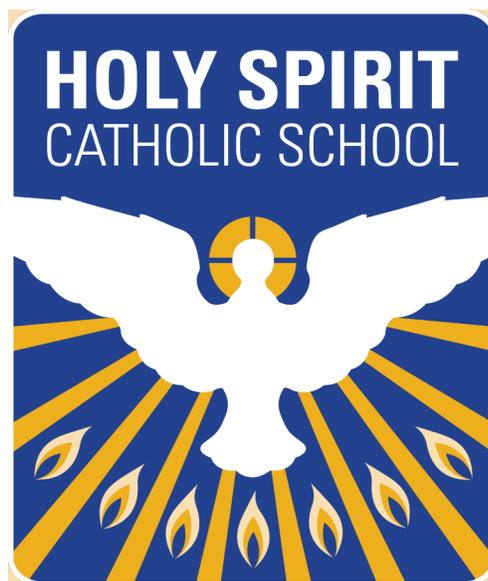


**HOLY SPIRIT CATHOLIC SCHOOL  
PARENT/STUDENT HANDBOOK  
2022–2023**





## History

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

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

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

During all of these years, Holy Spirit School has maintained a high level of academic excellence, from the days of thick black pencils to the current state-of-the-art computer technology linking all students, faculty, and staff to each other and to cyberspace. Today, Holy Spirit graduates leave highly prepared for any of the secondary schools of their choice. These graduates number more than 3,700 talented men and women who grace families, neighborhoods, churches, professions, and workplaces across the country.

## Mission Statements

### Parish

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

### School

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

*(Adopted May 1996)*

## Overview of the School

### School Accreditation

The Minnesota Non-Public School Accrediting Association accredits Holy Spirit every seven years. Annual reports are submitted to this agency in order to meet Association standards.

### Curriculum\*

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

### Religion/Religious Studies

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

## **Language Arts**

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

## **Mathematics**

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

## **Science**

At Holy Spirit, we believe the study of science should prepare our students for the future by applying science to everyday life. The science curriculum is grounded in an understanding of multiple intelligences and cooperative learning, influencing the way lessons are designed. Our students are taught that they have a responsibility to make decisions that make the earth a better place to live. Our goal is to make students knowledgeable of current scientific and technological advances in our rapidly changing world.

## **Social Studies**

We believe that social studies is the integrated study of history, geography, government, and cultures to develop informed citizens of a culturally diverse society in an interdependent world. We believe that reading, writing, observing, debating, role playing, and creating are integral parts of a systematic curriculum, one that includes a rich mix of original sources, literature, research, media, artifacts, maps, and other "hands on" materials. We believe that the Holy Spirit social studies curriculum helps our students develop the ability to make reasoned decisions for the common good and to be citizens of service to their community.

## **Art**

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

## **Music**

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

## **Physical Education**

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

## **Personal Safety**

Holy Spirit Parish and school partners with parents and families in creating safe and sacred places for children and young people. Parents and guardians, along with their children, deserve respect, clear communication, and opportunities that build a trusting relationship between families and local leaders in these efforts. To achieve these goals, Holy Spirit, in partnership with the Archdiocese of St. Paul and Minneapolis, implements a variety of programs and procedures to insure the safety of all. These include:

- Orientation to the Protection of Children and Youth Initiative for new employees and volunteers who work directly with children and youth.
- Background checks completed on staff and volunteers.
- Code of Conduct reviewed and signed by staff and volunteers.
- Components added to the school curriculum that teach children skills that will help them be safe from dangerous or abusive situations and will help them develop the skills to ask for help when it is needed.

## **Instruction**

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

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

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

### **Differentiated Instruction**

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

### **Interdisciplinary Instruction**

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

### **Learning Specialist**

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

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

The learning specialist also works collaboratively with teaching staff to:

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

### **Standardized Testing**

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

Students in K–2 are assessed using the AimsWebPlus assessment. Kindergarten is assessed in the winter and spring; Grade 1–2 students are assessed in the fall, winter and spring.

## **Instructional Resources**

### **Library**

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

### **Field Trips**

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

### **Technology**

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

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

### **Addressing Special Learning Needs**

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

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

### **Art Adventure**

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

## **School Ministry Worship**

### **Prayer**

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

### **Liturgies**

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

### **Parish Worship**

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

### **All-School Worship**

All-school liturgies celebrate major events in the Church's liturgical year and the liturgical seasons. Teachers and students plan all-school liturgies. Staff works to plan these liturgies, in cooperation with the children. Parents are welcome to join us for all school liturgies

### **Grade Level Worship**

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

- When school is not in session
- When all-school liturgies are scheduled; or
- When Father Nathan is unavailable.

### **Sacramental Preparation**

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

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

### **Reconciliation**

The Church asks that children be taught about the sacrament of Reconciliation around the age of seven or before celebrating First Eucharist.

