GROWING...
intellectually, spiritually, socially, emotionally & physically

Parent/Student Handbook
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History

In April 1937, Father George Keefe announced a building site at the southwest corner of Randolph and Albert for a combination church and school. In September, school officially opened, followed by the dedication of both the church and school in October. For twelve years that structure housed both school and parish until, in 1949, the church moved across the street. Since the time that the initial structure became exclusively the school, the building has been expanded twice and the school stretched beyond it into the former convent next door.

In June 2000, the convent was razed in preparation for renovation of the existing school building (Keefe Hall) and the construction of the attached Holy Spirit Parish Ministry Center. Dedicated on June 3, 2001, the Parish Ministry Center is designed to give the parish community and our guests a sense of the gracious generosity, respect for human dignity, continuity of ministries, and all-inclusive hospitality that characterize our parish life.

Throughout the majority of its history, the Holy Spirit School Ministry has had two classes for each grade, kindergarten through eighth. From the earliest years until the 1960s, the Sisters of St. Joseph of Carondelet staffed most classes, with support from a small cadre of well-qualified lay teachers. In the last forty years, as in most Catholic schools, there has been a shift to an almost exclusively lay faculty, the majority of whom presently hold master’s degrees.

During all of these years, Holy Spirit School has maintained a high level of academic excellence, from the days of thick black pencils to the current state-of-the-art computer technology linking all students, faculty, and staff to each other and to cyberspace. Today, Holy Spirit graduates leave highly prepared for any of the secondary schools of their choice. These graduates number more than 3,600 talented men and women who grace families, neighborhoods, churches, professions, and workplaces across the country.

Mission Statements

Parish

Holy Spirit Catholic community enkindles the fire of God’s love in our lives through worship, discipleship and service.

School Ministry

The Holy Spirit School Ministry provides a well-rounded pre-kindergarten through eighth grade education, which is grounded in our Catholic tradition, imbued with a love of learning, committed to developing an individual’s gifts, directed toward responsible citizenship, and fostered with justice and charity in a caring Christian community.

(Adopted May 1996)
Overview of the School Ministry

School Accreditation
Holy Spirit is accredited every seven years by the Minnesota Non-Public School Accrediting Association. Annual reports are submitted to this agency in order to meet Association standards.

Curriculum*
The philosophy of Holy Spirit states that the curriculum focuses on educating the whole child in the realms of academic, emotional, intellectual, moral, physical, social, and spiritual growth. It is a total educational experience that occurs in stages over time, with a complete set of curriculum objectives being achieved by the end of eighth grade.

Religion/Religious Studies
At Holy Spirit, we believe we come to God through community. As a community, we are called to be disciples of Jesus and stewards of the gifts of the Holy Spirit. Religious studies, grounded in scripture and the Catholic tradition, develops a foundation on which we can experience and understand God’s unconditional love for all humanity. We are to pass on the Catholic faith so that it is understood, valued, and integrated into the whole of the student’s life, resulting in a deepening commitment to God and the well-being of all people.

Language Arts
We believe that language is the foundation of communication and that it establishes the building blocks for a lifelong process of learning. Mastery of language empowers people to their full potential and fosters the expression of ideas. Holy Spirit’s language arts program encompasses reading, writing, speaking, listening, and thinking skills and allows students to apply these skills to practical situations within a global environment.

Mathematics
Holy Spirit teachers believe that all students can learn to think mathematically. We believe students need to use mathematical knowledge in their everyday lives. All students can succeed through the use of a comprehensive curriculum involving technology and concrete materials. We believe that in order for students to be productive, successful members of society it is essential that they communicate mathematically.

Science
At Holy Spirit, we believe the study of science should prepare our students for the future by applying science to everyday life. The science curriculum is grounded in an understanding of multiple intelligences and cooperative learning, influencing the way lessons are designed. Our students are taught that they have a responsibility to make decisions that make the earth a better place to live. Our goal is to make students knowledgeable of current scientific and technological advances in our rapidly changing world.
Social Studies
We believe that social studies is the integrated study of history, geography, government, and
cultures to develop informed citizens of a culturally diverse society in an interdependent world.
We believe that reading, writing, observing, debating, role playing, and creating are integral
parts of a systematic curriculum, one that includes a rich mix of original sources, literature,
research, media, artifacts, maps, and other "hands on" materials. We believe that the Holy
Spirit social studies curriculum helps our students develop the ability to make reasoned
decisions for the common good and to be citizens of service to their community.

World Languages
We at Holy Spirit believe that the study of world languages encourages the awareness of other
cultures in our global society. We expose our students to three different languages during their
time at Holy Spirit: grades Pre-K through 2 study Spanish; grades 3 – 5 study French; and
grades 6 – 8 study Chinese. These experiences are designed to cultivate a love of language
and to better inform their language choices at the high school and college level.

Art
We believe that art is one way in which we participate creatively with God. It is a universal
language, a common human experience, and an expression of values. Art provides a window
into culture, heritage, and history, and it is one way in which culture, heritage, and history are
transmitted to future generations. We believe that our art program provides a sequentially-
based art experience, as well as an opportunity for students to practice problem solving and
critical thinking skills, learn about history and culture, and establish habits of mind that will last a
lifetime.

Music
At Holy Spirit, we believe that music is basic to the human and spiritual experience. Knowledge
of music fundamentals allows the students to develop aesthetic sensitivity, self-expression, and
creativity. Our music education program supports and leads students to a fuller participation in
liturgy and worship. Music encourages students to build community, develop global
understanding, and celebrate life.

Physical Education
We believe that physical education is an important component of the total education of the
student. Physical education provides students with the necessary skills and knowledge to lead
healthy, active lifestyles. The physical education program encourages development of physical
fitness, motor skills, safety practices, and appropriate social skills.

Personal Safety
Parish and school communities partner with parents and families in creating safe and sacred
places for children and young people. Parents and guardians, along with their children, deserve
respect, clear communication, and opportunities that build a trusting relationship between
families and local leaders in these efforts.

To achieve these goals, Holy Spirit, in partnership with the Archdiocese of St. Paul and
Minneapolis, implements a variety of programs and procedures to ensure the safety of all. These include:

- Orientation to the Protection of Children and Youth Initiative for new employees and volunteers who work directly with children and/or youth.
- Background checks completed on staff and volunteers.
- Code of Conduct reviewed and signed by staff and volunteers.
- Components added to the school curriculum that teach children skills that will help them be safe from dangerous or abusive situations and will help them develop the skills to ask for help when it is needed.
- Grades K – 4 participate in the Talking About Touching program.
- Grades 5 – 8 participate in the Out of Harm’s Way program.
- Both programs are recommended by the Archdiocese of St. Paul and Minneapolis.

*The curriculum is structured according to the recommendations made by the Archdiocesan Curriculum Committees and curriculum specialists. Programs are selected from approved lists after careful study and consultation on the part of the staff. Curriculum evaluation is an ongoing process at Holy Spirit.*

**Instruction**

Instruction is the process of delivering the school’s curriculum to students. Instruction helps students learn and enables them to develop and meaningfully use concepts and skills.

Instruction also fosters the development of attitudes, understandings, and values by students. Instruction is the establishment of an environment, the accessibility to resources, and the facilitation of experiences that supports all learners in constructing and exhibiting knowledge.

Across all content areas, a wide variety of teaching strategies are used to help students become both independent and cooperative learners who develop skills of problem solving, decision making, critical thinking, and conflict resolution.

**Differentiated Instruction**

Holy Spirit differentiates instruction to meet the unique needs of each learner. Differentiating instruction means changing the pace, level, or kind of instruction provided in response to individual learners’ needs, styles, or interests.

**Interdisciplinary Instruction**

A basic purpose of interdisciplinary instruction is to help students realize that the various areas of content presented throughout the day are not isolated, but rather connected with other areas of study and with a variety of other topics. Individually and in teams, teachers work to coordinate courses of study across curriculum areas.

**Learning Specialist**

Working as part of the primary and intermediate teams, Holy Spirit’s learning specialist supports Holy Spirit students and teachers in their learning.
The learning specialist focuses her efforts most specifically on:

- Students who are at a basic or below basic level of learning and need opportunities for developing the critical, foundational skills needed to support ongoing learning (specifically in the areas of reading and mathematics)
- Students who are more advanced in their understanding of content – working with teachers to develop activities with inherently higher level thinking requirements and greater complexity
- Students who need assistance with organizational skills, or whose academic and/or general progress requires closer monitoring.

