

2017 - 2018

PARENT – STUDENT HANDBOOK



ST. PHILIP'S
SCHOOL & COMMUNITY CENTER

St. Philip's School and Community Center

1600 Pennsylvania Avenue

Dallas, Texas 75215

214-421-5221

School Website: www.stphilips1600.org

School Communication Source: www.renweb.org

Mrs. Kellee Murrell, Principal

Dr. Terry Flowers, Perot Family Headmaster



St. PHILIP'S
SCHOOL & COMMUNITY CENTER

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ST. PHILIP'S SCHOOL AND COMMUNITY CENTER

The vital institution known today as St. Philip's School and Community Center (referred to as "St. Philip's" or "School") grew out of the prayers and commitment of a small congregation of mission focused African American Episcopalians over sixty years ago. In the late 1950s youth in the community began to have juvenile delinquency issues. This prompted the men and women of St. Philip's church to find a solution to this growing problem. Their response was to unite with a few larger, sister Episcopalian churches in North Dallas and build a gymnasium where the youth in this South Dallas neighborhood could find constructive activities, particularly athletics. This gymnasium still exists today, as does the athletic program that now serves over 500 children and youth annually. Traditional sports such as football, basketball, track, and soccer are offered, in addition to lacrosse and wrestling.

Two decades later, a tragic incident involving a toddler, inspired the congregation to unite with residents once again. A daycare center was established. The church eventually closed and over the past three decades, St. Philip's has blossomed into a vibrant and effective organization that provides a quality independent school education to over 200 children, ages PK2 through 6th grade and numerous social and athletic services to over 1,200 children, youth, and adults through the Community Center. The Community Center is truly the heart of St. Philip's and provides dozens of programs to meet the needs of hundreds of children and their families. This includes a Food Pantry, College Bound program (for first generation college prospects), a senior citizens program, mentoring, academic summer camp, legal clinics, and more.

In the tradition of the organization's founders, in the 1980s St. Philip's started a neighborhood revitalization entity that constructed numerous homes for families and even a unique "senior citizens village" within three blocks of the campus. Additionally, St. Philip's attracted Habitat for the Humanity and progress has been made. But there is still work to do. Our challenge is not to keep this once thriving community a poverty stricken one, but to lift it out of the shadows of Dallas. St. Philip's true success will come when we see positive change as a direct result of educated children and youth, healthy families, and a safe, empowered community.

In the fall of 2010, St. Philip's completed a major expansion to the campus that will allow the organization to grow its capacity over the next five to ten years. The new building doubles the size of the campus and includes a 750 seat chapel, double gymnasium, and over a dozen new classrooms, many dedicated to St. Philip's Early Childhood program. *Great Things Lie Ahead* for St. Philip's and the South Dallas Community it calls home!



OUR VISION

Transforming the world by faith, education and service.

OUR MISSION

To provide an unparalleled education and compatible community services through a faith-based experience, with emphasis on serving low and moderate income families.

CORE VALUES

We believe in...

Demonstrating God's love for all people

Embracing everyone's potential to be extraordinary

Serving others with dignity

Teaching values, building character and demanding integrity

Investing in positive community transformation

Nurturing self-confidence, individual sacrifice and cultural awareness

YOU BELONG! (The Statement of Values defines the principles that guide the Board of Trustees and staff in management of the institution.)



CREED

*Look at me. I am more than what you see.
Destiny is mine! If it is to be, it's up to me.
Society will condemn, but only I determine my path.
My people have suffered and died for my chance to read and do math.
Just as sacrifices were made to make my future bright,
It is my responsibility to do things that are right.
I must start today to pave the way.
The community and the world need my contributions.
In success, I will not stray.
The bias, the rumors, nor the stereotypes will hinder my growth;
I claim dignity and prosperity. My God promises both.
Look at me! I am sharp, empowered, talented and proud without limit.
I will use my education to explore new heights.
The sky is the limit, if I just put my mind in it.
When I say, "stick it out," I don't mean a hand.
I will persevere to play my role in God's omniscient plan.
I will live by "put ups, not put downs" for my sister and my brother.
I care for you; I respect you.
If I don't, why should another?
Success is my right - failure my option. I have the voice.
The consequences I will accept, for I made the choice.
Look at me! Great things lie ahead.
Judge me not by what you've been told,
But by what's in my head.*



PARENT DEFINED

The term “parent(s)” is used to refer to the parent(s), legal guardian, or other legally authorized person who has agreed to assume school-related responsibility, or a legally authorized person standing in parental relation or lawful control for a student. In cases of divorced parents, parental rights will be solely verified by a legal final court decree or order. The parent(s) is required and must present the current legal court decree or order that has a seal, date, and judge's signature. In the case of separated parents, both parents’ contact information must be include in the School’s communication system and correspondence will be submitted to both parents and both parents are responsible for support of the student and the School.

