Audiologists, and School Psychologist.

The kindergarten, first, and second grade classrooms are self-contained; that is, the students remain with the assigned teacher during the core curriculum. Third through sixth grade classes engage in some shared teaching between sections.

Religion

Religion is taught daily to all students. These classes are enhanced through daily prayer, sacraments, and the Christian philosophy of the Center. Once a week throughout the school year, the students gather for singing, liturgy, or a prayer service. Each grade level follows the ***Blest Are We*** (www.blestarewe.com) religion curriculum. The faith goals for each grade are listed below.

- K - God is love and all gifts come from God.
- 1 - Church Community, God the Father, Jesus, and the Holy Spirit.
- 2 - Preparing/receiving the sacraments of Reconciliation & First Holy Communion. Believing, The Word, The Gift of Eucharist, and Forgiveness.
- 3 - Church as One, Holy, Catholic, Apostolic and The Mission of Church.
- 4 - The Goodness of God, moral values, and the Holy Spirit as a helper and guide.
- 5 - The seven sacraments, the meanings and symbols of these sacraments.
- 6 - God's call, the bible, especially the Old Testament.

Human Growth and Development

During the unit on human growth and sexuality, our teachers are reminded that information shared with children is based on the teachings of our faith. This information is typically presented in the spring semester. Parents will have prior notice, with the option to have your child not attend this class. Careful consideration is given to the material presented and the content level appropriateness for an intended age group. All information and objectives are based on the beliefs of our Catholic faith. Teachers may use the assistance of an approved guest speaker. Parents are encouraged to contact classroom teachers if they have specific concerns.

Guidance

The guidance curriculum consists of structured developmental experiences presented through classroom and group activities.

The purpose of the guidance curriculum is to provide students with knowledge of normal growth and development, to promote their positive mental health and to assist them in acquiring and using life skills. The curriculum is organized around the following major areas: Exploration, Knowledge of Self and Others, and Educational and Vocational Development. While the counselor's responsibilities include the organization and implementation of the guidance curriculum, the cooperation and support of the entire faculty and staff is necessary for its successful implementation. The guidance program maintains an "open door" policy for all students who would like to meet with the counselor.

Media Program

Library skills, literature skills and literature experiences are planned to coordinate with classroom learning units/themes. Students visit the media center once in a six-day cycle. Visits are devoted to learning library skills, literature/read aloud experiences, and guided book checkout. Students are encouraged to find books that are appropriate for their individual reading levels and interests. Students are encouraged to explore new genres. Every student has a bar code that allows checkout through our circulation system.

Parents who have special needs for their children (for example, books that deal with a specific problem, or books to serve a current interest at home) should feel free to contact the librarian. The media center also provides useful titles regarding parenting tips, educational issues, learning behaviors and styles that you might find helpful. Please contact the school media specialist if you would like a complete list of these titles.

Physical Education

The Department of Public Education requires physical education class. Students attend two forty-minute classes, in a six-day cycle. We will acknowledge parents' requests to excuse a child from physical education for a few days due to illness or temporary injury; however, these notes will be valid only a few days. An excuse covering a longer period must come from a doctor.

Each student must have NON-MARKING GYM SHOES, as other types of shoes will mark the surface of the floor in the gymnasium. Those students wishing to have a change of clothes for gym should have a pair of shorts and shirt kept at school in a gym bag.

Computer Technology

Regina Elementary has Chromebooks and iPads for each classroom. We also have a fully equipped computer lab and two traveling iPad carts that are used by all students in grades K-6. The lab has a wonderful collection of software used to enhance the curriculum. All the computers are connected to the Internet. All students and parents will be required to sign the Acceptable Use Policy during online registration. The Internet will be used as another supplemental teaching tool for our curriculum. All computer use will be in alignment and guidance of our Acceptable Use Policy.

Music

Students at Regina elementary attend music for two forty-minute classes each sixth day cycle. Students will experience music of many styles, including songs used in liturgy. Students will be exposed to notes and musical terms, instruments, musicians, and concerts. Students perform at our K-5 Christmas Musical, K-2 Spring Musical, and 3-5 Spring Musical. Our 6th grade students perform twice a year with our 5th and 6th band students. Concerts are an extension of our music curriculum, and attendance at these concerts is mandatory.

In addition to regular music instruction, students may begin an orchestra instrument in fourth grade and a band instrument in fifth grade.

Art

Students will attend one forty-minute art class during the six-day cycle. Students will create many styles of projects while learning the main concepts of art. Each spring, the art department hosts a K-12 art fair to display student work. Student work in art is also on display throughout the building during the year.

The Learning Environment

Order must be maintained in the classroom and in the school building for the most effective teaching to take place and to establish an appropriate learning environment.

It is the teacher's responsibility to determine what is necessary to maintain an orderly classroom and to take the steps necessary to maintain that order. These basic suggestions are made:

1. Inform the students or collectively determine what the rules are for the classroom.
2. Meet with individual students who do not follow the prescribed rules to be sure he/she understands what is expected and to determine what can be done to improve his/her behavior.
3. Teachers are directed to inform parents of problems incurred with a child on an individual basis and expectations of improvements to occur.
4. If a serious problem arises or continuous disruptive behavior occurs, a student will be sent to the office. The teacher must send the student directly to the office and inform the office that the student is being sent. As soon as possible, the teacher will meet with the principal. An appropriate consequence related to the behavior will be sought. A resolution will be sought that is mutually agreeable to all concerned.
5. Teachers are reminded to deal with any disruptive behavior occurring in the building. Reasonable requests should be made, but insubordination by students will not be tolerated.
6. Grade level teachers provide guidelines to help with consistency in all three classrooms as well as specials, transitions, and all school gatherings.

In summary, the best atmosphere for learning in school will take place when all staff members and students do their share in helping to assure that all school regulations are followed. Students will respect and appreciate staff that work with them, and help them learn appropriate behavior.

Dress Code

Regina Catholic Education Center's dress code was created to ensure that our students are focused on their learning and not trends, fads, or comparisons. Parents are expected to help the Regina staff enforce the dress code. Administration reserves the right to interpret dress code on what is appropriate and not appropriate. Their decision is final

MUST BE PURCHASED FROM LANDS' END

Polos: Shirts must be navy, white, maize, blue or gray short- or long-sleeved polos with the designated Regina logo. These polos will not need to be tucked in. Long-sleeved t-shirts of similar *solid* color may be worn under short-sleeved polos; the t-shirts must be tucked in and should be plain with no other images visible through the polo or on the sleeves.

Dress Shirts: White, blue, French blue dress shirts with the Regina logo will need to be tucked in.

Ties: Navy/gold stripe or white plaid. (JR/SR High ONLY)

Skorts (girls only)*+: Girls may wear navy, khaki, gray, or white plaid skorts.

Jumpers (K-6 girls only)*+: Girls may wear the designated white plaid or solid-color navy or khaki jumper.

Sweaters: Navy, white, blue, gray, or maize cardigans or crew neck/v-neck sweaters/vests with the designated Regina logo may be worn. *Students must wear the polo with the designated Regina logo under sweaters.*

Fleece: The navy polar fleece jacket or vest or the microfleece half-zip pullover with the designated Regina logo will be allowed. *Students must wear the polo with the designated Regina logo under the fleece.* No other coats or sweatshirts will be allowed.

Dresses (K-6 girls only)*+: Girls may wear navy or blue dresses with the designated Regina logo.

Skirts (girls only)*+: Girls may wear white plaid skirts.

Sweatshirt: crewneck, pewter heather, white or navy with the designated Regina logo will be allowed. *Students must wear the polo with the designated Regina logo under sweatshirt.*

TO BE PURCHASED FROM VENDORS OF CHOICE

Pants: Dress or cargo pants must be navy, black, gray or khaki, solid-color and of a non-denim material. **Yoga, exercise-type, and skinny-jean-type/jeggings pants are not allowed.**

Shorts +: Dress or cargo shorts must be navy, black, gray, or khaki, solid-color and of a non-denim

material. *Elementary students may wear shorts from August-October and April-June, with administration reserving the right to determine if shorts can be worn during these months.*

Capris (girls only): Girls' dress capris must be navy, black, gray, or khaki, solid-color, and of a non-denim material. **Yoga and exercise-type capris are not allowed.**

Shoes: All shoes must be closed-toe shoes or boots.

Important items to note:

Lands' End typically has logo sales during the year.

The administration reserves the right to determine if a clothing item meets the spirit of the dress code as listed above.

- Grade 7-12 - Non-school related buttons or stickers may not be worn during the school day.
- Coats, jackets, sweatshirts, or other apparel designed for outdoor wear may not be worn during the school day.