The learning specialist also works collaboratively with teaching staff to:

- Determine the best approach to meeting the needs of students
- Coordinate classroom-based academic supports

**Standardized Testing**

Holy Spirit uses the NWEA MAP to assess students. The Northwest Evaluation Association, Measures of Academic Progress (NWEA MAP) is a research-based, computerized assessment that helps educators answer the crucial question: Are my students learning? By delivering precise, real-time information about every student's learning triumphs and challenges, we believe we set students – and educators – up for success. Students in grades 3-8 are assessed using the NWEA MAP at least two times per year (fall and spring).

**Instructional Resources**

**Library**

Students use the Mary Library to access research and reading materials, to learn library/research skills, and to listen to/about stories and books. The collection reflects curricular areas and stimulates literary appreciation. Students in grades K – 5 visit the library once a week. Book talks, lessons, and learning research processes take place during library time, in addition to time allotted for checking out books. Middle school students access the library for specific class projects.

**Field Trips**

Field trips closely related to the curriculum are encouraged and are planned with moderation and relevance. Field trip plans are approved by the principal. Parents are notified of field trips in writing and must sign a permission form, allowing their child to participate.

**Technology**

Holy Spirit provides all students with relevant technological opportunities, because technology has an every-increasing and permanent role in society. Technology is a tool with an inherent interdisciplinary nature. Because it is a basic life skill, it is integrated into all areas of the curriculum.

Holy Spirit acknowledges that there are ethical, social, and legal issues in the use of technology. We, as Catholic school educators, believe that we must prepare students from an
early age in the use of technology and provide them with an understanding of its concepts and responsibilities. Annually, students in grades 3 – 8 and their parents are asked to sign an Acceptable Use Policy. This policy outlines technology uses and responsibilities.

Addressing Special Learning Needs
Holy Spirit seeks to promote the total growth of each child. We are committed to providing appropriate learning experiences for all children in our school ministry. Some children come to us with special learning needs, and we are committed to seeking out services within and/or outside the school to promote successful learning. To assist our students, Holy Spirit:

- Uses adaptive classroom teaching approaches to meet learning needs.
- Works cooperatively with public school staff who provide special education services.
- Utilizes parent volunteers and high school/college students who work with children.

Art Adventure
The Art Adventure Program, through the Minneapolis Institute of Art, introduces students to works of art from a variety of cultures. Trained parent volunteers visit classrooms during the month of January with posters of art relating to the annual theme. In February, classes visit the Minneapolis Institute of Arts to view the works of art in person. A follow-up activity is typically planned for grades K – 5.

School Ministry Worship

Prayer
Teachers’ witness to the value and necessity of prayer is important to the students. The beginning of the school day and lunch periods mark examples of two regular prayer times each day.

Liturgies
The children of Holy Spirit have a three-tiered plan for worship during the school year. One tier of the plan is participation in Sunday Eucharist. The second tier is all-school celebrations. The third tier of the plan is Friday morning Masses, which are scheduled for grade levels (i.e. K – 5 or Middle School).

Parish Worship
All parents and children are encouraged to participate in Sunday worship at Holy Spirit. It is the Sunday assembly for Eucharist, proclaiming the Resurrection of the Lord, which constitutes and celebrates who we are as a Catholic and Christian community of faith. Our Sunday worship is the foundation of all we do at Holy Spirit.

All-School Worship
All-school liturgies celebrate major events in the Church’s liturgical year and the liturgical seasons. All-school liturgies are planned by teachers and students. Staff work to plan these liturgies, in cooperation with the children. Parents are welcome to join us for all school liturgies.
**Level Worship**

Friday liturgies are scheduled for levels (i.e. K – 5 and Middle School) except:

- When school is not in session
- When all-school liturgies are scheduled.
- When a funeral conflicts; or
- When Father Haugan is unavailable.

Parents and parishioners are encouraged to join the children for both small group and all-school liturgical celebrations. A copy of the worship schedule for the year is included in the first FYI of the school year.

**Sacramental Preparation**

Of prime importance is the inclusion of our children in the sacramental life of the parish through the celebration of Eucharist, Penance, and Confirmation. Parents are the primary persons who nurture faith in their children. School and parish staff share this responsibility by providing programs for children and parents to help them prepare to celebrate the sacraments. Parents are expected to participate in sacramental programs.

The school ministry provides ongoing faith formation through teaching religion in each grade and through prayer, liturgy, and service opportunities.

**Reconciliation**

The Church asks that children are taught about the sacrament of Reconciliation around the age of seven or before celebrating First Eucharist. Preparation for the celebration of First Eucharist and First Reconciliation should be separate and distinct.

Each fall, children around the age of seven or older are invited to participate in preparation sessions for First Reconciliation. Families are encouraged to bring their children to the sacrament of Reconciliation before First Eucharist. Immediate preparation for First Reconciliation is family-centered, and instruction includes both parents and children. School-age children in all grade levels are given instruction about reconciliation, sin, and God’s love. Twice annually, during Advent and Lent, students have the opportunity to participate in the Sacrament of Reconciliation during the school day.

**Eucharist**

Formal study of the Eucharist usually takes place in second grade. Materials are provided to help parents work with their children in preparing for First Eucharist. Parents are invited to parent meetings; a Eucharistic fair is celebrated; and an evening of faith sharing and reflection for parents and children is held before First Eucharist.

**Confirmation**

Students can receive immediate preparation for the sacrament of Confirmation during their eighth grade year. In addition to classroom instruction, preparation includes retreat days, service projects, and intergenerational sessions.
Policies and Procedures

Admission

Nondiscrimination
Holy Spirit admits students of any sex, race, color, religion, and national and ethnic origin to all the rights, privileges, programs, and activities made available to students in the school ministry. It does not discriminate on the basis of sex, race, color, religion, or national and ethnic origin in the administration of its educational policies and athletic or other school-administered programs.

Admissions Procedure
Families wishing to enroll their child(ren) at Holy Spirit complete a school application form, including a release of records form. Parents meet with the principal and the prospective student(s) visits Holy Spirit for a half to a full day. The decision of whether to enroll is based on teacher observations, review of school records and consultation with parent. If admitted, the parent completes the admissions process (i.e. registration form, fee, tuition agreement, etc.)

Kindergarten Entrance and Screening
Students entering kindergarten must be five years of age by September 1. Students must participate in Early Childhood Screening. Students living in St. Paul can call 651.293.5427 for an appointment. Students living outside St. Paul must contact their local public school district.

Class Size
Class size will be limited to twenty-five (25) students with exceptions based on consideration of the parent, student, faculty, principal and the pastor. Ultimately the principal and pastor make decisions about enrollment of students beyond the 25 students per classroom figured on a case-by-case basis. Decisions are based on the following criteria:

- Accepting an entire family to the school
- Need of the student
- Overall good of the individual class
  (Holy Spirit Policy, 2000)

Spring Enrollment
During the annual family enrollment time (a two-week period in February), Holy Spirit will accept re-enrollment of all current students in good standing. Good standing refers to students and families who have made progress toward meeting their academic, behavioral, and/or financial goals. If families fail to register during the annual family enrollment time, they will be subject to the following policies:

- During open enrollment, Holy Spirit will accept all students on a first come, first served basis until each class reaches 25 students.
- When a class reaches 25 students, all subsequent enrollees (current families included) will be informed that they are being placed on a waiting list.
- If a family wishes to discuss enrollment, they are asked to contact the principal.
• No new enrollees will be accepted without prior receipt and review of records from their previous school.

Homework
Homework is an individual student endeavor. Holy Spirit anticipates students will have 10-15 minutes of homework for each grade they have completed. For example, a fourth grade student could expect to have up to 40-60 minutes of homework daily.

Assignments given as homework are to be familiar enough to be accomplished independently, without parental assistance. An exception may be made when parents request work for helping their child – or when based on education need, IEP, or 504 plan.

Characteristics of productive homework assignments include:

• Directly related to the goals of the lesson in process;
• Thought-provoking and challenging but specific so that the student knows what is to be accomplished;
• Flexible, adapted to differences in ability and interests; and
• Varied in task, style, and format and including more than "written exercises."

We expect that students will design a study routine that will work for them and their families’ busy schedules. After completing assignments due the following day, students could:

• Work on research for long-term projects;
• Review for tests;
• Review the previous day’s schoolwork; or
• Read for enjoyment.

