



Mighty Stars
Queen of Peace Catholic School

HAND BOOK

2022-2023

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PRAYER OF THIS CATHOLIC SCHOOL MISSION

Holy Spirit of God, abide with us;

Inspire all our thoughts;

Pervade our imaginations;

Suggest all our decisions;

Order all our doings.

Be with us in our silence and in our speech,

In our haste and in our leisure,

In company and solitude,

In the freshness of the morning

And in the weariness of the evening;

And give us grace at all times

Humbly to rejoice

In Thy mysterious companionship,

Through Jesus Christ our Lord.

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. 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

We have been blessed with a strong and even unique tradition of Catholic education. We can take our schools for granted, but it may help to ask why we, uniquely, have so many Catholic schools in our country. In the late 1800s, the bishops of the United States, meeting at the Third Plenary Council of Baltimore, decided that every child should have the opportunity to attend a Catholic school and made this a top priority for the Church. This required an enormous commitment from parishes, families, and the religious sisters and brothers who staffed the schools, which leads us to ask why the Church went to such trouble.’ (excerpt from *Renewing Catholic Schools – how to regain a Catholic vision in a secular age*, ed. R. Jared Staudt, 2020, Institute for Catholic Liberal Education)

The demographics of the United States were heavily Protestant throughout the 19th century. Anti-Catholic sentiment was common and widespread, and it sometimes turned to persecution in response to mass movements of immigration from Catholic countries, beginning in the 1840s. Many Americans viewed the growing 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.

Catholics nevertheless built our elementary schools, parish by parish, using mainly consecrated religious brothers and sisters as teachers. By the 1890s, American Catholics had built a major parochial school system, which remains, even today, the largest non-public school system in the world. Cardinal James Gibbons gave words to the spiritual insight that motivated Catholics to achieve such an accomplishment, when he observed “the religious and secular education of our children cannot be divorced without inflicting a fatal wound upon the soul.”

Catholic parishes have always had a clear purpose for our own schools: we mean to preserve the distinct Catholic identity of the rising generation. We mean to temper the impact that a non-Catholic culture can have on our children’s vision for themselves and their lives. Ultimately, we mean to bless the nation and the world by raising up a new generation of young people whose very lives have an evangelical power; who can bring the truths of the Catholic faith to a suffering world that has no hope without it. Most earnest Catholics recognize that mainstream American culture encourages compromise on truths that Jesus Christ has revealed through His Church. We recognized in the 1800s, as we still do today, that encouraging our children’s heart-felt acceptance of the Catholic faith and rooting our children first in Catholic culture is crucial for their salvation and the salvation of the world.

Our school at Queen of Peace was founded in 1912, as a mission of what was then the Our Lady of the Sacred Heart Catholic Parish. The Great Cloquet Fire of 1918 destroyed our school along with the church, rectory and convent. After the fire, we rebuilt our school immediately, with the reconstruction of the church following later. It is a mark of the importance of this school to our Catholic community that operations continued uninterrupted in make-shift classrooms all during construction. 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 our school from its very beginning. Vocations were encouraged, and many of Our Lady of the Sacred Heart students entered the Benedictine sisters of the St. Scholastica Priory over the years, devoting their lives to Jesus through service in our schools and in the larger gospel mission. As vocations decreased in the years following the Second Vatican Council, the Benedictine Sisters withdrew from the school and were replaced, in 1976 through the efforts of Bishop Anderson and Fr. Paul Fruth, with the Franciscan Sisters of the Eucharist. The Franciscans then served our parish mission for 25 years, and the school flourished under the leadership of Mother Colleen Kimbro, FSE.

When St. Casimir'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 including our current gymnasium.

The school was turned over to lay leadership from 2001-2008, but parishioner interest declined dramatically, until Sister Therese Gutting, FSE, agreed to return and 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 and Principal David Douglas began an expansion in 2018-2019 that culminated in two new grades being added to the school's structure. The parish school originally ran grades 1-8, but since 1969, it has only run through grade 6. With the new Preschool-8th grade structure (fully operational in the 2020-2021 school year), Queen of Peace graduated its first 8th grade student in 52 years. Fr. Fish and Mr. Douglas also sought to renew clarity around the school's Catholic mission and its function as a spiritual work of mercy at the very heart of this parish community.

Our school is growing again in recent years. We draw from a radius sometimes up to 50 miles. When the Mater Dei Apostolate also opened its doors as a Catholic high school option at Holy Family parish in West Duluth, our families had the option, for the first time in decades, to complete their entire elementary, middle school, and secondary experience in a Catholic school setting.

MISSION

Diocese of Duluth: Mission of Our Catholic Schools

Our Catholic schools exist to advance the religious education, formation and service ministries of the Catholic Church. We welcome children into loving Catholic faith communities where religious instruction and faith formation are integrated into all our programs.

We value each student as a special and cherished child of God. Our curriculum, classroom instruction and school activities challenge the children to achieve academic excellence, embrace and actively live the Gospel message and make a positive contribution to our Church and society.

The Catholic schools maximize the children's potential for future success. More importantly, we foster motivated life-long Christian disciples to lead and serve our parishes, communities and world.

Mission of Queen of Peace Catholic School

Queen of Peace Catholic School assists families in forming their children in the Catholic Faith through a rigorous Classical curriculum rooted in the Catholic intellectual tradition and the liturgical life of the Church.

CATHOLIC EDUCATION AT QUEEN OF PEACE

ROLE OF PARENTS

Queen of Peace Catholic School is Catholic parish school in the Diocese of Duluth. Queen of Peace is accredited by the Minnesota Nonpublic School Accrediting Association (MNSAA) and annual reports are submitted to this agency in order to meet association standards. This grammar and middle school has, as its essential 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 the 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 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 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 the right reason illuminated 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.

PROFILE OF SCHOOL

Present enrollment is 86 students in grades kindergarten through 8th grade. Pre-Kindergarten enrollment is 22 students.

IMPORTANT INFORMATION

School Office: 218-879-8516

Website: www.queenofpeaceschool.org

School Hours: 7:40a.m.-4:00p.m.
Grades PreK & K: 8:00a.m. – 3:00p.m.
Grades 1-4: 8:00a.m. – 3:10p.m.
Grades 5-8: 8:00a.m. – 3:10p.m.

Early Bird Care: 7:00a.m. – 7:40a.m.
After School Care: 3:05p.m. – 5:30p.m.

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

Queen of Peace and the principal retain the right to amend the handbook and parents/guardians will be given notification when changes are made. Queen of Peace 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.

RELIGIOUS EDUCATIONAL PROGRAM AND POLICIES

Adopted by the Bishops of Minnesota June 2019

GUIDING PRINCIPLES FOR CATHOLIC SCHOOLS AND RELIGIOUS EDUCATION CONCERNING HUMAN SEXUALITY AND SEXUAL IDENTITY

PURPOSE

The Catholic school is committed to providing a safe environment that allows students to flourish academically, physically, and spiritually. Catholic schools are obliged to provide an education and resources consistent with Catholic teaching. The starting point for Catholic education is a deeply held understanding that affirms the God-given irrevocable dignity of every human person. Catholic teaching permeates and shapes the ethos of Catholic schools. Informed by Catholic teaching, these Guiding Principles shall inform the creation of policies, handbooks, statements, employee agreements, training for employees, and the approach to accompaniment in the Catholic schools of Diocese Duluth, thus ensuring

that the immeasurable dignity of every child is protected and respected, particularly as it relates to foundational beliefs of the Catholic Church:

- God created each person body and soul “in His own image, in the image of God he created them; male and female he created them” (Gen. 1:27). The dignity of each person and the source of his or her most important identity is found in this creation in the image and likeness of God (CCC §364).
- God uses the body to reveal to each person his or her sexual identity as male or female. A person’s embrace of his or her God-given sexual identity is an essential part of living a fulfilled relationship with God, with oneself, and with each other (Laudato Si §155).
- The harmonious integration of a person’s sexual identity with his or her sex is an expression of the inner unity and reality of the human person made body and soul in the image and likeness of God (CCC §364-65).
- The physical, moral, and spiritual differences between men and women are equal and complementary. The flourishing of family life and society depend in part on how this complementarity and equality are lived out (CCC §2333-34).
- All students and families deserve interactions with Catholic school communities that are marked by respect, charity, and the truth about human dignity and God’s love (Deus Caritas Est §20).

