



PARENT/STUDENT HANDBOOK

2019-2020

The School Prayer

Amen

Why Catholic Education?

"..Since education consists essentially in preparing man for what he must be and for what he must do here below, in order to attain the sublime goal for which he was created, it is clear that there can be no true education which is not wholly directed to man's last end, and that in the present order of Providence, since God has revealed Himself to us in the Person of His only-begotten Son, Who alone is "the Way, the Truth and the Life," there can be no ideally perfect education which is not a Christian education." (Pius XI, *Divini Illud Magistri*, 1929)

"Religion must not be taught to youth only during certain hours, but the entire system of education must be permeated with the sense of Christian piety. If this is lacking, if this holy spirit does not penetrate and inflame the souls of teacher and pupil, small benefit will be derived from any other sort of education; instead damage will be done. Almost every sort of training has its dangers, and only with difficulty will these be averted from growing youth, especially if divine controls are lacking which restrain their minds and wills." (Leo XIII, *Militantis Ecclesiae*, 1897)

"God and Jesus Christ, as well as His doctrines, were banished from schools [in Europe]. As a sad but inevitable consequence, schools become not only secular and non-religious, but openly atheistic and anti-religious. In such circumstances it was easy to persuade poor ignorant children that neither God nor religion are of any importance as far as their daily lives are concerned. God's name, moreover, was scarcely ever mentioned in such schools, unless perchance it were to blaspheme and ridicule His Church. Thus schools, forcibly deprived of their right to teach anything about God and his law, could not but fail in their efforts to really educate, that is, to lead children to the practice of virtue, for the schools lacked the fundamental principles which underlie the possession of a knowledge of God and the means necessary to strengthen the will in its efforts toward good and in its avoidance of sin. And so there was no possibility of preparing the family and society true elements of order, peace and prosperity." (Pius XI, *Ubi Arcano*, 1922)

"Therefore, Catholics built their own schools, while paying taxes for non-religious schools, because they want their children to be educated in the love of Christ and his moral law, and thus to save their souls and become worthy citizens of their country." (Archbishop Fulton Sheen)

"The right of parents to choose an education in conformity with their religious faith must be absolutely guaranteed...But corresponding to their right, parents have a serious duty to commit themselves totally to a cordial and active relationship with the teachers and the school authorities." (Pope John Paul II, *Familiaris Consortio*, 1981)

"The fecundity of conjugal love cannot be reduced solely to the procreation of children, but must extend to their moral education and their spiritual formation. 'The role of parents in education is of such importance that it is almost impossible to provide an adequate substitute.' The right and duty of parents to educate their children are primordial and inalienable." (Catechism of the Catholic Church, # 2221, 1994)

INTRODUCTION TO THE SCHOOL

HISTORY

The United States were mostly Protestant in the 19th century. Anti-Catholic sentiment became widespread in response to major movements of immigration from Catholic countries, beginning in the 1840s. Many Protestants viewed the rising Catholic population with alarm. There was a feeling that Catholic children should be educated in public schools to “become American,” resulting in a strong movement in opposition to public funding of parochial schools. In the 1880s most states, including Minnesota, passed constitutional amendments, called Blaine Amendments, forbidding tax money be used to fund parochial schools. These amendments were especially aimed at the schools operated by Catholic parishes. American Catholics nevertheless built our elementary schools, parish by parish, using mainly consecrated religious brothers and sisters as teachers. By the 1890s, we had built an extensive network of parishes and parish schools, especially across the Northeast and Midwest.

Catholic parishes built schools in order to limit the exposure of our children to non-Catholic influences from the public schools. During the building years, Catholics recognized that mainstream American culture encourages compromise on truths that Jesus Christ has revealed through His Church. They knew that encouraging children’s heart-felt acceptance of the Catholic faith and rooting children first in Catholic culture is a major means of promoting their salvation.

Our school was founded in 1912 as a vital educational ministry of Our Lady of the Sacred Heart Catholic Parish. The Great Cloquet Fire of 1918 destroyed the school along with the church, rectory and convent. After the fire, the rebuilding of the school, rectory, and convent began immediately, with the church to follow. Important as the school was to the Catholic community in Cloquet, operations continued uninterrupted in make-shift classrooms during construction. Within a year, a new school was completed. The school hall served as the church for the congregation until 1926 when the beautiful church now standing was completed.

The Benedictine Sisters from The St. Scholastica Priory were invited to teach in the school from its very beginning in 1912. Over the years, vocations to the religious life were encouraged. Many of Our Lady of the Sacred Heart students entered the Benedictine sisters of the St. Scholastica Priory and served Christ in the diocese. However, as vocations decreased in the years following the Second Vatican Council, the Benedictine Sisters withdrew from the school.

In 1976 Bishop Anderson and Fr. Paul Fruth invited the Franciscan Sisters of the Eucharist to the Diocese. Father Fruth sought to continue the educational apostolate at the school with the incoming Franciscan Sisters of the Eucharist. The Franciscans then served the school for 25 years of dedicated service. The school flourished under the leadership of Mother Colleen Kimbro, FSE.

When St. Casmir’s and Our Lady of the Sacred Heart parishes were combined in 1989, the new combined parish was renamed Queen of Peace. Under the leadership of Fr. Walsh, the old convent was torn down and replaced with a large addition included our current gymnasium.

The school was turned over to lay leadership from 2001-2008, but Sister Therese Gutting, FSE, returned to lead the school in 2009. During her four years as principal Sister Therese oversaw a \$4 million rebuild and remodel of the school, which included the addition of an elevator and classrooms in the basement. Sister Janet Siepker, FSE, took over the leadership of the school in 2012, but the Franciscan Sisters were finally called away from Cloquet in 2016.

Queen of Peace Catholic School is once again under lay leadership and faculty. Father Justin Fish has been our pastor since 2010, and Mr. David Douglas has led the school as principal since 2018. Since the 1960s, Queen of Peace has run only through grade 6, but Fr. Fish and Mr. Douglas are expanding the school through grade 8 again, with the new structure commencing in 2019-2020 schoolyear. Until now, QPCS 6th grade graduates who have gone on to public school have had to start in 7th grade, two years into a 5th through 8th grade middle school program. It is an awkward time to transition. The preschool-8 structure allows Queen of Peace graduates to start their next chapter at a clean transition point: the beginning of high school in grade 9. With the Mater Dei Apostolate also opening its doors as a Catholic high school option at Holy Family parish in Duluth, our families also have the option, for the first time in decades, to complete their entire elementary, middle school, and secondary experience in a Catholic school setting.

MISSION

At Queen of Peace Catholic School, faith and knowledge meet for a lifetime of learning. Founded on Catholic principles*, our school is devoted to guiding children, developing their skills, discovering their talents, and growing in faith.

*There are five principles of Catholic education defined by the Holy See's Congregation for Catholic Education, sometimes known as The Five Essential Marks of a Catholic School. These are the Catholic principles to which the QPCS mission statement refers:

- 1.) A Catholic school is inspired by supernatural vision;
- 2.) A Catholic school is founded on Christian anthropology;
- 3.) A Catholic school is animated by communion and community;
- 4.) A Catholic school is imbued with a Catholic worldview; and
- 5.) A Catholic school is sustained by a gospel witness.

Catholic Education at QUEEN OF PEACE CATHOLIC SCHOOL

Queen of Peace Catholic School is Catholic parish school in the Diocese of Duluth, accredited by the Minnesota Nonpublic School Accrediting Association (MNSAA). This grammar and middle school has as its mission the formation of the young in the intellectual and moral virtues that are the chief perfection of man.

Queen of Peace Catholic School believes with the Church, that parents are the primary educators of their children.

“Should they do nothing to enlighten them, help them, make them aware of the complexity and the wide range of their mission, to implant in them proper education principles, correct their errors and stir up their zeal? Families should not be allowed to believe, as many do, that they have satisfied their duties towards the children when they have sent them off to school, giving no thought to working hand in hand with the teachers, on whom they wrongly think they can completely unload a part of their own responsibilities. This is especially as regards the elementary.

This is only one point among a host of others to show that the collaboration of parents and of teachers must be constant and profound. We encourage with all our heart whatever will help to bring about closer cooperation between the school and the family. The family chooses the teacher to prepare the adolescent

to live his adult life in the State and in the Church. It must not and cannot abdicate its directive office. Cooperation is natural and necessary, and in order to be fruitful it presupposes acquaintance with each other, constant relations, unity of outlook, and successive adaptation. Only the teachers can make their ideal effective. The family must be the most solid support of the teacher on all levels."

Pope Pius XII, January 4, 1954

Just as parents are the first to give life, so also they are first to give instruction. As they grow older, the children need training in the arts and sciences, a task in which most families seek assistance.

Hence the need for schools. A good education completes what the attentive parent has begun, continuing to foster the knowledge and habits the young will need for their own lives and for benefit of civil society.

INTELLECTUAL LIFE

The first purpose a true education must fulfill is the training of the mind. While moral formation is important, an institution that concerned itself exclusively with this to the detriment of the intellectual life would be unworthy to call itself a "school." The intellectual life has as its object the consideration of the truth, and one trains the mind so that it may receive the truth more easily and more firmly. The pursuit of the truth, although useful, is an activity carried out for its own sake. The truth is in itself wonderful and pleasant to behold.

Many if not most people think that education must be clearly "profitable" or immediately practical to be worthwhile. This view has changed education over the years; the traditional curriculum of the classics has been supplanted by programs that are more "useful" and "relevant." The more a school fosters wonder in its students, the more capable they become, not just in their career, but in whatever goal they set for themselves.

"Hence the true Christian product of Christian education is the supernatural man who thinks, judges and acts constantly and consistently in accordance with right reason illumined by the supernatural light of the example and teaching of Christ; in other words, to use the current term, the true and finished man of character. For, it is not every kind of consistency and firmness of conduct based on subjective principles that makes true character, but only constancy in following the eternal principles of justice, as is admitted even by the pagan poet when he praises as one and the same 'The man who is just and firm of purpose.' And on the other hand, there cannot be full justice except in giving to God what is due God, as the true Christian does." [Pope Pius XI]

More importantly than this, we are more than "wage-earners"; we have souls that hunger to understand the world, its problems and its questions. We are citizens of a republic who should act in light of our judgments about the common good. We are confronted with moral difficulties which mere pragmatism fails to address. While no education can give easy answers to the difficulties we face, it can offer the beginnings to the search. How do we do this?

We prepare students for learning with deference to the trivium – the entry-point of an integrated and Catholic liberal arts education. We teach the fundamentals - reading, writing, arithmetic, geography, history, language, catechism, and science, and then we build on the fundamentals in later grades with a study of the deeper logic of each core subject and by introducing classic literary texts. The study of great books gives rigor and clarity to a student's engagement with the world around us and with the world of his or her own imagination, following on the paths and reflecting upon immortal characters that have been approved by generations.