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

### **Eucharist**

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

### **Confirmation**

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

## **Policies and Procedures**

### **Admission**

#### Nondiscrimination

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

#### Admissions Procedure

Families wishing to enroll their child(ren) at Holy Spirit complete a school application form, including a release of records form. Parents meet with the principal and the prospective student(s) visits Holy Spirit for a half to a full day. The decision of whether to enroll is based on teacher observations, review of school records and consultation with

parent. If admitted, the parent completes the admissions process (i.e. registration form, fee, tuition agreement, etc.)

Once accepted, parents sign a continuous enrollment form, which indicates that their children will be continuously enrolled unless Holy Spirit is notified.

#### Kindergarten Entrance and Screening

Students entering kindergarten must be five years of age by Sept. 1. Students must participate in Early Childhood Screening. Students living in St. Paul can call (651) 293-5427 for an appointment. Students living outside St. Paul must contact their local public school district.

#### Class Size

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

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

#### Homework

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

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

Characteristics of productive homework assignments include:

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

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

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

#### Pupil Progress and Conferences

Progress reports will be issued every 10-12 weeks for grades K–8. If very low grades are to be given on report cards, parents will be notified at midterm about their child’s performance.

Regular conferences for K–5 students are held at the end of the first and second trimesters. Conferences for middle school students are held midway through the first and second trimesters.

#### Grading Philosophy and Grades

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

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

### Interpretation

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

The following is a summary of the grading rubric:

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

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

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

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

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

### Promotion and Retention

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

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

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

### Right to Student Records

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

## **Communications**

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

The types of communication include:

- Parent-teacher conferences
- Student-parent-teacher conferences

- Student-teacher conferences
- Written evaluation

We encourage parents not to wait until conference time if they have a concern about their child that needs immediate attention. Parents may email teachers at any time.

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

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

### **Email Newsletter**

Holy Spirit's email newsletter is sent on Thursdays. Parents without email access can request that a paper copy be sent home in the Thursday envelope. It is the parent/guardian's responsibility to read this important communication.

### **Sensitive Material Policy**

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

### **Complaints**

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

*(Holy Spirit Policy, Revised March 1989)*

*(Reviewed by the School Ministry Commission, 2000)*

## **Attendance**

### **Schedule**

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

Grade	Assemble	Classes Start
Grades K-8	8 a.m.	8:10 a.m.
½ day K	8 a.m.	8:10 a.m.
Preschool	9 a.m.	9 a.m.

### **Tardiness**

It is a reasonable expectation that in order for learning to exist, each student must arrive to school on time. Students who are tardy excessively from the instructional program will fall behind in academic achievement. A student who is tardy to school, not only places his/her own learning in jeopardy, but also interrupts the learning of other students. Students are considered tardy if they are not in their classroom by 8:10 a.m.

Excused Tardy includes: medical appointments, illness, or family emergencies. Unexcused Tardy includes: oversleeping, car/traffic problems, etc. The following steps will be followed should students have unexcused tardies.

<b># of Unexcused Tardies</b>	<b>Consequences</b>
5	Contact home by homeroom teacher/advisor
10	Considered a chronic problem/phone call from principal or assistant principal to schedule a conference
15	Letter from principal/conference scheduled/contract established

### **Absences**

Parents must report their child's absence by call the attendance line at (651) 370-7390. The office will contact parents who have not reported a student's absence. Students are expected to adhere to the following policies:

- No student may leave the school grounds during the day without permission from a school authority and a parent.
- For any absence, all work is expected to be made up by the student over a reasonable period of time that is determined by the teacher.

Excused Absence includes: illness of student, illness of an immediate family member, doctor appointment, death in the family, special events, etc.

### **Excessive Absences**

Because our primary concern is the welfare of the child we regard excessive absences a serious problem.

Excessive absences are defined as 5 or more absences during a grading period. When this occurs:

- The principal or assistance principal will contact the parents. If determined appropriate a conference with the parent, homeroom teacher/advisor, and administrator will be scheduled.
- If the pattern of excessive absences persists, an attendance contract will be required.

### **Truancy**

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

A single truancy violation will result in at least the following:

- The parents will be required to participate in a conference with the principal and homeroom teacher before the child will be readmitted to school.
- The child may be placed on in-school suspension for at least the length of the truancy violation. The purpose of this suspension is to make up lost class work.
- The child may be required to participate in weekly counseling.
- The parents will need to participate in at least monthly consultation with the principal and/or homeroom teacher about the student's progress.
- A second truancy violation will result in more serious sanctions, up to and including expulsion from school.  
*\*Please note that the State of Minnesota holds the parents of repeatedly truant children liable to investigation and prosecution for neglect.*

### **Student Personal Convenience Days**

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

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

will be given to the student upon return with all work due within one week.

### **Visitors**

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

### **Classroom Observation**

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

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

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

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

## **Uniforms**

In keeping with a long tradition within Catholic education, Holy Spirit students are expected to wear uniforms on all days when school is in session. Exceptions (out-of-uniform days) will be announced in the weekly newsletter. Uniforms lend dignity and discipline to the process of education and identify Holy Spirit as a school community.

Official uniforms are available at Donald's Department Store (located at 972 Payne Avenue in St. Paul) or [landsend.com](http://landsend.com).