Pupil Progress and Conferences
Progress reports will be issued every 10-12 weeks for grades K – 8. If very low grades are to be given on report cards, parents will be notified at midterm about their child’s performance. Regular conferences for K – 5 students are held at the end of the first and second trimesters. Conferences for middle school students are held midway through the first and second trimesters.

Grading Philosophy and Grades
Grounded in the Catholic tradition, Holy Spirit strives to create a learning environment that recognizes the whole child, honors each child’s individuality and learning style, and encourages students to take responsibility to do their best to achieve to their potential.

Grades are one method of communicating with students and parents about the student’s level of achievement, performance, and mastery of content in each given course of study.

Interpretation
Because of the nature of early learning, grades are a combination of the teacher’s professional judgment, observable behavior, and assessment results (i.e. tests, quizzes, assignments,
projects, etc.)

At each grade level, comments are made regarding issues such as participation, effort, behavior, etc.

The following is a summary of the grading rubric:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

Students also receive a ranking on specialty classes that include: Art, Music, Band/Block, and Physical Education.

3 = exceeds expectations
2 = meets expectations
1 = does not meet expectations

Report cards also include information on key qualities referred to as successful learning behaviors. These behaviors refer to qualities such as effort, use of time, respect, attention to detail, etc. Teachers collaborate in the assessment of these skills using the following rubric.

4 = consistently
3 = frequently
2 = sometimes
1 = rarely

**Promotion and Retention**

Occasionally, teachers recommend that a student be retained in a grade. Parents and teachers discuss pertinent concerns mid-year and collaboratively come to a decision.

At Holy Spirit, a student should not be retained more than once in the primary level (K – 3). A student should not be retained beyond the primary level unless teachers and parents are agreed that retention is necessary for the welfare of the student.

Each case of retention is treated individually and is thoroughly discussed by the teacher with the principal and the parent. Parents should be notified in due time if their child is in danger of failing. If a student has special needs that Holy Spirit cannot meet, a request will be made for a special education assessment to help determine the best alternative.

**Right to Student Records**

In accordance with current laws, student records are available for viewing by parents. Because interpretation of records is so important, we ask that parents call the office for an appointment to see their child’s records and review them with the principal.
Communications

Because parents are frequently the first to be aware of a child’s needs, communication between home and school is essential for each student’s total development. To ensure effective communication, scheduled conferences or progress reports occur three times a year. The best form of communication is decided by the teachers at each grade level.

The types of communication include:

- Parent-teacher conferences
- Student-parent-teacher conferences
- Student-teacher conferences
- Written evaluation

We encourage parents not to wait until conference time if they have a concern about their child that needs immediate attention. Parents may call the teacher’s voicemail or contact the teacher via e-mail at any time.

In communicating with school personnel, we offer the following guidelines:

- Regarding your child’s education, first talk with the teacher. If your concerns are not addressed, talk with the principal. If the teacher and principal are not able to deal with your concern, speak with the pastor.
- Regarding the day-to-day operations of the school, talk directly with the principal.
- Regarding the facilities, direct the concern to the principal, who will forward it to the business administrator.
- Regarding curriculum, speak with the principal, who will work with the faculty in areas of curriculum.
- Regarding policy, direct the concern to the principal.
- Regarding athletics, first direct concerns to the coach. If the concern is not adequately addressed, parents may speak with the athletic director.

Newsletter

An electronic copy of the Holy Spirit newsletter entitled FYI is emailed to each parent on Thursdays. Parents without email access can request that a paper copy be sent home in the Thursday envelope. Parents may also view it on our website at www.holy-spirit.org. It is the parent/guardian’s responsibility to read this important communication.

Communicator Envelope

Each Thursday the Communicator envelope is sent home. This envelope contains important information. It is the parent/guardian’s responsibility to read this important communication. Each year on the Emergency Contact Card, parents designate the child who is responsible for delivering the communicator envelope to the home.

Sensitive Material Policy

When a teacher plans to introduce sensitive instructional material in class, for example
sexuality, AIDS, controversial news items, films, or the like, the teacher is expected to communicate with parents prior to the lesson. The teacher will communicate the lesson’s purpose, content, and expected outcomes to the parents. The teacher will supply the parents with background materials so they might help their children and will offer parents instructional material that they might use with their children at home to complement what is happening in class. When a sensitive issue arises spontaneously in class, the teacher will communicate with parents if a follow-up lesson is planned.

Complaints

Complaints are to be held in the strictest confidentiality. If a parent has a concern about school, the parent should approach the teacher first. If an understanding cannot be reached, the principal should be called upon to help resolve the problem.

(Holy Spirit Policy, Revised March 1989)
(Reviewed by the School Ministry Commission, 2000)

Attendance

Schedule

Students not attending the Extended Day Program may enter the school building at 8:00 a.m. All students may enter the building at 7:50 a.m. when there is inclement weather and/or the wind chill is -10°F (below zero). Any student who enters the school building before the designated times must have the authorization of a staff member and be supervised. The following is the schedule for a typical school day.

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<th>Assemble</th>
<th>Classes Start</th>
<th>Dismissal</th>
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<td>Grades K – 8</td>
<td>8:00 a.m.</td>
<td>8:10 a.m.</td>
<td>2:50 p.m.</td>
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<td>½ Day Kindergarten</td>
<td>8:00 a.m.</td>
<td>8:10 a.m.</td>
<td>12:20 p.m.</td>
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Tardiness

Punctuality is a practical virtue and a matter of human courtesy. Tardiness, especially at the beginning of the school day, is inconvenient and a habit we seek to discourage. “Tardy” is defined as not present in the classroom by five minutes after the bell rings in the morning. If a child arrives late, the child is tardy and must report immediately to the school office to receive a tardy slip for admittance to class. Without the slip, the child will not be allowed into class. Tardiness will be noted on the report card and placed in the student’s permanent record. In the middle grade (6 – 8) three tardies result in a detention.

The only excuse for tardiness is a doctor or dentist appointment. When returning to the school, the child must bring a slip from the doctor or dentist to the school office. Office personnel will give a tardy slip to the child, who will present it to the homeroom teacher for admittance to class. A child arriving after 11:00 a.m. is considered to be absent for a half day.

Absences

Parents must report their child’s absence by calling the attendance line at 651-698-7233, mailbox number 3 or ext. 202. The office will contact parents who have not reported a student’s absence. In addition, students are expected to adhere to the following policies:
• No student may leave the school grounds during the day without permission from a school authority and a parent.
• For any absence, all work is expected to be made up by the student over a reasonable length of time, determined by the teacher.

Truancy
Because our primary concern is the welfare of the child, we regard truancy as a serious offense. Truancy is defined as follows: If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant. As a caring community, Holy Spirit feels the responsibility to help shape behaviors of both families and children, with the hope of preventing truancy, especially repeat offenses.*

A single truancy violation will result in at least the following:
• The parents will be required to participate in a conference with the principal and homeroom teacher before the child will be readmitted to school.
• The child may be placed on in-school suspension for at least the length of the truancy violation. The purpose of this suspension is to make up lost class work.
• The child may be required to participate in weekly counseling.
• The parents will need to participate in at least monthly consultation with the principal and/or homeroom teacher about the student’s progress.
• A second truancy violation will result in more serious sanctions, up to and including expulsion from school.

*Please note that the State of Minnesota holds the parents of repeatedly truant children liable to investigation and prosecution for neglect.

Student Personal Convenience Days
Vacations and other times off from school when a child is not ill is discouraged by the faculty and staff at Holy Spirit. However, we do recognize that there may be occasions when children and their families may need to be out of school. When those occasions occur, the parent/guardian is required to fill out a Personal Convenience Day form. The form is to be signed by the principal, a copy is sent to the teacher, and a copy is kept in the office. As a courtesy, the Personal Convenience Day form (found at the back of this handbook) is to be completed and submitted to the office at least one week in advance.

Students will be required to make up work they miss. It is at the discretion of the teachers as to whether assignments will be given to the student prior to departure with work due when the student returns or whether the assignments will be given to the student upon return with all work due within one week.

Visitors
All visitors must report to the office whenever entering the Parish Ministry Center. Parents are not to go to classrooms, the Commons, the library, etc. without first notifying the office of their
presence in the building. For safety reasons, we must know at all times who enters and leaves the building. A sign-in sheet is provided at the reception desk.

**Classroom Observation**

Holy Spirit is open to having family members and others observe in the classroom. It must be noted, however, that at some grade levels and for some teachers, classroom observation can disturb a class. Consequently, the timing and frequency of visits are solely at the discretion of the teacher and principal and are time-limited.