MORAL LIFE

Along with planting the seeds of the intellectual virtues, our school also has as its end the fostering of the moral virtues. Here also, the work of the parents forms the foundation which schooling completes. Teachers encourage and promote the good habits that parents have inculcated, deriving their authority from the consent of the parents for this end. Without the work of parents, however, the school's ability to help the young to virtue will be faint and feeble.

FOSTERING CIVILITY ON CAMPUS

- Students are urged to strive after virtue.
- Students must take care of their appearance
- Students must speak respectfully to adults and to each other.
- Students are encouraged to participate in school clubs and social gatherings.
- Students are asked to assist in keeping the school clean and tidy.

SPIRITUAL LIFE

Faith, hope and charity are the work of God's grace, chiefly through the sacraments of His Church. Hence, students are encouraged:

- To pray before every class
- To participate actively in the sacramental life
- To join praying the Rosary and other school devotions.
- To participate in Catholic and private charities in the community.

IMPORTANT INFORMATION

School Office: 218-879-8516

School Hours: Doors open for normal drop-off at 7:40
 Grades K-4: 8:00 a.m.-3:10 p.m.
 Grades 5-8: 8:00 a.m.-3:10 p.m.
 Preschool: 8:00-3:05
 Early Bird Before-School Drop-off: 7:00-7:40
 Late Bird After-School Care: 3:10-5:30

QUEEN OF PEACE CATHOLIC SCHOOL RETAINS THE RIGHT TO AMEND THE HANDBOOK

Queen of Peace Catholic School and the principal retain the right to amend the handbook and parents/guardians will be given notification when changes are made. Queen of Peace Catholic School and the principal may discipline students for behavior outside of school hours that is deemed inappropriate or negatively impacts the school and its students.

The school DOES NOT give permission for students to use its name on social media, which may compromise the safety of the students attending Queen of Peace Catholic School.

RELIGIOUS EDUCATIONAL PROGRAM AND POLICIES

LITURGIES AND PRAYER

Our school exists to transmit the values, principles, teachings, and traditions of the Catholic Church. Therefore, all students in our school are required to participate actively in all religious activities and services.

Special efforts are made to teach the liturgical seasons and feasts of the Catholic Church, especially Advent and Lent.

A school liturgy, which is planned by students and teachers working with the parish priest, is celebrated at least once per month during a 9:30 a.m. Sunday morning Mass. Prayer services are planned and celebrated both by individual classes and by the school as a whole. Parents/Guardians and the parish community are encouraged to attend and participate in all school religious celebrations.

RELIGIOUS ACTIVITIES

Prayer begins each day as students and teachers direct their minds and hearts to God and offer Him their daily activities. Students as well as other persons are encouraged to lead the opening prayers. Students may compose prayers, sing songs and lead the prayer of the day. Teachers help students by witnessing God in their lives by prayer, example and an awareness of God's presence during the day. Prayer services, May Crowning, Stations of the Cross, celebration of religious feasts and praying the Rosary are planned by the teacher or by the faculty as a whole.

Religion class is held three days a week. Teachers are expected to spend quality time on the preparation of the lessons, use their manuals as needed, and clearly present a love of their faith to the children.

During daily Mass, students should be reminded of appropriate conduct. Respect for the Blessed Sacrament and the sacredness of the altar and sanctuary (the area that looks like a stage) as well as the church being a place of prayer and worship should be carefully fostered.

The classroom environment should reflect Catholicity. A crucifix, statue or picture of Mary, a bulletin board depicting a message of religious significance and/or a prayer corner with the Bible enthroned in a meaningful, prominent manner are all ways to accomplish this. Holy Water is available and may be kept in the classroom for student and staff use. Great care should be taken that all of the above are kept neat, clean and treated with the utmost respect and reverence.

RELIGIOUS EDUCATION

The formal study of Catholic religion, as well as curriculum which reflects Catholic values and traditions, are integral part of our total education. It is Queen of Peace Catholic School policy that all students, including non-Catholics, attend religious instruction, liturgies, and all religious ceremonies and prayer services. Students must participate in religion classes.

RELIGIOUS EDUCATION – CURRICULUM

The Religious Education Program of our school develops in each student an attitude of prayer, respect for the sanctity of all life, and awareness of the presence of God in our world. The program fosters the knowledge and appreciation of the Gospel of Jesus Christ and the richness of Catholic teachings and traditions. The primary objective of the Religious Education Program is to bring the child closer to Jesus Christ through traditional and spontaneous prayer experiences, modeled attitudes and behaviors supportive of Church teaching and belief, daily religious instruction, Eucharistic liturgies, and paraliturgical services. Peace and justice issues, Catholic social teaching, mission awareness, and Christian/community service projects are an extension of the Religious Education Program.

SACRAMENTAL PROGRAMS

Preparation for the reception of the Sacraments is the primary responsibility of the parents/guardians in cooperation with Fr. Justin Fish and the 2nd grade teacher, Mr. Benjamin Brekke. Students in second grade receive information and insights about the Sacraments of Holy Eucharist and Reconciliation. The reception of these Sacraments is determined by the parents/guardians, the 2nd grade teacher, Mr. Brekke, and the pastor, Fr. Fish. First Penance and Communion preparation are provided within the school curriculum and the parish religious education program. Diocesan policies on the reception of First Penance and Communion can be found in the Diocese of Duluth Curriculum Standards for Catechesis. Stated guidelines for the reception of these Sacraments must be followed.

In the Diocese of Duluth, the Sacrament of Confirmation is received when students are in either tenth, eleventh, or twelfth grade. Diocesan guidelines for the reception of this Sacrament must be followed. See the Diocese of Duluth Curriculum Standards for Catechesis for policies regarding the Sacrament of Confirmation.

EDUCATIONAL PROGRAM AND POLICIES

ACCREDITATION

Queen of Peace Catholic School is accredited by the Minnesota Nonpublic School Accrediting Association (MNSAA) and annual reports are submitted to this agency in order to meet association standards.

ACADEMIC PROGRESS

Throughout the school year, progress is evaluated on an on-going basis through assignments and projects, teacher observation, subject area testing, standardized test scores, and report cards. Communication with parents/guardians is on-going throughout the school year by means of progress reports, conduct referrals, mid-term reports, phone calls, e-mail and conferences.

The teachers keep parents/guardians informed of progress, achievements, and problems. If problems occur, the parents/guardians are notified and become part of the process of strategizing for a positive solution.

Also see sections in this handbook: Conferences; Report Cards/Progress Reports; and Communication to Parents/Guardians.

BOOKS

All books are to be stamped with the school stamp.

If books are kept in students' desks or lockers, student names must be entered in each book the first week of school. Books used infrequently and kept on a shelf must be signed out by students when taking them home. Books taken home for homework should be carried to and from school in a backpack or book bag.

If students damage or lose a book during the year, they may be charged a fee to replace the text. The above procedure applies to library and supplementary books as well as basic texts. Consult the office about replacement costs.

CURRICULUM

Curriculum is the plan for learning which identifies the student's interaction with content, materials, resources, other learners, and procedures for assessing the attainment of educational outcomes. The curriculum reflects the mission and goals of the school community, needs of the learners, and positive educational practices that enable all students to be confident and competent learners and citizens. The curriculum reflects an awareness and appreciation of the cultural diversity found in the local community, the state, the nation, and the world. It reflects current research on learning, learning styles, and the stages of human development.

Instruction is the process of delivering the school's curriculum to students. Teachers help students learn and enable them to develop meaningful use of concepts and skills. The teachers also foster the development of attitudes, understanding, and values by students. The teachers establish an environment, the accessibility to resources, and the facilitation of experiences that support all learners in constructing and exhibiting knowledge.

The curriculum has been developed through the Standards of the Diocese of Duluth to meet or exceed all applicable requirements of the State of Minnesota. The textbooks and other learning materials are chosen to meet school and diocesan educational goals. The principal and faculty update and evaluate the curriculum regularly.

Teachers seek to meet the needs of individual students by implementing learning experiences and appropriate teaching techniques in all curriculum areas. The school incorporates enrichment activities and individualized learning within these groups. Throughout the core curriculum, emphasis is placed on faith integration; creative thinking, writing gracefully and speaking proficiency; problem solving; and communication skills development.

Each area of our school's educational program is in a continual process of being integrated with the values, principles, teachings, and traditions of the Catholic Church. The educational program for Queen of Peace Catholic School follows:

Pre-Kindergarten

Catholic Customs	Language	Music
Learning About Self	Library	Art
Readiness Skills	Physical Education (fine and gross motor skills)	

Kindergarten

Catechism	Physical Education	Music/Choir	Spanish
Reading Readiness	History & Geography	Library	
Mathematics	Science	Art	

Elementary

Catechism	Orton-Gillingham-based Spelling	Science
Reading	Orton-Gillingham-based Phonics	Library Skills
Mathematics	Music/Choir	Cursive Writing
Language Arts	History & Geography	Physical Education
		Spanish

Middle School

Catechism	Spanish	Latin
Reading/Literature	Mathematics	Art
English Language Arts	History & Geography	Music/Choir
Science	Physical Education	

A comprehensive guide to curriculum outcomes is provided on the diocesan website, www.dioceseduluth.org.

EXTRA CURRICULAR ACTIVITIES

FAMILY LIFE AND HEALTH PROGRAM

In compliance with modern Church teaching, human development and family life education is taught at various grade levels. This content is designed to provide parents/guardians and teachers with resources, which offer children a guided, consistent, and faith-filled approach to these important issues. The approach is holistic, taking the total development of the child into consideration and highlighting Catholic values, attitudes, and moral principles. Queen of Peace Catholic School integrates the “Loving as God Loves” (K-6) and “Circles of Grace” (K-8) programs into our religion curriculum as recommended by our diocese.

FIELD TRIPS

Field trips are part of the educational program. These trips are designed to support the curriculum and introduce students to community resources. Students are expected to participate in all field trips. Parents/guardians will be notified prior to any scheduled field trips.

All field trips must have an educational purpose and be approved by the principal prior to the event. Field trips should reflect a meaningful experience related to the school curriculum. The educational purpose should be stated on the permission form. Any risks should be stated also (i.e. climbing rocks, near large body of water, etc.). Field trips such as amusement parks, visits to cabins for a fun day, attending sporting events, and viewing movies are discouraged. If other than school buses, the mode of transportation should be noted. *Volunteer drivers must follow diocesan guidelines.*

All children are required to wear seatbelts while being transported by car or van. Students may not be transported in 10-15 passenger vans. Students under 12 years old or less than 100 pounds may not ride in front seats with airbags. Children under the age of 4 may not be transported for field trips except by their own parent/guardian.