**** From November through March, K-6 students must wear tights or leggings under skirts, skorts, jumpers and dresses. Boys must wear pants.***

+ Must be no shorter than three inches above the knee

All students shall be dressed and groomed in such a manner as to not be a source of distraction to others. The administration may deem certain hair, clothing, or jewelry as a distraction and inappropriate for school. If any one teacher deems an item inappropriate, the student may receive a written referral.

Most importantly, dress students appropriately, according to weather conditions. Remember elementary students have outside daily recess.

Weather Safety

SEVERE WEATHER

Parents/Guardians will receive an emergency notification through PowerSchool's messaging system using phone, text and emails. Please keep all contact information current in PowerSchool. School cancellations or early dismissal due to inclement weather will be announced through PowerSchool's messaging system. Regina will generally follow the public school dismissal/cancellation announcements, but may have an exemption due to our own busing system. Please listen to local stations on questionable days to alleviate the necessity of calling the school; we need to keep phone lines open.

Late Start: No A.M. Program; Early Dismissal: No P.M. Program

CONTINGENCY WEATHER PLAN

On occasion, weather forces school to dismiss early. Early dismissal information is provided to you through Powerschool's messaging system. It is extremely important your child knows what to do and where to go when this situation arises. Discussing a plan prior to the cancellation is more efficient

than multiple families attempting to call the school on these days.

TORNADO DRILL

The signal for the tornado drill is a civil defense siren. Students, faculty, and other visitors in the building go quickly and quietly to the hall and face the wall. If weather warrants, people should get in a squat position, facing the wall, with hands clasped behind the head.

FIRE DRILL

The warning for a fire/fire drill will be a continuous blast from the fire bell. Students, staff, and all others in the building are to leave the building promptly, silently, and go to designated areas. Wait for signal before returning to building.

CRISIS PLAN

In the event of a school emergency, we have a Crisis Plan we will follow. If you would like to see a copy of this plan, it is available in the office. In the event of a major emergency, a directive via PowerSchool's messaging system will be issued. We ask you to listen and do as instructed, rather than calling the school directly. In case of evacuation, we will relocate to a safe location and communicate dismissal procedures as soon as it is safe to do so.

Bus Transportation

Regina provides busing for K-8 grade students who live 2 miles or more from school and for 9th-12th grade students who live 3 miles or more from school. A letter informing parents as to the time and point of pickup is sent in August. Please contact Michelle Winders 319-499-9020 regarding questions and concerns.

If your child is eligible to ride the bus, but only rides occasionally, please inform Michelle Winders 319-499-9020. This lets the driver know about daily attendance. Iowa Central School Bus (our bus company) 319-688-1900 should be contacted if you have a change of address or any questions regarding the busing arrangements.

Families outside the Iowa City Community School District are entitled to transportation costs if your district provides it. Contact the superintendent of your residential school district to request information and forms for transportation reimbursement.

For the safety of all passengers:

1. Follow the directions of the driver (teacher) the first time they are given.
2. Sit in your (assigned) seat at all times.
3. Respect others. No hitting, pushing, fighting, swearing, or using rude gestures on the school bus or at the bus stop.
4. Keep all objects and body parts (head, arms, legs) inside the bus in your seat.
5. Food and drinks are not allowed.
6. Keep the aisles clear at all times.

ONLY STUDENTS ASSIGNED TO A BUS MAY RIDE THAT BUS. FRIENDS MAY BE ALLOWED TO RIDE BUS HOME ONLY IF THEY ARE CURRENTLY REGISTERED BUS RIDERS AND RECEIVE PRIOR APPROVAL.

BUSES ONLY

From 7:55 - 8:15 a.m. and from 2:45 - 3:20 p.m. the circle drive in front of the school is reserved for BUSES ONLY. This area has room for buses only. If you have business in school, please use one of the parking lots provided. DO NOT PARK YOUR CAR IN ANY DRIVEWAYS coming into or out of school.

DISCIPLINE

Iowa Central School Bus will use a written bus conduct report for improper conduct. The school principal receives a copy of this report that is discussed with the student. Parents are notified of the report. Students receiving a written report may be suspended from bus riding privileges for a period of time.

We remind parents and students of the conduct expected on the buses. Repeated acts of misconduct can deprive the student of the opportunity to ride the bus. The children should realize that the driver has a big responsibility and that it is everyone's duty to help.

One final reminder: Riding the school bus is a privilege! Students who do not cooperate with the driver and maintain proper conduct can lose their opportunity to ride the bus.

Cafeteria – Breakfast/Lunch

When the balance becomes low, you will be notified. Each student is given a lunch card, which is kept in the classroom (grades K-6).

BREAKFAST -- 7:45 - 8:10 am

FEDERAL LUNCH PROGRAM

Regina features a hot lunch program that is operated according to Federal and State guidelines.

1. Children from a family whose income is at or below the levels published annually may be eligible for either free meals or meals at a reduced rate.
2. Information and forms to determine eligibility are in the Jr/Sr high school office. Parents or guardians must return the forms with the requested information. Eligibility is determined within 10 days of its return. If a family is eligible, PLEASE DO APPLY.
3. If during the school year there are changes in family size or substantial changes in income, such changes must be reported to the school's official so the appropriate eligibility adjustments can be made.
4. Our school strives for 100% participation for an effective, nutritious, and economical fare.
5. Children's lunches may be purchased for:
 - a. Regular price

- b. Reduced-price (determined by eligibility)
- c. Free (determined by eligibility) Prices may change at the semester.
- 6. Adult lunches may be purchased
- 7. Children bringing cold lunch from home may purchase a carton of milk.

We ask that payment for lunches be made with SEPARATE CHECKS from tuition payments. Inquiries regarding hot lunch balances/account should be directed to the high school office at 338-5436.

Health & Medicine

Allergies/Reactions

Please let us know of any health-related issues affecting your child. We share a master list with all teachers who have contact with your child. It is important for all of us at Regina to know what to do.

Immunization Records

Regina Elementary School will support the Iowa State Immunization Law as it is presently established and as it may be changed from time to time. Kindergarten students **MUST** have their immunization certificate on file before entering school. Kindergarten students must also have a lead screening and a dental health screening before coming to kindergarten. Students not presenting an appropriate certificate to the school are not entitled to enrollment.

School officials cannot allow the child to attend school unless they have one of these certificates. A personal immunization record showing dates and kinds of immunizations received must be kept on each child. All immunizations must be validated by your doctor or health clinic and signed by the parent.

Illness

PLEASE DO NOT SEND YOUR CHILD TO SCHOOL IF HE/SHE IS SICK.

If a child is sent to school ill or becomes ill during school hours, we will notify you to come and take your child home. Students with a temperature will be sent home and we ask that they be “fever free” and “vomit free” **for 24 hours** before sending them back.

We follow the guidelines of the Iowa Department of Public Health for communicable diseases. This includes procedures for the following communicable diseases: chicken pox, conjunctivitis (pink eye), fifth disease, head lice, ringworm, strep throat, and whooping cough. Students will be readmitted with a physician's note. The school reserves the right to send home any child in question.

In case of illness or accident involving a student, parents are immediately notified when possible. It is necessary, therefore, that the school have the current number of your home phone, business phone, cell phone or the phone number of a person to contact in case of an emergency. Keep us posted regarding any number changes that occur throughout the year. An emergency card is kept on file in the school office for this purpose.

We cannot stress enough the importance of current phone numbers for office use, plus an emergency

name and number if we are unable to contact the parent. If you have changes throughout the year please update your contact information in Powerschool (our student management system).

CURRENT PHONE NUMBERS ARE VERY IMPORTANT.

Medications

Medications may be administered at school only with a doctor's written order and the written authorization from the parent/guardian. All medications if possible should be taken before or after school hours. Medicines that need to be given three times a day could be given at home before school, after school, and at bedtime. However, it is understood that certain drugs may be required during the school day. No medication (prescription or over the counter) will be administered without a written physician and parent/guardian authorization.

1. Prescription medicine - A current pharmacy labeled container can serve as a written physician's order. A second labeled medication container can be obtained for school use by asking the pharmacist.
2. Over the counter/nonprescription medication will be given only with a physician's order and parent/guardian written authorization. Over the counter/nonprescription medications are to be provided by the parent/guardian and sent to school in the original medication container with the student's name attached.