### **General Uniform Expectations**

- At all times, students are expected to be neat, clean and well groomed, with uniforms in good repair
- Students are expected to be in complete uniform daily
- Skirts and shorts are to be at an appropriate length (no more than 3" above the knee).
- Students are to wear solid white or navy blue t-shirts under uniform shirts.
- When a sweater, fleece, or sweatshirt is worn, a regular uniform shirt must be worn underneath.
- In case of an emergency, when a student must unavoidably be out of uniform, the school expects that the student will dress appropriately with a note sent to their teacher explaining the circumstances.
- Walking shorts are allowed from the beginning of school through fall break (mid-October) and from May 1st until the end of the school year.

### **Girls Kindergarten through Fourth Grade**

- Blue plaid low-waisted jumper or navy pants/walking shorts (corduroy or twill)
- Black or brown belt with pants (optional)
- Light blue cotton blouse or knit polo shirt, tucked in at all times
- Plain navy blue, white, or Holy Spirit anklets, knee-highs, tights, or leggings underneath jumpers only
- Plain navy blue sweater/vest, Holy Spirit navy blue sweatshirt, or navy blue fleece apparel with the official Holy Spirit logo
- Athletic shoes that cover the entire foot

### **Girls in Fifth through Eighth Grade**

- Blue plaid A-line skirt or pleated skirt; navy pants/walking shorts (corduroy or twill)  
\*\*Fifth grade girls have the OPTION of a jumper or skirt
- Black or brown belt with pants (optional)
- Light blue oxford shirt tucked in at all times or light blue banded bottom shirt
- Plain navy blue, white, or Holy Spirit anklets, knee-highs, tights, or leggings underneath jumper/skirt only
- Plain navy blue sweater/vest, Holy Spirit navy blue sweatshirt, or navy blue fleece apparel with the logo

- Athletic shoes that cover the entire foot

### **Boys in Kindergarten through Fifth Grade**

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

### **Boys in Sixth through Eighth Grade**

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

### **Consequences**

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

### **General Appearance**

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

- Hair - We ask that students' hair be neatly combed and styled and of appropriate length. Eyes must be visible at all times. Hair color must be limited to colors that are naturally grown; extreme hairstyles will not be permitted.
- Beards/mustaches - Young men with facial hair are to come to school and school events clean shaven.
- Body piercings and markings - Believing in the dignity of the human body, we ask that students do not have body parts (other than ears) pierced and/or marked.

### **Out-of-Uniform Pass Days**

- During the year, students will have opportunities to earn out-of-uniform passes. On these days, appropriate and modest apparel is to be worn.
- Athletic wear is acceptable
- Footwear MUST cover the entire foot
- Leggings are only allowed under a skirt, dress, or long shirt
- Accessories (hats, etc.) are not allowed unless specified
- All pants/shorts must be worn at the waist without holes or tears and be of appropriate length
- Sweatshirts or t-shirts must have school appropriate messages
- No sleeveless or midriff tops

### **Wednesday Out-of-Uniform Days**

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

### **Physical Education Uniform**

#### Shoes

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

#### Middle School (Grades 6–8)

- Students must wear a T-shirt (appropriate prints, pictures, or monograms are accepted) to PE class.
- Students are expected to use deodorant and change into a uniform shirt after class. This is a matter of hygiene.

## **Guidance/Discipline Philosophy**

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

*I give you a new commandment: love one another.  
Such as my love has been for you, so must your love be for each other.  
This is how all will know you as my disciples: your love for one another.  
- John 13:34-35*

At Holy Spirit our membership in community unites each of us into the Body of Christ. That means that one person's problem is everyone's problem, and one person's victory is everyone's victory.

As an educational and formational community, we believe that discipline helps develop self-control and character and that effective learning and discipline occurs within a community that provides:

### **Caring Relationships**

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

### **Balance**

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

### **Positive Role Models**

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

### **Recognition and Reinforcement of Positive Behavior**

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

### **Guidance/Discipline Team**

Holy Spirit utilizes a guidance/discipline team model to resolve issues that arise with students. This team is made up of the principal, assistant principal, and teacher representatives from each level (primary, intermediate and middle school) and in serious cases the pastor. This team will monitor student behavior, work with students and parents to monitor and modify behavior, exercise appropriate professional judgment, and determine appropriate strategies and consequences.