If someone wishes to observe classroom teaching, he/she must:

- Gain permission from the homeroom teacher at least one week in advance.
- Accommodate the teacher in scheduling the date, time, and duration of the visit.

The teacher will inform the principal of the visit and the agreement surrounding it.

**Uniforms**

In keeping with a long tradition within Catholic education, Holy Spirit students are expected to wear uniforms on all days when school is in session. Exceptions will be announced in the weekly FYI. Uniforms lend dignity and discipline to the process of education and identify Holy Spirit as a school community. Official clothing is available from Donald’s Department Store (located at 972 Payne Avenue in St. Paul) or at www.landsend.com.

**Girls**

**Kindergarten through Fourth Grade**

- Blue plaid low-waisted jumper or navy pants/walking shorts (corduroy or twill)*
- Black or brown belt with pants (optional)
- Light blue cotton blouse, tucked in at all times
- Plain navy blue, white, or Holy Spirit anklets, knee-highs, tights, or leggings** underneath jumper (leggings can be worn from all break through spring break under jumpers)
- Plain navy blue sweater, Holy Spirit navy blue sweatshirt, or navy blue fleece apparel with the Holy Spirit monogram
- Athletic shoes that cover the entire foot

**Fifth through Eighth Grade**

- Blue plaid A-line skirt or pleated skirt; navy pants/walking shorts (corduroy or twill)*
- Black or brown belt with pants (optional)
- Light blue oxford shirt, tucked in at all times
- Plain navy blue, white, or Holy Spirit anklets, knee-highs, or tights
- Plain navy blue sweater, Holy Spirit navy blue sweatshirt, or navy blue fleece apparel with the Holy Spirit monogram
- Athletic shoes that cover the entire foot
Boys

Kindergarten through Fifth Grade

- Plain navy pants or walking shorts (corduroy or twill)*
- Black or brown belt with pants (optional)
- Royal blue knit shirt, tucked in at all times
- Plain navy blue or white socks
- Plain navy blue sweater, Holy Spirit navy blue sweatshirt, or navy blue fleece apparel with
  the Holy Spirit monogram
- Athletic shoes that cover the entire foot

Sixth through Eighth Grade

- Follow the same policy as boys in kindergarten through fifth grade, except a light blue, long
  or short-sleeved oxford cloth button down shirt, tucked in at all times.

*Walking shorts are allowed from the beginning of school through fall break (mid-October) and from May 1st
until the end of the school year.
**Leggings are allowed from fall break through spring break

Consequences

When students wear inappropriate uniform items, classroom teachers will send home a note
identifying the concern to parents. Parents are expected to remedy the situation within the
week. Middle school students may also receive a ticket for uniform violations.

General Uniform Expectations

At all times, students are expected to be neat, clean and well-groomed, with uniforms in good
repair. Students are expected to be in complete uniform daily. Girls’ skirts are to be at an
appropriate length. Students are to wear only white or navy blue t-shirts under uniform shirts. In
case of an emergency, when a student is unavoidably out of the uniform, the school expects
that the student will dress appropriately with a note sent to the teacher explaining the
circumstances.

General Appearance

In order to maintain an effective learning environment, we ask that students do not alter their
appearance in a manner that draws undue attention to them and/or is distracting to the learning
process. This includes, but is not limited to, the following:

- Hair – We ask that students’ hair be neatly combed and style and of appropriate length.
  Hair color must be limited to colors that are naturally grown; extreme hairstyles will not be
  permitted.
- Beards/mustaches – Young men with facial hair are to come to school and school
  events clean shaven.
- Body piercings and markings – Believing in the dignity of the human body, we ask
  students not have body parts (other than ears) pierced and/or marked.
Out-of-Uniform Pass Days
During the year, students will have opportunities to earn out-of-uniform passes. On these days, appropriate and modest apparel is to be worn. Athletic wear is acceptable. Footwear MUST cover the entire foot. Leggings are only allowed under a skirt or dress. Accessories (hats, etc.) are not allowed unless specified.

Wednesday Out-of-Uniform Days
From October through June, students who achieve their goal for the Marathon for Non-Public Education are allowed to wear their Marathon t-shirt and jeans/khaki pants/skirts on Wednesdays. Other Holy Spirit spirit-wear is also acceptable to wear over the t-shirts (i.e. athletic sweatshirts, fleece jackets, etc.). Marathon t-shirts must be visit. Athletic shoes are to be worn on Wednesdays out-of-uniform days

Physical Education Uniform

Shoes

- All students must wear athletic shoes as part of their uniform. To ensure safety, shoes must completely cover their feet.

Middle School (Grades 6, 7, and 8)

- All students must wear a T-shirt (appropriate prints, pictures, or monograms are accepted) to physical education classes.
- All students are expected to use deodorant and change into a uniform shirt or blouse after PE class. This is a matter of hygiene.
Guidance/Discipline Policy & Procedures

We, at Holy Spirit, are a community grounded in Gospel values. Jesus teaches us a great deal about community through scripture. This is one of the things Jesus told his disciples about becoming a community:

I give you a new commandment: love one another.
Such as my love has been for you, so must your love be for each other.
This is how all will know you as my disciples: your love for one another.

John 13:34-35

At Holy Spirit our membership in community unites each of us into the Body of Christ. That means that one person’s problem is everyone’s problem, and one person’s victory is everyone’s victory. As an educational and formational community, we believe that discipline helps develop self-control and character and that effective learning and discipline occurs within a community that provides:

Caring Relationships
Relationships of mutual care and respect are necessary for students to accept teaching, modeling, and feedback from their teachers. We also recognize that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole.

Balance
Effective discipline and learning balances consistency with the unique circumstances of the individual.

Positive Role Models
Staff are positive role models for students and with their guidance can provide opportunities for students to repair harm done and restore relationships.

Recognition and Reinforcement of Positive Conduct
Staff actively looks for opportunities to reinforce the positive conduct of students through things like: personal recognition, verbal encouragement, notes and commendations, phone calls to parents, etc.

Holy Spirit Code of Conduct
As an elementary school sponsored by a Catholic parish community, Holy Spirit develops and maintains a code of conduct that reflects Gospel values and respect for others. In order to have an environment where students are safe and can learn to their fullest, we require all members of the Holy Spirit School community to follow the Code of Conduct.

Show respect for self, others, and Holy Spirit School
- Recognize the infinite worth of all people as created in the image of God.
- Treat each person fairly.
• Respect different talents and points of view.
• Be sensitive, kind, and courteous to others.
• Listen carefully to others.
• Respond with respect and appropriate language to all faculty, staff, fellow students, and visitors.
• Work up to one’s God-given potential.

**Show respect for places and things.**

• Respect the natural environment as a gift from God.
• Respect the property of others.
• Respect Holy Spirit buildings, grounds, equipment, and supplies.
• Respect the Church of Holy Spirit as a sacred place.

**Use strengths and talents appropriately to enrich and serve our school community and the world.**

• Help others.
• Work and play cooperatively with others.
• Work with others to care for our physical environment
• Use gifts and talents for the benefit of others.

**Demonstrate integrity.**

• Do what is right according to the teachings of Christ.
• Encourage others to do what is right according to the teachings of Christ.
• Stand up to negative pressure.
• Practice and promote honesty in school work and in relationships.
• Work hard and persevere.
• Admit mistakes.
• Fulfill commitments.

**Develop decision-making skills.**

• Think before acting.
• Think about the consequences of actions beforehand.
• Practice self-control.
• Realize how decisions affect others.
• Accept responsibility for one’s choices.

**Resolve conflict peacefully.**

• Treat others as we want to be treated.
• Accept responsibility for one’s actions and behaviors.
• Refuse to judge others.
• Assume the best of others.
- Solve disagreements by talking, listening carefully, and compromising.
- Avoid physical and verbal aggression.
- Work toward fair solutions to conflicts.
- Communicate honestly with others.

**Community Rights and Responsibilities**

Based on the Holy Spirit Code of Conduct, community members have the following rights and responsibilities:

**Student Rights**

I have the right to:

- be treated with respect and compassion. This means no one should laugh at me or intentionally hurt my feelings.
- be myself. This means no one should treat me unfairly because of my weight, gender, appearance, height, ancestry, beliefs, disability, etc.
- be safe. This means no one should: hit me, kick me, push me, threaten me, etc.
- expect my property will be safe.
- show pride in my appearance.
- have quiet times to learn and study.
- learn without disruptions from others.
- respectfully express feelings, opinions, and ideas.
- know what is expected of me at all times and in every area of the school.