1. Student’s name and pronoun usage will correspond to his/her sex (see definitions).
2. Student access to facilities and overnight accommodations will align with his/her sex.
3. Eligibility for single-sex curricular and extracurricular activities will be based on the sex of the child.
4. Expressions of a student’s sexual identity are prohibited when they cause disruption or confusion regarding the Church’s teaching on human sexuality.
5. The consciences of students and employees will be respected with the assurance of their inviolable right to the acknowledgment that God has created each person as a unity of body and soul, as male or female, and that God-designed sexual expression and behavior must be exclusively oriented to love and life in marriage between one man and one woman.
6. Schools will communicate with parents or guardians about their child’s behavior at school and inform them of any concerns relating to the physical, emotional, social, and spiritual health, safety, or welfare of their child, except when advised otherwise by law enforcement or a social service agency.

DEFINITIONS:

1. **Sex** refers to a person’s biological identification as male or female based upon physical characteristics present at birth.
2. **Sexual identity** refers to a person’s identity as male or female that is congruent with one’s sex.
3. **Sexual binary** refers to the God-given gift of the human family created male or female in the image and likeness of God.

4. **Transgender or gender non-conforming** is an adjective describing a person who perceives his or her sexual identity to be different from his or her sex and publicly presents himself or herself as the opposite sex or outside the sexual binary. Such public expressions that are intended to communicate a sexual identity different from one's sex include, but are not limited to, utilizing pronouns of the opposite sex, changing one's name to reflect the cultural norms of the opposite sex, wearing a uniform designated for the opposite sex, and undergoing surgery to change the appearance of one's reproductive or sexual anatomy.

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.

Grades K-8 students attend daily Mass.

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

A school liturgy, which is planned by students and teachers working with the Schola Cantorum director and the parish priest, is celebrated on the second Sunday of each month, October through June. Prayer services are also celebrated by the school as a whole. Parents/Guardians are encouraged to attend and participate in all school religious celebrations.

RELIGIOUS ACTIVITIES

At Queen of Peace Catholic School, following the Liturgical Calendar, we worship through Liturgy, daily prayer, the Sacraments, and seasonal celebrations. Prayer begins each day as students and teachers direct their minds and hearts to God and offer Him their daily activities. 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 pastor, the principal, the individual teacher, or by the faculty as a whole.

Catechism is taught by the classroom teacher in grades PreK-4 and by Fr. Nick in grades 5-8. Teachers 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.

When at Mass or in liturgical celebrations, students are reminded of appropriate reverence. Respect for the Blessed Sacrament and the sacredness of the altar and sanctuary as well as the nave of the church being a place of prayer and worship is carefully fostered.

The classroom environment reflects 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 prayer corner for student and staff use. Great care is 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 faith, as well as curriculum which reflects Catholic virtues and traditions, are integral parts of our total education. It is Queen of Peace policy that all students, including non-Catholics, attend catechetical instruction, liturgies, and all pious ceremonies and prayer services. Students must participate in catechism classes.

CATECHETICAL EDUCATION – CURRICULUM

The Catechetical 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 Catechetical 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 catechetical 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 Catechetical Education Program.

SACRAMENTAL PROGRAMS

(Diocesan Policy)

Preparation for the reception of the Sacraments is the primary responsibility of the parents/guardians in cooperation with the parish director of religious education. 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 parish director of religious education, and the pastor of the family's home parish. First Penance and Communion preparation is provided within the parish catechetical 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.

THE ACADEMIC PROGRAM

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 ongoing 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 stamped with the school stamp unless they are “consumable” workbooks supplied for individual student use.

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.

CULTURAL ARTS

A cultural arts program is offered to all students. This program provides the introductory fine arts experience to enhance student appreciation in these areas. The liturgical choir teacher meets with the students, multiple times each week. Additionally, experiences are integrated in the regular classes as opportunities present themselves. Outside experts are often sought to assist teachers in providing a variety of experiences. Learning outcomes for music and art are well defined for each grade level in the diocesan outcomes.

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 in the world throughout history and into contemporary times. It reflects evidence-based understandings of 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 virtue 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 and meets or exceeds 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 various learning experiences and 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 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 virtue, principles, teachings, and traditions of the Catholic Church. The educational program for Queen of Peace follows:

Pre-Kindergarten

Catholic Customs
Learning About Self

Language
Library

Music
Art

Spanish

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	Spanish
Language Arts	History & Geography	Physical Education	
Middle School			
Catechism	Spanish	Art*	
Reading/Literature*	Mathematics	Music/Choir	
English Language Arts*	History & Geography*	Project-based Enrichments	
Science	Physical Education		

**these subject areas fall within the Humanities, and comprise the content of the QPCS Middle School Humanities class*

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

FAMILY LIFE AND HEALTH PROGRAM

In compliance with modern Church teaching, human development and family life education is coordinated 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 virtue, attitudes, and moral principles. Queen of Peace integrates the “Loving as God Loves” (K-6) and “Circle of Grace” (K-8) programs into our religion curriculum as recommended by our diocese. Integrated programming with the parish also offers opportunities for parents to guide their children’s sexual education on an appropriate footing, rooted in the authority of the family.

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 generally expected to participate in all field trips. Parents/guardians will be notified prior to any scheduled field trips.

All field trips have an educational purpose and are approved by the principal prior to the event. Field trips reflect a meaningful experience related to the school curriculum. The educational purpose will 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 generally avoided. If other than school buses, the mode of transportation will 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 office 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 classes usually share the expense of the trip.

The ratio of children to adult chaperones must 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 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 break-out or small groups for the purpose of acceleration.
- Students are offered enrichment opportunities.

GRADUATION

Before any student may participate in graduation activities, all required work and testing must be completed and tuition and other fees paid in full.

It is the responsibility of the parent committee of the graduating class to plan and prepare the graduation exercises and Mass.

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.

SYLLABI

Queen of Peace teachers are required to send home a course or classroom syllabus at the beginning of each school year. The purpose of the syllabus is to establish expectations at home of what to expect for

the year from the course of classroom. The syllabus should set expectations for classroom culture and study culture that will be promoted through the year and that parents can support at home, in their own conversations and expectations of their children. Accordingly, the course/class syllabus plays a central role in establishing a successful understanding for communication and collaboration between school and the home.

COMMUNICATION JOURNALS

Queen of Peace teachers are required to use communications journals (CJs) to communicate daily expectations to parents, from the classroom. Students or teachers are expected to complete the CJ throughout the course of the school day. When a student arrives home (or in After School Club), the parent or guardian should be able to look at the CJ to understand how they can help the student succeed with his or her out-of-class work. The CJ can also be used as a basis for discussion about the content of the student's school day.