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

## **Holy Spirit Code of Conduct**

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

### **1. Show respect for self, others, and Holy Spirit School**

- Recognize the infinite worth of all people as created in the image of God
- Treat each person fairly
- Respect different talents and points of view
- Be sensitive, kind and courteous to others
- Listen carefully to others

- Respond with respect and appropriate language to all faculty, staff, fellow students, and visitors
  - Work up to one's God given potential
- 2. Show respect for places and things.**
    - Respect the natural environment as a gift from God
    - Respect the property of others
    - Respect Holy Spirit buildings, grounds, equipment, and supplies
    - Respect the Church of the Holy Spirit as a holy place
  - 3. Use strengths and talents appropriately to enrich and serve our school community and the world.**
    - Help others
    - Work and play cooperatively with others
    - Work with others to care for our physical environment
    - Use gifts and talents for the benefit of others
  - 4. Demonstrate integrity**
    - Do what is right according to the teachings of Christ
    - Encourage others to do what is right according to the teachings of Christ
    - Stand up to negative pressure
    - Practice and promote honesty in schoolwork and in relationships
    - Work hard and persevere
    - Admit mistakes
    - Fulfill commitments
  - 5. Develop decision making skills**
    - Think before acting
    - Think about the consequences of actions beforehand
    - Practice self-control
    - Realize how decisions affect others
    - Accept responsibility for one's choices
  - 6. Resolve conflict peacefully.**
    - Treat others as we want to be treated
    - Accept responsibility for one's actions and behaviors
    - Refuse to judge others
    - Assume the best of others
    - Solve disagreements by talking, listening carefully, and compromising
    - Avoid physical and verbal aggression
    - Work toward fair solutions to conflicts
    - Communicate honestly with others

### **Community Rights and Responsibilities**

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

#### Student Rights

I have the right to:

- be treated with respect and compassion. This means no one should laugh at me or intentionally hurt my feelings.
- be myself. This means no one should treat me unfairly because of my weight, gender, appearance, height, ancestry, beliefs, disability, etc.
- be safe. This means no one should: hit me, kick me, push me, pinch me, threaten me, hurt me, etc.
- expect my property will be safe.
- show pride in my appearance.
- have quiet times to learn and study.

- learn without disruptions from others.
- respectfully express feelings, opinions and ideas.
- know what is expected of me at all times and in every area of the school.

### Student Responsibilities

I have the responsibility to:

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

### Parent Rights

I have the right to:

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

### Parent Responsibilities

I have the responsibility to:

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

### Teacher Rights

I have the right to:

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

### Teacher Responsibilities

I have the responsibility to:

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

### Volunteer Rights

I have the right to:

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

### Volunteer Responsibilities

I have the responsibility to:

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

### **Discipline/Guidance Procedures**

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

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

Staff uses a system to remind students of expectations. There are two forms of reminder slips. The stop and think slip serves as a reminder to students about expected behavior. The blue ribbon slip is used to acknowledge positive behavior that goes “above and beyond. The stop and think slips are also a way of tracking behavior to determine whether there are patterns of behavior that need to be addressed.

Special Note for Middle School Students: After receiving 7 stop and think slips (throughout any time frame) the student and advisor will meet with the principal to review the tickets and determine a plan for moving forward.

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

### **Bullying Policy**

Created in the image and likeness of God, each child shares a fundamental human dignity. Holy Spirit school provides an environment dedicated to protecting and fostering the development of that dignity. Holy Spirit helps children learn how to exercise their God-given freedom responsibly. As bearers of the divine image, members of Holy Spirit School deserve care and respect from all. Bullying and Retaliation are not tolerated. This policy serves as a guide for when expectations of respect are not met, and for when reconciliation and restitution are needed.

### Level I – Actions Disruptive to Learning

Examples include but are not limited to: general disrespect, inappropriate language, tardiness, missed assignments, dress code violations. \*School service – 20-30 minutes of service before or after school.

### **Recommended Consequences**

	1st	2nd	3rd
Grades K–2	Handled by teacher	Discussed by parent & teacher	Parent Contact With parents, strategies for correction are determined.
Grades 3–5	Conversation with student Reinforcement of expected behavior	Teacher/Staff warning Appropriate teacher-designed consequences Parent contact when appropriate	Parent Contact Strategies for correction are outlined
Grades 6–8	Conversation with student Reinforcement of expected behavior Warning	Conversation with student Warning Parent contact when appropriate	Parent Contact With parents, strategies for correction are determined. School service*

Level II – Actions Disrespectful of Self, School, Students, Teachers, Staff and Others.

Examples include but are not limited to: destruction of personal property, cheating\*, lying, defiance, put-downs of self and others. \*See enclosed Academic Integrity Policy for more information.

**Recommended Consequences**

	1st	2nd	3rd
Grades K–2	Conversation with student Reinforcement of expected behavior Parent contact when appropriate Option of removal from the situation	Parent Contact Option for removal from the situation	Option for removal from the situation Conference with parent and child Strategies for correction are outlined
Grades 3–5	Conversation with student Reinforcement of expected behavior Parent contact when appropriate Option of removal from situation	Parent Contact Option of removal from the situation.	Referral to Discipline Team. Strategies for correction are outlined and may include: school service and/or loss of privileges.
Grades 6–8	Conversation with student Reinforcement of expected behavior Parent contact when appropriate. School service/restitution	Parent Contact School service/restitution	Option of referral to discipline team for further action Parent contact Strategies for correction which may include: school service/restitution.

Level III – Actions that are Harmful

Examples include but are not limited to: gossiping, theft, demeaning language, profanity, obscene gestures, physical or verbal intimidation, physical or verbal aggression.