**Student Responsibilities**

I have the responsibility to:

- treat others with compassion. This means I will not laugh at others, tease others, or hurt others’ feelings.
- show respect for myself, my classmates, the adults in my life, and property.
- respect others as individuals and not treat others unfairly because of weight, gender, appearance, height, ancestry, beliefs, disability, etc.
- make the school safe by keeping my hands, feet, and objects to myself and by following school rules.
- refrain from stealing, damaging, or destroying Holy Spirit property or the property of others.
- wear the school uniform appropriately.
- be prepared for learning by having the appropriate materials and completed assignments.
- be quiet during class and to not disrupt the learning of others.
- actively listen to others and wait to be heard.
- follow the Discipline Policy.
**Parent Rights**
I have the right to:

- be given a copy of the Holy Spirit Discipline Policy which will be enforced with all students.
- contact teachers or administration with questions regarding the policy and my child’s academic or social progress.
- expect that my child will be taught in a safe and respectful environment.

**Parent Responsibilities**
I have the responsibility to:

- teach my children socially acceptable standards of behavior and proper hygiene.
- cooperate with teachers and administration in resolving issues and enforcing the policy.
- teach my children to be responsible for their words, actions, and personal property.
- support teachers and administration in sustaining a welcoming, caring, and safe environment.
- review the Holy Spirit Discipline Policy with my child and encourage and expect his/her compliance.
- inform teachers and administration of issues or special circumstances that will impact my child and his/her learning.
- adhere to the Discipline Policy.

**Teacher Rights**
I have the right to:

- be treated with respect by parents and students.
- be able to teach without disruption from students.
- be supported in my efforts by administration.
- work and teach in a safe and respectful environment.

**Teacher Responsibilities**
I have the responsibility to:

- communicate classroom expectations and consequences to parents and students.
- demonstrate respect and care for students and parents.
- contact parents when students fail to meet expectations.
- consistently enforce the Discipline Policy.

**Volunteer Rights**
I have the right to:

- be treated with respect by students and parents.
- be able to offer direction and/or correction to students.
- be supported in my efforts by staff and administration.
Volunteer Responsibilities

I have the responsibility to:

- demonstrate respect and care for students.
- communicate concerns to staff and administration.
- maintain confidentiality.

Guidance/Discipline Procedures

To enforce the Holy Spirit Code of Conduct, discipline/guidance procedures have been developed which are divided into five levels with specific consequences to each level. The consequences are meant to correspond to the developmental maturity of the students involved.

The staff reviews expectations and procedures with students on a regular basis. As expectations and procedures are presented to students, listening, re-teaching, modeling, and reinforcing expected behaviors are essential to the learning process. At some grade levels and in some situations this approach is reflected in the first consequence used in the discipline process.

The following is a listing of the levels of behavior and the typical progression of discipline. The behaviors listed are examples and do not represent an exhaustive outline.

Level One – Actions Disruptive to Learning

Examples include, but are not limited to: general disrespect, inappropriate language, tardiness, missed assignments, dress code violations. *School service includes 30 minutes of service before or after school.

Recommended Consequences

Grades K – 2

1st – Handled by teacher
2nd – Discussed by parent and teacher
3rd – Parent contacted; with parent, strategies for correction are determined

Grades 3 – 5

1st – Conversation with student; reinforcement of expected behavior
2nd – Teacher/staff warning; appropriate teacher-designed consequences; parent contacted, if needed
3rd – Parent contacted; with parent, strategies for correction are determined.

Middle School

1st – Conversation with student; reinforcement of expected behavior; warning
2nd – Conversation with student; warning; parent contacted when appropriate
3rd – Parent contacted; with parent, strategies for correction are determined; detention or school service*
Level Two – Actions Disrespectful of Self, School, Students, Teachers, Staff, and Others
Examples include, but are not limited to: destruction of personal property, cheating*, lying, defiance, put-downs of self and others.
*See Academic Integrity Policy for additional consequences for cheating.

Recommended Consequences

Grades K – 2
1st – Conversation with student; reinforcement of expected behavior; parent contacted; option for removal from the situation
2nd – Parent contacted; option for removal from the situation
3rd – Option for removal from the situation; conference with child and parent; strategies for correction are outlined

Grades 3 – 5
1st – Conversation with student; reinforcement of expected behavior; parent contacted; option for removal from the situation
2nd – Parent contacted; option for removal from the situation
3rd – Referral to Discipline Team; strategies for correction are outlined and may include: school service and/or loss of privileges

Middle School
1st – Conversation with student; reinforcement of expected behavior; parent contacted when appropriate; school service/restitution
2nd – Parent contacted; school service/restitution
3rd – Option for referral to Discipline Team for further action; parent contacted; strategies for correction which may include: detention or school service/restitution

Level Three – Actions that are Harmful
Examples include but are not limited to: gossiping, theft, demeaning language, profanity, obscene gestures, physical or verbal intimidation, physical or verbal aggression.

Recommended Consequences

Grades K – 2
1st – Conversation with student; reinforcement of expected behavior; parent contacted; option for removal from situation
2nd – Discipline Team referral; parent contacted; removal from situation; option for a behavior plan
3rd – Parent contacted; Discipline Team referral with option of a half to a full day in-school suspension; behavior contract

Grades 3 – 5
1st – Discipline Team referral; parent contacted
2nd – Discipline Team referral; parent contacted; 1 day in-school suspension; pastor contacted
3rd – Discipline Team referral; out of school suspension; pastor contacted; behavior contract

Middle School
1st - Parent contacted; option for office referral (physical aggression – removal from population)
2nd – Discipline Team referral; parent contacted; 1 day in-school suspension; pastor contacted
3rd – Discipline Team referral; out of school suspension; pastor contacted; behavior contract

Level Four – Actions that are Intentionally Destructive (Physically or Emotionally)
Examples include but are not limited to: bullying, racial/ethnic/sexual harassment, fighting, threat of assault, vandalism, extortion.

Recommended Consequences

Grades K – 2
1st – Discipline Team referral; removal from classroom; parent contacted; pastor contacted
2nd – Discipline Team referral; half to full day in or out of school suspension; parent contacted; pastor contacted
3rd – Discipline Team referral; out of school suspension; pastor contacted; behavior contract

Grades 3 – 8
1st – Discipline Team referral; one to two days in-school suspension; parent contacted; pastor contacted
2nd – Discipline Team referral; in or out of school suspension; parent contacted; pastor contacted; behavior contract
3rd – Consequences as outlined in the behavior contract – up to and including expulsion.

Level Five – Actions Resulting in Immediate Suspension
Examples include but are not limited to: possession of weapons, bomb threats, use of illegal substances including alcohol and tobacco, repeated fighting

Recommended Consequences
A parent conference with the Discipline Team will be required in order for a student to be reinstated in school.

<table>
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<tr>
<th>Offense</th>
<th>Consequence</th>
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<tbody>
<tr>
<td>Knowingly creating a false emergency</td>
<td>1 day out of school suspension</td>
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<tr>
<td>Severe fighting/physical aggression</td>
<td>1 – 2 days out of school suspension and possible police referral</td>
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<tr>
<td>Possession or use of weapons</td>
<td>Police referral and possible expulsion</td>
</tr>
<tr>
<td>Bomb threat</td>
<td>1 – 3 days out of school suspension or expulsion and police referral</td>
</tr>
<tr>
<td>Possession/use of tobacco products</td>
<td>1 – 3 days out of school suspension</td>
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</tbody>
</table>
Major theft (over $25)  1 day out of school suspension and police referral
Possession/use of illegal substances  1 – 3 days out of school suspension and police and substance abuse referral
Arson  1 – 3 day out of school suspension and police/fire department referral

Guidance/Discipline Team
Holy Spirit utilizes a guidance/discipline team model to resolve issues that arise with students. This team is made up of the principal, the classroom teacher and/or advisor; a grade level teacher representative; and, in serious cases, the pastor. This team will monitor student behavior; exercise appropriate professional judgment; and determine appropriate strategies and consequences.

At the beginning of each school year, students and parents are asked to review Holy Spirit's Guidance/Discipline Policy and sign a form of receipt and understanding indicating their intention to support the policy and associated consequences.