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 appropriate amounts in lower primary grades (not to exceed 15 minutes in K – 1st grade / 30 minutes in 2nd – 3rd grade). 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' assistance may be necessary at young ages, and parents should check consistently that their children of all ages complete assigned work. Incomplete homework may affect a student's grades, in part from loss of assignment credit, but primarily 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. Parents have a right to communicate the realities of how homework affects their home life, in turn, and the Queen of Peace faculty remains responsible for taking parent communication seriously, in that regard.

Homework Responsibilities of Teachers:

- Communicate to students and parents/guardians homework purpose and expectations.
- Set clear terms with regard to assigning, returning, and evaluating homework.
- Set a reasonable homework load, relative to both learner needs and the realities of the home.
- Coordinate homework load with other teachers with whom students work, who may also assign homework, to ensure the overall homework load is not burdensome.
- Guard against homework tasks that become a way of extending responsibilities to the home that are more proper to class time.

Homework Responsibilities of Students:

- Know and understand the purpose of the homework assignment.
- Copy assignments into Communication Journal (as maturity allows), 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 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.
- Communicate with confident honesty about any concerns you have with the homework regimen of your children's classes.

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, parents/guardians should inform teachers in the morning. At the teachers' discretion and availability during the school day, assignments may be ready for pick-up after the regular 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 once-a-week Schola Cantorum classes as part of the standard curriculum. All QPCS students serve the Mass for a Sunday morning 10:00 a.m. Mass, once each month (excepting families who choose the Option 1 tuition plan and have made an alternative arrangement with the school administration). The musical work done in Schola Cantorum is often a part of this service.

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

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 professional recommendations of the student's teacher(s).

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-4: Reading, Mathematics, and Language Arts

Grades 5-8: Reading, Mathematics, Language Arts, History, Geography, Civics, 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 principal proposes the following procedure:

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, at the completion of each trimester.

Mid-trimester progress reports will be sent to parents/guardians, as a component of the school's communication about a student's academic progress.

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

Also see sections in this handbook: Student Assessment/Grading.

STUDENT ASSESSMENT/GRADING

Parents/Guardians are encouraged to discuss with the teacher any concerns or questions regarding student assessment and grading. Any inquiries from a parent/guardian or student regarding a student's grade(s) will be referred to the teacher involved. A teacher is required to respond to parental/guardian concerns in a prompt and thorough manner.

Also see sections in this handbook: Report Cards/Progress Reports

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
- 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 to 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.

SUMMER SCHOOL

Students and families are encouraged to take advantage of summer school tutoring programs when they are available.

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 program is to familiarize students with the range of uses technology offers to students. The program provides some or all of the following: keyboarding skills, use of hardware and software, use of internet, peripherals, multimedia, PowerPoint presentations, research skills, etc. Technology is used to deliver hybrid learning access, for academic projects, and for student publishing at various grade levels.

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 given a summary of testing results at parent-teacher conferences.

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 our school on a limited basis. 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.

Selection Criteria for Title I Services

Kindergarten and First Grade

- Teacher recommendation and/or Title I assessment
- Below grade level in Math and/or Reading on daily work and/or progress reports
- The Measures of Academic Progress (MAP) – students who score at or below the 40th percentile on the math or reading portion or the MAP test.

Grades 2-8

- Teacher recommendation and/or Title I assessment
- The Measures of Academic Progress (MAP) – students who score at or below the 40th percentile on the math or reading portion or the MAP test.
- Below grade level in Math and/or Reading on daily work and/or progress reports

Exit Criteria for Title I Services

Kindergarten and First Grade

- Teacher recommendation and/or Title I assessment
- The Measures of Academic Progress (MAP) – students who score at or above the 40th percentile on the math or reading portion or the MAP test.
- At/Above grade level in Math and/or Reading on daily work and/or progress reports

Grades 2-8

- Teacher recommendation and/or Title I assessment
- The Measures of Academic Progress (MAP) – students who score at or above the 40th percentile on the math or reading portion or the MAP test.
- At/Above grade level in Math and/or Reading on daily work and/or progress reports

SPANISH LANGUAGE STUDY

An important aspect of the multicultural awareness needed by youth in our global society is the study of a language other than English. Instruction in a second language, including study of customs, geography, and lifestyle, begins in PreK. The course objectives include a balance of conversation, grammar, and cultural study.

Perhaps more than any other content area, Spanish also requires the development of intellectual habits that are foundational for academic excellence in all content areas: i.e., the ability to engage in self-directed and focused study for extended periods of time. For this reason, the study of a second language is considered a core component of the Queen of Peace curriculum.

YEARBOOK

The school publishes a yearbook annually. 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. Students in Middle School Grades are responsible for the production of the yearbook. Notification of the cost is sent to the parents/guardians in early spring.

SCHOOL POLICIES

ABSENCES AND TARDINESS

Also see in this handbook: Arrival Procedures – Students; Truancy.

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.

Permanent attendance records are kept by the school for each student. All entries should be maintained in black ink. All attendance records are considered permanent records and as such should be signed out with the secretary.

Days enrolled are different from days present. Days enrolled include all staff days that are not pupil attendance days. Days enrolled will vary each year. This information will be given to staff before the end of each school year.

Days Enrolled: This reflects all Monday through Friday days from the time a student enrolls at the school until the student leaves the school or the last day of school within a given school year. This includes all holidays, snow days, in-service days, etc. Typically, this number should be about 190-195 days if the child was enrolled for the entire school year.

Days Present: This reflects the total number of days that the student is present in school. This number should be about 170-175 days. A child is never counted present on a holiday, snow day, in-service day, registration day, etc.

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, schools should offer programs within their 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. Queen of Peace 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. Queen of Peace’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, in compliance with Gospel values and the teaching mission of the Catholic Church, invites all students to apply for admission. Queen of Peace may give admission preference to students that are members of the supporting parish(es). 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 Queen of Peace shall be admitted subject to the following criteria:

1. Vacancy in a grade level uses the following order:
 - a. Children who attended the previous yearIn the context of this order, Pre-Kindergarten students are not considered returning children.
 - 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
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. The diocese 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 a Catholic school in the Diocese of Duluth 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 a 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 a Pre-Kindergarten program, kindergarten, first grade, or when registering for the school for the first time.

2. Admission During the School Year

- a. Each local Catholic school may admit new students at any time during the school year. However, prior to such admission, the local Catholic 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 a Catholic school is contingent upon having met all financial obligations at a 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 an 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 Pre-Kindergarten program, the child must be the appropriate age by September 1 (any other date must be stated as policy).

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

- a. The child's birth certificate
- b. The child's baptismal certificate (if Catholic)
- c. The child's immunization record (or appropriate documentation of exemptions)
- 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)

ADMISSION PROCEDURES

Queen of Peace Catholic School admission policy is supported by the following procedures.

All students shall be admitted according to:

1. Specified Admissions Schedule determined and communicated by the school administrator and pastor, in conjunction with the admission policy.
2. Date of completed application in conjunction with the admission policy.
3. Receipt of tuition fees by the registration date as defined in the admission schedule.
4. Receipt of a non-refundable registration deposit. Deposit will be applied to the following year's school tuition. Deposit amount will be defined by the school administrator and pastor.