RACIAL NONDISCRIMINATION DISCLOSURE

St. Philip’s School & Community Center admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not condemn or condone on the basis of race, color, religion, gender, sexual orientation, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

SCHOOL/HOME COMMUNICATIONS

St. Philip’s School and Community Center strives diligently to keep parents informed of school policies, activities, and events. Parent(s)-School communication takes place on a regular basis through many sources, such as

- St. Philip’s Parent 101 Presentation
- Regularly scheduled parent(s) conferences,
- Scholastic grade reports,
- Chapel (including its live-streaming service),
- Parent(s)-Student Association (PSA) meetings,
- RenWeb.com.com (school-wide communication information online resource),
- Parent(s) Alerts (voice and text messaging) system,
- T.V. monitors located in the school lobby,
- Parent(s)-Student Handbook,
- 1600, the School quarterly newsletter,



- Pastries with the Principal informational sessions,
- “Ask the Principal”
- Homeroom parent(s) liaisons communication,
- Facebook and related school social media,
- School’s website (www.stphilips1600.org),
- “WID-WID” Message, a special monthly communication generated by the Perot Family Headmaster Dr. Terry Flowers, and
- Weekly Memo, an e-publication that features announcements and communications of various programs in the school and community center. Each of the St. Philip’s Departments (School, Business/Finance, Admissions, Community Center, Philanthropy) utilize the Weekly Memo

RenWeb:

RenWeb.com is the official school’s communication and information system (www.Renweb.com). Parents can access student grades, homework assignments, attendance items, discipline events, medical events, grades, report cards, etc. **All parents are required to maintain their accurate contact information** such as address, phone numbers, emergency contacts, authorized persons for pick up, etc., **in the Renweb (www.renweb.com) system.**

Weekly Memo:

The Weekly Memo is the School’s newsletter keeping parents informed about St. Philip’s School and Community Center. All parents are expected to register to receive the *Weekly Memo* via email by forwarding your email address to weeklymemo@stphilips.com.

Parents are responsible for any information posted or distributed. Failure to notice items posted, or failure to check Parent(s) Alerts (voice and text messaging), Week at A Glance, or student’s folder or planner, RenWeb.com does not pardon responsibility.



ORGANIZATION STRUCTURE

The Board Chair and Head of School determine the overall organizational direction and key initiatives. Those initiatives are communicated to Department Heads and Committee Chairs, who work together to co-develop specific steps that would implement and accomplish organizational goals.

St. Philip's School and Community Center is comprised of faculty, staff and administration that are humbled by God's calling on their lives to educate children and adhere to His will that we serve others. We understand and are regularly reminded that our service to children and the community is not a rehearsal. To serve as good stewards of the many resources with which we've been graced, we hold ourselves accountable to the highest possible standard. We are here because we want to serve. Faculty and administration are qualified and dedicated professionals who embody the mission and philosophy of the organization.

The School and Community Center organization comprises numerous departments and divisions. An outline of the organizational structure and the personnel who can provide assistance in specific responsibilities may be obtained from the office of the Headmaster / Executive Director.

The organizational structure of the school is

- School Board of Trustees
 - Foundation
 - Headmaster / Executive Director
 - Administrative Departments:
 - Admissions and Receptionist
 - Public Relations
 - Athletics
 - Building Operations
 - Community Center
 - Finance and Business Operations
 - Philanthropy/Foundation: Grants, Volunteers, Alums
 - School Principal:
 - Faculty/Teachers
 - Before & After School Care
 - Health Clinic



It is important that you talk with the person who is most knowledgeable and can take action regarding the subject matter for which you need support or guidance. When a matter of concern need to be addressed, these guidelines should be followed to ensure your communication is received and a timely reply from the School is given.

Parent-Teacher Meetings:

At the beginning of each academic year, parents will have the opportunity to attend *Meet the Teacher* event to meet all of the teachers. If you are not able to attend Meet the Teacher event, you must come by the front office the day after the event is held or on the first day of school to pick up your child(ren)'s folder and teacher information.

Parents are encouraged to contact the student's teacher or advisor when you have a question or suggestion, want more information, or need clarification of a situation concerning classroom matters, your child(ren)'s academics or social relations, or related concerns. To increase two-way communication about homework, teachers may talk with parents about their mutual goals for children's learning. Teachers may also encourage parents to make comments about assignments, student learning styles, and home environment. Questions about grade calculation, behavior, etc., should be discussed with the teacher.

Parents may contact the teacher or advisor by calling the school office and or through their school email to leave a message for the teacher to schedule an appointment for a Parent-Teacher meeting. The teacher should reply within two (2) school business days. If the teacher does not reply within two (2) school business days, please consider the teacher may not have received your message; therefore, please follow through again and or send a written request for a parent(s)-teacher meeting message in your child(ren)'s planner or homework folder.

Please do not attempt to have unscheduled meeting with the teacher during carpool, in the hallway, or when teacher is with students, cafeteria, or class time. Unscheduled, impromptu meetings do not allow the teacher the proper focus and deliberation you deserve as well as may hinder the instruction and supervision of students. Formally scheduling a parent(s)-teacher meeting will allow the teacher to bring any necessary materials and arrange for a time to adequately discuss the situation.

For Parent-Teacher Grade Reporting Conferences, refer to that section for more information.

Parent(s)-Principal Meetings:

After you have met and discussed matters with the teacher, if you still have concerns, you may schedule a meeting or school telephone conference with the Principal. Questions about grade calculation, behavior, etc., should be discussed with the teacher.