Bullying Policy

Definitions

Bullying occurs in a context where there is a real or perceived imbalance of power and is a form of repeated, persistent, and aggressive behavior directed at an individual or individuals that is intended to:

- put the student in reasonable fear of physical, emotional, or mental harm or distress;
- harm another person's body, feelings, self-esteem, or reputation;
- create an intimidating or hostile environment that substantially interferes with a student's education.

Cyber bullying includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, or website or social networking postings which have the effect of:

- emotionally or mentally harming a student;
- putting a student in reasonable fear of physical, emotional, or mental harm;
- creating an intimidating or hostile environment that substantially interferes with a student's education.

Bullying Prevention Strategies
Making our school a safe and caring learning environment is based on the Gospel values of:

- Justice
- Love
- Community
- Dignity of Persons
- Stewardship of Creation
- Excellence
- Faith
- **Hope**

Holy Spirit addresses the issue of bullying on an on-going basis. Prevention is clearly integrated in daily classroom activities. In addition, expectations related to bullying prevention are included in every Religion course and Social Justice activity; through the Protection of Children and Youth Initiative (PCYI); in the work of the school counselor; in the advisor/advisee program, etc.

**Bullying Intervention Strategies**

Once a teacher or an administrator has been informed of a bullying incident, the teacher or administrator will investigate the incident in a timely manner taking into account the safety of those involved.

**Role of Students**

- Be aware of the school code of conduct.
- Inform an adult when bullying has occurred.
- Provide support to the victim when they witness bullying.
- Express disapproval of bullying by not joining the inappropriate behavior.

**Role of Teachers**

- Listen to all reports of bullying from students, teachers, and parents.
- Confidently report bullying incidents.
- Record bullying reports.
- Administration of incidents of reported bullying.
- Intercede immediately when bullying is observed.
- Confront bullies in private.
- Notify the parents of both the victim and the bully when a classroom confrontation has occurred and outline the steps taken to resolve the conflict.

**Role of Principal**

- Listen to all reports of bullying from students, teachers, and parents.
- Confidently report bullying incidents.
- Provide progressive discipline strategies when dealing with incidents of bullying.
- Provide protection, as needed, for victims of bullying.
- Establish re-entry plan for students as needed.
- Monitor for repeated infractions and/or improved behavior.

**Role of Parents**

- Be open to “both sides” when gathering information.
- Support his/her child.
- Contact the school if parents believe their child is being bullied or is a bully.
- Collaborate with the school to find acceptable solutions.
- Work with the teacher and/or administrator.
- Encourage his/her child to respond to the bully in an assertive manner.
- Be patient and help his/her child to develop positive friendships.
Role of Volunteers

- Be familiar with the school code of conduct.
- Listen to all reports of bullying from students.
- Communicate reports of bullying to the teacher or principal.
- Report incidents immediately when bullying is observed.
- Provide protection for victims of bullying.
- Maintain confidentiality.

Holy Spirit’s Student Harassment Policy

Harassment in any form by a student or staff member at Holy Spirit constitutes unacceptable behavior and is in direct violation of school policy. All of our students are discouraged from engaging in such behavior at school and will be subject to appropriate disciplinary action, as stated in our Code of Conduct, up to and including expulsion. Staff members will be subject to appropriate disciplinary action, as stated in the Holy Spirit employee handbook, up to and including dismissal.

General Harassment

Persistent, offensive, abusive, intimidating, malicious, or insulting behavior directed at another; an abuse of power or authority that attempts to undermine an individual or group. These behaviors may include: spreading rumors, insulting another, ridiculing, blatant exclusion, or threats.

Sexual Harassment

Sexually motivated touching and other physical contacts; sexually derogatory statements and verbal sexual advances; unwelcome sexual advances and other verbal or physical contact of a sexual nature.

Racial Harassment

A student or group’s verbal or physical conduct relating to the national origin of another student or group that is hostile, offensive, degrading, or exploitive.

Disability Harassment

Hostile, derogatory, or offensive verbal or physical conduct relating to the disability of a student or group. It includes such actions as tampering or interfering with assistive devices used by a student or group to overcome the effects of a disability.

Procedures for Responding to Harassment

Any student who believes he or she has been the victim of harassment or violence by a student or an employee of Holy Spirit should report the alleged acts immediately to the teacher or principal.

A timely and proper investigation of student-to-student, student-to-employee, and employee-to-student harassment complaints is essential. A harassment investigation and procedure will follow, using one of two procedures outlined below at the discretion of the administration of Holy Spirit and in consultation with the harassed student and his or her parents.

Procedure One

1. A detailed written investigation report documenting interviews, conclusions, and recommendations for disciplinary action will be placed in a harassment file.
2. The administrators will advise the complainant, alleged harasser, and the parents of the outcome of the investigation verbally and in writing. The
administration will warn the harasser verbally and in writing that he or she must retaliate against the victim. The administration will encourage the complainant to report occurrences of retaliation and will actively monitor the situation.

**Procedure Two**

1. A detailed written investigation report documenting the conclusion and recommendations for disciplinary action along with a letter to the harasser (from the complainant) will be placed in a harassment file. The letter will be dated and include:
   a. A factual account of what happened, including date(s), place(s), people present, and a description of the incident(s).
   b. A description of how the complainant felt about incident(s).
   c. What the complainant wants to happen next.
2. The administrator will advise the complainant, alleged harasser, and parents of the outcome of the investigation verbally and/or in writing. The administration will warn the harasser verbally and in writing that she or he must not retaliate against the victim. The administration will encourage the complainant to report occurrences of retaliation and monitor the situation.

**Rationale for Procedure Two**

1. Helps the victim gain a sense of control over the situation.
2. Breaks a pattern of silence the victim may have kept out of fear of retaliation and/or disbelief.
3. Maintains confidentiality.
4. Provides the harasser with information about the way their behavior is being interpreted by another.
5. Most likely avoids formal charges and public confrontation.
6. Suggests that the victim is willing to take action to stop the harassment.

**Holy Spirit Technology Use Policy**

Holy Spirit provides all students with relevant technological opportunities because technology has an ever-increasing and permanent role in society. Technology includes: computers, the internet, CDs, DVDs, audio and videotapes. Technology is a tool with inherent interdisciplinary value and is most useful and effective if integrated into all areas of curriculum.

There are ethical, social, and legal issues that arise in the use of technology. We, as Catholic educators, believe that we must prepare students from an early age in the use of technology and provide them with an understanding of its use and our responsibilities to use it well.

At the beginning of each school year, students and parents are asked to sign Holy Spirit’s acceptable use policy indicating their receipt of the policy as well as their support of the policy and associated consequences.
Students' Responsibility

Respect and protect the privacy of others

What That Means

a. use only assigned accounts.
b. not view, use, or copy passwords, data, or networks to which they are not authorized.
c. not distribute private information about others or themselves.
d. not access the accounts of others.

Respect and protect the integrity, availability, and security of all electronic resources

Respect and protect the intellectual property of others

Respect and practice the principles of a Catholic Community

What That Means

a. observe all network security practices.
b. report security risks or violations to a teacher.
c. not destroy or damage data, networks, or other resources that do not belong to them.
a. not infringe copyrights (making illegal copies of music, games, or movies)
b. no plagiarism.
c. not intentionally access, transmit, copy, or create materials that violate the school's code of conduct (such as photos or messages that are pornographic, threatening, rude, discriminatory, or meant to harass)
d. not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works)
e. not use the resources to further other acts that are criminal or violate the Holy Spirit code of conduct.
f. not send spam, chain letters, or other mass unsolicited mailings.

Consequences

a. violations will result in the loss of privileges
b. when applicable, law enforcement agencies may be involved.

Student Use of Personal Electronic Devices Policy

Technology is a wonderful resource that can enhance learning immensely. It can also be a serious distraction to the learning process and a challenging communication device for students to manage. In the same way that you don't hand your child a set of car keys on their 16th birthday, we would suggest that the same care and training is needed for students to use personal electronic devices properly. We encourage parents to think carefully before giving their child a device, and when you decide to do so we hope that you take time to make sure your child knows the implications of its use.

Summary of Policy

This policy has been established to work in partnership with parents to:

- Enhance the learning environment.
- Protect the privacy of students.
- Protect the property of students.

Purpose

The purpose of this policy is to set forth expectations for the appropriate use of existing and emerging technologies which students may possess, including but not limited to cellular phones, laptop computers, tablets, digital picture/video cameras and/or camera phones.
personal digital assistants (PDAs), iPods, MP3 players, and other personal electronic devices capable of receiving or transmitting data or images.