The parent/guardian is responsible for notifying the school when a medication has been discontinued or changed. **See Appendix A-Medication Form.**

Screening Tests

Grant Wood A.E.A. screens all students for hearing in Kindergarten, and grades 1, 2, and 5. Students in the Early Learning Program with IEP's will be screened. Students in grades 3, 4, middle, and high school, who are new to the school, that do not have a documented normal hearing test, and some students with a history of known hearing loss will also be tested. Follow up testing may occur periodically if previous hearing test results were not within normal limits. Parents/guardians not wishing their child's hearing be tested should notify the office in writing at the beginning of the year.

A classroom teacher occasionally requests speech screening. If your child needs further therapy, you will be contacted. Those students qualifying for speech assistance will be given speech services from the Grant Wood A.E.A. during the school day.

Recess

If your child is well enough to attend school, he/she will be expected to go outside for recess. A child may not remain inside for recess unsupervised, as teachers need this time for planning/lunch. Exceptions: recent broken bone, or recent surgery.

Head Lice

If a case of head lice appears in your child's classroom, we will send a note home with the children in that grade level. Proper treatment and follow-up at home are essential, so that lice are not being passed on to additional students.

Bell Schedule/Attendance/Tardies/etc.

Bell Schedule

First bell rings at 8:10. Classes begin at 8:15 a.m. with dismissal at 3:00 p.m. There is early dismissal at 2:00 p.m. every Thursday of the school year. This time is provided for teacher meetings, curriculum planning and/or in-service. Students in the building before 7:45 a.m. and after 3:00 p.m. are the responsibility of the AM-PM Program. Students arriving to school prior to 7:45 a.m. must report to the A.M. Program. Entrance doors are locked during school hours.

Tardy Students

Students are considered tardy after the 8:15 bell. If students arrive later than 8:15 they need to stop in the office with their parent for an admit slip. Every attempt should be made to have your child here when class begins at 8:15. This gets your child started off right for the day. (*Reference Regina Policy 545.5R*)

UNEXCUSED TARDIES

Unexcused Tardy (K-6): A student who arrives at school within 60 minutes of the start of school without an acceptable excuse. Arrival beyond 60 minutes will be considered a half day unexcused absence.

UNEXCUSED ABSENCES

Unexcused Absence (K-6): A student who is absent for more than 60 minutes of the day without an acceptable excuse.

EXCUSED ABSENCES OR TARDIES

Excused Absence or Tardy: A student who is absent but the absence is deemed excused by the school using the following criteria:

Acceptable Excuses for Absences and Tardies:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. Regina Catholic Education Center may request the parent or guardian to obtain a written statement from a physician or license practitioner as proof of the physical or mental condition of the student. Such excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
2. Medical, dental, chiropractic, optometric, or other valid professional appointments. Parents or guardians are requested to make their appointments during non-school hours.
3. A death in the immediate family or funerals for close relatives.
4. Religious holidays.
5. Family trips that can be taken only during the normal school term. The intent of this statement is to provide opportunity for students to accompany their parents/guardian on a vacation, which cannot be scheduled when school is not in session. A parent/guardian shall be required to notify the school office and administration prior to leaving on vacation of the pending absence for the purpose of reviewing the

student's attendance record and overall performance record. If attendance is satisfactory, the administration of each school may excuse up to 5 days a year for family trips. Student vacations or trips without parent/guardian accompaniment are not excused absences.

6. A court appearance or other legal procedure which requires the attendance of the student.
7. A quarantine as imposed by a public health officer.
8. Attendance at special events of educational value or school activities as approved by the administration of each school.
9. Special circumstances that show good cause which the school's administration approves in advance.
10. Out of school suspension.

ENFORCEMENT

When a student has:

- 8 unexcused tardies, or
- 5 unexcused absences from school, or
- 12 absences from school (excused or a combination of excused and unexcused)

A notification letter will be sent home to the parents and a meeting will be setup with the parents to develop an attendance plan to help ensure the student is attending school on a regular basis.

Once an attendance plan has been put in place, any future absence or tardy outside the agreed upon conditions of the attendance plan will require the school to take further action, which may include referring the student's attendance issues to the Johnson County Attorney's office. Parents will be notified of the next action steps regarding continued attendance issues.

Students need to be in attendance at school from 8:15 until 3:00 each day, except Thursdays, when release is 2:00. When your child is sick or has an appointment, please follow this procedure:

1. Parent or guardian phones school by 9:00 a.m. to tell us why the student is absent.
At the discretion of the office, a doctor's admit slip may be required after an extended illness.
2. Students leaving for an appointment will be **signed out** by their parent/guardian on the attendance list in the office.
3. Students returning will be **signed in** on the attendance list in the office.

Arrival and Dismissal

The Regina Inter-Parish Catholic Education Center is extremely congested between 7:55 a.m. - 8:30 a.m. and from 2:45 p.m. - 3:20 p.m. There are many vehicles and pedestrians all over the campus. We ask everyone to drive with extra caution at all times, but especially during these times.

DO NOT PARK ON ANY CURBS IN THE FRONT OF EITHER BUILDING

The city has mandated a fire lane to be open and clear twenty-four hours a day, both sides of the fire lanes. This lane is marked with signs in the front and the back circle. These areas may not be used for parking at any time.

Park in the parking lot if you are entering the building.

1. **CAR RIDERS*** - Car line is after school "pick up" for students riding in a vehicle. Follow the driveway around the high school parking lot. Please have a sign with your last name big enough to read from a distance and display it in the right-hand corner of the dashboard. This sign aids teachers in identifying cars with students. Your child will stand on the curb until his/her name is called. .
2. **WALKERS** - If your student is walking home, the child will enter the walkers' line. Teachers will walk students to the crossing guard standing at Rochester Avenue. Walkers may meet a sibling from the high school in the high school lobby outside the art rooms. Two crossing guards help our students cross Rochester Avenue. One is located at the corner of First Avenue and Rochester; the other is located at Ashwood Drive. Those students who cross First Avenue should cross at the light with the crossing guard.
3. **BUS LINE**— If your student rides the bus, your child will report to the front circle, in the correct line for his/her numbered bus. Teachers will supervise and help students load the correct bus.
4. **MEETING STUDENTS** - If you are parked in the front lot to meet your child, have them enter the walker line. Meet them as they walk by in the line at the bike racks. **(Do not wave children over to meet you in the lot. Meet them by the bike racks and then continue onto your car.)**
5. **A.M. – P.M. PROGRAM** – Students enrolled in the after-school program will report directly to the cafeteria. If you have a change in routine for A.M.-P.M., you should make contact directly with the A.M.-P.M. Program Director at 331-1211.

It is important that your child knows what to do and where to go each day and has a “backup” plan.

Family Schedule Changes

We are often asked to excuse children early for various reasons. For your protection, we will not excuse any student unless a parent calls for him/her at school or sends a written note with the child in the morning. Parents are asked to push the buzzer at the front door to contact the office when coming to school for an early excuse.

If you find it necessary to bring something to your child (lunch, books, etc.) or if you need to contact your child for any reason, please push the buzzer at the front door. Children will not be called to the phone during the school day and are discouraged from using the phone to call out unless it is an emergency. If your child needs to receive a message prior to dismissal, **PLEASE CALL BEFORE 2:00 (1:00 ON THURSDAYS)**. Calling early will assist us in making sure your child receives the correct directions. End of the day changes to after school routines should be a rare occurrence for the safety of students.

Tuition/Financial Assistance

Business Office

The Regina Inter-Parish Catholic Education Center's main business office is located on the second floor area above the pre-school. School finances are transacted in the business office. The Regina business office handles tuition & bookkeeping records. Questions regarding accounts may be directed to 337-2580.

Financial Assistance

Parents are given an opportunity to apply for financial assistance. Parents complete an application for financial assistance through a third-party processor for assistance from both the Southeast Iowa Student Tuition Organization (STO) and Regina. This same form may also be required for certain scholarships awarded by the Regina Foundation. The Financial Aid Application will be driven by the STO schedule, but most likely will be available by February 1 each year. Late applications are allowed, however, given the availability of tuition assistance monies, awards may be limited for late applicants. The amount of aid given depends on (1) need and (2) money available through STO, Regina/Parishes, Foundation, scholarship fund, or other sources. Most information is provided with the application forms.

Registration Fee

A registration fee is collected in the spring for the following year to hold your child's grade spot. A registration deposit must be paid for every student before his/her registration is processed. This is a non-refundable registration fee.

Blackbaud Tuition Management

Regina utilizes Blackbaud Tuition Management (BTM) for handling tuition and fee collection. BTM is a company that specializes in offering billing and collection assistance for private schools. Information for BTM will be given out each year during registration. Contact the Business Office with any questions.