When a field trip is planned, a permission slip will be sent home. A parent/guardian is required to sign this form. The permission slip must be returned to the teacher before the child is permitted to take the trip. Insurance regulations require parent/guardian authorization (signed permission form) EACH TIME students participate in a field trip. A phone call from a parent/guardian is not an acceptable substitute for a signed permission form. If for some extraordinary reason, a student does not attend this educational experience with his or her class, it is at the principal's discretion as to whether he or she is still required to come to school for the full day. Work may or may not be provided by the student's teacher/s based on the circumstances.

The class usually shares the expense of the trip.

The ratio of children to adult chaperones should be at least 10:2 for the first 10 students and thereafter 10:1. All adult chaperones must have read and signed the *Diocese of Duluth Sexual Misconduct Policy and Code of Pastoral Conduct*, completed *online Youth Protection Training*, recommended *online Defensive Driving Curriculum* and have had a background check prior to chaperoning any minors.

Also see sections in this handbook: Parent/Guardian Volunteers; Volunteers in a Catholic School in the Diocese of Duluth.

GIFTED EDUCATION INITIATIVE

Queen of Peace Catholic School provides dynamic learning opportunities that challenge students to develop their intellectual power, creativity and sense of self. We recognize that students learn effectively in an environment that offers a rich blend of innovative instructional strategies. Children with special abilities and talents typically learn at a pace and depth that sets them apart from the majority of their peers. Because they have the potential to perform at high levels of accomplishment and have unique affective and learning style needs, they require instructional and curricular adjustments that can create a better match between their identified needs and the educational services they typically receive.

In order to meet the needs of these students:

- Teachers are trained in using strategies for differentiated instruction.
- Students may be placed in flexible groupings for specific skill instruction.
- Students may be selected to participate in a small "pull out" group for the purpose of acceleration.
- Students are offered enrichment opportunities.

PARISH-MEMBER AFTER SCHOOL CLUBS

Our Catholic school invites parishioners to share their occupational, technical, and intellectual gifts with our school by volunteering to lead project-based after school clubs during the year. When a club opportunity is identified, the school acts as a liaison, alerting the community of families to the project opportunity. Registration for club opportunities will be advertised in school newsletters. After school clubs can be held for varying lengths of time, depending on the project that each parishioner is offering to

lead. They may be held at the parish or off site. Parents and parishioners must arrange transportation for participants in club projects that are held off site.

GRADUATION

Before any student may participate in graduation activities or be credited as having completed any stage of study, all required work and testing must be completed and tuition and other fees paid in full.

GUEST SPEAKERS

Throughout the year, assemblies may be held to enhance the students' learning opportunities, guest speakers, programs and topics discussed are consistent with the mission, philosophy and objective of the school.

GUIDANCE/COUNSELING

The principal and the teachers strive to meet the needs of students in a positive, affirming, caring, and Christian manner. Parents/Guardians may choose to seek professional counseling for their child if this seems appropriate. The public schools Special Services Team is available for further consultation.

HOMEWORK

Homework is an integral part of the learning process. It provides students with the opportunity to attain independent mastery of material, building confidence thereby. It encourages students to begin accepting responsibility for managing time and quality of work. It also serves as a valuable bridge between school and the home. Teachers are encouraged to assign homework consistently, even in appropriately basic amounts in the lower grades. Parents/guardians should encourage their children to develop good study skills and should assist them in understanding the content of their homework. Although the primary responsibility for completing work is the child's, parents/guardians should check consistently that their children complete assigned work. Incomplete homework will affect a student's grades, either from loss of assignment credit or simply from the missed opportunity to practice and therefore master content. Details concerning the homework routine for each grade level are communicated to parents/guardians firstly through the teachers' syllabi, and then through conferences and class newsletters.

Homework Responsibilities of Teachers:

- Communicate to students and parents/guardians homework goals and expectations, both at the beginning of the year in the class syllabus and in each instance of assigning homework.
- Set clear and concise assignments concerning assigning, returning, and evaluating homework.
- Coordinate homework assignments with other teachers with whom students work, and who may assign homework.
- Assign appropriate homework according to students' needs.

Homework Responsibilities of Students:

- Know and understand the purpose of the homework assignment.
- Copy assignments into assignment notebook or other such notebook, understand directions, and know what is required for completion of the assignment.
- Complete and return assignments.
- Understand when some assignments are to be completed independently, others as a team effort.
- Complete assignments neatly, with special attention to penmanship, and do quality work.

Homework Responsibilities of Parents/Guardians:

- Maintain a positive attitude towards learning and the value of homework.
- Be aware of the homework policy and individual teacher requirements.
- Help your child find a study area that is quiet and relatively free of distractions.

See also sections in this handbook: Student Work Habits

MAKE-UP WORK

It is the student's obligation to procure and complete work missed during an absence. If homework is to be picked up during an absence, parents/guardians should inform teachers in the morning. Assignments may be ready for pick-up after the regular school day or at the teachers' discretion and availability during the school day. Parents/guardians may call the school and request that the teachers detail missed work if the child has an extended illness.

MEDIA RESOURCES

The school library and media center are designed to provide a wide variety of educational materials that will enable students to grow in knowledge and to strengthen their interest and ability to read and think critically. Books and materials are selected to represent a diversity of views, topics, and expressions in order to encourage students to think critically and to learn to objectively evaluate ideas and concepts. Numerous selections are available to encourage students to develop their Catholic faith. The students are taught a variety of reference and library skills that are age appropriate to their level and ability. Skills are applied to classroom activities and integrated with various projects.

The school retains the right to library censorship.

Multimedia resources may be used for educational purposes. Only those with a "G" rating may be shown.

MUSIC

Students participate in music activities through our bi-weekly Schola Cantorum classes as part of the standard curriculum. One Schola Cantorum class is scheduled to sing during a weekend Mass each month.

Individual instruction may be offered for instrumental lessons, piano lessons, band, orchestra and choir. The instructor determines the cost for individual instruction and instrument rental.

PHYSICAL EDUCATION/SPORTS

Each child is scheduled to take part in the physical education program. If, for a medical reason or physical limitation, a child cannot participate, the school must be made aware of this by a written note from the parent/guardian and doctor.

PROMOTION/RETENTION

Academic progress in achieving stated learner outcomes, maturity level, and attendance are the criteria used for promotion. Promotion is at the discretion of the principal and recommendations of the educational specialist of the school.

RETENTION

Students who may be considered for retention may show minimal progress in two or more major academic subjects. The major subjects are as follows:

Grades K-3: Reading, Mathematics, and Language Arts

Grades 4-8: Reading, Mathematics, Language Arts, History/Geography, and Science

Any inquiries from a parent/guardian or student challenging non-promotion will be referred to the teacher involved, who will then notify the principal.

RETENTION PROCEDURES

To retain a student in the same grade for the next academic year, the following procedure is recommended:

By February 1: In writing, the principal notifies the parents/guardians that the student is being considered for retention. The principal and teacher meet with the parents/guardians to discuss the student's progress and academic and social challenges. Parents/guardians sign a statement acknowledging that they have been informed of the possibility of retention.

By April 15: The principal, teacher and parents/guardians meet to continue to discuss the student's progress and academic and social challenges. Parents/guardians sign a second statement acknowledging that a meeting was conducted to discuss the continued possibility of student retention.

After April 15: After notification in writing that the student will be retained in the same grade, the parents/guardians are provided the opportunity to review the decision process with the principal and teacher.

If a student is assigned in the next grade level because of parental/guardian wishes and over the objection of school professional staff, parents/guardians are required to sign a statement that the student is being moved to the next grade based on parental/guardian request and that the school recommended student retention.

All written communication regarding retention is maintained in the student's confidential file.

REPORT CARDS/PROGRESS REPORTS

Student report cards are distributed 3 times each year. Progress reports will be sent at midterms. Letters alerting parents/guardians will be sent two weeks before the end of the trimester if any child is performing at a less than satisfactory level (e.g., achieving below 70%).

Parents or legal guardians are allowed to review the child's complete record in the presence of the principal upon proper notification.

STUDENT ASSESSMENT/GRADING

Teachers will send a syllabus home with each student at the beginning of the year explaining the planned content for the year, the expectations of the class, and the grading philosophy. The syllabi are to serve as reference points for later conversations in the year as the teachers and parents work together to support the students' success. Parents/Guardians are encouraged to discuss any concerns or questions regarding student assessment and grading with the teachers. Inquiries from parents/guardians or students regarding student grades will be referred to the teacher(s) involved. A teacher is required to respond to concerns in a prompt and thorough manner.

STUDENT WORK HABITS

The development of student work habits is an essential component of our academic program. Some of the skills include:

- Neatness of work, especially penmanship
- Study habits
- Care of textbooks and learning materials
- Note-taking
- Homework completion
- Organizing the student desk/work area
- Keeping track of assignments (use of a daily planner/assignment book)

- Completing work on-time

Parents:

- Be patient with your child and praise him/her for his/her efforts.
- Help your child by clarifying directions and helping them with explanations. Do not do the homework for your child.
- Review the assignment to affirm completion and quality.
- Support the teacher and your child.

SPECIAL EDUCATION

The special needs of students in the non-public school are addressed through the public school district in the following ways:

- Interventions may be suggested to meet the needs of the student. The needs may be in the areas of academic, behavior, health, or motor skills.
- If the interventions are not successful the student may be referred for assessment by either the school or the parent/guardian.
- If the assessment is initiated by the school, written parental/guardian permission will be required. Sometimes assessment or testing is not warranted and more interventions are suggested by the independent school district. If an assessment is completed, a meeting is set up to report on the results and possibly develop a plan.
- The plan may be written with the goals to help improve the areas of need. The services may be direct or indirect. Indirect service is done at the non-public site. Direct service is done off-site and transportation is usually provided by the public school.

SUBSTANCE ABUSE PREVENTION PROGRAM

Students in all grades receive instruction about the sanctity of life and the need to take care of the life God has given us. Part of this instruction is teaching students about the dangers of drug and alcohol abuse, the proper use of prescription and over-the-counter drugs, negative peer pressure, self-esteem, and wellness. These topics are addressed in religion and science/health classes.

SUMMER SCHOOL

Students are invited to take advantage of summer programs. Queen of Peace Catholic School runs a summer day program and our parish hosts Totus Tuus, a week-long Catholic day camp. Academic summer tutoring may be arranged through the school depending on availability of tutors. The tutoring program must be negotiated with the tutor and fees for tutoring paid directly to the tutor.

TECHNOLOGY

The emergence and availability of modern technologies have the potential of reinvigorating the way teachers teach and learners learn. These technologies have the power to bring the entire world of research into the hands of our students and unleash creativity and excitement.