**Recommended Consequences**

	1st	2nd	3rd
Grades K–2	Conversation with student Reinforcement of expected behavior Parent contact Option for removal from situation	Discipline team referral Parent contact Removal from situation Option for behavior plan	Parent contact Discipline team referral with option of ½ to a full day in-school suspension Behavior Contract
Grades 3–5	Discipline team referral Parent contact	Discipline team referral Parent contact 1 day in-school suspension Pastor contact	Discipline team referral Out of school suspension Pastor contact Behavior contract
Grades 6–8	Parent Contact Option for office referral (Physical aggression – removal from population)	Discipline team referral 1-day in-school suspension Pastor contact	Discipline team referral Out of school suspension Pastor contact Behavior contract

Level IV – Actions that are Intentionally Destructive (Physically or Emotionally)

Examples include but are not limited to: bullying, racial/ethnic/sexual harassment, fighting, and threat of assault, vandalism, and extortion.

**Recommended Consequences**

	1st	2nd	3rd
Grades K–2	Discipline team referral Removal from classroom Parent contact Pastor contact	Discipline team referral ½ to full day in- or out of school suspension Parent & pastor contact	Discipline team referral Out of school suspension Pastor contact Behavior contract
Grades 3–8	Discipline team referral 1-2 day in-school suspension Parent & pastor contact	Discipline team referral In or out of school suspension Parent & pastor contact Behavior contract	Consequences as outlined in the behavior contract – up to and including expulsion

### Level V – Actions Resulting in Immediate Suspension

Examples include but are not limited to: possession of weapons, bomb threats, use of illegal substances including alcohol & tobacco, repeated fighting.

A parent conference with the discipline team will be required in order for a student to be reinstated in school.

### **Recommended Consequences**

Knowingly creating a false emergency	1 day out-of-school suspension
Severe fighting/physical aggression	1-2 days out-of-school suspension & possible police referral
Possession or use of weapon	Police referral & possible expulsion
Bomb Threat	1-3 days out-of school suspension or expulsion and police referral
Possession/use of tobacco products	1-3 days out-of-school suspension
Major theft (over \$25)	1 day out-of school suspension & Police Referral
Possession/use of illegal substances	1-3 day out-of-school suspension plus police referral and substance abuse assessment
Arson	1-3 day suspension plus police/fire referral

### **Definitions**

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 that is objectively offensive, is directed at a targeted student and that:

- Causes physical harm or emotional harm that results in clearly identifiable physical symptoms or places the targeted individual in reasonable fear of such harm;
- Causes damage to the targeted individual's property;
- Places the targeted individual in reasonable fear of harm to him/herself, or of damage to his/her property;
- Creates a hostile environment at school
- Infringes on the rights of the targeted individual, including defamation and invasion of privacy or
- Materially and substantially disrupts the education process or the orderly operation of the school.

Cyber bullying means bullying through the use of technology, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature, including a post or a social network, 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 has reliable information about bullying.

School Grounds means 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, instruction, or training.

Staff includes, but is not limited to, educators, faculty, administrators, counselors, school nurses, cafeteria workers, custodians, coaches, and support staff.

Target is a student against whom bullying or retaliation has been perpetrated.

### **Prohibition Against Bullying and Retaliation**

Holy Spirit School prohibits bullying in all forms. Bullying, including cyber-bullying is prohibited:

- On grounds owned, leased or used by Holy Spirit School;
- At any school-sponsored or school-related activity, function or program whether on or off school grounds;
- On a school bus or any other vehicle used by Holy Spirit School; or

- Through the use of technology or an electronic device owned, leased or used by Holy Spirit School
- Bullying is also prohibited at a location, activity, function or program that is not school-related. Similarly, the use of technology or an electronic device that is not owned, leased or used by a school to commit an act of acts of bullying that materially and substantially disrupt the education process or the orderly operation of a school is prohibited.

### **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. Any 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 directly to the Principal. Anyone with general questions or concerns about bullying or the school's policy should address those questions/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 Holy Spirit's discipline policy.

### **Retaliation**

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

### **Response and Investigation**

Holy Spirit School takes seriously all reports of bullying.

Upon receipt of a report of bullying the Principal or her designee will conduct an investigation. The investigation will begin within three school days of the report of bullying.

- Holy Spirit 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 will be subject to discipline in accordance with the Holy Spirit School discipline policy.

Holy Spirit School retains the sole discretion to determine whether bullying has occurred and what the response should be.

Depending on the circumstances, Holy Spirit's response could include:

- Taking appropriate disciplinary and remedial action;
- Notifying the parents or guardians of the aggressor;
- Notifying the parents or guardians of the targeted individual, the aggressor, and any other affected persons about available community resources.

### **Student Harassment Policy**

Harassment in any form by a student at Holy Spirit constitutes unacceptable behavior and is in direct violation of school policy. All of our students are discouraged from engaging in such behavior at school and will be subject to appropriate disciplinary action, as stated in our Guidance and Discipline Policy, up to and including expulsion.

This policy will be reviewed with staff annually with training provided to staff and students on a rotating annual basis. To constitute harassment, a pattern of behavior may do any of the following:

- Place a student in reasonable fear of harm to his or her person, or damage to his or her property.
- Have the effect of substantially interfering with the educational performance, opportunities, or has detrimental effects on an individual's mental health.