**General Statement of Policy**
Holy Spirit School holds high expectations for student behavior, academic integrity, and responsible use of existing and emerging technologies, such as cellular phones, digital picture/video cameras and/or phones and other personal electronic devices capable of capturing and/or transmitting data or images. Students who possess and/or use such devices at school or school-sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community.

Any student who wishes to use a personally owned electronic device at Holy Spirit School must read and sign the user agreement form with their parent or guardian, and submit the signed agreement to Holy Spirit School.

**Standards for Responsible Use at School or at School Activities**
Students who bring their personally owned devices to school take full responsibility for his or her device. Holy Spirit is not responsible for the security of the device. The student is responsible for the proper care of his or her personal device, including any cost of repair, replacement, or any modifications needed to use the device at school.

A. **Respect for the educational environment**
With prior approval of the school principal, teachers may permit the purposeful use of personal electronic devices in support of curriculum learning objectives. This means that with permission:
- The device can be used only for academic purposes
- The device is only used where and when the teacher prompts students
- When accessing audio content, earbuds are used
- The device is NOT under the desk or hidden while in use
- Students will use the “hs-guest” wireless network while in school. Use of 3G and 4G wireless connections is not allowed.

Personal electronic devices are to be turned off, kept out of sight, and not used during school hours unless the student has permission from the teacher for its use.

Personal electronic devices shall be used during either indoor or outdoor recess times.

Students who have permission to use electronic devices shall not use that device in any way that disrupts or detracts from the educational environment. Use of devices to play music or play games during the school day is prohibited.

Note taking applications may be used along with other teacher-approved apps and/or websites.

Students will not be allowed to leave class in response to any electronic device.

B. **Respect for privacy rights**
During school hours, student’s use of any device is at the discretion of their teacher and for educational purposes only. Before or after school, or at school-sponsored activities, students are expected to use device in a respectful manner that is in line with the Holy Spirit Code of Conduct.

Use of cellular phones or other personal electronic devices is strictly prohibited in restrooms.

C. **Assuring academic integrity**
i. Students shall not use cellular phones or other electronic devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.

D. Compliance with other school policies
i. Use of cellular phones or other personal electronic devices must not violate any other School policies, including those regarding student privacy, copyright, cheating, plagiarism, civility, student code of conduct, electronic technologies acceptable use, or harassment. If a violation occurs involving more than one school policy, consequences for each policy will apply.

Violations of This Policy

A. First Infraction
   An employee shall direct the student to turn off the device. The employee shall then confiscate the device and turn it in to the school office, where the student’s parent may pick it up at the end of the day.

B. Second Infraction
   The second infraction shall result in removal of the device, which is to be turned in to the school office. The parent or guardian will be notified. This infraction may result in restricted use of electronic devices at school for a period not to exceed 45 school days. The student’s parent may pick the device up at the end of the day.

C. Third Infraction
   The third infraction shall result in removal of the device, which is to be turned in to the school office. The parent or guardian will be notified. This infraction will result in restricted use of electronic devices for a period of at least 45 school days. The student’s parent may pick the device up at the end of the day.

D. Repeated or Severe Infraction
   Any violation of this policy may also, at the principal’s discretion, result in additional disciplinary action.

Dissemination of Policy
   This policy shall be included in the Student/Parent Handbook, posted to the Holy Spirit website, and otherwise distributed upon request.

Academic Integrity Policy

Claiming someone else’s work as your own is dishonest and against the Holy Spirit Code of Conduct. Cheating compromises the integrity of students and diminishes what we stand for as a school community. We believe that the success of students is dependent on their own efforts. Students are expected to complete all work with honesty and integrity.

Cheating is defined as representing someone else’s work as your own or allowing someone to represent your work as his or her own. In a broad sense, cheating includes, but is in no way limited to the following:

- Copying or allowing someone else to copy your homework.
- Looking at another’s assessment or letting another student look at your assessment.
- Telling another student what is on an assessment, including providing questions or specific answers.
- Using any secretive methods of giving answers on an assessment.
- Using any electronic device to communicate information about an assessment.
- Using information from a source that is not properly attributed.
• Working with others on an assignment that was meant to be done individually.

When a student is not sure what would be considered cheating for a particular assignment, he or she is responsible for requesting clarification from the teacher. Individual teachers have, or will provide, guidelines as to what is or is not cheating within their course or related to specific assignments.

**Consequences**

Students who have been found to have cheated will receive a “0” for the assignment/assessment or project. The teacher will also notify the student’s parent(s). It is left to the decision of the individual teacher as to whether the student may complete any related work to supplement his or her grade. In addition, the following procedure will be followed:

• The teacher involved will check the student’s file for previous infractions.
• The teacher will place written documentation of the incident in the student’s school file.
• If previous infractions are noted in the file, the teacher will report the presence of a pattern to the principal.
• The principal will contact the parent or guardian, and any additional consequences will be determined.
• At the end of the eighth grade, documentation of a single infraction will be removed from the student’s file.
• More than one documented infraction will remain part of the student’s permanent record.

**Chemicals**

Holy Spirit School prohibits the use, possession, and/or sale of alcohol and other drugs or paraphernalia. Any Holy Spirit student, teacher, or staff member who observes actual or suspected use, possession, and/or sale of alcohol, etc. will immediately report the incident to the principal. The principal will investigate the incident. If the incident is verified, the student may be suspended. The school will assist in obtaining professional services for the student and parent if necessary.

The principal and staff maintain efforts to be informed about and instruct students in chemical use and abuse prevention. Students identified as possibly using chemicals on school grounds or at school-sponsored activities, or when learning is impeded by use, will be referred to the appropriate agencies for assessment and treatment after discussing the situation with their parents. Failure of the student(s) or parent(s) to cooperate could result in dismissal of the student.

**Weapons**

If a student brings to school a weapon of any sort – gun, knife, club, incendiary devices, or any other instrument commonly considered a weapon – it will be immediately confiscated, and the child will be sent home. Sanctions will include up to expulsion.

**Health**

**Immunization Policy**

MN Statutes 1991, Section 123.70 requires that all children who are enrolled in a Minnesota school be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, allowing for certain specified exemptions. Haemophilus Influenza B is required for children four years of age or younger. Immunization records must be on file in the nurse’s office.
Medication Policy
MN State law prohibits school personnel from dispensing medication to students without written consent from the parent or doctor. No medication may be kept in the classroom or on the person of the child. A written form provided by the school, granting proper school officials to dispense medication, must be filed and signed by a parent or guardian and the health care provider. Staff cannot dispense over the counter medications to students.

Nurse
One day a week a school nurse is available for any emergencies that may arise. She routinely performs vision and hearing screenings. When the nurse is not available, office personnel handle first aid or emergency situation.

Insurance
Most families have insurance for their children. If parents do not have insurance or adequate coverage, we strongly recommend that they purchase coverage through the Minnesota Catholic Education Association. For more information, contact the school office.

Emergencies
A parent will be called if a child becomes ill or is injured at school. Please be sure all necessary information is on the Emergency Card. Please notify the office in writing when any changes are made.

Tuition

Registration Fee Policy
Holy Spirit requires a non-refundable $200 registration fee for each family. If there is a waiting list for a grade level and an opening does not occur before the start of the school year, the $200 will be refunded. If an opening does occur prior to the beginning of the school year and a parent refuses to accept it, he or she forfeits the registration fee.

Tuition Payment Policy
Each child in the Holy Spirit community is encouraged to attend our school ministry. The school ministry cannot operate effectively without sound financial backing from all parents who send their children to Holy Spirit. Parents choose one of three tuition payment options and are held accountable for adhering to the schedule they select. Tuition is collected through FACTS for the 10-payments option. Holy Spirit collects tuition for the 1-payment or 2-payments options. Late fees and returned payment fees are charged regardless of the payment option.

It is a matter of justice for parents to pay their full tuition amount, because this is an exchange for the service of providing education for their children and because the school, as a responsible institution, must meet its expenses. The tuition rates for each year are published and available at registration time.

Procedures

- Tuition must be paid in full for the current school year before registration for the following year will be considered official. Students will not be allowed to start school in the fall if the previous year’s tuition is not paid in full.
- Parents paying monthly (August – June) must pay via automatic withdrawal through FACTS, our third party tuition administrator.
- A $25 returned payment fee will be automatically processed from the account provided for each returned payment.