The purpose of the technology resources at QPCS is to enhance academic engagement and familiarize students with a range of academic uses, including: keyboarding skills, use of hardware and software, use of internet, use of educational apps, use of multimedia, developing PowerPoint presentations, developing research skills, etc. Technology is used for academic projects and student publishing at higher grade levels. However, technology should not be used as a replacement for instruction. Technology use is monitored closely to ensure it is productive and that the student experience is free from harmful influences.

TESTING

Students are tested through the Northwest Evaluation Association's Measures of Academic Progress. The tests are computer generated and measure academic growth over time. The tests are administered in the fall, winter and spring to all students in grades K-8. Parents are sent a summary of testing results.

The faculty encourages parents/guardians to discuss the results with their child on an individual basis. The faculty analyzes test results to help structure the curriculum and to adapt instruction to better meet student needs.

If a student needs further professional testing to assess academic needs or perceived emotional/behavioral problems, he/she is recommended to the public school district for evaluation. Teachers, parents/guardians and the principal complete the necessary forms and attend the team conferences in order to best evaluate and create an individual education plan for the student.

TITLE I

This government program is available for schools that qualify. The purpose of Title I is to provide assistance to state and local education agencies to meet the needs of children in the area of reading. Working with the classroom teacher, the Title I coordinator schedules students for appropriate, consistent Title I services. Testing is given in the spring of each year. Trained assistants or special Title I teachers consult with the classroom teacher for direction and remediation.

WORLD LANGUAGES

An important aspect of the multicultural awareness needed by youth in our global society is the study of a language other than English. Globally, language instruction is standard, and students are widely expected to achieve basic proficiency in at least one language other than their mother tongue. At Queen of Peace Catholic School, instruction in Spanish begins in preschool and continues through grade 8. Instruction in Latin begins in grade 5. The course objectives include a balance of conversation/whole-language, translation, grammar, and vocabulary.

YEARBOOK

The school hopes to publish a yearbook in every year that volunteers are available for the project. Individual or classroom pictures are featured in the yearbook, as well as other photographs featuring the many activities and events that take place during the school year. Notification of the cost is sent to the parents/guardians in early spring.

SCHOOL POLICIES

ABSENCES AND TARDINESS

In accordance with Minnesota law, parents/guardians are responsible for their child's attendance and punctuality. If a child is consistently absent or tardy, the administration has the right to consider retention for the following school year. Whenever a child is absent from school, a note explaining the absence *must* be sent when the child returns to school. In the case of prolonged absences, the school must be notified.

Teachers record daily absence and tardiness each morning. Corrections should be sent to the office as needed. Each teacher should also keep a separate record of attendance.

Tardiness and personal and/or medical dismissals count against perfect attendance.

ADMISSION POLICIES

Since all school students enjoy the dignity of human beings, they have an “inalienable right to an education that is in keeping with their ultimate goal, their ability...and the culture and tradition of their country...” (Second Vatican Council: Declaration on Christian Education). Catholic educators have a responsibility to meet the needs of individual students as they attempt to develop their God-given gifts. Insofar as possible, Queen of Peace Catholic School offers programs within its capabilities and resources which are flexible and appropriate, accommodating varying academic levels and individual learning styles in order to meet the needs of students.

Queen of Peace Catholic School is committed to providing equal opportunity in education for all students without regard to race, color, creed, national origin, sex, disability, status with regard to public assistance, membership or activity in a local commission, and any other status protected by applicable law. QPCS is also committed to prohibiting discrimination in education on the basis of race, color, creed, national or ethnic origin, sex, disability, status with regard to public assistance, membership or activity in a local commission, and any other status protected by applicable law. QPCS's commitment applies to all aspects of education, including admission policies, scholarship and loan programs, athletic programs, and other school-administered programs.

The Catholic Schools in the Diocese of Duluth, in compliance with Gospel values and the teaching mission of the Church extend an invitation of admission to all students without regard to race, color, creed, national or ethnic origin, sex, disability, status with regard to public assistance, membership or activity in a local commission. A disability, either temporary or permanent, is not a disqualification of admission providing that with reasonable accommodation the school can meet the needs of the student. Each school determines its suitability for meeting the extraordinary needs of students prior to formal admission of students with extraordinary needs.

Queen of Peace Catholic School, in compliance with Gospel values and the teaching mission of the Catholic Church, invites all students to apply for admission. Queen of Peace Catholic School may give admission preference to students that are members of Queen of Peace parish. Students who are not members of the supporting parish(es) are welcome to apply for admission, but they must understand that Catholic schools form part of the teaching mission of the Catholic Church, which involves the active transmission of the values, principles, teachings, and traditions of Catholicism.

In the spirit of transmitting values, principles, and traditions of the Catholic Church, all children whose parents desire they attend {school name} shall be admitted subject to the following criteria:

1. Vacancy in a grade level uses the following order:
 - a. Children who attended the previous year

- b. Children who currently have siblings attending Queen of Peace
- c. Children who have had siblings who graduated from Queen of Peace
- d. Children of Catholic parishioners
- e. Children of others

In the context of this order, Pre-Kindergarten students are not considered returning children.

- 2. Acceptance of tuition, fees and contract responsibilities
- 3. The ability to provide reasonable accommodations for students with disabilities, in compliance with the Diocese of Duluth Statement of Non-Discrimination.
- 4. Compliance with all established ADMISSION PROCEDURES

ADMISSION REQUIREMENTS

A child must be five years of age on or before September 1 of the calendar year in the school year for which admission to kindergarten is sought. Children who are five years old on or before September 1 may start kindergarten. Queen of Peace Catholic School recommends that children attend kindergarten one year before entering the first grade. A child must be six years of age on or before September 1 of the calendar year in the school year for which admission to first grade is sought.

1. General Admission

- a. No child whose parents desire to enroll him/her in the Catholic school at Queen of Peace should be denied admission on the basis of race, color, creed, national or ethnic origin, sex, disability, status with regard to public assistance, membership or activity in a local commission, and any other status protected by law.
- b. Every local effort should be made to provide each qualifying Catholic child the opportunity to attend this Catholic school regardless of the financial situation of the family. Families should seek the advice of their principal/pastor if a financial problem exists.
- c. Parents are required to submit a birth certificate to the principal when the child is entering our preschool program, kindergarten, first grade, or when registering for the school for the first time. (Copies are not acceptable.)

2. Admission During the School Year

- a. Queen of Peace Catholic School may admit new students at any time during the school year. However, prior to such admission, the school and the parent/guardian of the new student should reach an agreement regarding all tuition obligations and expectations concerning completion of that school year.
- b. Admission to Queen of Peace Catholic School is contingent upon having met all financial obligations at any previous private school.

3. Early Admission Criteria and Process

- a. Selected children for early entrance may be those who are five years old before November 30 and who are seen by their parents as having a total development more advanced than most children of the same age. Parents who request early admission must make application through the local public school testing program for early admission.
- b. The child must comply with and meet all the required testing and evaluation criteria for early admission.
- c. If accepted, the parents may enroll their child on a required probationary basis for the first six weeks of school.
- d. Following the six-week period, the parent, the teacher, the principal, and the local public school psychologist will make the decision on continued enrollment in kindergarten.
- e. A conference with the building principal, the local public school psychologist, and the local public school special services director will be held with parents who disagree with the school psychologist's recommendation on early admission.

To enter the preschool program, the child must be 3 years of age and potty trained by September 1 of the enrollment year.

At the time of registration, parents/guardians must present the following:

- a. The child's birth certificate
- b. The child's baptismal certificate
- c. The child's immunization record
- d. The child's latest report card and standardized test scores (grades 2-8)
- e. Completed registration form, including signed policy agreement
- f. Required fees (non-refundable)
- g. Two letters of recommendation (grades 2-8)
- h. The child's First Communion Certificate and/or First Penance Certificate (grades 3-8, if Catholic)

ARRIVAL PROCEDURES – STUDENTS

The school doors open at 7:00 a.m. for Early Bird arrivals. Early Bird arrivals of preschool age must proceed to the preschool room. Early bird arrivals aged K-8 must proceed to the designated Early Bird classroom.

The gymnasium doors open at 7:40 a.m. for all students. Students in grades K-4 should enter the gymnasium, place their personal items against the wall beneath their class icon, and move to their pod where their teacher will check them in and take lunch choices. Students in preschool and in grades 5-8 should proceed through the gymnasium and into the building. Preschool students must be signed in with their parent/guardian at the preschool room. Students in grades 5-8 must place their personal items in their lockers and proceed to their homeroom class, where the homeroom teacher will check them in and take lunch choices.

Students who arrive at school after morning assembly (8:00-8:05 a.m.) *must* come to the office for a late slip before entering class. This will be recorded on the child's legal attendance record.

ATTIRE – STUDENTS

Queen of Peace Catholic School strives to provide the best learning environment possible for our students. We believe our school dress code promotes school pride and unity while eliminating the distraction of fads and clothing inconsistent with our values. All students in grade K-8 are required to wear the school uniform (preschool students are not required to observe the dress code). On special occasions, the school may designate “out of uniform” days. Any dispute of a violation will be resolved by the principal.

Queen of Peace Dress Code – young men:

- Navy Blue, Red, or White solid-colored and collared “polo” sport shirt (short or long-sleeved)
- Navy Blue slacks with a belt (weather-permitting, navy blue non-jean shorts are also allowed)
- Solid-Black shoes
- Navy Blue or Red sweater/sweater vest (no silk-screened or embroidered brand names or messaging)
- Hooded sweatshirts may not be worn, with the exception of sweatshirts bearing a Queen of Peace logo

Queen of Peace Dress Code – young ladies:

- Navy Blue, Red, or White solid-colored and collared “polo” sport shirt (short or long-sleeved) or a white button-up blouse
- Navy Blue slacks or a skirt/single-piece uniform jumper with Navy Blue, Black, or White tights (weather-permitting, navy blue non-jean shorts are also allowed)
- Solid Black shoes
- Navy Blue, White, or Red sweater/sweater vest (no silk-screened or embroidered branding/messaging bigger than one square-inch)
- Hooded sweatshirts may not be worn, with the exception of sweatshirts bearing a Queen of Peace logo

BULLYING PREVENTION POLICY

Preamble

Created in the image and likeness of God, each child shares a fundamental human dignity. Queen of Peace Catholic School provides an environment dedicated to protecting and fostering the development of that dignity. The school helps children learn how to exercise their God-given freedom responsibly, with the goal that good choices become good habits, that is, *virtues*. The highest virtue is charity, which God both requires and makes possible. “Here is my commandment,” says Jesus, “that you love one another as I have loved you.” As bearers of the divine image, members of the school community deserve care and respect from all. Bullying and retaliation are not to be tolerated.

This policy serves as a guide for when expectations of respect are not met, and for when reconciliation and restitution are needed.