Tuition & Fees

Fee Type	Grades	Fee
Early Bird Registration	K-6	\$100 If paid by March 31, 2023 and all 1 st time families
	Registration	K-6 \$150 after March 31, 2023
Instrument Rental	4-12	\$90 per instrument used
Busing Fee	K-12	\$50 ridership fee per student
Before-School Program	K-6	\$80 per month
After-School Program	K-6	\$250 per month
Before and After School Program	K-6	\$300 per month

	Parish Stewardship	School Stewardship	Full Tuition
Eligibility	Must be a member of one of four supporting parishes (St. Mary's, St. Wenceslaus, St. Thomas More, St. Patrick)	Able to meet requirements below	All remaining students
Details	Parishes determine eligibility based on contributions of time, talent & treasure	Regina determines eligibility based on the following factors: <ul style="list-style-type: none"> • Parents must agree to volunteer an average of at least one hour per week throughout the school year • Parents must make monthly purchases in Regina's Regal Rewards program 	Payment of tuition Active membership in Regina community
Rates			
K-6	\$5,120	\$7,850	\$10,680

Multi-Child discount: A 10% multi-child family discount is granted to families with three or more children enrolled at Regina in the K-12 program, based on the youngest child(ren).

Parish Stewardship

In order for students to be registered in the school as a member of a parish, a form, signed by the pastor, indicating parish membership must be on file. Once received, the students will then be assessed tuition at the parish-stewardship rate.

Delinquent Tuition

If a payment cannot be made on time (according to the approved payment plan), a request shall be made to the Business Office in writing or by phone to delay payment. This request should include reasons for the delay and specify a date on which payment will be made. Specific information regarding tuition payments and family needs may be shared with the principal.

If a request for delayed payment is not approved, the student(s) may not register for the succeeding semester.

Persons who have not followed a payment plan worked out to accommodate their needs may not register their sons/daughters for the following year until the tuition is paid.

Communications

Regular communication between home and school is vital to student growth. We encourage parents to make use of the opportunities made available.

Reporting to parents is done by regular newsletters, progress reports, web site www.regina.org, evaluations, phone calls, and visits to school or home. Classroom teachers provide monthly communication in the form of a newsletter. Parents are also contacted via PowerSchool and Constant Contact on school issues. The school produces a monthly newsletter, which is emailed to parents through classroom teachers. This includes calendars, and items of interest to Regina families. Parents may request a paper copy of the newsletter or pick one up in the office. If an individual or organization wishes to submit an article for the newsletter, please e-mail the article to the administrative assistant by the 15th of the month.

Back to School Night

Back to School Night is an excellent opportunity for parents to meet with their student's teachers to hear about each class individually, and establish lines of communication.

Newsletters

Newsletters containing calendars, activities, notices, department and classroom updates, as well as other items of interest will be sent out by classroom teachers. If an individual or organization wishes to submit an article for the newsletter, please have it submitted electronically to the office by the 15th of the previous month. Parents are encouraged to read newsletters online.

Parent-Teacher Conferences

Parent-Teacher Conferences are scheduled annually during the month of November and represent an easy way to make contact with many of your student's teachers. Either parent or teacher may request additional conferences. If a situation should arise which concerns you, please contact the teacher or persons involved. We would like the channels of communication open at all times.

Support Groups

Home & School

This is a Regina Elementary support organization. Home and School sponsors various activities throughout the year, with the goal of providing social times and allowing families to get better acquainted. They sponsor several moneymaking events with the proceeds going to supplies and equipment for the school. This organization meets the first Thursday of each month.

PISA

Parent in Support of Arts, has evolved to provide support to the Regina Elementary and High School visual and performing arts programs. Through vigorous fundraising and promotion of the Fine Arts at Regina, PISA strives to create an enhanced artistic environment in which students can grow and thrive.

Regina Booster Club

The Regina Booster Club donates money directly to Regina to help finance athletic program needs not covered by the school's operating funds.

Regina Foundation

The Regina Foundation serves as a channel for soliciting and receiving gifts in support of Regina's educational programs. Gifts to the Endowment Fund are accepted throughout the year and are usually given through memorials, bequests, and other outright and planned gift arrangements.

Volunteers

Regina is pleased to have parent volunteers throughout the year in various classrooms. Volunteers have provided numerous hours of service for the children and teachers. We appreciate these hours given to benefit the children. This truly makes Regina a special place.

If you are volunteering in the school, we ask that you sign in/out at the office. Identification tags are provided for the volunteers. We ask that volunteers please respect the privacy of the teachers' lounge. Volunteers may be subject to criminal checks and sexual misconduct sign off sheets.

ALL VOLUNTEERS MUST HAVE (AS REQUIRED BY THE DIOCESE) CMG TRAINING (online only) and Background Check
<https://davenport.cmgconnect.org/>

We have two active volunteer programs:

1. ACT - Assisting Classroom Teachers. This is the broad-based volunteer program with numerous opportunities.
2. RLP - Regal Learning Program. This is a one-to-one tutorial program, matching the volunteer to a specific student for the school year.

ALL VISITORS, VOLUNTEERS, AND PARENTS ARE REQUIRED TO CHECK IN/OUT AT THE OFFICE.

A.M. / P.M. Program

7:00 am - 7:45 am M-F
3:00 - 5:30 M, T, W, F
2:00 - 5:30 TH
Phone 319-331-1211

The A.M.-P.M. Program is a childcare program providing supervision and fun/learning activities for families in need of an extended school day. An A.M. - P.M. registration form is required for each child enrolled in the program. There are additional registration forms for this program.

A.M. PROGRAM

Students K-6, check in the program held in the elementary library if they are in school before 7:45 a.m. There is a monthly fee to use this program.

When the **school day is canceled** because of weather conditions, **A.M.- P.M. program is canceled.**

If weather causes early dismissal, someone will remain with the children until a parent arrives. Please make arrangements AS SOON AS POSSIBLE. School is dismissed early because of safety and well-being. We also want to get our staff home safely

If there is a **late start** to the school day because of weather conditions, there will be **NO A.M. Program.** (See SEVERE WEATHER section of this handbook)

Behavior / Discipline

Playground Policy (before, after, during)

1. Play in designated areas only.
2. Follow directions of supervisors.
3. Dangerous games or activities are not allowed.
4. Fighting, kicking, spitting, or abusive language will not be allowed.
5. Playground Supervisor's word is to be obeyed.
6. Classroom rules that are applicable continue on the playground.

Lunch Room Policy

1. Follow directions of supervisor.
2. Speak softly and in regular tones.
3. Walk in and around lunchroom (no running).
4. Remain at the table, once you have made a table selection.
5. Remove trays when table is called quietly, wait in assigned line.
6. Finish food inside the cafeteria. Do not take food to playground.

Restrooms

1. Speak softly and in regular tones.
2. Respect property and facilities.
3. Enter and leave as quietly as possible.
4. Report damaged/broken fixtures to office for proper maintenance.

Hallways

1. Walk in halls, single file. (No running or sliding)
2. Be reasonably quiet.
3. Take stairs one at a time.
4. Keep hands and feet to self.

Actions Resulting in Immediate Discipline

1. Disrespect (physical or verbal) for teachers, adults, or students.
2. Abusive, obscene language.

3. Destruction of property.
4. Stealing or cheating.
5. Removal from a class.
6. Carrying dangerous objects.

Disciplinary sanctions may range from a note or phone call home, to a meeting with teacher and/or administrator, up to expulsion in extreme cases.

Discipline

It is the policy of our school to develop positive discipline in students by guiding them to develop self-control in a Christian atmosphere. We strive for mutual cooperation, respect, and knowledge of consequences among students, parents, and teachers for the purpose of establishing an orderly learning environment. If a student is unable to function in an atmosphere of Christian respect and discipline due to his/her actions, the result will be one or more of the following procedures:

1. Correction by the teacher or supervisor with appropriate consequences.
2. Teacher/Parent conference or phone call to parents explaining the problem.
3. After-school detention (parents will be notified one day prior).
4. Conference with principal, student and/or parent or both.
5. In-school suspension: The student will study and complete his/her assignments in an area separate from the classroom under the indirect supervision of the principal or other responsible person.
6. Out of school suspension: The student will be removed from school for a determined amount of time.
7. Expulsion: The student will not be able to return to school due to an extreme action/violation of the school policy.

Depending on the circumstances, additional procedures may be followed, as parents and the school work jointly, through the issues surrounding the matter.

Use of Playground Equipment

Slides

1. One person on at a time. Please check before you go down
2. Sitting down, forward only.
3. No climbing up slide, unless on the climbing slide
4. No reaching in while someone is going down.
5. Platform at top of the slide is not a play area; it is a spot to wait your turn.