- Have the effect of substantially disrupting or interfering with the orderly operation of the school.
- Have the effect of creating a hostile environment in the school, on school property, or at a school-sponsored event/activity.
- Have the effect of being sufficiently severe, persistent, or pervasive enough to create an intimidating, threatening, or abusive educational environment for a student.

If harassment occurs or is suspected the following protocol is most helpful to assist Holy Spirit staff in bringing the situation to resolution.

- Contacting the child’s teacher and school administration.
- If staff member observes or becomes aware of harassment, they will immediately notify administration.
- Having the child write down (or writing down for the child) as much specific information as possible: such as when did it occur, what specifically took place, where did it take place, and who may have witnessed it. If there were multiple occurrences providing at least general information about the timeline etc. is helpful.
- Forward this information to the child’s teacher and school administration.
- Administration will advise parents on how the matter will be investigated and what to expect by way of action steps.
- Administration will also work with parents of the harassed student and the student him/herself to develop an immediate plan to make sure that the student is/feels safe.

Harassment can be physical, verbal, online or any combination thereof. Below are listed generally accepted categories of harassment.

**Procedures for Responding to Harassment**

General Harassment	Persistent, offensive, abusive, intimidating, malicious, or insulting behavior directed at another. An abuse of power or authority that attempts to undermine an individual or group. These behaviors may include: spreading rumors, insulting another, ridiculing, blatant exclusion, or threats.
Sexual Harassment	Sexually motivated touching and other physical contacts; sexually derogatory statements, gestures, noises, movement and verbal sexual advances; unwelcome sexual advances and other verbal or physical contact of a sexual nature.
Racial Harassment	A student or group’s verbal or physical conduct relating to the color or race of another student or group that is hostile, offensive, degrading, or exploitive.
Harassment Based on National Origin	A student or group’s verbal or physical conduct relating to the national origin of another student or group that is hostile, offensive, degrading, or exploitive.
Disability Harassment	Hostile, derogatory or offensive verbal or physical conduct relating to the disability of a student or group. It includes such actions as tampering or interfering with assistive devices used by a student or group to overcome the effects of a disability.
Gender Identity Harassment	Offensive, degrading comments made regarding a student’s gender identity or use of gender offensive terms to describe an individual.

Any student who believes he or she has been the victim of harassment or violence by a student or an employee of Holy Spirit is encouraged to report the alleged acts immediately to the teacher, principal, parent or other safe adult.

A timely and proper investigation of student-to-student harassment complaints is essential. A harassment investigation and procedure will follow; using one of two procedures outlined below at the discretion of the administration of Holy Spirit and in consultation with the harassed student and his/her parents. There is nothing in this policy that prohibits or discourages a parent from accessing other resources.

**Consequences/Supports**

Procedure One	<ol style="list-style-type: none"> <li>1. A detailed investigation report documenting interviews, conclusions, and recommendations for disciplinary action, will be placed in a harassment file.</li> <li>2. The administration will advise the complainant, alleged harasser and the parents of the outcome of the investigation verbally and in writing. The administration will warn the harasser verbally and in writing that s/he must not retaliate against the victim. The administration will encourage the complainant to report occurrences of retaliation and will actively monitor the situation.</li> </ol>
Procedure Two	<ol style="list-style-type: none"> <li>1. A detailed written investigation report documenting the conclusion and recommendations for disciplinary action along with a letter to the harasser (from the complainant) will be placed in a harassment file. The letter will be dated and include; <ol style="list-style-type: none"> <li>a. Factual account of what happened, including date(s), place(s) people present, and description of incident(s)</li> <li>b. Description of how complainant felt about the incident(s)</li> <li>c. What the complainant wants to happen next.</li> </ol> </li> <li>2. The administration will advise the complainant, alleged harasser, and parents of the outcome of the investigation verbally and/or in writing. The administration will warn the harasser verbally and in writing that s/he must not retaliate against the victim. The administration will encourage the complainant to report occurrences of retaliation and monitor the situation. Acts of retaliation against any student who has reported a violation of this policy is prohibited. And are themselves a violation of this policy. Any confirmed acts of retaliation will be subject to disciplinary sanctions.</li> </ol>
Rationale for Procedure Two – Writing a Letter	<ol style="list-style-type: none"> <li>1. Helps the victim gain a sense of control over the situation.</li> <li>2. Breaks a pattern of silence the victim may have kept out of fear of retaliation and/or disbelief.</li> <li>3. Maintain confidentiality from the broader community.</li> <li>4. Provides harasser with information about the way their behavior is being interpreted by another individual.</li> <li>5. Suggests that the victim is willing to take action to stop the harassment.</li> </ol>

Consequences for the student who is accused of harassment are determined on a case-by-case basis by the administration in consultation with the pastor and Discipline Committee. Consequences for the individual who has demonstrated harassing behavior include but are not limited to:

- Participation in restorative practices.
- Participation in counseling or therapy services.
- Development and implementation of a behavior contract
- Loss of school privileges
- In-school suspension
- Out-of-school suspension
- Expulsion

Supports are put in place to ensure the safety of the student who has experienced harassment. There may include, but are not limited to:

- Development of a plan to ensure safety
- Ensuring separation of students
- Regular check-in opportunities with a trusted adult
- The availability of counseling services
- Other supports determined to be appropriate by the individual(s) involved and in line with school policies and practices.