To schedule a meeting or telephone conference, contact the Principal's Assistant via school telephone or send an email. The Principal or Principal's Assistant will reply within two (2) school business days. Please provide the details about the need for the Parent(s)-Principal meeting in your request for a meeting. **Your concerns are important and should be addressed with the utmost attention; therefore, please do not have unscheduled meetings with the Principal.**

Department Head or Division Leader

If a parent(s) has an unresolved issue pertaining to an area of operation of the school and community center, a written request to meet with the department head should be made directly to the department head. A reply within two (2) school business days should be submitted by the department head.

Perot Family Headmaster:

The Perot Family Headmaster is charged with implementing all Board policies and administrating the School within the policies and the philosophy of education, which have been established in the Mission Statement.

Matters discussed with the appropriate department head that still remain unresolved should be submitted in writing to the Assistant to the Perot Family Headmaster. The Assistant to the Perot Family Headmaster will acknowledge receipt of the correspondence within three (3) school business days.

To allow the Perot Family Headmaster to give full attention to concerns with the utmost preparation, please do not have impromptu or unscheduled meetings or discussions on such matters.

Refer to Discipline section regarding appealing Disciplinary Consequences.

The decision or action by the Perot Family Headmaster is final and not appealable.

Board of Trustees:

The Board of Trustees has as its primary function to retain the **Perot Family Headmaster** of the School, set overall policy, and to assure the financial integrity of the School.

Please do not have impromptu or unscheduled meetings or discussions on these matters with any member of the School Board of Trustee.



SCHOOL DIVISION OVERVIEW

EARLY CHILDHOOD (EC) DIVISION - PRE-KINDERGARTEN THROUGH KINDERGARTEN

The goal of the EC program is to provide students with a comprehensive curriculum and a dynamic experience while preparing them in the areas of language, communication, critical thinking, social, emotional and physical development. Learning takes place in a nurturing environment designed to educate the whole child. Students engage in a variety of hands-on activities and lessons across all academic areas while being encouraged to explore and to create. The teaching methodology evolves and adapts to the changing needs of the students.

The routine and consistency of the daily class schedule reinforces learning objectives. The students settle into the classroom and begin the day with D.E.A.R. (Drop Everything And Read) time. D.E.A.R time is followed by a dynamic Chapel Service with the entire student body. The morning activities include reading and math instruction, and science and social studies are taught in the afternoon. Specialized classes (music, art, Spanish, technology, and P.E.) and visits to the library are woven into the weekly schedule. Core academic content is delivered through interactive and small group learning centers. Center time gives students the opportunity to develop academic and socially age appropriate milestones.

Learning centers also afford faculty an opportunity to further individualize instruction. A cross curricular approach is used. Arts and crafts, music, and drama are incorporated to enhance and promote creativity and expression. The math program introduces and reinforces basic math skills that serve as a foundation on which more complex and abstract concepts can be built. The daily math routine includes: color and shape recognition, number recognition, and calendar exercises. Manipulatives, hands-on activities, interactive computer games, and repetitive exercises are used by each teacher to aid in the development of number sense skills. The reading program is designed to develop listening, vocabulary, comprehension, and writing skills. We introduce students to the alphabet, implement phonemic awareness exercises, and guide students through the reading process. The science program encourages students to explore, ask questions, observe, and communicate during each stage of the scientific inquiry. In social studies, students learn about family traditions, communities, explorers, and the history of their ancestors.

Technology is integrated into every facet of the program. Each classroom is equipped with a SMART board and a CD player. The SMART board enables supplemental enhancement to the reading, math, science, and social studies lessons. It provides opportunities for students to practice skills and build their understanding of concepts covered in class. Songs, educational



videos, and interactive games are examples of the resources made available through the use of this technology.

Take-home activities and research projects are important contributors to academic achievement. It extends the in-school curriculum and provides opportunities to practice skills and cement understanding of big ideas.

LOWER SCHOOL DIVISION - FIRST THROUGH THIRD GRADES

When our students enter first through third grades, they have moved from the solitary play and parallel play seen during the early childhood years to true social interaction and cooperative play. Our Lower School Division teachers take full advantage of this natural progression in child(ren) development by structuring lessons through cooperative grouping and hands-on laboratory explorations. Learning activities are designed to promote critical thinking skills that become habitual and automatic. Manipulatives are still an integral part of teaching methodology, especially in mathematics.

Lower School is a time of explosive growth. The program builds on the skills mastered in early childhood by focusing on more formal/traditional study and independence. Hands-on learning activities and centers are consistently incorporated, but they are fused with other traditional methods for teaching and learning. The classroom consists of a more structured learning environment. Students spend more time at desks and/or tables, and the amount of direct instruction is increased. Classroom rules and instruction are designed to ensure appropriate routines and materials are used and followed. Learning activities are designed to promote critical thinking skills that become habitual and automatic.

Teachers use methodology and materials to help students learn information accurately and more rapidly. Learners are taken through the steps of learning systematically and intentionally, helping them to see the purpose and result of each step. Teachers explain exactly what students are expected to learn, demonstrate the steps needed to accomplish the task, and provide opportunities for useful practice. Students are motivated to examine the information, learn the vocabulary, memorize the rules, and recite the material learned. Through repetition and narration, students demonstrate their comprehension of the subject matter.