Definitions

For purposes of this policy, the following definitions shall apply:

“Aggressor” means a student or community member who engages in bullying or retaliation.

For the purpose of this policy, whenever the term “bullying” is used it is to denote either bullying or cyber-bullying.

“Bullying” is the repeated use by one or more students or community members of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, that is objective offensive, is directed at a target, and that:

- causes physical harm or emotional harm that results in clearly identifiable physical symptoms to the target or places the target in reasonable fear of such harm;
- causes damage to the target’s property;
- places the target in reasonable fear of harm to him/herself, or of damage to his/her property;
- creates a hostile environment at school for the target;
- infringes on the rights of the target at school, including defamation and invasion of privacy; or
- materially and substantially disrupts the education process or the orderly operation of a school.

“Cyber-Bullying” means bullying through the use of technology or any electronic communication, which shall include, but shall not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature, including a post on a social network, internet website or forum, transmitted through a computer, cell phone, or other electronic device.

“Hostile environment” means a situation in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to materially and substantially alter the conditions of the student’s education.

“Retaliation” means any form of intimidation, reprisal, or harassment directed against any person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

“School grounds” mean property on which a school building or facility is located or property that is owned, leased or used by a school for a school-sponsored activity, function, program, instruction or training.

“Staff” includes, but is not limited to, educators, faculty, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

“Target” is a student or community member against whom bullying or retaliation has been perpetrated.

Prohibition Against Bullying and Retaliation

The school expressly prohibits bullying in all forms, either by an individual or group of aggressors. Bullying, including cyber-bullying, is prohibited:

- on school grounds owned, leased or used by a school;
- at any school-sponsored or school-related activity, function or program whether on or off school grounds;
- at a school bus stop;
- on a school bus or any other vehicle owned, leased or used by the school; or,
- through the use of technology or an electronic device owned, leased or used by a school.

Bullying is also prohibited at a location, activity, function or program that is not school-related or through the use of technology or an electronic device that is not owned, leased or used by a school if the act or acts in question materially and substantially disrupt the education process or the orderly operation of our school.

Reporting

Any staff or volunteer who has witnessed or become aware of any instance of bullying or retaliation must report that act to the principal or another community member designated by the principal. In the selection of this person, care should be taken that both a male and female parish official will be designated to receive reports of bullying.

Any student or parent/guardian of a student are strongly encouraged to report all acts of bullying. Reports can be made to the student’s teacher, who must then report it to the principal or to the pastor.

Anyone with general questions or concerns about bullying or the school’s policy should address those questions or concerns to the principal.

Reports may be made confidentially, when requested.

Reports may be made anonymously. The anonymous nature of the report may make it difficult to investigate or corroborate the alleged bullying. No disciplinary action may be taken against a student solely on the basis of an anonymous report.

False accusations of bullying are absolutely prohibited and may result in discipline in accordance with the school's discipline policy.

Retaliation

Retaliation against a target, witness of bullying, a person who makes a good faith reporting of bullying, or who provides information during an investigation of bullying, is prohibited.

Response and Investigation

Queen of Peace Catholic School takes seriously all reports of bullying.

Upon receipt of a report of bullying the principal or his designee will conduct an investigation. When possible, the investigation will begin within three school days of the report of bullying.

The school reserves the sole discretion to determine the scope and adequacy of the investigation.

Anyone with questions about the investigation should direct those questions to the principal.

Violations

A student who violates this policy shall be subject to discipline in accordance with the school's disciplinary policy.

The school retains the sole discretion to determine whether bullying has occurred and what the response should be.

Depending on the circumstances, the school's response could include:

- taking appropriate disciplinary and remedial action;
- notifying the parents or guardians of the aggressor, or notifying the aggressor him or herself, of the determination;
- notifying the parents or guardians of the target, the aggressor, and any other affected persons about available community resources.

Training

Training on this policy shall be provided for staff at least once every three years and, at the discretion of the Principal, for volunteers who have significant contact with students.

Publication and Notice

The principal or his or her designee shall provide written or electronic notice of this policy to the staff.

Written or electronic notice of the plan shall be provided to students and their parents or guardians, in age-appropriate terms and in languages which are most prevalent among the students, parents or guardians.

This policy shall be conspicuously posted in the administrative offices of the school.

CODE OF BEHAVIOR AND DISCIPLINE POLICY

Queen of Peace Catholic School is a Christian community that thrives on love and appreciation for the dignity of all people. Each person is an immortal soul, created by God and called to sainthood. Queen of Peace students should consciously seek to grow in the cardinal and theological virtues that serve this calling. Students must take personal responsibility by obeying stated school regulations as well as by discerning appropriate behavior in every circumstance.

Student Responsibilities

1. To show, by demonstrated actions, awareness of and desire for the core values of Prudence, Justice, Temperance, Fortitude, Faith, Hope, and Charity (the cardinal and theological virtues);
2. To show respect for administration, clergy, teachers, employees, other students, and the school facility;
3. To obey the rules, regulations, and procedures established by the school and parish;
4. To be present and punctual;
5. To show satisfactory academic progress in classwork, including the completion of assigned work and projects as directed;
6. To participate appropriately at liturgies, prayerful activities, school assemblies, school-related activities inside and outside of the school facility, etc.;
7. To practice courtesy and good manners.

Disciplinary Code

Queen of Peace Catholic School shall establish and publish a discipline code.

The principal is the final recourse in all disciplinary situations and may waive any disciplinary rule at his discretion.

Detention/Teacher Determined Consequences

If a student must remain after class for violating the discipline code or do anything beyond receiving a warning for the offense, the student and their parents/guardians must know in advance the type of offense that warrants the consequence.

The types of behavior that may warrant a detention/teacher-determined consequence include, but are not limited to, the following:

- a. disrespect for administration, faculty, and employees.
- b. using profane, abusive, or obscene language.
- c. disrespect toward other students.
- d. disruptive behavior in the school facility or during school-related activities.
- e. repetition of minor offenses with no sign of improvement.
- f. incomplete homework or assignments.

The disciplinary procedures for detention/teacher-determined consequence are as follows:

When a student is given a detention or a teacher/determined consequence, a notice will be sent to the principal and to the parents/guardians of the student. The notice will state the reason for the consequence and the date and time for the student to serve/fulfill the consequence. The parent/guardian must sign the notice and return it to school the following day. In the event of cancellation of the consequence, the parents/guardians of the student will be notified.

If detention is the consequence, the parents/guardians of the student involved will be responsible for the student's transportation home from the school.

Administrative Warning

The principal will arrange a conference with the parents/guardians, the student, and the teacher or any other involved parties, at which time the extent of disciplinary action will be determined.

The types of student behavior that may warrant an administrative warning include, but are not limited to, the following:

- a. stealing, cheating, lying.
- b. vandalism of school property or the personal property of others.
- c. leaving school grounds without permission.
- d. verbal assault or harassment of students.
- e. refusal to cooperate with school rules, regulations, and values.
- f. refusal to serve detention or teacher-determined consequence.
- g. threatening or intimidating a student with physical harm.
- h. fighting.
- i. repeated detentions or teacher-determined consequences.

The disciplinary procedures for administrative warnings are as follows:

- a. The principal will contact the parents/guardians and arrange a conference at the earliest convenient time. This conference will include the principal, the parents/guardians, the student, and the teacher or other parties if appropriate.
- b. Following the conference, the principal will notify the parents/guardians of the disciplinary action to be taken.
- c. A written report of the incident will be kept in the principal's office (not in the student's permanent record file).

Suspension

A student who commits a serious infraction of school rules and values may not be allowed to attend class for a specific number of days determined by the administration. This may involve in-school as well as at-home suspension.

The types of behavior that may warrant suspension include, but are not limited to, the following:

- a. blatant disrespect for employees and/or students.
- b. fighting (after administrative warning).
- c. willful destruction of school property (this must be a repeated offense after an administrative warning or so serious that an immediate suspension is warranted).
- d. truancy.
- e. possession of dangerous objects.
- f. extortion.
- g. serious offenses of school rules or values or repeated serious offenses.

The disciplinary procedures for suspension are as follows:

- a. Parents/guardians are notified immediately after the infraction has occurred and a conference is held with all parties involved.
- b. A suspension paper is signed by the parents/guardians, the student, and the administrator. This is kept on file in the principal's office (not in the student's permanent record file).
- c. All classwork and homework missed during the suspension must be completed within 10 days following the end of the suspension.
- d. When the student returns to the school following a suspension, he/she must be accompanied by a parent or guardian and report to the principal's office.

Expulsion

The Queen of Peace Catholic School community is maintained by belief in and adherence to a core of shared faith values. If a student demonstrates behavior that is destructive to the maintenance of these values, that student puts the entire community in jeopardy. If the stability offered by school rules and the positive modeled behavior of adults and students in the community cannot effect significant behavioral change, the disruptive student cannot be allowed to remain in the school community. This may be the basis for expulsion in the Catholic schools of the Diocese of Duluth.

A student who commits an “incident of violence” As defined in Minn. Stat. §121A.64 (see J.4 Permanent Student Record supra.) shall be immediately suspended from school and the student’s parents or guardian notified. Law enforcement will be promptly contacted concerning an incident of violence if appropriate based upon the nature and severity of the incident. The student will not be allowed to return to school until such time as either (1) the principal receives a written evaluation from a qualified, licensed mental health professional opining that the student is not a threat to self or others, the principal or designee has had an opportunity to consult with the licensed mental health professional concerning the student’s behavior, diagnosis, prognosis and treatment plan, and the student is in full compliance with any treatment plan prescribed by the mental health professional, or (2) law enforcement, after completing its investigation, advises the principal that insufficient evidence exists to establish that the student committed an incident of violence.

The types of behavior that may warrant expulsion include, but are not limited to, the following:

- a. use, possession, or sale of illegal substances on the school grounds or at any school-related function or activity.
- b. use or possession of weapons or dangerous objects.
- c. physical assault on any member of the school community.
- d. robbery or theft.
- e. arson.
- f. repeated suspensions.

The disciplinary procedures for expulsion are as follows:

- a. Parents/guardians are notified and a conference is held immediately with the principal and any other persons deemed appropriate by the principal.
- b. The principal must notify the local public school authorities of the expulsion of any student who falls into the age category for mandatory school attendance. A record of the basis justifying the suspension or expulsion shall be kept and maintained in the student’s file.

COMMUNICATION TO PARENTS/GUARDIANS

The all-important matter of good public relations is served when quality notices or communications are sent home. The school provides regular communication to parents/guardians through both hard-copy and electronic means. The school requests that parents/guardians read all important communication from the school. All notices sent to parents/guardians should reflect neatness, accuracy, and quality. Each full-time teacher should write a regular newsletter to parents/guardians that includes classroom events, topics studied, and other pertinent information. A finished copy of all newsletters and other home communication must be submitted to the principal before they are sent home.