ADMISSION SCHEDULE

The Admission Policy shall be enacted by the following schedule:

1. Kindergarten Registration – Pre-registration deposits shall be submitted to the school administration, beginning in January prior to the next school year.
2. Returning Students in grades 1st-8th – Pre-registration forms and deposits shall be completed and submitted via the school information system by the last Friday in March prior to the next school year.
3. New Students (all grades) – Applications and deposits shall be accepted on a rolling basis.
4. Once a class is filled, registration forms will be placed on a “waiting list” and will be allowed to register if a vacancy in the requested class occurs. In the event that a class has not been filled, applications from returning students and new students shall be accepted until the class has been filled.

ARRIVAL PROCEDURES – STUDENTS

Arrival is from 7:40a.m. to 8:00a.m. Students in grades PreK and Kindergarten may enter the school at Door 5 with their parents. Students in grades 1-8 may enter at Door 2 and proceed to check-in, either in the gymnasium (grades 1-4) or the homeroom classroom (grades 5-8).

Students upon entering school after the opening time *must* come to the office for a late slip before entering class. This will be recorded on the child's legal attendance record. See also the following sections in this handbook: Absences and Tardiness

ATTENDANCE

See also the following sections in this handbook: Absences and Tardiness

ATTIRE – STUDENTS

Queen of Peace strives to provide the best learning environment possible for our students. We believe our uniform 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 comply with the school uniform dress code. On special occasions, the school may designate “out of uniform” days. These may be due to a special field trip or activity such as a “dress up” day. Any dispute of a violation will be resolved by the principal.

Dress Code

Young Men:

- *Navy Blue, Red or White solid-colored “polo” sport shirt (short or long-sleeved)
- *Navy Blue Slacks with a belt
- *Solid Black Shoes

- *Navy Blue or Red fleece/sweater/sweater vest (no silk-screened or embroidered brand names or messaging bigger than 1 square inch)
- *Navy or Red Hooded sweatshirts without any logo or insignia (with exception to Queen of Peace Logo) may also be worn over the standard polo-style shirt

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 under the skirt/jumper
- *Solid Black Shoes
- *Navy Blue, White or Red fleece/sweater/sweater vest (no silk-screened or embroidered branding/messaging bigger than 1 square inch)
- *Navy or Red Hooded sweatshirts without any logo or insignia (with exception of Queen of Peace logo) may also be worn over the standard polo-style shirt

Note: Sweat Pants, legging without skirts, athletic pants are not allowed, even if they are Navy blue

BULLYING PREVENTION POLICY

Preamble

Created in the image and likeness of God, each child shares a fundamental human dignity. A 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 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 of a written, verbal, or electronic expression, or a physical act or gesture, or any combination thereof, which is objective offensive, is directed at a target, and:

- 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;
- 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 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 a 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 school official designated by the principal. In the selection of

this person, care should be taken that both a male and female school officials are 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 assistant principal.

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

The school takes all reports of bullying.

Upon receipt of a report of bullying the principal or his or her designee will investigate. 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 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/President, for volunteers who have significant contact with students.

Publication and Notice

The principal/President 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.

CLASS SIZE

Queen of Peace Catholic School prides itself on providing a quality Catholic education to the students enrolled. To continue with this type of excellence it is determined that class size generally, shall not exceed 25 students. The principal, in consultation with the pastor and school advisory board, may enroll more students if, in their judgment, substantial reasons exist for doing so. Exceeding the defined limit should maintain or enhance the quality of education provided for that class.

CODE OF BEHAVIOR AND DISCIPLINE POLICY

A Catholic school is a Christian community that thrives on love, respect, and appreciation for the dignity of all people. A firm commitment toward individual responsibility for these core values is necessary for all students in our school community. It is expected that students will obey stated school rules and regulations as well as modeled rules of courtesy and appropriate behavior. It is important that students develop and demonstrate an understanding and respect for the values reflected in the school's mission, goals and objectives.

Student Responsibilities

1. To show, by demonstrated actions, awareness and acceptance of the core values of the school.
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, good manners, and kindness as expected of a student in our school.
8. To demonstrate by personal example an understanding of the principles of peace and social justice.

The principal/President is the final recourse in all disciplinary situations and may waive any disciplinary rule at his/her 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 will be informed in advance the type of offense that warrants this 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 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

A 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.

CHILD SAFETY POLICIES

The educational and spiritual mission of Queen of Peace school can only be achieved in an environment that is healthy and safe. As a Catholic school community, it is a primary responsibility to protect and maintain the safety of each child within our school. While we also honor adult concerns, these concerns cannot supersede our commitment to child safety. Adults who work and/or volunteer at QPCS acknowledge and accept that child safety needs always take precedence over adult interests. QPCS staff are responsible for quickly and consistently communicating information to guardians regarding incidents that impact or involve their child(ren). Transparent communication between school staff and legal guardians is necessary to build and maintain trust.

Education & Training

Faculty/Staff: All faculty and staff receive training on child safety expectations through the Duluth Dioceses Safe Environment training at on-boarding (<https://www.dioceseduluth.org/Sa>). Reference to this training is included in faculty training prior to each school year.

Parents/guardians and adult volunteers: We expect adult members of our community to interact with students with the highest degree of professionalism, respect, and care. Guidelines for professionalism, respect, and care are provided in the Duluth Dioceses Safe Environment training required of all adults prior to working with students in any of our Catholic schools (<https://www.dioceseduluth.org/Sa>). It is important for all adults who anticipate engaging in volunteer activities that include contact with students to complete the Safe Environment training and notify the school office. The school office will follow-up with the Duluth Dioceses for appropriate documentation of completion of the Safe Environment training. Individuals who have not completed this training are not permitted to participate in volunteer activities that require direct contact with students, and doing so is considered a serious offense with grounds for disciplinary action. Please contact our school office for directions on how to get started with the safe environment training. Additional requirements may include defensive driving curriculum, CPR, and background checks. Records related to the completion of these training sessions will be maintained and audited by the school office.

Students: QPCSchool uses the Circle of Grace curriculum for safe environment training of the school community. This curriculum is designed to teach a culture of respect and faith that goes beyond mere protection. This program helps children, young people and communities to better understand their own sacredness, the sacredness of others, and how to seek help through their relationships with trusted adults. Classroom teachers are expected to introduce students to the curriculum near the start of the academic year and to follow-up with references to this curriculum periodically. QPCS names a Circle of Grace coordinator to ensure this is done. Parents and guardians will receive information regarding this program at the start of each school year, at the Orientation and by documents sent home with students. Parents should expect communication from classroom teachers regarding the curriculum and their role in supporting the learning goals as the curriculum is being taught in their child's classroom. The principal and the Circle of Grace coordinator work together to ensure the school discipline policy aligns with this curriculum.

School Advisory Board: School board members should receive training on the school's child safety policies and curriculum at on-boarding and review these materials annually.

Mitigation and Prevention

As a faith community, it is important to clarify the school's expectations for appropriate physical and verbal interactions. The expectations outlined below represent a code of conduct to which we expect all community members to abide. Please review these expectations with your children. Classroom teachers are responsible for providing developmentally appropriate instruction about these expectations with their students, using the Circle of Grace program terminology. We want all students to be aware of the specific physical and verbal interactions which are considered appropriate/inappropriate between individuals in the school setting.