(Amended, Spring 2000)
Eligibility Policy for Education Grants and Tuition Rates

Holy Spirit's aim is that all of our parishioners who wish to have their children attend Holy Spirit School and who are committed to participating in the life of the parish will not be prevented from doing so for financial reasons.

To assist families, Holy Spirit offers reduced tuition to active parishioners and education grants to parish families in need of financial assistance.

To determine financial assistance and the awarding of a Holy Spirit education Grant, Holy Spirit uses Tuition Aid Data Services (TADS), an independent agency that provides an analysis of individual family need. The reports made by TADS are reviewed by Holy Spirit's administration, which makes recommendations for the disbursement of funds that are approved by the pastor.

Interpretation of Policy

Parishioner
The mission of Holy Spirit parish rises from communion in the Sunday Eucharist. Therefore, it should be understood that proclaiming the resurrection of Christ by participation in Sunday Eucharist is the very heart of what constitutes and celebrates our identity as a family in faith. All parish families are expected to participate in Sunday Eucharist at Holy Spirit, because such participation gives life and strength to all parish ministries, including the school ministry.

Sunday Stewardship
The school ministry is supported by tuition and Sunday stewardship. Tuition covers the majority of the costs to educate each child, while Sunday stewardship covers the remaining cost and provides for grants for parishioner families.

Therefore, all parish families are asked to offer a regular Sunday stewardship gift. These gifts support all of the parish ministries and, proportionally speaking, most especially the school.

This structure for financing the school ministry is such that all families are interdependent. The Sunday stewardship gifts of each family have an impact on every other family. The decision to participate in Sunday stewardship is essentially a spiritual matter. However, when each family participates, education becomes more affordable for all families.

(Adopted by the Pastoral and Administrative Councils, Spring 2000)
(Reviewed by the School Ministry Commission, Spring 2000)

Day-to-day Things You Need to Know

Lunch and Milk
Students bring bag lunches to school or purchase lunches through our school lunch program. Milk is sold to accompany lunch. Parents pay for milk by the year. Kindergarten students receive their milk for free.

Snacks
All students are encouraged to bring a mid-morning snack to school. K – 5 students eat their snack at morning recess.

Telephone Use
Students may use the telephone in their homeroom or office with teacher permission for emergencies only.

Lost and Found
Students and parents are asked to check the “lost and found,” located outside the gymnasium, for lost items. If unsuccessful, please check with the homeroom teacher. Lost articles will not be
kept indefinitely. At the end of each trimester, unclaimed items will be given to Catholic Charities. Please mark all children's belongings, i.e. lunchboxes, boots, mittens, backpacks, sweaters, and sweatshirts.

**Bicycles**
It is a parental decision as to when a child can safely bike to school. We ask parents of children in grades 1 – 3 to notify their homeroom teacher if the child is biking to school. Bikes must be parked and locked in the designated area. The school is not responsible for stolen/damaged bicycles. We recommend all children wear safety helmets when riding their bikes.

**Gum and Candy**
Gum and candy are not permitted in school unless given by a teacher on a special occasion.

**Safety**

**School Closings**
School closings due to bad weather will be announced on local radio and television channels. Extended Day care will not be available when school is closed due to bad weather. Please listen for announcements.

**Patrols**
Fifth graders who serve as safety patrols are stationed at their corners from 7:50 to 8:00 a.m. to help children cross the streets near school. The patrols also help at the intersections in the afternoon. There are no lines as such, but students are expected to be orderly and somewhat subdued on the walk to or from school. Patrol intersections are located at Albert and Hartford; Randolph and Hamline; and Randolph and Albert. Patrols will not be present if the temperature is -15°C or lower and will not be present during rain storms when there is the likelihood of lightning.

**Drop-Off/Pick-Up Procedures**

**Pick-Up Locations by Last Name**

#1 Students A – F will be picked up at the northwest entrance to the school.
#2 Student G – L will be picked up on Albert Street near the northeast entrance to the school.
#3 Students M – R will be picked up at the main entrance.
#4 Students S – Z will be picked up outside of the gym entrance.

**How Can I Most Effectively Use the Pick-Up Lane?**
Pull into the pick-up lane, moving as far ahead as possible. When your child is safely in your vehicle, please exit as promptly as possible, allowing for other cars to move forward. As you leave the parking lot, please remember to take right turns only.

**Where Can I Park?**
There are several convenient parking possibilities for parents at the end of the school day. These include:

- Randolph Street parking lot.
- Albert Street parking lot.
- Along Albert Street.

If you park in one of these locations, please leave your car and come to the pick-up location to get your child.
Activities/Programs

All-School Activities

Catholic Schools Week
The last week in January is typically set aside to celebrate Catholic schools. During this week, a variety of activities are scheduled for students, faculty, and parishioners. These activities include kindergarten round-up, a variety show, an all-school prayer service, etc.

Art Adventure
Holy Spirit participates in Art Adventure each winter. Art Adventure is a project sponsored by the Minneapolis Institute of Art and implemented by parent volunteers. Parent volunteers introduce students to masterpiece works of art through half-hour classroom sessions over the course of a month. Following this classroom instruction, students go on a field trip to the Minneapolis Institute of Art to view the original works of art.

Marathon for Non-Public Education
Holy Spirit participates in the Marathon for Non-Public Education each fall. Information about the marathon goes home with students in the FYI and the weekly communicator envelopes. The marathon is scheduled for early October. Students solicit pledges for the miles they walk on Marathon Day.

Marathon is a community-building activity, as well as a fundraiser. It is important to strike a proper balance between encouraging students to get pledges and turning the event into a predominantly competitive activity.

School Pictures
Class Pictures
In the spring of the year, class pictures are taken. Class pictures are done by grade level. Students are expected to be in uniform for these pictures. Information about ordering pictures is sent home with students in the weekly communicator envelope.

Individual Student Pictures
In the fall of the year, individual student and staff pictures are taken. On this day, students do not need to be in school uniforms. Information about pictures (price list, packages, etc.) go home with students in the communicator envelopes. Pictures are taken so that orders can be filled before Christmas.

Governance

School Advisory Council
The School Advisory Commission is an advisory council to the principal. It meets one to two times monthly during the school year.

Relationship of Commission to Parish Pastoral Council
- Operates within the context of the parish mission statement.
- Keeps the pastoral council informed appropriately.
- Refers to the pastoral council in all matters that are broader in scope than the educational program.

Relationship of Commission to Parish Finance Council
• Follows financial policies and procedures recommended by the Finance Council.
• Recommends an annual budget to the Finance Council.

**Parent-Teacher Association**

The mission of the Parent-Teacher Association is to enhance the function of Holy Spirit’s School Ministry by supporting and bringing into closer relationship school, family, and community through effective communication, activities, participation, and education. All parents whose children attend Holy Spirit’s School Ministry are members of the Parent-Teacher Association.
Appendix A

Application for Student Personal Convenience Absence

Parents have received a school calendar that indicates school holidays and vacation periods. Absence from school for student and/or parent person convenience is not provided for under the school attendance laws of the State of Minnesota. Therefore, the proposed absence will be considered “unexcused,” and parents are asked to complete this form to relieve the school of responsibility.

Student Name ____________________________________________ Level ________

Address _______________________________________________

Phone _________________________________________________

Date Leaving __________________ Date Returning to School ________

State clearly the nature of this absence and the reason why the leave must be taken during the school year.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Statement of Student and Parent

We understand that absence from school for the reasons listed above is not provided for under the school attendance laws of the State of Minnesota; that this absence will be “unexcused;” but that by completing this form and fulfilling the requirements the student will be permitted to make up tests missed and will not be considered truant.

We further understand that when a pupil returns from a personal convenience absence, teachers are not required to grade, examine, or correct any work done by the pupil during the absence. The school can assume no responsibility for a drop in grades suffered by a pupil who is absent due to personal convenience.

Arrangements to make up tests must be made by the pupil by the second day that she/he returns to school after a personal convenience absence. Teachers may (but are not required to) prepare assignments of a very general nature for pupils who are anticipating a personal convenience absence.

It is the responsibility of the parent to inform each teacher of the dates of this personal convenience absence in advance.

All of the above regulations concerning personal convenience absences are applicable only to trips in which students accompany their parents.

Student’s Signature __________________________________ Date __________

Parent’s Signature __________________________________ Date __________

It must be understood that the principal’s signature does not indicate approval of the statement of absence but only that he/she is aware of such.

Total Days Absent ________ Principal’s Signature ____________________________