**Academic Integrity Policy**

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

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

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

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

### **Consequences**

Students who have been found to cheat will receive a "0" for the assignment/test/quiz/project. The teacher will also notify the student's parent(s). It is left to the discretion of the individual teacher as to whether the student may complete any related work to supplement his/her grade.

In addition, the following procedure will be followed:

- The teacher involved will check the student's file for previous infractions.
- The teacher will place written documentation of the incident in the student's school file.
- If previous infractions are noted in the file, the teacher will report the presence of a pattern to the principal.
- The principal will contact the parent, and any additional consequences will be determined.
- At the end of the eighth grade, a single infraction documentation will be removed from the student's file.

More than one documented infraction will remain part of the student's permanent record.

### **Chemicals**

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

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

### **Weapons**

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

### **Safety of All Students/Staff**

In order to insure the safety of all students and staff, Holy Spirit reserves the right to search desks, lockers and anything brought onto school property

## Holy Spirit Acceptable Use Policy

### Technology Philosophy

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

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

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

Use of Technology	Students are Responsible to:
Respect and protect the privacy of others	<ul style="list-style-type: none"> <li>• Use only assigned accounts</li> <li>• Not view, use or copy passwords, data, or networks to which they are not authorized.</li> <li>• Not distribute private information about others or themselves</li> </ul>
Respect and protect the integrity, availability, and security of all electronic resources	<ul style="list-style-type: none"> <li>• Observe all network security practices</li> <li>• Report security risks or violations to a teacher.</li> <li>• Not destroy or damage data, networks, or other resources that do not belong to them</li> </ul>
Respect and protect the intellectual property of others	<ul style="list-style-type: none"> <li>• Not infringe copyrights (no making illegal copies of music, games or movies).</li> <li>• No plagiarism</li> </ul>
Respect and practice the principles of a Catholic Community	<ul style="list-style-type: none"> <li>• Communicate only in ways that are kind and respectful.</li> <li>• Report threatening or discomfoting materials to a teacher.</li> <li>• Not intentionally access, transmit, copy or create materials that violate the school's code of conduct (such as photos or messages that are pornographic, threatening, rude, discriminatory, or meant to harass).</li> <li>• Not intentionally access, transmit, copy or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).</li> <li>• Not use the resources to further other acts that are criminal or violate the Holy Spirit's code of conduct.</li> <li>• Not send spam, chain letters, or other mass unsolicited mailings.</li> </ul>
Consequences	<ul style="list-style-type: none"> <li>• Violations will result in the loss of privileges</li> <li>• When applicable, law enforcement agencies may be involved</li> </ul>

### Student Use of Cellular Phones, Imaging Devices and Other Personal Electronic Devices

Technology is a wonderful resource that can enhance learning immensely. It can also be a serious distraction to the learning process and a challenging communication device for students to manage. We encourage parents to think carefully before giving their child a device, and when you decide to do so we hope that you take time to make sure your child knows the implications of its use.

#### I. PURPOSE

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which students may possess, especially including but not limited to smart phones, tablets, and smart watches. Gaming devices are not allowed.

#### II. GENERAL STATEMENT OF POLICY

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

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

#### **IV. STANDARDS FOR RESPONSIBLE USE AT SCHOOL OR SCHOOL ACTIVITIES**

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

- A. Respect for the educational environment
  - i. Cell phones are to be turned off while in the building and must be turned in to the student's homeroom teacher or advisor at the beginning of the school day. They will be returned to students at the end of the school day. Students who wear Apple Watches or similar devices will remove them prior to any assessment.
  - ii. Personal devices may be used in the classroom with the permission of the Principal when its use is part of an accommodation plan.
  - iii. Personal electric devices may not be used during either indoor or outdoor recess times.
- B. Respect for privacy rights:
  - i. At school-sponsored activities, students are expected to use devices in a respectful manner that is in line with the Holy Spirit Code of Conduct and in compliance with school policies.
  - ii. Use of cellular phones or other personal devices is strictly prohibited in restrooms.
- C. Assuring academic integrity: Students shall not use any electronic device in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.
- D. Compliance with Other School Policies: Use of cellular phones or other personal electronic devices must not violate any other School policies, including those regarding student privacy, copyright, cheating, plagiarism, civility, student code of conduct, electronic technologies acceptable use, or harassment. If a violation occurs involving more than one school policy, consequences for each policy will apply.