Hanging Ladder

1. Move one way across.
2. No sitting on top.

Swings

1. One person on a swing at a time.
2. Stay away from a swing in use.

3. No jumping out of a swing.
4. Swing straight ahead, no twisting.

Flip Flops

1. No standing, sitting only

Wobble Wheels

1. No jumping from the wheels

Other Playground Rules

1. Think About Safety - Use common sense.
2. Leave all objects on the ground. (sticks, bark, nuts, sand)
3. Use equipment as intended to be used
4. No sitting on top of any piece of equipment
5. Treat others appropriately.
6. Keep your hands and feet to yourself.
7. Please make sure everyone agrees on rules for the game you are playing.

Remember the Following

1. Please walk to new activities.
2. Line-up time - stop all activity, get off the equipment and walk to line.
3. Use sidewalk
4. No sleds of any type.
5. If someone is bothering you: ignore them, ask them to stop, walk away, or report to the supervisors.

Regina A-Z

Birthday Book Program

Regina Elementary has a wonderful tradition to commemorate a child's birthday. Any family who wishes to participate can contribute a book to the Media Center. The usual procedure is to contact the media specialist (phone call, or email) and then let the child pick out a book from the selection of new books kept on hand for this purpose. Then a check for the average price of library book is written to Regina Elementary to reimburse the school for the book. Other arrangements may also be made. The book gets a gift bookplate in front listing the child's birth date and name. It's a way to leave your "mark" upon the school. This program is purely optional, and there is no expectation for an individual to do this.

Birthday Invitations

Invitations to birthday parties may be passed out in the classroom only if the ENTIRE CLASS or ALL GIRLS or ALL BOYS are invited. If only some of the children are being invited, we ask that these invitations not be distributed at school.

Building Maintenance Fund

Regina Education Center recognizes the need to pre-plan for capital maintenance items; therefore, we have a "Building Maintenance Fund". Projects such as roofing, major sewer repairs, major interior/exterior projects, etc. will be included. Half of the registration fee paid each spring is designated to help offset these projects.

Children's Action Plan (CAP)

Students with additional needs receiving assistance from the classroom teacher should have a CAP on file in the office. Concerns, goals, and strategies for the students are filled out cooperatively with parents, administration, classroom teachers, resource teacher, and support staff. This form serves as a record for needs, as well as, a record for teacher interventions that are used to help the student reach the prescribed goals. CAP plans will also be used with students who are receiving special enrichment activities as described by the Child Study Team. If you feel your child is not receiving appropriate services, make an appointment with school administration to discuss your concerns.

Custody

In most cases, divorced parents continue to have equal rights, such as access to information, where their children are concerned. If a parent has a court order that limits the rights of the other parent in matters such as custody or visitation, a copy should be provided to the office. Unless the court order is on file, we must provide equal rights to both parents.

Driveways

The east (back) driveway (closest to 1st Ave.) is one way and is used to **enter** the school grounds. The west drive is one way and is used as an **exit**, providing right and left turn lanes onto Rochester Avenue. **All students arriving by car should be dropped off at any of the doors behind the high school. Do not stop or double park** in the top area of the front circle as it creates a safety hazard for students.

Driveway off of Rochester allows entrance to back parking lot with a right turn only.

Please notice the YELLOW curb around the circle in front of the high school and elementary building. **This area is for buses to load and unload.**

**NO PARKING ALLOWED IN THE YELLOW CURB
AREA AT ANY TIME, ON EITHER SIDE!**

Harassment

Harassment between or among students will not be tolerated in any form. Actions that create a hostile learning environment will be investigated and dealt with promptly. Single or multiple incidences, whether physical or verbal, that cause intimidation of others may result in suspension or expulsion from Regina. Regina will follow the diocesan policy on harassment. (*Reference School Policy 430.0*)

Homework

Kindergartners and first graders are given little or no homework. Reinforcement on alphabet, number flash cards, word recognition or reading may occasionally be required. Young children love to share everything they learned during the day. Time set aside for sharing accomplishments, daily work, and stories that they have written is such a positive learning experience for both parent and child.

Homework becomes a factor second through sixth grade. We recommend 15-30 minutes for grades two

and three, 30-45 minutes for grade four, and maybe a little longer for grades five and six. In no case, should a student be spending more than an hour on homework unless a special project is due. If this is happening, you need to set up a conference with the teacher/ teachers right away. On a daily basis, work time in the classroom is allowed to at least start assignments and often time to finish work. It is important for you to read the Class Profile provided by your teachers at the beginning of the year. This will provide specific information about expectations for schoolwork and homework.

Homework Absence Policy

In general, we will not send home homework for a child who misses one day of school. Most classes have a system whereby another student keeps track of assignments, worksheets, study sheets, or readings assigned and will give them to the absent student when he/she returns the next day. If the illness is longer, then we will gladly make arrangements to send the necessary work home. We certainly encourage all students to have a library book at all times and even if they have no formal homework, read a few minutes from their book.

Kindergarten Snack

Snack and milk are provided. Kindergarten students have an annual milk fee.

Lockers

Students in fifth and sixth grade use hallway lockers. Homeroom teachers make locker assignments. Students are to keep lockers locked at all times for their own protection and should not give their combination to other students. If a locker becomes damaged through misuse, the student will be required to pay for all costs associated with its repair. No personal locks may be used. Report any locker problems to the office. Tops of lockers need to be cleared of all items at the end of each day. All lockers are considered to be the property of Regina and may be inspected at any time by the principal or a person designated by the principal. Students will be asked to remove any materials that the faculty or administration deems as inappropriate. No food in lockers.

Protection of Pupil's Property

It is the responsibility of the school to provide adequate safeguards to pupil's belonging. Parents should cooperate by clearly marking articles children bring or wear to school. Encourage children to put their names on lunch sacks/boxes, gym shoes, sweaters, gloves, boots, jackets, notebooks, and anything likely to be put down and forgotten. Personal items are frequently lost each year because we are unable to identify the owner. Adhesive tape and permanent marker are best suited to this purpose. Lost and found is kept in the hall by the office. Items are removed every other month.

Children should not bring valuable items such as: game systems, iPads, cell phones, other expensive electronics, or money to school. If it is a necessity for a student to have a cell phone, it needs to remain "OFF" and in the child's backpack during the school day. Your child may use the office phone if it is an emergency. Apple watches or SMART watches should be silenced of all alarms.

Prohibited Items

The Regina Inter-Parish Catholic Education Center and Durham School Services consider items such as guns (real or toy), knives of any kind, firecrackers, lighters, noisemakers, and matches, as prohibited items. These items will be confiscated and not returned if brought to school, on the bus, or to school

sponsored activities. Appropriate disciplinary action will be taken, including the possibility of expulsion and the pressing of criminal charges. The administration and/or their delegate reserve the right to confiscate other items, as they become a threat or distraction to other students.

Scouts

Scouting opportunities also exist for boys in grades K-6 with the Boy Scouts of America, and for girls grades K-6 with the Girl Scouts. Information will be sent home with your children regarding these groups in the early fall.

Student Records

As a parent, you have access to your child's school records. School staff respects the privacy of student records and recognizes that only important, factual information should be in the permanent records.

Appeals & Complaints

We encourage you to provide us with insight and suggestions throughout the year. A Regina objective is to help parents, teachers, administration, and board of education members to develop into a "family." Family is defined as a group of people united by a common philosophy, a common set of beliefs and common goals. At Regina, the beliefs are encompassed in the Catholic faith. The philosophy is based on the Christian theme to love one's neighbor. The goal is to educate children in the fundamentals of Catholic faith within the context of life experiences.

Clearly, open communication is fundamental to a healthy school family. However, a family is more than a group of people who can converse in a civil manner. The Catholic school family is bound together by Christian love. This love allows family to effectively address problems and resolve conflicts without any single member being harmed. Further, it fosters the growth of each member's spirit, faith and self-image. Thereby, improving the individual's ability to deal with the world.

A family promotes love and goodwill through a continual series of simple gestures, such as greetings, compliments, concerns for one another, sharing, listening, and helping. When conflict arises in these settings, there is concern for individuals and a willingness to resolve the conflict without harm.

"If your brother/sister should commit some wrong against you, go point out the fault, but keep it between the two of you. If he/she listens to you, you have won your brother/sister over. If he/she does not listen, summon another..." Mt. 18:15

*The following is the suggested format to resolve such conflicts.

Complaints Against Teacher/Employee

In summary, parents who have a concern about the classroom should go directly to the classroom teacher to resolve the issue.