Personal Touch Expectations:

Appropriate touching between individuals in the school setting include such things as hugs, pats on the shoulder or back, handshakes, high-fives and fist bumps and physical touching of the shoulders, arms and hands when appropriate/necessary. Communication and maintenance of personal boundaries is critical to a culture of respect. Obtaining consent prior to touching someone else is important regardless of whether the individual is a child or adult. The exceptions are cases in which the individual is threatening the safety of himself/herself, others or property. Inappropriate touching is any physical contact which goes beyond the behaviors outlined above, involves contact of a personal or sexual nature, or violates the personal boundaries of another individual. Examples of inappropriate touching include kisses; touching bottom, chest or genital areas; showing affection in isolated areas of the building; touching knees or legs; wrestling; tickling; any type of massage given by or to a child; any form of affection that is unwanted by the child or employee.

Verbal Interaction Expectations:

Appropriate verbal interaction between individuals in the school setting include such things as positive reinforcement, appropriate jokes, and encouragement and praise. Inappropriate verbal interaction includes such things as name calling, inappropriate jokes, derogatory remarks, compliments that relate to physique or body development, discussing sexual encounters, involving children in the personal problems or issues of staff, cursing, telling secrets, and harsh language that shames, belittles, humiliates or frightens someone. Also see the QPCS Bullying Prevention Policy for more information.

Adult-Student Relationships:

School employees and volunteers must be cognizant of their inherent positions of authority and influence over students. All employees and volunteers are expected to exercise prudence and professionalism in all interpersonal relationships with students. Excessive informal and social involvement with individual students is unprofessional and imprudent. Adults should employ safeguards against improper relationships with students and/or claims of such improper relationships. Adults are not to be entirely alone with a student. If one-to-one conversations need to occur, the adult and student should be visible to others, and another staff should be informed of the one-to-one interaction.

Student-Student Interactions:

Students are expected to respect the personal boundaries of other students and to engage in only appropriate physical touch and verbal interactions. Teachers and staff are expected to help communicate what is appropriate/inappropriate touching. When inappropriate touching between students does happen, teachers and staff will help both children in teaching about safe and unsafe touches, body autonomy, and take a non-punitive approach when working with both children. Teachers and staff will implement appropriate interventions in cases of harmful touches between students.

Contact Outside of Regular School Activities:

Contacts outside of regularly scheduled activities put students and staff at increased risk for real or perceived improper relationships. QOP school strongly discourages personnel from contacting students outside of regular school or parish activities. Under some circumstances, school personnel may find it beneficial to a student to spend time with him/her outside of regularly scheduled school activities. To ensure the safety of all involved, school personnel must adhere to school policies regarding adult-student relationships, and the following practices:

- All contact must be approved in writing by the principal in advance of the contact. The school personnel making the request must describe the purpose of the contact, the nature of the activity, when the contact will occur, where the contact will occur, and the names of other students and adults who will be present.
- The parent(s) of the students involved must also be notified in writing, with a copy of the notification supplied to the principal.
- School personnel are strongly discouraged at all times from spending time alone with a student.

Gift Giving:

Staff should only give gifts to children when the principal is aware of and approves the gift ahead of time. Parents/Guardians must be notified of any gift given to their child.

Supervision of Students

Ensuring the safety of students is of crucial importance at all times. The teacher or 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. All interactions between students must be supervised by adults.

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 office administrator or principal will administer First Aid and contact the parents/guardians. The supervising teacher or adult must complete the accident report.

Restrooms: Students will be instructed on which bathroom to use, and these designations will limit mixed age contact. During designated and supervised bathroom time, students may use the bathroom together as a group. Unsupervised bathroom use (e.g., excused from class with a pass) should only be permitted one student at a time.

Unused or Limited Use Areas: QPCS will designate which areas are off limits to students except when supervised.

- Unused rooms are locked.
- Classrooms, meetings rooms, and offices have windows that permit observation. These windows will remain unobstructed.
- Sanctuary, church office, church family room and other areas around Sanctuary.
- Students are prohibited from entering staff-only areas.

Child Safety Policy Violation

Violation of the child safety expectations is grounds for disciplinary action. We encourage all community members to immediately report any perceived violations of these expectations, including suspicious or boundary-crossing behavior, to the principal. We are committed to identifying and responding to boundary-crossing and boundary-violating behaviors before they have the potential to escalate. The principal is responsible for responding to all reports of inappropriate or suspicious behavior, discussing the behavior with the individuals involved, documenting feedback and steps that were taken, and developing a corrective action plan to prevent a recurrence. Depending on the nature of the suspicious or boundary-crossing behavior, the principal may choose to immediately dismiss the individual from employment or volunteer duties.

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. 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/president. The pastor/president 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/president grants a hearing, a written record of the hearing must accompany all previous documentation. The pastor/president'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.

COMPUTER USE POLICY

Any use of Queen of Peace Catholic School's computer resources, including e-mail and internet systems, by employees, volunteers, and students must be appropriate and must be in accordance with the Responsible Use Policy. All employees, volunteers, and students must review the Responsible Use Policy and sign a Receipt and Acknowledgment of the Responsible Use Policy each year. Student use of computer resources must be supervised by a teacher or other designated adult at all times.

CONFERENCES

Conferences are an excellent form of communication regarding student progress. The conference schedule determined by the school is at Midterm of the first trimester and at the close of Trimester 2. If a parent/guardian is unable to keep his or her assigned conference time, the teacher is available to reschedule a mutually convenient time within one week of the original conference.

Parents/Guardians are required to attend the 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.

DISMISSAL PROCEDURES

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

Students in grades 1-8 are dismissed according to the following:

- 3:10p.m. Bell rings and students prepare for dismissal.
Students being picked up by parents/guardians or other adults must remain with their teacher until the class reaches the designated pick-up area (5th Street). Those who walk, ride or use public transportation must leave the building at this time. Those who ride yellow buses must wait on the front landing for the bus number to be called.
Students in grades PreK and K are dismissed at 3:00. These students remain with the teacher on the front landing outside Door 2 until parents arrive.

Also see sections in this handbook: Leaving School Premises – Students; School Hours – Students, Traffic Patterns.

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 after-school program for students in grades PreK-8. The program includes time for homework and study, structured activities, as well as free play.

HEALTH RECORDS

Each fall, we request that parents complete 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.

Immunizations

Queen of Peace follows the requirements of the Minnesota School Immunization Law, (Minnesota Statutes Section 121A.15). All immunization dates are to be submitted to the school. 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, or of exemptions, must be provided before the first day of school or the child will not be allowed to attend school until this is completed. 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 nurse or the nurse's trained designee. 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 will be sent home. If a child becomes ill during the school day, the school personnel will notify the parents/guardians. It is the responsibility of the parents/guardians to arrange for the child to be picked up immediately. A release form will be signed at this time. Students must remain home until fully recovered. If a student has vomited, he or she must remain home for at least 24 hours from the last incidence of vomiting.

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:

- an estimated schedule of pesticide applications,
- the long-term health effects on children from the application of such pesticides and,
- to inform parents who request the school to notify them 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.

Wellness Policy

Queen of Peace recognizes the important connection between healthy living and a student's ability to learn effectively. The school also acknowledges that we play a vital role in student nutrition and fitness and have a responsibility to promote family health and provide a strong foundation for our children's future health and wellbeing.

It is school policy that all students must eat lunch every day.

Is it school policy that all food will only be consumed in the cafeteria area and that NO food be allowed in the classroom.

*"SnackTime" is limited to Pre-k through 1st grade

*NO SODA/POP is allowed at school.

*No Special Event snacks will be allowed (see special event program).

Special circumstances for Medical or Religious reasons may be discussed with the office and will be navigated based on each instance's requirements.