The *DLM Early Childhood* and *Benchmark Education® Literacy* programs are used to assist in enhancing the growth of readers, writers, and speakers. In addition, language skills are taught and integrated within the context of natural communication experiences and opportunities. These learning experiences utilize quality literature, reference materials, and technologies. In Lower School, students begin the formal study of discovery based science and math. *My Math* (PreK to 4th) and *Glencoe Math* (5th to 6th) program is utilized to assist students in exploring problems to



understand the fundamental processes of mathematics, logical thinking, and problem solving. Math manipulatives and other tools are used to move students from concrete to representation, and finally to an abstract level of learning. The study of science is taught using Pearson Science® and various hands-on opportunities. Students are introduced to the scientific method and science process skills such as observing, classifying, estimating, predicting, and measuring. Social Studies is taught using Harcourt Brace Social Studies Weekly ® and maintains a heavy emphasis on African American History and contributions. It provides an increasingly complex lens through which students learn about their community and the world around them. Learning excursions and field trips are regularly incorporated to reinforce concepts and topics studied.

MIDDLE SCHOOL DIVISION -FOURTH THROUGH SIXTH GRADES

Young people experiencing the rapid physical, intellectual, social and emotional growth of pre-adolescence need an educational environment sensitive to their specific needs. The Middle School program for students in grades four, five, and six has been carefully constructed to provide a curriculum that is challenging in a school community built on trust, leadership, and mutual respect. Each grade level in the Middle School is guided by a team of teachers who work together to provide a stable and supportive atmosphere. The teachers meet to discuss the academic, social, emotional, and physical needs of each student and to develop strategies to help students deal with the many challenges of this stage of development. Each student is assigned an advisor who communicates regularly with parents through written comments and parent(s) conferences as well as through more informal channels.

The goal of the Middle School Program is to provide academic and social foundation needed to transition from an elementary school environment into a larger and more independent setting. The platform of the program strives to foster growing independence and accountability. Students are taught to be curious and seek knowledge through the many opportunities they have that transform them into curious, compassionate, creative, and confident individuals.

Literacy/ELAR/Communication (Reading, Language Arts, and Writing), Math, Science, and Social Studies make up the core classes with additional classes in Art, Music, Spanish, Technology, Physical Education, and Library. Activities and lessons are established to meet the individual needs of students at varied levels of ability while promoting critical thinking and fostering problem solving.

Teachers work to ensure that lessons incorporate the multiple intelligences and allow for creativity as well as verbal and written expression. The program is enhanced through research projects, the infusion of Fine Arts and Technology within core class instruction, and team building games and activities. Students gain a clear understanding that learning involves the



interweaving of all content areas. This idea is made more concrete as the students engage in an interdisciplinary project in the spring of the 6th grade year.

Middle School students have a full day of classes set on a block schedule. Core classes are 75 minutes in duration while specialized classes are 60 minutes long.

Academic Excursions are a valuable learning tool and are incorporated within the Middle School Program.

Middle School exemplifies a heightened level of accountability. Fourth through sixth graders are expected and required to play an active role in their education. Students record their homework assignments in their planners, maintain materials and supplies in their lockers or at home, complete extensive research projects, and attend seven to ten minutes of each mandatory Parent-Teacher Reporting Period Conference. These requirements promote the sense of personal responsibility the school endeavors to instill in each student. The students are also afforded a number of opportunities to develop and strengthen their leadership skills.



SCHOOL HOURS

In order to establish patterns of responsible behavior at all ages, all students must arrive on time for the beginning of the school day, which includes D.E.A.R. (Drop Everything And Read) /W.R.A.P. time, daily chapel, classes, and scheduled early morning sessions.

After School Care (ASC) Hours (refer to ASC program section):

- Prekindergarten to 3rd grade begins at 3:30 p.m. to 5:30 p.m.
- 4th grade to 6th Grade begins at 3:45 p.m. to 5:30 p.m.
- Extended Day: May be offered until 6:00 p.m. at an additional rate.

Before School Care (BSC) Hours:

Students enrolled in BSC may enter the building in the morning beginning at 6:30 a.m. through the Life Center Snyder Gym door only.

Kiss-N-Ride (Morning Carpool) Hours:

Begins at 7:30 a.m. students should enter the building through the Life Center Snyder Gym. Students will neatly place their belongings in the designated areas on the gym floor.

Pre-K through 3rd grades Hours:

Class day begins at 8:00 a.m. to 3:30 p.m. Students are tardy at 8:01 a.m. Students not in BSC may arrive as early as 7:30 a.m.

- Lunch for EC: 10:45 a.m.
- Lunch for LS: 11:45 a.m.

Fourth (4th) through 6th grades Hours:

Class day begins at 8:00 a.m. to 3:45 p.m. Students are tardy at 8:01 a.m. Students not in BSC may arrive as early as 7:30 a.m.

- Lunch for MS: 12:25.

Detention Hours:

School day detention begins at 7:00 a.m. to 7:50 a.m. on a designated day of the week assigned to the student. Saturday detention hours will be scheduled as determined by the Principal.