1. The initiator shall first discuss the matter with the person against whom the complaint is made – with the

objective of resolving the matter formally at the point of origin.

2. If the problem remains unresolved, the initiator has another meeting with the respondent this time clarifying in writing the complaint including specifics such as evidences for complaints, sources of information, etc.
3. If the problem remains unresolved, the initiator or the respondent may refer the complaint to the principal/program director who will:
 - Name a conciliator (principal may assume this task or name another agreeable to the concerned parties)
 - Meet initiator and respondent individually
 - Meet with initiator and respondent together; endeavors to facilitate, enable and/or guide them to a peaceful solution of their problem.
4. If complaint is not resolved, formal arbitration may be necessary.

Complaints Against an Administrator

1. The initiator first discusses the matter with the administrator with the objective of resolving the matter formally.
2. If the problem remains unresolved, the initiator has another meeting with the administrator. This time clearly stating the complaint in writing including specifics such as evidences for complaint, sources of information, etc.
3. If the problem remains unresolved, the initiator or the administrator may request a conciliator for informal conciliation.
4. If the problem is resolved in the informal conciliation, the conciliator shall prepare a summary statement of the problem and its resolution and shall affix the signature of the three participants. Each participant is to receive a copy of the signed statement of agreement.
5. If no agreement is reached in the informal conciliation, any one of the three parties may request of the Diocesan School Office a professional evaluation of the problem under consideration.
6. The professional evaluator(s) writes a brief report and presents it in meeting with the initiator, the administrator and the conciliator who serves as chairperson.
7. If agreement is reached in step 6 (above), the conciliator and professional evaluator(s) write a brief report including the problem and terms of agreement. The report is signed by all parties present, is given to each participant and a copy is provided the Diocesan School Office.
8. If complaint is not resolved, formal arbitration may be necessary

Complaint Against a Board Member

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

2. If the problem remains unresolved, the initiator has another meeting with the respondent, this time clarifying in writing the complaint including specifics such as evidences for complaints, sources of information, etc.
3. If the problem remains unresolved, the initiator or the respondent may request the assistance of the pastor or the board chair in the process of informal conciliator.
4. If the problem remains unresolved, any one of the above parties may take the problem to the board of education for decision.
5. Before proceeding with the problem, the local board chair may arrange for a professional evaluation of the matter.
6. The local board chair prepares for and chairs the decision-making meeting. The following data may be requested of initiator and respondent:
 - a. Initiator's written description of the problem including specifics such as evidences of the problem, sources of information, etc.
 - b. Respondent's written response to problem under discussion
 - c. Professional evaluator's written report.
7. The board chair and board involve the initiator and respondent in discussion and in movement toward decision. Finally, the board, after dismissing the parties involved in the problem, and the professional evaluator, bring the problem to decision. The decision, in writing, is given to both parties.
8. If the decision is unacceptable to either party, appeal may be made to the Diocesan School Committee. The procedure at that level is similar to step #6 (above). The decision of the Diocesan School Committee is final.
9. If complaint is not resolved, formal arbitration may be necessary.

Initiator or respondents may request arbitration procedures. Copies of arbitration forms may be received from the Office.

APPENDICES

APPENDIX A

MEDICATION FORM

REGINA CATHOLIC EDUCATION CENTER HEALTH SERVICES MEDICATION ADMINISTRATION CONSENT

To the Parent or Guardian:

We advise you that the staff at Regina Education Center does not normally administer or take any responsibility in the giving of medication to school children. If your child is on any medication, please give it at home and advise the school so the staff may watch for adverse side effects of the drug. However, if a medication must be given during school hours, the school must have the name of the drug, dosage, exact time to be given and the duration of the medication. This form must be signed by the attending physician for all prescription and over-the-counter medications.

The medication must be maintained in the original/prescription container which shall be labeled with:

- | | |
|-----------------------|-------------------------------|
| 1. Name of pupil | 4. Name of physician |
| 2. Name of medication | 5. Name & address of pharmacy |
| 3. Directions for use | 6. Date of prescription |

Medication orders are only effective for the school year in which they are ordered. The physician must renew them each school year.

Since it is necessary that my child be given medication during school hours, I hereby give my permission for school personnel to administer it.

Student's Name

Birth date

Parent or Guardian

Name of Medication

Dosage

Time to be given

Reason

Anticipated Reactions

If this is medication for asthma, please attach Student Asthma Action Plan

ASTHMA MEDICATIONS ONLY

If you and your physician feel your student needs to carry their own asthma inhaler with them during school hours, you must have your physician sign this order sheet for them to do so. Except in an instance of gross negligence, the school district and its employees will incur no liability as the result of any injury arising from self-administration of medication by a student.

I feel this student is adequately educated in the appropriate use of his/her inhaler and is responsible to self-administer medication as needed.

Parent's Signature

Physician's Signature

RETURN THIS FORM TO THE STUDENT'S SCHOOL

APPENDIX B

ATTENDANCE (POLICY 545.5R)

Rationale: Attendance at school is vitally important to a student's success. A student's attendance record is part of his or her permanent academic record.

Iowa Code requires the governing body of an accredited nonpublic school to do the following:

Iowa Code 299.1 Attendance Requirements

"...the governing body of an accredited nonpublic school shall set the number of days of required attendance for the schools under its control."

"...the governing body of an accredited nonpublic school may, by resolution, require attendance for the entire time when the schools are in session in any school year and adopt a policy or rules relating to the reasons considered to be valid or acceptable excuses for absence from school."

Iowa Code 299.1A Compulsory Attendance Age

"A child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age. However, if a child enrolled in a school district or accredited nonpublic school reached the age of sixteen on or after September 15, the child remains of compulsory age until the end of the regular school calendar."

Iowa Code 299.5A Mediation

"If a child is truant as defined in section 299.8, school officers shall attempt to find the cause for the child's absence and use every means available to the school to assure that the child does attend."

"If the parent, guardian, or legal or actual custodian, or child refuses to accept the school's attempt to assure the child's attendance or the school's attempt to assure the child's attendance is otherwise unsuccessful, the truancy officer shall refer the matter to the county attorney for mediation or prosecution."

Iowa Code 299.8 "Truant" Defined

"Any child of compulsory attendance age who fails to attend school as provided in this chapter, or as required by the school board's or school governing body's attendance policy, or who fails to attend competent private instruction under chapter 299A, without reasonable excuse for the absence, shall be deemed to be a truant."

Iowa Code 299.9 Truants – Rules for Punishment

"The board of directors of a public school district or the authorities in charge of an accredited nonpublic school shall prescribe reasonable rules for the punishment of truants."

Truancies:

Truant: A student who is absent from school without an acceptable excuse.

Habitual Truant:

A student with 8 or more unexcused tardies in a school year.

A student with 5 or more unexcused absences in a school year.

A student with 12 or more absences (excused or unexcused) in a school year.

Unexcused Tardies:

Unexcused Tardy (K-6): A student who arrives at school within 60 minutes of the start of school without an acceptable excuse. Arrival beyond 60 minutes will be considered a half day unexcused absence.

Unexcused Tardy (7-12): Arriving to school after the tardy bell for the student's first class but within the first 10 minutes of the student's first class, without an acceptable excuse.

For tardies once the school day begins, please refer to the Junior High and Senior High Student Handbook.

Unexcused Absences:

Unexcused Absence (K-6): A student who is absent for more than 60 minutes of the day without an acceptable excuse.

Unexcused Absence (7-12): A student who is absent for more than 10 minutes of a class or all of a class without an acceptable excuse. The attendance office should receive the acceptable excuse before the absence occurs. It must be received no more than 48 hours from the beginning of the absence. A student who leaves school early without an acceptable excuse is also considered absent without an excuse.

Excused Absences or Tardies:

Excused Absence or Tardy (K-12): A student who is absent but the absence is deemed excused by the school using the following criteria:

Acceptable Excuses for Absences and Tardies:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. Regina Catholic Education Center may request the parent or guardian to obtain a written statement from a physician or license practitioner as proof of the physical or mental condition of the student. Such excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
2. Medical, dental, chiropractic, optometric, or other valid professional appointments. Parents or guardians are requested to make their appointments during non-school hours.
3. A death in the immediate family or funerals for close relatives.
4. Religious holidays.
5. Family trips that can be taken only during the normal school term. The intent of this statement is to provide opportunity for students to accompany their parents/guardian on a vacation, which cannot be scheduled when school is not in session. A parent/guardian shall be required to notify the school office and administration prior to leaving on vacation of the pending absence for the purpose of reviewing the student's attendance record and overall performance record. If attendance is satisfactory, the administration of each school may excuse up to 5 days a year for family trips. Student vacations or trips without parent/guardian accompaniment are not excused absences.
6. A court appearance or other legal procedure which requires the attendance of the student.
7. A quarantine as imposed by a public health officer.
8. Attendance at special events of educational value or school activities as approved by the administration of each school.