#### **IV. VIOLATIONS OF THIS POLICY**

- A. **First Infraction:** A staff member shall direct the student to turn off the device. The staff member will then turn the device in to the school office. The device will be returned to the student at the end of the day.
- B. **Second Infraction:** The second infraction shall result in removal of the device, which is to be turned in to the school office. The parent or guardian will be notified. This infraction may result in restricted use of electronic devices at school for a period not to exceed 45 school days. The student's parent is responsible for picking the device up at the end of the day.
- C. **Third Infraction:** The third infraction shall result in removal of the device, which is to be turned in to the school office. The parent or guardian will be notified. This infraction will result in restricted use of electronic devices at school for a period of at least 45 school days. The student's parent is responsible for picking the device up at the end of the day.
- D. **Repeated or Severe Infraction:** Any violation of this policy may also, at the principal's discretion, result in additional disciplinary action.

### **Health**

#### **Immunization Policy**

MN Statutes 1991, Section 123.70 requires that all children who are enrolled in a Minnesota school be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, allowing for certain specified exemptions. Haemophilus Influenza B is required for children four years of age or younger. Immunization records must be on file in the nurse's office.

#### **Medication Policy**

MN State law prohibits school personnel from dispensing medication to students without written consent from the parent or doctor. No medication may be kept in the classroom or on the person of the child. A written form provided by the school, granting proper school officials to dispense medication, must be filed and signed by a parent or guardian and the health care provider. Staff cannot dispense over the counter medications to students.

## **Nurse**

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

## **Insurance**

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

## **Emergencies**

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

## **Tuition**

### **Enrollment Fee Policy**

Holy Spirit requires a non-refundable \$250 registration fee for each family. If there is a waiting list for a grade level and an opening does not occur before the start of the school year, the \$250 will be refunded. If an opening occurs prior to the beginning of the school year and a parent refuses to accept it, he or she forfeits the registration fee.

### **Tuition Payment Policy**

Each child in the Holy Spirit community is encouraged to attend our school ministry. The school ministry cannot operate effectively without sound financial backing from all parents who send their children to Holy Spirit. Parents choose a tuition payment option and are held accountable for adhering to the schedule they select. Tuition is collected through Blackbaud. Late fees and returned payment fees are charged regardless of the payment option.

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

### **Procedures**

- Tuition must be paid in full for the current school year before registration for the following year will be considered official. Students will not be allowed to start school in the fall if the previous year's tuition is not paid in full.
- Parents paying monthly (July–August) must pay via automatic withdrawal through Blackbaud, our third party tuition administrator.
- A \$50 late payment fee will be automatically processed from the account provided for each returned and/or late payment.

*(Amended, Spring 2000)*

### **Eligibility Policy for Education Grants and Tuition Rates**

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

To assist families, Holy Spirit offers reduced tuition to families in need of financial assistance.

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

## Day-to-Day Things You Need to Know

### Lunch and Milk

Students bring bag lunches to school. Milk is sold to accompany lunch. Milk is free for students K–8.

### Snacks

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

### Telephone Use

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

### Lost and Found

Students and parents are asked to check the “lost and found,” located outside the gymnasium. If unsuccessful, please check with the homeroom teacher. Lost articles will not be kept indefinitely. At the end of each trimester, unclaimed items will be donated. Please mark all belongings with your child’s name.

### Bicycles

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

### Gum and Candy

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

## Safety

### School Closings

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

### Patrols

Fifth graders who serve as safety patrols are stationed at their corners from 7:50–8 a.m. to help children cross the streets near school. The patrols also help in the afternoons. Patrol intersections are located at Albert and Hartford; Randolph and Hamline; and Randolph and Albert. Patrols will not be present if the temperature is  $-15^{\circ}$  or lower or when there is the likelihood of lightning.

## Drop-Off/Pick-Up Procedures

### Pick-Up Locations by Last Name

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

### How Can I Most Effectively Use the Pick-Up Lane?

Pull into the pick-up lane, moving as far ahead as possible. When your child is safely in your vehicle, please exit as promptly as possible. As you leave the parking lot, please remember to take right turns only.

### Where Can I Park?

There are several convenient parking possibilities for parents at the end of the school day. These include:

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

Please leave your car and come to the pick-up location to get your child.

## Activities/Programs

### All-School Activities

#### Catholic Schools Week

The last week in January is typically set aside to celebrate Catholic schools. During this week, a variety of activities are scheduled for students and faculty. These activities incl

#### Marathon for Non-Public Education

Holy Spirit participates in the Marathon for Non-Public Education each fall. Information about the Marathon goes in the weekly email newsletter. The marathon is scheduled for early October. Students solicit pledges for the miles they walk on Marathon Day.

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

### School Pictures

#### Class Pictures

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

#### Individual Student Pictures

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

## Governance

### School Advisory Council

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

#### Relationship of Commission to Parish Pastoral Council

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

#### Relationship of Commission to Parish Finance Council

- Follows financial policies and procedures recommended by the Finance Council.
- Recommends an annual budget to the Finance Council.

### Parent-Teacher Association

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

## Appendix A

### Application for Student Personal Convenience Absence

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

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Date Leaving \_\_\_\_\_ Date Returning \_\_\_\_\_

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

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### Statement of Student and Parent

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

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

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

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

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

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_