Inclement Weather:

In the event of the closing of school due to inclement weather, listen to official radio and television stations to announce if St. Philip's School and Community Center operating hours on: WBAP 820 (AM); KRLD 1080 (AM); TV Channels 4, 5, 8, and 11. In addition, please check



the St. Philip's website for the morning in question. School-wide communication system voice and/or text messages announcing the school closure or late arrival time will be left on parent(s) phones registered in the Parent(s)'s RenWeb.com.

It is crucial to maintain accurate cell, home, and emergency contact telephone numbers and email addresses in the School's RenWeb.com system.

Severe Weather Dismissal

A "severe weather alert dismissal" will be sent to parents when conditions exist that pose a safety threat. A text message via RenWeb.com Parent(s) Alert will be sent. Parents are responsible for ensuring their school contact information is current in the RenWeb.com system.



ADMISSIONS / ENROLLMENT

St. Philip's does its best to admit students who we believe will greatly benefit from our effective and unique approach to education. We do not admit solely the brightest students, but a diverse group of malleable children, who will excel in an environment that is conducive to encouraging, nurturing, challenging, and inspiring students to love themselves, love their community, and love learning. We consider these qualities to be the true foundation for great leaders and positive contributors to society. We have found that the key to a successful St. Philip's education is the combination of a strong educational program, hardworking students and supportive parents.

At St. Philip's we stare true transformation in the face on a daily basis. We are committed to cultivating a student body of confident, compassionate, and capable children excited about their future.

Enrollment:

The enrollment process is not complete until all forms have been filed and financial obligations met. Parents are responsible for the full tuition for the year as outlined in their contracts.

For enrollment procedures and requirements, visit with the Admission's Office. All students are required to have valid certified copies of

- Birth Certificate
- Social Security Card
- Health Immunization Records

A student folder and electronic data will be established and maintained on every student.

Re-enrollment:

Students are not automatically re-enrolled for the next school year; thus, current student reenrollment is not guaranteed from one year to the next. Re-enrollment normally occurs annually in February (refer to the School calendar or the Admission's Office for reenrollment open and closing dates).

Families extended an invitation to reenroll, must complete the reenrollment process by the final reenrollment deadline. Failure to do so will result in the student being withdrawn; thus the student must complete an application process for enrollment during the Open Enrollment period (refer to the School's calendar for the Open Enrollment dates).



The proper enrollment and School forms must be completed each year within the time set before new applicants are accepted. After the contract return period for re-enrolling students expires, new applicants in the wait pool are accepted at a date determined by the Admissions Committee and the Principal.

Financial Assistance:

Financial assistance is not guaranteed from one year to the next. Families wishing to apply for financial assistance may obtain the necessary forms and procedures from the Admission Office.

Financial assistance may be denied or ceased if parent(s) has not been in compliance or supportive of school policies and procedures to include, but not limited to the Parent(s)-Student Handbook, but also financial commitments, Parent(s) Agreement, Harmony Agreement, Student Support Services, Disciplinary Policy, Academic Performance (not on Academic Probation).

Parents who are experiencing financial difficulty during the school year should contact the Business Office immediately.

Refer to *Business Office section*.

Unpaid Balances:

If there is an unpaid or unresolved balance at any time during the school year or at the end of the school year, parents will be notified of the balance and will be removed from the roster for the following school year and any financial aid amounts will be rescinded. Student information, such as grades, test scores, medical records, etc. will be withheld until the balance is paid in full.

If an account is not brought current within the period specified above, students may be removed at the discretion of the schools' management from all school activities, including academic, academic excursion, school programs and events, athletic, Community Center and extracurricular activities, until the delinquency is resolved. If this occurs, parents will be notified in writing of the school's intent to remove their child(ren) and be expected to abide by these rules until otherwise notified.

Registration:

An agreement to pay tuition is an annual commitment, which begins upon completion of the enrollment agreement. If you have re-enrolled an existing student or registered a new student for the following school year, St. Philip's expects all tuition contracts for the payment of tuition be honored in full.

Registration fees must be paid at the time of enrollment.



Release of Records:

School records cannot be forwarded until compliance with all policies and provisions and financial responsibilities. Students' records will not be forwarded until financial accounts and obligations are reconciled. *Refer to Business Office section.*

Student Records

The Admission's Director coordinates school admission, enrollment, school transfer and academic records. The School Nurse and Admissions Director will closely monitor health records to ensure that they are complete and current. Students with health records that are not in compliance will be notified noncompliance and adhere to guidelines to meet compliance immediately (*refer to Health section*).

Early Release - Withdrawing From School

Students may be withdrawn from school by the student's parent(s) who must state the reason for the withdrawal. On the student's last day, all withdrawal matters must be settled and approved by the Business Office and Admission Office. Withdrawal matters shall include

- Returning text book and class resources to all teachers.
- Ensuring no outstanding library fines and all library resources have been returned *Refer to the Library and Business Office sections.*
- Financial balance has been cleared with the school catering service *Refer to the Lunch section.*
- All school financial obligations through the School's Business Office or F.A.C.T.S accounts have been met (restitutions, tuition, BSC and ASC fees paid, etc.). *Refer to the Business Office section.* Accounts left unpaid jeopardize a student's opportunity to be considered for re-enrollment.
- Parents withdrawing students during the summer months cannot be guaranteed a seat for the upcoming school year.