Special Event Program

Queen of Peace birthday Program will consist of a fee paid by the family for the following items supplied on your child's birthday or special event (date decided upon paying fee)

- Child will have a banner hung in their homeroom, along with colored streamers
- Each Student in their homeroom will receive a special surprise (small gift or token)
- Special child will receive a special gift
- Party hats for each student in homeroom class (for birthdays only)

IDENTIFICATION BADGES

Visitors to the school are to report to the office and receive a visitor's badge.

INCLEMENT WEATHER – (See School Closing)

1. *See the Diocese of Duluth Comprehensive School Safety Guide (2012).*
2. *The parent(s)/guardian(s) should be advised of the procedures and methods which will be followed in case school is to be canceled prior to the beginning of classes and/or emergency early dismissals.*

In the event of poor and/or dangerous weather conditions, the school usually follows the local public school district's decision on closings, late arrivals, and early dismissals. School closings are announced on the local radio stations and parents/guardians 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 our school decides to stay open when the public schools close, the decision to remain open will be broadcast on the radio.

LEAVING THE SCHOOL PREMISES - STUDENTS

If a child leaves school early for any reason, a note *must* be written in advance stating the nature of the early dismissal. Parents/Guardians 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 the 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 an area designated as 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 money should be loaded onto your students' incidental account through FACTs.

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 school community.

It is advised that students do not go outside during very cold weather. Generally, below zero temperatures and/or below zero wind chill temperatures would be considered very cold weather. Recess when there are below zero wind chill temperatures will be at the discretion of the teachers and be adjusted by the amount of time outside to achieve active and safe recess time. All necessary and appropriate gear is required for all students going out in cold weather.

Also see sections in this handbook: Lunch Program

MONEY/VALUABLES

School insurance does not cover loss of personal possessions; therefore, students and staff are advised not to bring valuables to school.

All monies are channeled through the classroom/subject area teacher to the school office. Payments of any kind should be placed in a sealed envelope marked with the child's name, grade, and purpose for the money.

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.

Also see sections in this handbook: Identification Badges; Sexual Misconduct Policy - Diocese of Duluth; Volunteers in a Catholic School in the Diocese of Duluth.

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 offense is a first or subsequent offense. For a subsequent offense, the penalty should be more severe.

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 lead teacher.
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 CLOSINGS

See also Inclement Weather.

SCHOOL PARTIES

School parties occur to remind us of the religious connection of a special day. Non-Religious holidays can be celebrated with the approval of the principal. Birthday parties are not allowed during school, but students may invite their classmates to attend parent-supervised birthday parties in the Gathering Space, directly after school. Students attending any birthday party on-site must have their own parents' permission to attend. Parties are kept modest, healthy, educational and faith-filled.

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 administered through the local public school district. 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, health services, and secondary guidance and counseling.
- **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 <https://www.isd94.org/Page/1163>, 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.

Also see sections in this handbook: Teacher Records.

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.

TRANSFER STUDENT PROBATION

All incoming transfer students are given a probation period of 6 weeks. If the student fails to comply with the school's core values, code of behavior, or academic expectations the parents/guardians will be asked to withdraw their child from the school. This will occur at a formal conference with the parents/guardians after direct help from the teacher(s), parents/guardians, and principal. It is a privilege to attend a Catholic school.

Also see sections in this handbook: Code of Behavior and Discipline Policy.

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. 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. Although the final authority on attendance areas, starting time, etc., rests with the public school board, an annual meeting would help to avoid any subsequent disputes.

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. The training must be result-oriented and must consist of both classroom instruction and practical training using a school bus (evacuation drills).

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 8th 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.

The nonpublic school administrators should contact the school district in which they are located to obtain a copy of the district's transportation policy. This policy should explain what behaviors are unacceptable and what may result in students losing their bus riding privileges. Accommodations for school bus safety training must be provided to pupils known to speak English as a second language and pupils with disabilities.

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

These procedures do not address tardiness. However, tardiness is considered part of the truancy issue. Therefore, when reporting absences, tardiness should be documented and reported. If tardiness becomes a separate issue, please contact the Director of Schools for further direction on the issue of tardiness.

Also see in this handbook: Absences and Tardiness

Elementary 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 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 Contact your County Social Services department or the County Attorney to find out how to be connected to a review team. This team meets regularly. They will request some basic information about the trancies 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.

Sample letters to parents/guardians regarding truancy are included in appendix.

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 availability of funds. To qualify for assistance, you must complete an interview with the parish pastor. Information is available from the school.

TUITION POLICY

All parishes with a Catholic school shall be responsible for the adequate financing necessary to operate a school. A process of establishing tuition and fees shall be formulated by the local parish/school. No tuition or fees shall be initiated without going through the established process and securing approval by the pastor.

1. Tuition Assistance

a. Each school should establish a tuition assistance program which will aid those families that cannot afford the established tuition rates. Special consideration should be made for Catholic families with financial hardship.

b. The process of awarding, setting financial aid limits, and determining recipients shall be determined by the local school authorities.

2. Inter-parish Support and Subsidy

a. Parishes without schools shall promote Catholic schools in general and the local Catholic school in particular by providing information to parishioners and encouraging enrollment at and support of the local Catholic school.

b. Parishes without schools are encouraged to develop and follow policies on financial support to the neighboring Catholic school where parishioner children are attending.

c. Catholic schools which enroll students from neighboring parishes without schools shall contact that parish pastor to arrange for financial support for those families sending children to the Catholic school.

WEAPONS

It is the policy of Queen of Peace Catholic School to maintain a positive, safe, secure learning and working environment. In striving to attain such an environment, the school takes the position of *no tolerance* for weapons in school. All weapons or instruments which have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized by the principal. "Weapons" mean any firearm whether loaded or unloaded; any chemical, substance, device or instrument designed as a weapon or through its use capable of threatening or producing bodily harm or death; or any device or instrument that is used to threaten, strike terror, or cause bodily harm or death. Students and non-students, including adults and visiting youths, are forbidden to knowingly or voluntarily possess, store, handle, transmit, or use any instrument that is considered a weapon or a "look-alike" weapon. This prohibition applies to all school/church owned buildings and grounds.

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.

COMPLAINTS AND GRIEVANCES – PROCEDURES FOR RESOLVING

A complaint is a problem or misunderstanding which in most instances can be resolved informally by verbal discussions between the parties and does not involve or arise out of the application, interpretation or adherence to the terms and provisions of a written employment agreement.

Procedures for Resolving Complaints

The parties to a complaint are to meet and informally discuss the problem or misunderstanding in an effort to reach an amicable resolution. In the event the parties are unable to informally resolve the problem or misunderstanding, then the following more formal procedure is to be utilized:

- a. The complaint shall be reduced to writing and submitted to the local principal within five (5) days after the verbal complaint has been discussed by the parties involved. Within ten (10) days after submission of the written complaint the local principal shall provide the parties involved with a written reply to the complaint.
- b. If the complaint is not satisfactorily resolved by the principal's reply, a copy of the written complaint shall be submitted to the Pastor within ten (10) days after the local principal has provided his/her reply to the parties. The Pastor shall provide the parties involved with a final written resolution to the complaint within ten (10) days after his receipt of a copy of the written complaint.
- c. A complaint concerning clergy shall be submitted in writing to the Bishop or his designee for final resolution.

Definition of a Grievance

A grievance is any alleged violation of the application, interpretation or adherence to the terms and provisions of a written employment contract.