COMPLAINT PROCESS FOR STUDENTS AND PARENTS/GUARDIANS

Effective problem resolution is a major element of a positive and growth-oriented school environment. If problems arise for students or for parents/guardians in the school setting, the following procedures are established to aid in successful resolution:

1. Most problems involving students and their parents/guardians occur in the classroom. Thus, the first step in problem resolution is a scheduled dialogue/conference with the classroom teacher(s). If an informal dialogue is held with a student or parent/guardian, the teacher need only make a notation that this event occurred. If the situation is serious enough to warrant a formal conference with parents/guardians, a written record of the conference should be created. This written record should state the reasons for the conference and also state the plan for resolution. A written record of progress, alteration of the plan, and/or additional scheduled dialogues and conferences should all be included with the original statement of complaint.
2. If informal dialogues or formal conferences have not successfully resolved the problem, the principal needs to be involved. Principal involvement requires a scheduled appointment and evidence (the written record from all related conferences) of good faith efforts to resolve the problem on the classroom level. As the educational leader of the school, the principal will use school/diocesan policy and the core values of the school community as the guides for problem resolution. A written record of student/parent/guardian/teacher/principal conferences needs to be added to what has already been documented.
3. If the problem is not resolved after documented good faith efforts by the principal working with all others involved, the complainant may request a hearing from the pastor. The pastor need grant this hearing only if evidence exists that school personnel have not acted in good faith or in the best interests of the child, family, or school. If the pastor grants a hearing, a written record of the hearing must accompany all previous documentation. The pastor's decision is final. The only exception to this is a violation of law or a situation that endangers the child or the school. If a legal or dangerous situation exists, the Director of Schools for the Diocese of Duluth may be contacted. Working in conjunction with all parties involved, a resolution will be affected according to stated policy and gospel values.

It is important for everyone in the school community to remember that all school personnel are bound by a strict ethical and legal code of confidentiality. Student problems will only be discussed with the parents/guardians and teachers of the student.

CONFERENCES

Conferences are an excellent form of communication regarding student progress. The conference schedule is determined by the school. If a parent/guardian is unable to keep his or her assigned conference time, the teacher should reschedule a mutually convenient time within one week of the original conference.

A conference with teachers will be scheduled near the end of the first reporting period. As the primary partners in their own children's education, parents/guardians are required to attend this first conference and any other conference requested by a teacher or the principal. Parents/Guardians may request a conference with teachers or the principal at any time throughout the year.

CONFIDENTIALITY

Teachers must communicate to students that they will keep their confidences unless health, life or safety is involved; teachers shall report such confidences to the appropriate parties. Teachers must set the same rules for confidentiality for journals as for conversations. Teachers should read what students write.

DISMISSAL PROCEDURES

Pre-Kindergarten students must be picked up at the classroom by a parent/guardian or other designated adult.

Students in grades K-8 are dismissed according to the following:

- | | |
|-----------|--|
| 3:05 p.m. | Bell rings and students prepare for dismissal. Patrols may leave to take their posts. |
| 3:10 p.m. | Final bell rings and students are dismissed
Bus students line up outside on the corner. |

EMERGENCY DRILLS

The school conducts fire and tornado drills following the directives of the local fire department. Students are to be instructed that this is one time when we ask for total silence while moving in and out of the building. Teachers make arrangements for closing all doors, windows, and turning off lights.

Emergency and fire drill procedures are posted in each room in the school. Teachers should follow their class leaving the building. **TEACHERS SHOULD TAKE CLASS ATTENDANCE SHEETS AND EMERGENCY BINDER WITH THEM. WHEN ALL HAVE ARRIVED AT THE DESIGNATED SPOT, ATTENDANCE WILL BE TAKEN.**

Three fire drills shall be held throughout the school year. All personnel in the school shall participate in these drills.

Periodic natural disaster drills should be held, especially during the tornado and severe storm weather season.

Periodic school lock-down drills should be held. All personnel in the school shall participate in these drills.

Queen of Peace Catholic School will observe the procedures of the [Diocese of Duluth Comprehensive School Safety Guide \(2012\)](#) for other emergencies such as bomb threats, intruder, etc.

EMERGENCY INFORMATION

Every family must have emergency information on record in the school office. If any information should change during the course of the school year, the school office must be notified immediately.

Parents/guardians are to notify the teacher and school office if the method of student transportation changes during the year.

EXTENDED SCHOOL PROGRAM

The school provides an before school “early bird” and an after school “late bird” program for students in preschool through grade 8. The program includes time for homework and study, structured activities, as well as free play.

The early bird program:

1. A drop-off option for parents who work early; students are supervised and fed a light snack;
2. Located in the preschool room for preschool-aged students and in the library for students in K-8;
3. program runs from 7:00 to 7:40 a.m. and the fee is \$1.50 per child per day.

The late bird program:

1. An afterschool club where students are supervised and fed a light snack;
2. Located downstairs in the play area below the gymnasium;
3. Program runs from 3:10 to 5:30 p.m. and the fee is \$1.50 per child per half-hour.

HEALTH RECORDS/NURSE'S OFFICE

Each fall, we request that parents fill out an "Annual Student Health Update" which will be used to notify school personnel of any health concerns of the students. A follow up meeting can be requested to meet with school nurses.

Health records are required for each student. It is recommended that the student have a physical before entering kindergarten or first grade, and again in fourth and seventh grades. The State of Minnesota requires immunizations to be up-to-date or that a waiver be on file.

Immunizations

Queen of Peace Catholic School follows the requirements of the Minnesota School Immunization Law, (Minnesota Statutes Section 121A.15). All immunization dates are to be submitted to the school prior to the fall start date of the school's present school year. Parent/guardian is responsible for providing this information in writing to the school office, and to include additional immunizations each year as they are administered to the student by the family's physician. Minnesota law requires that every child attending school be immunized against diphtheria, tetanus, whooping cough, polio, measles, mumps and German measles, chicken pox and Hepatitis B. Any medical or conscientious exemptions to immunizations must be on file with the school before the first day of school. All immunization records must be submitted to the health office and determined to be up-to-date before the student starts school.

** MINNESOTA STATE LAW: MMR IMMUNIZATIONS: Students entering the 7th grade (or 12th grade) must provide documentation of having had a second Measles, Mumps, Rubella (MMR) immunization, given either separately or in combination. Two Chickenpox vaccines are now required for students entering Kindergarten and 7th grade. Proof of immunization must be provided before the first day of school. Please call the school office if you have questions.

Illness/Injury during School

When an accident occurs, students are to report the accident to the supervising teacher. In extreme emergency situations, the school will call 911. In less serious accidents, the teacher or another student will take the student to the office for first aid, which will be administered by the school office personnel or the nurse. All school office personnel have been trained in First Aid and CPR.

A school nurse is responsible for conducting health programs throughout the school year. Parents/Guardians are informed prior to each program.

Any child with a temperature above 100 degrees or who has obvious signs of illness must be sent home. If a child becomes ill during the school day, the nurse or school personnel will notify the parents/guardians. It is the responsibility of the parents/guardians to make arrangements to have the child picked up immediately. A release form will be signed at this time. Students must remain home until fully recovered.

Medication Taken During the School Day (Minnesota Statute 126.202)

When a student needs to take medication at school, you must submit a form asking the school to administer that medication. The form needs to be signed by both the parent and the physician for all prescription medications that are given at school. The form needs to be signed only by the parent for over-the-counter medications given at school. All medications must be in an original container-either a prescription bottle with the prescription label or an original container of over the counter medicine. You can get this form at any time from the school secretary or staff.

Pesticide Application at School

Nonpublic schools were included in the "Parents Right to Know Act" passed by the legislature. This act outlines notification requirements for schools to notify parents of students:

- An estimated schedule of pesticide applications.
- State the long-term health effects on children from the application of such pesticides.
- Inform parents who request the school notify him or her individually according to some specific guidelines.

Reporting of Child Abuse/Neglect

The staff members of the school are legally required to follow the requirements of Minnesota law pertaining to reporting child neglect and/or abuse which may be summarized as follows: Staff members are required to report a suspected case of child abuse/neglect to the local law enforcement agency or social service agency. This must be done if they know of or have reason to believe there is abuse or neglect presently or has been within the past three years. A written report must be filed within 72 hours of the verbal report. Neglect is defined as failure to provide food, clothing, shelter or medical care and prenatal exposure to controlled substance; Abuse can be physical or sexual abuse, or emotional maltreatment.

Vision and Hearing Screening

Annual vision and hearing screenings are conducted by public school personnel and parent volunteers for some grades. If you have particular concerns about your child, please contact the health assistant or your child's teacher.

IDENTIFICATION BADGES

All school employees are to wear identification badges at all times during school hours and school events. Visitors to the school are to report to the office and receive a visitor's badge.

CLOSINGS DUE TO INCLEMENT WEATHER

In the event of poor and/or dangerous weather conditions, Queen of Peace Catholic School usually follows Independent School District 94's decision on closings, late arrivals, and early dismissals. School closings are announced on the local radio stations and sent out to our parents/guardians via text message through the Remind smartphone application. Parents/Guardians are encouraged to join the Remind group and are urged to listen to the radio/television stations and/or use parental concern and caution as the guides for sending children to school in inclement weather. If Queen of Peace Catholic School decides to proceed differently than ISD 94, the decision will be broadcast on the radio and sent via text message through the Remind app.

STUDENTS LEAVING THE SCHOOL PREMISES

If a child leaves school early for any reason, parents/guardians must notify the school and must meet the child at the school office and sign for the release of the student. If anyone other than the parent/guardian is picking up the child, the parent/guardian must send a note to the school giving permission for the other party to pick up their child. For the safety of the student, anyone who is not a parent/guardian must show proper identification.

LOCKERS

School lockers are school property. The school may inspect locker interiors at any time, for any reason, without notice and without student consent. Only a school issued lock may be used.

LOST AND FOUND

The school is not responsible for personal articles brought to school. Articles found in the building or on the playground are placed in the Lost and Found. These articles are on display at various times throughout the year. All personal items should be marked with the child's name so that when found they could be returned to the owner.

LUNCH PROGRAM

Queen of Peace Catholic School uses the federal “hot lunch” program. Lunch tickets can be purchased each Friday morning before school, in the hallway inside Door 2.

State funds are matched with federal funds to assist families who qualify for free or reduced lunch, and also provide kindergarten students with at least one serving of milk each school day. The school participates in the national school meal program for free and reduced price lunch. The application form and qualification information are available online at <https://www.isd94.org/Page/1163> on the Cloquet school district site and in print version in the Queen of Peace Catholic School office.

Children are encouraged to bring healthy snacks for morning breaks, such as fruit, cheese, crackers, etc.