BUSINESS OFFICE / FINANCES

Communication with Business Office

Communication with the Business Office is a key. The Business Office is here to assist you with your account when or if needed. If the Business Office has an important message for you they will send you an email and a text. Please do not disregard either one. It is important that you respond as appropriate when contacted by the Business Office.

Background Checks Safe Environment and Criminal History

All school personnel faculty, staff, volunteers, outside tutors, chaperones, and parents, individuals attending Academic Excursions/field trips, and those who work directly with the students must have a completed, satisfactory criminal history background check on file in the Business Office. All persons (employees or volunteers) working with the School students must undergo a security clearance check before the beginning their assignment. Parents may initiate their background clearance through RenWeb.com and submit the completed form to the Business Office for processing. It is the responsibility of the parent(s) to ensure a completed and approved background check has been conducted before participating as a volunteer, supporting in the classroom or with students or on an Academic Excursion.

Late Fees: After School Care and Before School Care Fees:

There will be a late fee for ASC of 1.00/minute; starting at 5:30 p.m. (equivalent to \$15.00 every 15 minutes) .The Business Office will bill for this fee as an incidental billing on your FACTS Management Account. Any questions regarding this policy should be directed to the Principal. Refer to *Admissions section*.

Collection of Funds (see Philanthropy section)

All monies offered for the benefit of St. Philip's School operating expenses or programs must be processed through the Business and Philanthropy Offices. Neither homeroom parents nor classroom teachers nor school receptionist shall collect any funds for any reason. All funds (including Academic Excursions) can only be collected by the Business Office or placed in the designated secured Fund Payment Mailbox. Any exceptions must be approved in writing by the Business Office to include Parent(s) Student Association officers, Concession, etc.

TUITION PAYMENT POLICY

Payment of Tuition & Fees

St. Philip's School and Community Center tuition cycle is a 12 month cycle beginning in May preceding each school year and ending in April (for installment agreements). Unless otherwise



specified by the school's administration, all agreements for the installment payment of tuition must be paid within the months specified above.

Parent(s) may choose one of three options for the payment of tuition:

1. One annual payment due by May 10th for the following school year.
2. Two semi-annual installment payments due by May 10th and November 10th.
3. Twelve (12) monthly installment payments due, according to the parent(s)'s date preference, on the 5th or the 20th of each month.

These payments are ACH draft payments or credit card payments administered by FACTS Management Company ("FACTS") directly from a parents account.

Parents must maintain an active FACTS Agreement for their child(ren) to remain enrolled. Our policy is that all families must have a current, active FACTS account if not making one annual payment. If your account is inactivated at any time you will risk your child(ren) being withdrawn from school.

No other terms will be accepted for the payment of tuition and fees. St. Philip's reserves the right to activate all agreements in order to ensure the full payment of tuition.

Tuition Assistance:

If your child(ren) is withdrawn from school or if your FACTS account is past due, you may forfeit your tuition assistance award. Also, you may forfeit your tuition assistance award if there are continuous disciplinary actions and/or issues. Refer to *Admissions Section*.

Installment Payments through FACTS Management

St. Philip's currently contracts with FACTS Management Company to provide payment services for tuition and fees. FACTS provides this service for the school, and assesses a set-up fee which is charged directly against parents account for each activated agreement. Additional fees may also apply for other services/products chosen by the parent(s).

FACTS provides installment payment services by directly debiting a parents account through monthly ACH transactions or through monthly credit card charges with selected card issuers (MasterCard, Discover or American Express). If a payment is missed or returned for insufficient funds, FACTS automatically reattempts missed payments.

If a payment through FACTS is returned for insufficient funds, parents will be assessed a FACTS Missed Payment Fee for the initial occurrence and any subsequent re-attempts returned.



FACTS Missed Payment Fees will be automatically deducted from the account identified within 20 days as outlined in the FACTS agreement. Fees assessed by FACTS for missed payments are at the discretion of FACTS and cannot be waived by the school. Missed Payment Fees may be paid to St. Philip's via cashier's check or money order for remittance to FACTS on the parent(s)'s behalf. Please contact FACTS at 1-800-624-7092 for any additional questions concerning insufficient fund charges.

Returned Payments

St. Philip's assesses a fee of \$25 for any payment(s) for tuition and fees or other products and services which are returned due to insufficient funds. Parents will be notified in writing per each occurrence. Parents are expected to clear returned payments immediately, resolving with a cashier's check or money order. Checks are not an acceptable form of resolution for returned payments.

If a payment (i.e., via check) is returned for insufficient funds within a school year, St. Philip's reserves the right to refuse any future check payments.

Adjustments to Installment Accounts

St. Philip's reserves the right to adjust the amount due for tuition and fees, for any reason including but not limited to clerical errors, service level changes requested by parents, fines and unpaid balances from prior years, etc. If a parent(s) is currently paying under an installment agreement, St. Philip's reserves the right to adjust the amount due through installment payments until all tuition and fees are satisfied. Parents will be notified in writing if this occurs.