Procedure for Resolving Grievances

Step 1. Before allowing differences to become formalized, every effort should be made to informally resolve a grievance by a free, open and respectful discussion between the parties involved at the local level, e.g. teacher and principal.

Step 2. If the grievance is not satisfactorily resolved in Step 1, it shall be reduced to writing and submitted to the local principal within fourteen (14) days of the event giving rise to the grievance. Within five (5) days after submission of the written grievance, the local principal shall provide the grievant with a written reply to the grievance.

Step 3. If the grievance is not resolved in Step 2, the grievance may within fourteen (14) days after the local principal has provided his/her reply appeal in writing to the Pastor/President for a private hearing on the grievance. Within fifteen (15) days after submission of the written appeal and grievance to the Pastor/President, the Pastor/President shall schedule a date for the private hearing. After consultation with the Director of Schools for the Diocese of Duluth and within thirty (30) days from the conclusion of the private hearing on the grievance, the Pastor/President shall issue his written decision resolving the grievance. The decision of the Pastor/President shall be final and binding upon the parties,

General Provisions Applicable to Complaint and Grievance Procedures

a. Any decision pursuant to the complaint or grievance procedures set forth above shall be final and binding on the parties involved if not timely appealed to the next level. Failure to respond to a complaint or grievance within specified time limits shall constitute a denial of the complaint or grievance. Failure to pursue a complaint or grievance within the specified time limits shall constitute a waiver of the complaint or grievance. Parties to a complaint or grievance may mutually agree to waive or extend the specified time limits.

b. The term “days” shall mean days other than Saturdays, Sundays, Holy Days, and legal holidays.

CONFLICT OF INTEREST

What is a conflict of interest? An actual or potential conflict of interest is when you are in a position to influence a decision or have business dealings on behalf of the school that might result in a personal gain for you or for one of your relatives.

The school has guidelines to avoid real or potential conflicts of interest. It is your duty as an employee of the school to the following guidelines about conflicts of interest. If you have questions about what constitutes conflict of interest, contact your principal.

When conducting business with another organization, you must work within the guidelines set up and controlled by the school. Business dealings with other organizations should not result in unusual gains for those companies. "Unusual gains" is defined as bribes, product bonuses, special fringe benefits, unusual price breaks, and other windfalls that will benefit the other company or an employee at the other company.

We do not automatically assume that there is a conflict of interest if you have a relationship with another company. However, if you have any influence on transactions involving purchases, contracts, or leases, you must tell the principal as soon as possible. By telling us that there is the possibility of an actual or potential conflict of interest; we can set up safeguards to protect everyone involved.

ETHICS POLICY

Queen of Peace Catholic School conducts its business fairly, impartially, in an ethical and proper manner, and in compliance with all laws and regulations. We are committed to conducting the school with integrity underlying all relationships, including those with students, families, employees, and our communities. The highest standards of ethical business conduct are required of our employees in performance of their responsibilities. Employees will not engage in conduct or activity that may raise questions as to the school’s honesty, impartiality or reputation or otherwise cause embarrassment to the school. Employees will avoid any action, whether or not specifically prohibited in the personnel policies, which might result in or reasonably be expected to create an appearance of:

- Using your position for private gain.
- Giving preferential treatment to any person or entity.
- Adversely affecting the confidence of the public in the integrity of the school.

HARASSMENT (ANTI-HARASSMENT)

Every person at the school is to be treated with fairness and respect. This includes visitors and vendors, as well as employees. Accordingly, any form of harassment based on a person’s race, color, sex, religion,

national or ethnic origin, age or disability is a violation of this policy and will be treated as a disciplinary matter.

Harassment is defined in the Diocese's Sexual Misconduct Policy and Code of Pastoral Conduct.

www.dioceseduluth.org/Vict

Reporting and investigation of allegations of harassment (sexual and otherwise) will follow the procedures found in the Diocese's Sexual Misconduct Policy and Code of Pastoral Conduct.

The school, through its principal, will promptly investigate all complaints and will make every effort to respect privacy in the handling of sensitive materials. Upon completion of a thorough investigation according to the procedures outlined in the Diocese's Sexual Misconduct Policy and Code of Pastoral Conduct, appropriate action will be taken. No retaliation will occur toward anyone bringing forth a plausible allegation of harassment. False accusations may lead to termination of employment.

All employees of the school have received copies of the Diocesan policy mentioned above.

See also Sexual Misconduct and Harassment Policy

INFORMATION TECHNOLOGY ACCEPTABLE USE POLICY

The school's intentions for publishing an Acceptable Use Policy are not to impose restrictions that are contrary to the school's established culture of openness, trust and integrity. The school is committed to protecting its employees, partners and the school from illegal or damaging actions by individuals, either knowingly or unknowingly.

This policy applies to employees, contractors, consultants, temporaries, and other workers at the school, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by the school.

Internet/Intranet/Extranet-related systems, including but not limited to computer equipment, software, operating systems, media storage, network accounts providing electronic email, internet browsing, and FTP, are the property of the school. These systems are to be used for business purposes in serving the interests of the organization and the people of the school in the course of normal operations.

Effective security is a team effort involving the participation and support of every school employee and affiliate who deal with information and/or information systems. It is the responsibility of every computer user to know these guidelines, and to conduct their activities accordingly.

The purpose of this policy is to outline the acceptable use of computer equipment at the school. Inappropriate use exposes the school to risks including virus attacks, compromise of network systems and services, and legal issues.

General Use and Ownership

While the school network administration desires to provide a reasonable level of privacy, users should be aware that the data they create on corporate systems remains the property of the school. Because of the need to protect the school network, management cannot guarantee the confidentiality of information stored on any network device belonging to the school.

Employees are responsible for exercising good judgment regarding the reasonableness of personal use. If there is any uncertainty, employees should consult their supervisor or manager.

For security and network maintenance purposes, authorized individuals within the school may monitor equipment, systems and network traffic at any time.

The school reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

Security and Proprietary Information

The user interface for information contained on Internet/Intranet/Extranet- related systems should be classified as either confidential or not confidential. Examples of confidential information include but are not limited to: sacramental records, payroll records and personnel files. Employees should take all steps to prevent unauthorized access to this information.

Keep passwords secure and do not share accounts. Authorized users are responsible for the security of their passwords and accounts.

Because information contained on portable computers is especially vulnerable to theft, special care should be exercised. Laptops should be stored in a secure location when not in use. In addition, they should not be left unattended in a public place.

Postings by employees from a school email address to newsgroups should contain a disclaimer stating opinions expressed are strictly their own and not necessarily those of the school, unless posting is in the course of the business duties.

All hosts such as personal computers or hand-held devices used by an employee that are connected to the school Internet/Intranet/Extranet, whether owned by the employee or school, shall be continually executing approved virus-scanning software with a current virus database unless overridden by departmental or group policy.

Employees must use extreme caution when opening e-mail attachments received from unknown senders, which may contain malware.

SEXUAL MISCONDUCT AND HARASSMENT POLICY

A. Sexual Misconduct and Harassment Policy

The Diocese of Duluth has a clear and explicit policy on sexual misconduct which applies to all Church personnel. The policy and the procedures accompanying it can be found in the document entitled Diocese of Duluth Sexual Misconduct Policy and Code of Pastoral Conduct.) All employees and volunteers shall receive a copy of this document and acknowledge receipt of such in writing. The policy and procedures apply to all school personnel (volunteer, part-time, etc.) and are to be followed.