LUNCH/RECESS

Each teacher brings the class to the lunchroom or playground. The teacher must not leave the students until he/she ensures that the lunchroom or playground supervisor is in attendance. Students must use Door 2 only to enter or leave the building during lunch/recess.

All supervisory personnel and the teachers have a list of playground and lunchtime regulations to be followed by all students. The classroom teachers and the principal advise the students of these rules and regulations. Supervisory regulations and the interactions between supervising adults and students are governed by the dictates for health and safety, common courtesy, and the core values of the Queen of Peace Catholic School.

Students do not go outside when the “real feel” is zero or below. All necessary and appropriate gear is required for all students going out in cold weather.

PARENT/GUARDIAN VOLUNTEERS

Parent/Guardian volunteers assist teachers during school or at home and are determined by the school.

All parent/guardian volunteers must know and practice the school guidelines for positive interactions with students. This is essential to maintain the core values of the school community. Adults working with children in the school, including volunteers who have significant interaction with minor children, must read and sign a statement of understanding of the diocesan [Diocese of Duluth Sexual Misconduct Policy and Code of Pastoral Conduct](#), complete online Youth Protection Training, Defensive Driving Curriculum and comply with required background checks. This is a diocesan requirement to protect the children in our schools.

PLAGIARISM POLICY

Plagiarism, defined as the passing off of the thoughts or works of another as one’s own. Plagiarism involves giving the impression that a person has thought, written or produced something that has, in fact, been borrowed from another.

There are two basic forms of plagiarism:

1. Using someone else’s work as your own, without citing the source. This includes direct copying, rephrasing, and summarizing, as well as taking someone else’s idea and putting it in different words.
2. Not indicating directly quoted passages or ideas even while citing the work as a general source.

Penalties

Each case shall be treated on its merits. Minor first infringements may be corrected by counseling or by the imposition of a penalty, as appropriate. Depending on the circumstances, the penalty imposed may

include a warning, resubmission, loss of marks, failure on a particular task or in a subject, or a charge of misconduct to be dealt with by the principal.

Where a penalty is imposed, the parents/guardian will be notified and appropriate actions will be enforced. Before imposing a penalty for plagiarism, the student's behavior file should be checked to determine whether the offence is a first or subsequent offence. For a subsequent offence, the penalty will generally be more severe.

MALTREATMENT OF MINORS MANDATED REPORTING POLICY

Child Abuse or Neglect Reporting: A faculty or staff member of Queen of Peace Catholic School who knows or has reason to believe a child is being neglected or physically or sexually abused shall immediately report the information to the Carlton County Child Protection Agency at 218- 879-4583. The faculty/staff member who suspects abuse is responsible for the reporting. If a faculty/staff member suspects that a child is in immediate danger, the police must be notified at 218-879-9719 or 911.

The local definition of maltreatment can be found in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556).

If a report has been made to Carlton County or the police, a written report must be submitted to the same agency within 24 hours, exclusive of weekends and holidays. If there is doubt as to whether we should report an incident or concern to Child Protection, we must report. It is our responsibility to report suspected abuse; not to investigate it. All Queen of Peace Catholic School faculty/staff members are mandated reporters. A mandated reporter may be charged with a misdemeanor if he has known or has reason to believe a child has been neglected or physically or sexually abused but he has failed to report it.

POLICE INTERROGATIONS AND INVESTIGATIONS

Only representatives of the police or sheriff's department or Department of Human Services may be granted permission to see and interview students in school. Private detectives, attorneys, or representatives of private concerns conducting investigations shall not be allowed access to students in school and shall be informed that they may only question students outside of school. When it is necessary for a representative of the police or Department of Human Services (Child Protection) to interview a student in school, the following procedure shall be observed:

1. The representative of the above-named agencies will contact the principal, or in the principal's/assistant principal's absence, the pastor.
2. Proper identification with a picture I.D. is essential.
3. The agent may or may not ask for a person from the school to be present. It is their choice.

Interviews are to be conducted in private and with confidentiality.

4. Arrest: If the officer indicates that she/he shall have complete jurisdiction in the matter, the principal shall not interfere with the student's removal from the building. Contact with the student shall be arranged in a manner to make the removal as unobtrusive as possible. It is up to the police to notify the student's parents/guardians.

SCHOOL HOURS - STUDENTS

On regular school days, the school will admit students at 7:40 a.m. and dismiss students at 3:10 p.m.

SCHOOL VISITS

If at any time parents/guardians wish to speak with a teacher, the parent/guardian must schedule an appointment and inform the school office when entering the school. This is a safety procedure to allow the school to know when visitors are in the school building and the purpose of the visit. Visits to classrooms are not permitted during school hours unless previous arrangements have been made through the school office and with the individual teacher.

Also see sections in this handbook: Complaint Process for Students and Parents/Guardians; Conferences.

STATE AND FEDERAL PROGRAMS

There are several state and federal programs that non-public students may participate in on an equal basis with public school children. These programs are administrated through Independent School District 94. Queen of Peace Catholic School receives state and federal entitlements allocated on a per pupil basis.

State programs include:

- **Education Aids for Non-public School Children:** provides textbook and related individualized instructional materials, and health services.
- **Transportation:** Minnesota public school districts must provide "equal transportation" within the district boundaries. The public school district shall have sole discretion, control, and management of scheduling, routes, bus stop locations, and discipline.
- **School Lunch Program:** State funds are matched with federal funds to assist families who qualify for free or reduced lunch, and also provide kindergarten students with at least one serving of milk each school day. The school participates in the national school meal program for free and reduced price lunch. The application form and qualification information are available online at *{insert website}*, in print version in the school office, or by contacting the local school district.
- **Special Education:** Districts shall identify students and make available special education to all who are disabled, regardless of whether they attend a non-public school. The district must provide assessment, periodic observation, review of progress and establish a plan, which generally involves tutoring by a special education teacher.
- **Title I:** Qualifying schools provide supplementary instruction in reading to students who have been identified as "at risk." Computer-aided instruction may be an acceptable alternative to direct services.

STUDENT RECORDS - INSPECTION AND RELEASE

Parents or legal guardians may ask the principal to review the contents of any records collected and maintained on their child. These records may mean any of the following:

1. Data identifying the child by any quantifying or qualifying characteristics
2. Summary of completed/attempted academic progress, including grades, standardized test scores, portfolios, and other assessment forms
3. Dates of school attendance
4. Scores of intelligence, psychological, or aptitude tests
5. Interest inventory results
6. Health data
7. Family background information
8. Written observations of counselors and teachers
9. Verified reports of behavioral problems

No student records may leave the school building. Records should be obtained from and returned to the secretary on the same day.

Student teachers/observers may view records of a student if the parent/guardian and principal give signed permission slips authorizing the study. These slips will remain in the child's permanent record.

SUPERVISION OF STUDENTS

Ensuring the safety of students is of crucial importance at all times. The teacher or his/her designee is responsible for the supervision of students throughout the school day. If a teacher must leave the students, care must be taken for the supervision of students in his/her absence. In an emergency situation, a call to the office for assistance or to notify a neighboring teacher for the need of assistance would be appropriate. Special consideration must be made to the particular circumstances. The younger the children, mentally and chronologically, the greater standard of care should be taken.

Students are not to be left in the classroom alone while other students are outside, in the gym, etc. On the playground, adult supervisors need to have an overview of where children are playing at all times. They are responsible for the safety of students at all times. Injuries are to be reported to the school office immediately. The secretary or principal administers First Aid and contacts the parents/guardians. The supervising teacher or adult must complete the accident report.

TELEPHONE

Neither a student nor a teacher will be called to the telephone during the school day except in case of an emergency. Children are not to call parents/guardians to bring forgotten lunches, books, projects, permission slips, etc. If necessary, a parent/guardian may leave a message for a teacher or a student with the school office.

Cell Phones: Students

Cell phones are not allowed unless special arrangements are made with the office. Cell phones are considered an unnecessary disruption to the smooth operation of a classroom.

TITLE II/TEXTBOOK FUNDS FOR NON-PUBLIC SCHOOLS

Our school participates in the government Chapter 11 Block Grant Program. This program allows the school to purchase special educational materials.

Our school participates in various funding programs. An allotment of funds is available each year on a per student basis. Funds are used to purchase textbooks and learning materials for each child. The parent/guardian must sign approval forms at the beginning of the school year for the school to obtain these funds. These funds have provided a significant amount of learning materials and in-service training for our school.

TRANSPORTATION TO SCHOOL

Sections 123B.84 of Minnesota Statutes require that when the state provides aids for transportation it is in the public interest to provide equality of treatment in transporting school children of the state who are required to attend so that the health, welfare and safety of the children, while using the public highways of the state, shall be protected. Queen of Peace Catholic School children are therefore entitled to the same rights and privileges.

Minnesota Rule, Chapter 3520.1500 requires that a school district meet at least once a year with nonpublic school representatives to discuss attendance areas, safety, economics, conveniences and availability of space for the pupils. The final authority on attendance areas, starting time, etc., rests with the public school board.

Minnesota Statutes, Section 123B.90, subdivision 2(b) requires that each nonpublic school provide all nonpublic school pupils enrolled in grades kindergarten through 10 who are transported by school bus at public expense and attend school within the district's boundaries with age-appropriate school bus safety training.

Upon completing the training, a student shall be able to demonstrate knowledge and understanding of at least the following competencies and concepts:

1. transportation by school bus is a privilege and not a right;
2. district policies for student conduct and school bus safety;
3. appropriate conduct while on the school bus;
4. the danger zones surrounding a school bus;
5. procedures for safely boarding and leaving a school bus;
6. procedures for safe street or road crossing; and
7. school bus evacuation.

All students in grades kindergarten through 6th grade enrolled during the first or second week of school must demonstrate knowledge and understanding of the competencies on school bus safety training by the end of the third week of school. Students in grades 7 through 10 enrolled during the first or second week of school must demonstrate knowledge and understanding of the competencies by the end of the sixth week of school if they have not received school bus training in kindergarten through 6th grade. All students in kindergarten through 10th grade who enroll after the second week of school receive school bus safety training or school bus safety instructional materials within four weeks of the first day of attendance if they have not received training in their previous school districts.

All students in kindergarten through 3rd grade are to receive school bus safety training TWICE during the school year.

The nonpublic school principal or administrator must annually certify to the school transportation safety director or superintendent of the district in which the nonpublic school is located that all students transported by school bus at public expense have received training. A school district may deny transportation to nonpublic school students if the nonpublic school fails to provide school bus safety training.

Students are expected to act appropriately as students of our school when riding the bus. Appropriate behavior includes following the published rules given to students by the busing authorities.