Delinquent Tuition and Fees

If any portion of tuition becomes delinquent at any time during the school year, parents will have a maximum of 30 days grace period to bring their tuition account current. In order for an account to be considered current, parents must pay not only the portion of tuition that is delinquent but must also pay any current installments that become due in the interim.

If an account is not brought current within the period specified above, students may be removed at the discretion of the schools' management from all school activities, including academic, academic excursion, school programs and events, athletic, Community Center and extracurricular activities, until the delinquency is resolved. If this occurs, parents will be notified in writing of the school's intent to remove their child(ren) and be expected to abide by these rules until otherwise notified.

Fines/ Restitution:

Parent(s) are responsible for paying for all fines/restitution matters without exception. Such matters may include, but are not limited to:



- Library Books
- Vandalism or Destruction of School Property
- Lost Text Book & School Resources
- Early release obligations
- BSC and ASC late fee or non-enrolled student use fees

Release of Records (Refer to Admissions Office section).

- All financial obligations must be met prior graduation certificate being issued, end of the year school report cards, and related documents. Other graduation privileges may be withheld as determined by the Perot Family Headmaster and or Principal.
- All school financial obligations through the School's Business Office or FACTS accounts have been met (restitutions, tuition, BSC and ASC fees paid, etc.). *Refer to the Business Office section.* Accounts left unpaid jeopardize a student's opportunity to be considered for re-enrollment.



PHILANTHROPY OPERATIONS

St. Philip's Advancement Office is committed to securing monetary, volunteer, and in-kind resources to empower the St. Philip's School and Community Center ministry, as well as to increase its visibility in the larger community. This vital work is accomplished on an annual basis through a concerted effort and partnership between the Philanthropy Team, Executive Director/Head of School Executive Director/Head of School Assistant, School Trustees, School volunteers, parents, alumni, faculty and staff. Without the united front and culture of stewardship shared by all of these entities, it would be extremely difficult for the Philanthropy Office to raise the operating monies, endowment monies, and other restricted funds needed annually to keep this dynamic organization up and running in an effective manner.

Fundraising, stewardship, marketing, and cultivation are the specific areas the philanthropy program orchestrates and manages.

Fundraising

We appreciate the willingness of our families to assist in raising funds for the school and community center. In order to avoid duplicate request for funding from prospective donors, faculty, staff, volunteers and families are required to secure prior written approval of the Chief Philanthropy Officer before soliciting a gift. Approval from the Chief Philanthropy Officer is also required of all solicitations that do not benefit St. Philip's from an existing funder.

Solicitation of Funds

The Office of Philanthropy initiates solicitations and any unauthorized solicitation may directly conflict with current or planned efforts. As well, maintaining accurate and centralized records of donations is essential for establishing a precise audit trail and properly acknowledging the receipt of gifts of cash or property. An established procedure for receipt of funds protects the employee, parent(s) or friend from criminal liability in the event a donation is lost or stolen.

Collection of Funds

All monies offered for the benefit of St. Philip's School operating expenses or programs must be processed through the Business and Philanthropy Offices. Neither homeroom parents nor classroom teachers nor school receptionist shall collect any funds for any reason. All funds (including Academic Excursions) can only be collected by the Business Office or placed in the designated secured Fund Payment Mailbox. Any exceptions must be approved in writing by the Business Office to include Parent(s) Student Association officers, Concession, etc.

Funding Efforts

Families are responsible for paying approximately half the costs of a St. Philip's education through regular annual tuition and fees. The remaining expenses must be raised annually through



various fundraising efforts coordinated by the Office of Philanthropy. These funds are raised by hosting one major event, grant writing, and soliciting support from individuals, corporations, foundations, and organizations donors.

Family Annual Fund:

It is important for donors to know that our families, employees and board members are participating in collectively to reach the annual goal. **Each year our goal is to have 100% participation from employees, board and St. Philip's school families. In an effort to make these efforts successful, it is expected that each family will participate in the FAMILY ANNUAL FUND and/or NORTH TEXAS GIVING DAY.** All gift amounts are welcome and should be made or pledged on North Texas Giving Day or by the end of September. All gift amounts are welcome and should be made through the Family Annual Fund Drive, held each year in September. If making a gift over \$500, a family may also make a pledge in September and pay the amount over the school year to be completed in full by the May 1.

In addition to a financial commitment, St. Philip's parental involvement, leadership, and support through volunteerism and resources are a major factor in the School's success. Volunteers allow St. Philip's to focus more of the financial resources towards the essential needs of the school over staffing for small projects. You are invited to identify opportunities for your company, family or friends to participate in a myriad of volunteer activities throughout the school year.

In addition to mandatory participation in the FAMILY ANNUAL FUND or NORTH TEXAS GIVING DAY, each family must contribute to at least one fundraising event coordinated by the Parent School Association (PSA). Participation includes volunteering or a monetary contribution made payable to a specific PSA sponsored fundraiser. In September, the PSA committee will provide a schedule of activities and list of volunteer opportunities.