9. Special circumstances that show good cause which the school's administration approves in advance.
10. Out of school suspension.

Enforcement

When a student has:

- 8 unexcused tardies, or
- 5 unexcused absences from school, or
- 12 absences from school (excused or a combination of excused and unexcused)

A notification letter will be sent home to the parents and a meeting will be setup with the parents to develop an attendance plan to help ensure the student is attending school on a regular basis.

Once an attendance plan has been put in place, any future absence or tardy outside the agreed upon conditions of the attendance plan will require the school to take further action, which may include referring the student's attendance issues to the Johnson County Attorney's office. Parents will be notified of the next action steps regarding continued attendance issues.

APPENDIX C

STUDENT PERSONNEL AND HARRASSMENT & BULLYING

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the Diocesan Board of Education. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics: 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. Harassment against employees based upon the employee's race, color, creed, sex, sexual orientation, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of each local boards of education committee; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school.

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, property, etc.;
- Demeaning jokes, stories, or activities directed at the student; and/or
- Unreasonable interference with a student's performance.

Sexual harassment of a student by an employee or another student means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student;
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between students and school, faculty, staff, or volunteers, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to, or rejection of, such conduct as a basis for decisions affecting the student.

In the case of a student who threatens physical harm to another student for any reason, the perpetrator will be removed from the situation immediately. Reentry will be contingent upon a report from a competent mental health professional that the perpetrator is not perceived to be a threat to self or others. It may also be contingent upon a program of continued counseling.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school will promptly and reasonably investigate allegations of bullying or harassment. The investigator or designee will be responsible for handling all complaints by students or employee alleging bullying or harassment.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures which may include suspension or expulsion. If, after an investigation, a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures which may include termination. The policies of the Iowa Board of Educational Examiners will be followed in all instances involving teachers and administrators. If, after an investigation, a school volunteer is found to be in violation of this

policy, the volunteer shall be subjected to appropriate measures, which may include exclusion from school grounds.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent or designee also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies

Each local board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook and volunteer handbook
- Inclusion in the registration materials
- Inclusion on the school/parish or school web site, and the Diocesan website

It is the responsibility of all adults who supervise students directly (teachers, recess supervisors teacher assistants, coaching staff, counselors, paraprofessionals, bus drivers, bus associates etc.) to protect students and their well-being. They must demonstrate that it is safe and worthwhile to report bullying behaviors by responding effectively when students report bullying, report what they hear and see to the principal, and follow-up to see if the situation has been addressed. These staff members are empowered to intervene, take measures to ensure the child's safety temporarily, and record incidents.

***The Diocese of Davenport [Policies Relating to Sexuality and Personal Behavior](#) must be followed if there is a complaint on Sexual Harassment of an employee or volunteer**

Reporting suspected bullying behaviors

- a. An Individual who feels that he/she has been harassed or bullied should report it immediately to a teacher, counselor, administrator; and/or responsible staff member working in the area at the time of the incident
- b. The individual or his/her designee writes down exactly what happened including;
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the alleged harasser did;
 - witnesses to the harassment;
 - what the individual said or did, either at the time or later;
 - how the individual felt; and
 - How the alleged harasser responded.
- c. The individual or his/her designee keeps a copy of the written report and gives another copy to the teacher, counselor, administrator, and/or responsible staff member to whom the verbal report was made.
- d. The teacher, counselor, or responsible adult who receives a complaint of bullying must notify the principal or building investigator.

COMPLAINT PROCEDURE

An individual (parent, teacher, or adult responsible for the supervision of children) who believes that a student has been harassed or bullied will notify building principal, who is the designated investigator. The alternate investigator is the school counselor or individual named by the building principal. The investigator will offer the individual the opportunity to complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The investigator may waive the form and do an intake interview right away if the individual student is reporting the bullying behaviors.

The investigator, with the approval of the Superintendent of Schools, or the Administrator has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will review the difference between conflict and bullying. If it is clear the event (s) reported are not simply a conflict between two students, and appears the potential of bullying behaviors exists, the investigator will reasonably and promptly commence the investigation, upon receipt of the complaint.

Pre-Investigation Safety Plan

The investigation begins with considering precautionary measures and, if necessary, the implementation of a pre-investigation safety plan.

Investigator Meets with the Reporting Individual

The investigator next conducts an intake interview of the student, who claims to be the target of bullying behaviors, or the reporting teacher or parent who is submitted the claim of bullying behaviors

against a targeted student. During the intake interview the investigator will meet with the complainant and explain the process including:

- Documentation of the allegation; a claim or assertion that an accused student has engaged in bullying behavior, usually made without proof.
- Explain his/her role as a neutral fact-finder
- Assure the complainant of non-retaliation
- Assure that the claim will be handled discreetly but confidentiality cannot be guaranteed because of witness interviews
- Address the filing of false claims and disciplinary action
- Obtain very specific details
 - o What happened?
 - o Where did this happen?
 - o When did this happen?
 - o Who is accused of this behavior?
 - o Who witnessed this behavior?
- Document the complaint in chronological order.
- Have the complainant review and sign the allegations.
- Communicate deadlines for investigation completion.
- Reevaluate precautionary measures and safety plan. The safety plan should ensure the target's emotional and physical safety during the investigation and must be targeted to the student's individual circumstances, worries and needs. All individuals, who need to know, will be informed of the safety plan and their individual responsibility for implementing and monitoring the plan.

Investigator Interviews Witnesses Individually

- A. Ask about their relationship with the complainant/target and the accused.
- B. Ask witnesses what they observed with their own eyes and heard with their own ears.
- C. Ask the witness about the specific allegations.

Investigator Meets with the Accused

- A. Explains the purpose of the meeting.
- B. Explains his/her role as a neutral investigator.
- C. Advises the accused of the non-retaliation policy.
- D. Addresses knowingly providing false information.
- E. Reviews each allegation with the accused and obtain responses from the accused.
- F. Obtains a witness list and follows the procedure for interviewing witnesses.
- G. Have the accused review his/her responses and sign off on his/her responses.
- H. Reevaluates precautionary measures and safety plan.

Determination of the presence of bullying behaviors.

The investigator will:

- a. Analyze collected data.
- b. Assess credibility.
- c. Determine what the preponderance of the evidence indicates.
- d. Determine if there was a violation of the policy for anti-bullying and harassment. If yes, a founded complaint is rendered; if no, an unfounded complaint is rendered.

- e. Complete the investigative report.
- f. Disclose the findings to the reporting individual (or designee) and the accused (or designee), while maintaining the confidentiality of all parties.
- g. If the investigation does not yield clear findings in either direction:
 - Advise the accused that the school environment is being monitored to guard against bullying behavior
 - Advise the complainant to report future incidents immediately
 - Meet with the complainant periodically to determine if there are further problems.

Determine Action Steps with Accused Student if Claim of Bullying Behavior is founded

- a. The principal or designee will determine the need for discipline and will administer the consequences he/she deems necessary for the scope of the bullying activity.
- b. The principal or designee will determine if the student engaged in bullying should receive counseling services.
- c. The principal or designee will develop a post-investigation safety plan that restricts a student in the environment in which they have been engaged in unsafe behavior.
- d. The principal will also follow all state laws regarding reporting of founded complaints.

RESOLUTION OF THE COMPLAINT IF A DECISION IS UNABLE TO BE RENDERED

Following receipt of the investigator's report, the administrator may investigate further, if deemed necessary, and make a determination of any appropriate additional steps, which may include discipline.

Prior to the determination of the appropriate remedial action, the administrator may, at the administrator's discretion, interview the complainant and the alleged harasser. The administrator will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The administrator will maintain a log of information necessary to comply with Iowa Department of Education and Diocesan reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.

20 U.S.C. §§ 1221-1234i (2004).

29 U.S.C. § 794 (1994).

42 U.S.C. §§ 2000d-2000d-7 (2004).

42 U.S.C. §§ 12001 *et. seq.* (2004).

Senate File 61, 1st Regular Session, 82nd General Assembly, (2007) Iowa Code §§ 216.9; 280.3 (2007).