1. Each local Catholic school principal shall address the issue of sexual harassment in the school's faculty handbook.
2. Each local Catholic school shall maintain a learning and working environment that is free from sexual harassment and sexual violence. It shall be a violation of this policy for any employee, volunteer or student to harass another employee, volunteer or

student through conduct or communication of a sexual nature. It shall also be a violation of this policy for any employee, volunteer or student to be sexually violent to another employee, volunteer or student.

3. All complaints or allegations, formal or informal, verbal or written, of sexual harassment or sexual violence shall be promptly investigated and, if substantiated, appropriate remedial action shall be taken by the local Catholic school.

B. Definition of Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature when:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment.
2. Submission to or rejection of the conduct or communication by an individual is used as a factor in decisions affecting that individual's employment.
3. The conduct or communication has the purpose or effect of substantially interfering with an individual's employment or creates an intimidating, hostile or offensive work environment.

The following are some examples of conduct which may constitute sexual harassment:

- Use of any offensive or demeaning terms that have a sexual connotation.
- Objectionable physical proximity or physical contact.
- Unwelcome suggestions regarding, or invitations to, social engagements or work-related social events.
- Any indication, expressed or implied, that an employee's job security, job assignment, conditions of employment, or opportunities for advancement depend, or may depend, on the granting of sexual favors to any other administrator, employee, or others.
- Any action relating to an employee's job status which is in fact affected by consideration of the granting or refusal of social or sexual favors.
- The deliberate or careless creation of an atmosphere of sexual harassment or intimidation.
- The deliberate or careless expression of jokes or remarks of a sexual nature to, or in the presence of, administrators, employees, or others who may find such jokes or remarks offensive.
- The deliberate or careless distribution of material such as cartoons, articles, pictures, etc. which have a sexual content, and which are not necessary for our work, to administrators, employees, or others who may find such materials offensive.

C. Reporting Procedure for Sexual Harassment

1. Any person who believes he or she has been the victim of sexual harassment or sexual violence **by an employee or volunteer** of the local Catholic school or who knows or has reason to know of an incident of sexual harassment or sexual

violence by a school employee shall report the alleged acts, both verbally and in writing, immediately to the local Catholic school principal or to the Director of Catholic Schools, Diocese of Duluth, 2830 East Fourth Street, Duluth, Minnesota (218-724-9111). In the case when an accusation is made against the local Catholic school principal, the verbal and written report shall be made to the canonical pastor or the Director of Catholic Schools, Diocese of Duluth, 2830 East Fourth Street, Duluth, Minnesota (218-724-9111). In the case when an accusation is made against a cleric or an ecclesiastical office holder, the report shall be made to the Vicar General or his designate. The local Catholic school principal or the director of Catholic schools, as the case may be, shall, as soon as reasonably possible, provide a written report of the incident to the Vicar General or his designate. The Vicar General or his designate shall notify the bishop of the Diocese, the Diocesan Review Board and the Independent Investigator. Refer to Sections 7 and 8 of the Sexual Misconduct Policy of the Diocese of Duluth for details concerning reporting and investigation procedures for allegations of sexual abuse or sexual harassment.

Any person who believes he or she has been the victim of sexual harassment or sexual violence **by a student** of the local Catholic school or who knows or has reason to know of an incident of sexual harassment or sexual violence **by a student** shall report the alleged acts immediately to the principal of the local Catholic school, or if the principal is not available, to the canonical pastor or president. The local Catholic school is not mandated to report student to student harassment to child protection authorities unless the harasser is a caretaker. A timely and proper investigation of student to student sexual harassment complaints is essential. A detailed investigation report documenting interviews, conclusions and recommendations should be placed in a school sexual harassment file. The local Catholic school principal will advise the complainant, the alleged student harasser and parents/guardians of the outcome of the investigation in writing, warn the student harasser in writing that he/she must not retaliate against the victim, and request that the complainant report any reoccurrence or retaliation immediately.

2. The local Catholic school will take all steps necessary to ensure that any employee, volunteer, or student who reports an incident of sexual harassment or sexual violence is not retaliated against in any way.

SMOKING AND VAPING POLICY

Queen of Peace Catholic School is a smoke-free work environment, including all buildings and grounds. Tobacco, non-tobacco products and those devices including electronic delivery systems (vaping) are prohibited from all buildings and grounds as well as school provided transportation and school activities. Disciplinary measures are determined by the principal.

Staff and Visitors

Employees who violate the smoking and vaping policy may be subject to disciplinary action, up to and including termination of employment. Visitors and volunteers must adhere to the school policy regarding tobacco products and will be asked to leave the premises.

Social Networking with Minors

Parental/guardian consent needs to be obtained when communicating by email or instant messaging with minors. Queen of Peace follows a 2-adult policy on all adult to student electronic communications: even with parental permission to communicate, any adult of our school who communicates electronically with students must include another responsible adult (e.g., parent or principal) on the communication.

ORGANIZATIONS**ADVISORY COMMITTEE ON CATHOLIC EDUCATION/SCHOOL BOARD**

Board membership is determined by the diocesan guidelines for ACCEs. The ACCE 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, president or pastor is the next step in the process. The complaint and grievance procedure is clearly stated in the Parent/Student Handbook, Faculty Handbook, and the ACCE Handbook. The ACCE is not part of the complaint or grievance procedure.

DEVELOPMENT OFFICE

The development office is responsible for the implementation of the long-range goals of the ACCE/and or School Board. Within this context, a development director helps to create publicity and public relations materials, organizes fundraising events, plans special activities, and initiates community and alumni relations. The development director works with the development committee and the volunteer development committee of the school board. The goal of the development office is to cultivate relationships among the many constituencies of the school and community in order to ensure the long-term financial security of the school.

PARENT ASSOCIATION

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

An 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.

The currently convened Future of Hope committee serves many of the functions of a Parent Association.

ADVISORY COMMITTEE ON CATHOLIC EDUCATION AND THE PASTORAL COUNCIL

The Catholic school is part of the teaching ministry of its supporting parish(es). As such, the school must be effectively integrated into the life and activities of the parish. The Advisory Committee on Catholic Education (ACCE) and the pastoral council are agencies that can help accomplish this.

The ACCE helps the school to realize its goals, which are directly related to the parish goals established by the pastoral council. The existence of the ACCE serves to enlarge the number of people in the parish concerned with the goal attainment of the school. The ACCE functions under a model consistent with that of other ACCEs throughout the diocese. This common model serves to facilitate the integration of the school not only into the parish, but also into the diocese.

The pastoral council helps to set the vision of the parish and, as part of the process, establishes goals for the parish, creates committees to realize these goals, and coordinates the many ministries of the parish. In these broad areas of responsibility, the pastoral council has significant impact on the Catholic school. This is especially true for the integration of school goals into the broader goals of the parish.

The school has a responsibility to keep the pastoral council informed about the goals, successes, programs, problems, plans, etc. of the school. The pastor, principal/president, and ACCE chairperson decide on how this is to be accomplished. The quality of communication between the school and the pastoral council is directly related to the extent of integration of the school into the life of the parish.

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.

Student Council elections are held once a year, in October.

RELATIONSHIPS BEYOND THE SCHOOL FAITH COMMUNITY

The 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

The 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.

Every town has a wealth of available history, artistry, and information in its structures, natural surroundings, wildlife, and citizenry. The involvement of the school with the community 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.

This section of the handbook should list institutions, names of contact personnel, etc., to facilitate the teacher's use of local resources for education.

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 and Adult Ministry 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.

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: <https://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.mncc.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 2022-2023 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