TRUANCY

Elementary Students

1. When a student has had in excess of 4 part or whole days of unexcused absence, the parent/guardian will be informed by letter that the student is considered a continuing truant student
2. If a student continues to have unexcused absences beyond four days even after the letter has been sent home, a conference should be called by the school with the parents/guardians, teacher, and principal in attendance.
3. After 7 or more unexcused absences, the situation must be reported to social services initial intervention. (After 7 or more unexcused absences, this may be considered educational neglect.)
4. Document all oral and written communication the school has had with the parents/guardians regarding the truancy issue.
5. Follow the directives by social services initial intervention.

Middle School Students

1. When a student has had in excess of 3 part or whole days of unexcused absence, the parent/guardian will be informed by letter that the student is considered a continuing truant student.
2. If a student continues to have unexcused absences beyond three days even after the letter has been sent home, a conference should be called by the school with the parents/guardians, teacher, and principal in attendance.

3. After 7 or more unexcused absences, the truancy should be reported to an Inner Agency Review Team. This team meets regularly. They will request some basic information about the truanancies and parental/guardian and student information. The team sends a notice to the parents/guardians notifying them that they have received the referral. The school principal will attend a review board meeting to discuss the situation. The parents/guardians and students are not invited to this meeting. A plan is developed at this meeting for the family to correct the truancy problems. The team informs the family of the plan. This plan may include mediation or a court referral.

TUITION ASSISTANCE

The positive benefits of Catholic education should not be denied to Catholic students because of the cost of tuition. Tuition assistance programs are available to families in need of these services. Distribution of tuition assistance is based on a conversation with our pastor, Fr. Justin Fish, and on availability of funds. Special cases will be met, whenever possible, with special consideration and thoughtful plans designed to ensure Catholic school remains an option for all our parents and students. ~~Also see sections in this handbook: Tuition Policy.~~
~~Also see sections in this handbook: Scholarships.~~

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WITHDRAWALS

1. Students absent for 15 (fifteen) consecutive days without a legally justifiable excuse shall be dropped from the school roll and be classified as withdrawn. Students who withdraw from school shall be dropped immediately on the known date of withdrawal. The 15 (fifteen) day grace period applies only in the instance when no notice of withdrawal has been received. It is not necessary to withdraw a student for the days homebound instruction is being received if the student is at home or in a hospital within the resident district. One hour of homebound instruction is the equivalent of one membership day.
2. A student who is unable to attend regular school classes because of illness or injury may be counted beyond the 15 (fifteen) day withdrawal deadline if such a student receives special instruction in the home or hospital provided by the resident Catholic school. One (1) hour of homebound instruction is equivalent, for aid purposes, to one day of school membership. In no case may the number of membership days claimed in this procedure exceed the number of session days held by the school during the period involved.
3. A school may grant excused absences for personal reasons to students (on an individual basis in case of need) when it is known that the student will return. During such an absence, the student may be counted in membership but not for a period exceeding 15 (fifteen) consecutive school days.
4. Legally justifiable excuses are defined as: court summons or doctor's determination in writing that a student is unable to receive instruction.

Whenever a pupil is transferring to another school the following steps must be followed:

1. Make an appointment with the principal and/or inform the principal of the transfer.
2. Return all textbooks, library books, equipment, etc., belonging to the school.
3. Pay all outstanding debts (tuition payments, library fines, etc.).
4. Sign the release of records form.

Records will be forwarded directly to the next school after a written request from that school has been received by the school office.

ORGANIZATIONS

SCHOOL BOARD

The school board is consultative to the pastor and helps the principal in policy formulation, implementation, and evaluation; development and fundraising; public relations. Open meetings are held monthly.

Parents/guardians with concerns about the school or school personnel must take these concerns initially to the person most involved or responsible. If resolution is not obtained, the principal or pastor is the next step in the process. The complaint and grievance procedure is clearly stated in the Parent/Student Handbook. The school board is not part of the complaint or grievance procedure.

PARENT ASSOCIATION

The school's parent association is comprised of parents/guardians, faculty, and staff. This association's executive board meets on a regular basis. General meetings are scheduled throughout the year.

The association serves the school by coordinating parent/guardian communication, volunteer programs, special activities for students, working on fund raising events (coordinated with the school's development director), and social events for community building.

STUDENT COUNCIL

The primary purposes of the student council are to promote responsibility among all students, provide an appropriate forum for student input, and to encourage development of school spirit and leadership.

RELATIONSHIPS BEYOND THE SCHOOL FAITH COMMUNITY

Queen of Peace Catholic School does not function in isolation from the rest of the parish, the diocese, or the civic community that surrounds it. These relationships should be proactive, productive, and positive, since each has the capacity to deepen and extend the integral goals of the school.

The most significant relationships beyond those of the immediate school faith community are those with the:

- Civic community;
- Diocese of Duluth;
- Local public schools;
- State of Minnesota and the Minnesota Department of Education;
- State, regional, and national Catholic organizations (i.e. NCEA, MNSAA, etc.).

CIVIC COMMUNITY

Queen of Peace Catholic School should be visible enough to serve as a source of pride for the local civic community. The school, in return, should help students acquire a sense of pride in the uniqueness of their locality. This reciprocity of appreciation can have significant and positive results.

Cloquet, Minnesota, has a wealth of available history, artistry, and information in its structures, natural surroundings, wildlife, and citizenry. The involvement of Queen of Peace Catholic School with the community of Cloquet will make the school more vitally connected to the community, which certainly helps to make the school a more visible and positive local entity. Community resources can enrich the curriculum and engender a sense of civic pride in students.

Some resources that can be explored include:

- the surroundings -- students should know the geography, flora and fauna of their home location;
- the elderly -- as living historians and story tellers;
- local artists and artisans;
- local government offices;
- the variety of economic enterprises in the locality;
- museums, historic homes and buildings, historical societies;
- local colleges;
- the ethnic heritage of the area (including costumes, language, dance, food, customs and holidays, etc.);
- local libraries.

DIOCESE OF DULUTH

The Code of Canon Law states:

“Catholic religious formation and education, which are imparted in any schools whatsoever. . .are subject to the authority of the Church. . .and it is the responsibility of the diocesan bishop to regulate such education and be vigilant over it.” (Canon 804)

“The diocesan bishop has the right of vigilance over and visitation of the Catholic schools located in his territory. . .he is likewise competent to issue prescriptions dealing with the general regulation of Catholic schools. . .the directors of Catholic schools, under the vigilance of the local ordinary, are to see to it that the instruction given in them is at least as academically distinguished as that given in the other schools of the region.” (Canon 806).

These canons clearly state the regulatory authority of the bishop over the Catholic schools in the diocese. The size of the diocese (22,000 square miles), the number of schools (7), and the enormous demands on the time and person of the bishop make it necessary to delegate responsibility in this area to officials in the Department of Education with the expertise needed to help the schools meet diocesan expectations of educational quality and active transmission of the values, principles, teachings, and traditions of the Catholic Church.

The Department of Education is a subsection of the Office of Word. It is composed of the Department of Schools, the Department of Catechesis, the Department of Youth and Young Adult Ministry and Media Department. These four diocesan departments work together to create a vision of education that encompasses the entire human life span. The official that works most closely with the schools is the Director of Schools. The relationship of the Director of Schools to the schools is described in the position description of the Director of Schools in the diocesan Schools Policy IVSCH.AdM Section A. 3.

LOCAL PUBLIC SCHOOLS

It is beneficial to work collaboratively with our local public schools.

There are services and benefits to which all students in Minnesota are entitled, regardless of where they attend school. It is very important that the teachers in our schools know about these services so that our students can take advantage of them. This section of the handbook should list the services provided to students in Catholic schools by the local school district. The listing should include the names, telephone numbers, and addresses of the personnel in the district responsible for providing the service. It would be very helpful to include any available procedural information about how to apply for these services.

Some of the common services provided are:

- special services in the form of instructional materials;
- health, vision, nursing services and counseling services;
- transportation to and from school.

Many schools in the diocese take advantage of public school services and benefits such as:

- shared teacher and principal in-services;
- use of the district's curriculum lab;
- shared resources;
- extra-curricular and co-curricular activities.

These services should also be listed with the names, telephone numbers, and addresses of contact persons.

STATE OF MINNESOTA

The Minnesota Department of Education (MDE) provides the teacher licenses and licensure requirements for all schools in the state. Teachers in a Catholic school in the Diocese of Duluth are degreed and/or have equivalency.

The MDE issues directives about every aspect of education, from transportation, to athletics, to curriculum. These directives, while not always mandated for Catholic schools, are used as a guide for aligning the curriculum with that of the state-supported schools with whom we share students. See MDE website: <http://education.state.mn.us>.

The Director of Catholic Schools represents the Catholic schools in our diocese on the state level.

The Directors of Schools of the six dioceses in Minnesota meet several times during the year to coordinate legislative efforts and work together with other nonpublic school organizations to affect the development of Catholic and nonpublic education across the state.

The state provides a number of mandated services to Catholic schools. These services include:

- partial funding for textbooks (nonreligious);
- some grant money;
- information services, both in printed form and in personal contact through the MDE.

It is important that the services to which the school is entitled are listed so that every service available will be used to the benefit of our students.

STATE, REGIONAL, AND NATIONAL ORGANIZATIONS

The Minnesota Non-Public School Accrediting Agency (MNSAA) accredits many non-state supported schools of Minnesota. This agency provides the framework from which the schools produce the self-study that determines accreditation. See the MNSAA website at www.mnsaa.org.

The Minnesota Catholic Conference (MCC) represents the six dioceses of Minnesota. The MCC provides legislative updates, legal information, the employment agreement form used in the schools, and an opportunity for Catholic schools to dialogue and share on a state level. See the MCC website at www.mnce.org.

The National Catholic Education Association (NCEA) provides a national network for Catholic educators. The NCEA keeps the schools informed about issues, publishes many useful materials covering virtually every aspect of the Catholic school, and integrates academic education with the values, principles, teachings, and traditions of the faith. The NCEA sponsors the national celebration of Catholic Schools Week and, beginning on Easter, the NCEA Convention, which is a national gathering of Catholic educators. See the NCEA website at www.ncea.org.

The United States Conference of Catholic Bishops (USCCB) is the national organization of the state Catholic Conferences and takes the activities of the state organizations to the national level. See the USCCB website at www.usccb.org.

**QUEEN OF PEACE CATHOLIC SCHOOL
2019-2020 Handbook**

AGREEMENT TO BE GOVERNED BY HANDBOOK POLICIES

We hereby agree to be governed by the policies contained in the Queen of Peace Catholic School Parent/Guardian/Student Handbook.

Family Name (PLEASE PRINT) _____

STUDENT SIGNATURE

DATE

STUDENT SIGNATURE

DATE

STUDENT SIGNATURE

DATE

STUDENT SIGNATURE

DATE

STUDENT SIGNATURE

DATE

PARENT/GUARDIAN SIGNATURE

DATE