281 I.A.C. 12.3(6).

Morse v. Frederick, 127 S.Ct. 2618 (2007)

STUDENT PERSONNEL

Anti-Bullying/Harassment Policy

ANTI-HARASSMENT/BULLYING COMPLAINT FORM for Staff to Student, Student to Staff, or Staff to Staff Incidents

Check One (1): ☐ Student ☐ Staff ☐ Family Member ☐ Other/Volunteer

Name of complainant: _____

Position of complainant: _____

Name of student or
Employee target: _____

Date of complaint: _____

Name of alleged harasser or individual accused
of bullying behavior: _____

Date and place of incident or incidents: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other –Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

STUDENT PERSONNEL

Anti-Bullying/Harassment Policy

ANTI-HARASSMENT/BULLYING COMPLAINT FORM for Student to Student

Check One (1): ☐ Student ☐ Staff ☐ Family Member ☐ Other/Volunteer

Name of complainant: _____

Position of complainant: _____

Name of student target: _____

Date of complaint: _____

Name of alleged harasser or individual accused of bullying behavior: _____

Specific Details:
What happened? _____

When did it happen? _____

Where did it happen? _____

Were there any witnesses? _____

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

STUDENT PERSONNEL

Anti-Bullying/Harassment Policy

ANTI-HARASSMENT/BULLYING WITNESS DISCLOSURE FORM

Check One (1): ☐ Student to Student ☐ Staff to Student ☐ Student to Staff ☐ Staff to Staff

School/Site of Incident:

Alleged Offender(s):

Complainant(s)/Target(s):

Reporter Name:

Name of witness:

Position of witness:

Date of testimony, interview:

Description of incident witnessed:

Any other information:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature:

Date:

/ /

STUDENT PERSONNEL

Anti-Bullying/Harassment Policy

DISPOSITION OF ANTI-HARASSMENT/BULLYING COMPLAINT FORM

Name of complainant: _____

Name of student or Employee target: _____

Grade and building of Student or employee: _____

Name and position or grade of alleged Perpetrator/respondent: _____

Date of complaint: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other –Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

Summary of investigation: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

APPENDIX D

WELLNESS POLICIES ON PHYSICAL ACTIVITY AND NUTRITION POLICY 680.0R

WELLNESS POLICY

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

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

Regina will develop a local wellness policy committee comprised of representatives of the board, parents, leaders in food/exercise authority and employees. The local wellness policy committee will develop a plan to implement and measure the local wellness policy and monitor the effectiveness of the policy. The committee will designate an individual to monitor implementation and evaluation the implementation of the policy. The committee will report annually to the board regarding the effectiveness of this policy.

Specific Wellness Goals

- Regina will provide nutrition education and engage in nutrition promotion that:
- is offered as part of a program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and physical activity;
- links with meal programs, other foods and nutrition-related community services; and,
- includes training for teachers and other staff.

Specific goals for physical activity:

Physical Education

Regina will provide physical education that:

- gathers a baseline assessment of student fitness each year;
- is for all students in grades K-12 for the entire school year;
- is taught by a certified physical education teacher;
- engages students in moderate to vigorous activity during at least 50 percent of physical education time.

Daily Recess

Elementary schools should provide recess for students that:

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

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

Physical Activity and Punishment

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

Optional Issues

Physical Activity Opportunities after School

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

Other school-based activities that are designed to promote student wellness

Integrating Physical Activity into Classroom Settings

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

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

Communication with Parents

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

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

Staff Wellness

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

- establish and maintain a staff wellness committee;
- develop, promote and oversee a multifaceted plan to promote staff health and wellness developed by the staff wellness committee;
- base the plan on input solicited from employees and outline ways to encourage healthy eating, physical activity and other elements of a healthy lifestyle among employees.

The nutrition guidelines for all foods available will focus on promoting student health and reducing childhood obesity at Regina.

PLAN FOR MEASURING IMPLEMENTATION

Monitoring

The administrative team will ensure compliance with established school-wide nutrition and physical activity wellness policies. In each school:

- the principal will ensure compliance with those policies in the school and will report on the school's compliance to the administrative team; and,
- food service staff, at the school level, will ensure compliance with nutrition policies within food service areas and will report on this matter to the administrative team.

In Regina:

- Regina will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes;
- the administrative team will develop a summary report every three years on school compliance with Regina's established nutrition and physical activity wellness policies;; and,
- the report will be provided to the school board and also distributed to all school wellness committees, parent/teacher organizations, and principals.

Policy Review

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

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

Approved _____ Reviewed _____ Revised _____

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

NUTRITION GUIDELINES FOR ALL FOODS AVAILABLE ON CAMPUS

School Meals

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

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

Schools should:

- engage students, through taste-tests of new entrees and surveys, in selecting foods offered through the meal programs in order to identify new, healthful and appealing food choices; and
- share information about the nutritional content of meals with parents and students;
- encourage Family and Consumer Science and Health students to participate in planning school meals that meet guidelines.

Breakfast

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

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

Free and Reduced-Priced Meals

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

- utilize electronic identification and payment systems;
- promote the availability of meals to all students.

Meal Times and Scheduling

Regina:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times; should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will make efforts to schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or

- snacks; and,
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualification of Food Service Staff

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

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

Sharing of Foods

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

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

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

Fundraising Activities

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

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

Snacks

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

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

Rewards

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

Celebrations

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

School-Sponsored Events

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

Food Safety

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

- All foods made available on campus comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools.
http://www.fns.usda.gov/tn/Resources/servingsafe_chapter6.pdf

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

Policy Adopted: June 28, 2011

Reviewed: October 2014

Reviewed: February 2017

Reviewed: May 2020

APPENDIX E

FINANCIAL ASSISTANCE, REGISTRATION, AND TUITION POLICIES

Policy 802.0R

It is the Regina Inter-Parish Catholic Education Centers hope that any child who wishes to receive a Catholic Education at Regina is able to do so.

In accordance with Regina's mission, the Board of Education has determined three levels of tuition available for students wishing to attend Regina Catholic Education Center. They are as follows: Parish Stewardship, School Stewardship and Full Tuition.

Financial Assistance - Parents are given the opportunity to apply for financial assistance through the Student Tuition Organization of Southeast Iowa (STO). The amount of aid given depends on (1) need and (2) available funds granted by the STO, Regina's budgeted financial assistance, Foundation endowment, or other sources. Parents must pay the agreed minimum as established by the Board of Education.

Procedure for Financial Assistance - Parents who want to obtain financial assistance must complete a Financial Aid Application before the deadline (usually April 15) announced by the STO. Notification of procedures will be announced as soon as Regina receives current year forms from the STO.

Parish Stewardship - In order for a student to be registered in school as a member of a parish, a form must be signed by the pastor indicating that the student is a member of the parish. The individual parish approves the Parish Stewardship rate of tuition based on a family's commitment and fulfillment of time, talent and treasure forms reviewed by the Parish Priest.

School Stewardship – Families, regardless of religious affiliation may earn the school stewardship rate based upon hours of volunteer services as defined and participation in the Regal Rewards program.

Enrollment Fee - During February or March each year, Regina will begin accepting enrollment for the following school year. This time will allow students to express their desire to return to Regina the following school year and to begin the class selection process for grades 7-12. A non-refundable \$100 fee is required to enroll.

In addition to enrollment, families are required to register. Registration will take place during the summer with exact dates and details announced each year. This mandatory process allows for the completion of required current contact and emergency information, medical notifications, permissions, and activity forms.

Tuition Billing Program – Effective July 1, 2013, all families are required to enroll in the Regina Tuition Billing Program for payment of tuition and all school-related fees. Payment due dates and procedures will be outlined by the Regina Business Office. All fees associated with the tuition billing program (registration, processing, convenience or late fees) are the responsibility of the student family.

Delinquent Tuition - Any tuition not paid by the due date is considered delinquent and subject to late fees. If a payment cannot be made on time (according to the previously agreed terms), a written request shall be made by the family to the Alternative Payment Plan Group (consisting of the President, Director of Finance and the Provost) to change the terms of payment. This request should include reasons for the delay, specify an alternate payment amount and date on which payment will be made.

An ACH or other remote pay option is preferred with alternative payment requests. If a request for alternate payment is not submitted in writing and approved, the student(s) may not register for the succeeding semester.

All tuition payments (regardless of payment plan) should be paid in full by June 10th of the current school year. Failure to pay all charges may jeopardize a student's enrollment at Regina. Seriously delinquent student accounts will be pursued, up to and including legal collection.

Delinquent Tuition from Prior School Years – Any families with unpaid tuition from prior school years may not register for the succeeding semester until all outstanding tuition and fees are paid in full or an acceptable payment plan is established with the Alternative Payment Plan Group.

Policy Adopted: June 28, 2011
Reviewed: October 2014
Reviewed: February 2017
Reviewed: May 2020