Additional Ways to Give to St. Philip's

We know that support for the school is as important to you as it helps ensure we have the best resources for your family's experience at St. Philip's. The following are additional ways the Office of Philanthropy encourages parents, faculty, and staff to give to St. Philip's:

1. ***Participate in an employee matching gift program.*** Simply inquire with your Human Resource department to see if your company has a matching gift program. If so, most companies will match your gifts of time and/or money to the School dollar for dollar. Many families can double their annual gift this way.
2. ***Participate***
 - a. ***In your company's United Way campaign.*** Earmark St. Philip's (#180) as your beneficiary charity.



- b. Secure a Kroger, Tom Thumb and/or Target card and register. When you shop, a percentage will benefit St. Philip's.
3. ***Invite your employer to serve as a sponsor for the Destiny Award Luncheon.*** The luncheon is held annually in the spring on the St. Philip's campus in the Snyder Activity Center. This is a wonderful opportunity to engage your co-workers or supervisors in the work St. Philip's does for the community of Dallas while also helping to raise needed funds for the school.

For more information, please visit the St. Philip's website or email the Philanthropy Team at philanthropy@stphilips.com.

Logos and Use Policy:

All logos and images associated with St. Philip's School and Community Center its associated entities are for the sole use of the School. The logos, insignia and images may not be reproduced, duplicated or altered without express written consent from the School Administration, Public Relations Coordinator. This includes the school logo, athletic logos, Parent(s) Student Association, Mission Moms, Dad's Clubs logo as well as images from the school website. Independent use of any of these logos and images on sports team uniforms, paper goods, clothing, decals, monogrammed or imprinted items, etc. is prohibited.



AFTER SCHOOL CARE (ASC) PROGRAM

The purpose of the ASC program is to provide enriching activities to the participants as a source of continued learning to strengthen the academic abilities of the children during after school hours while their parents are still at work. Enrollment in the program is arranged prior to the first day of school in August with the Admission's Office.

New activities and events are introduced each year. The ASC program provides a safe and supervised environment where students and students from the immediate community participate in programming that provides academic enrichment and cultural identification while enhancing social skills and exposure to opportunities that might not otherwise be offered. Time may be allotted for students to complete homework, however, it is not a formal direct academic support for homework or tutorials (refer to the *Student Support Services section*).

The ASC Coordinator under the direction of the Principal coordinates all programs, ASC personnel, events, scheduling, etc.

ASC Hours:

ASC is a fee-based program from 3:30 p.m. to 5:30 p.m. each school day. At the end of the school day, enrolled ASC students are transitioned to ASC. Children are separated in areas by grade level at which time snack is served and followed organized activities by grade level and interest.

At the end of each ASC day, on about 5:15 p.m., all students are transitioned to the Snyder Gymnasium in the Life Center building until they are picked up. Students will need to be signed out by an authorized parent(s) no later than 5:30 p.m. or if in the extended ASC program 6:00 p.m.

ASC Meal:

Students enrolled in the ASC program are eligible to receive a healthy light meal each day provided through the North Texas Food Bank program. The meal offered to every ASC student is served at the beginning of the ASC day. Dietary restrictions should be reported in writing to the ASC personnel and the Health Clinic.

ASC Fee (see Business Office section):

There is a financial cost to be enrolled in the ASC program up to 5:30 p.m. and an additional fee for the extended day program from 5:30 p.m. to 6:00 p.m.

A late penalty fee is assessed by the minute for every minute the parent(s) is late signing out their child(ren) from ASC. Students not enrolled in ASC, but are transferred into the ASC program



because parent(s) failed to pick them up at the required designated time from carpool, tutoring, extracurricular activity, etc., thus late, will be charged a late penalty fee for every minute the parent(s) is late and child(ren) is in the ASC program. This ASC penalty fee will not be overturned because the ASC service was utilized beyond the designated time. *Refer to the Business Office section regarding billing of penalty fees*

Drop In After School Care

St. Philip's does not offer a daily "drop-in" After School Care program. Therefore, if your work schedule changes and you feel you need After School Care, please notify the Admissions Office. The Director of Admissions will contact the After School Care Coordinator **after** you have made the necessary arrangements with the Admission Office. *Refer to the Business Office section regarding billing of penalty fees.*

Disciplinary Matters in ASC:

The Discipline Policy outlined in this Parent(s)-Student Handbook is applicable to the ASC Program. Disciplinary matters occurring in the ASC Program will be coordinated and reported to the parents by either the ASC personnel and or the ASC Coordinator. Parent(s) are encouraged to ensure ASC Coordinator is informed of any concerns within a timely manner. Matters not resolved by the ASC Coordinator should be communicated in writing, in a timely manner, by the parent(s) to the Principal. Ongoing infractions / incidents may result in a student being withdrawn from the ASC program. If an ASC student is withdrawn from ASC due to disciplinary matters, financial commitments must be addressed with the School's Business Office.

Special School-Wide Events After School:

After School Care is not for special school events held after school. ASC is not for school events such as Parent(s) Student Association (PSA) meetings, Annual Fund Campaign Drive, Parent(s) University/Lecture Series, Curriculum Night, Parent-Teacher Conferences or meetings, etc. If a child(ren) is enrolled in ASC, parents are required to properly and promptly sign out their child(ren) from the ASC program at the designated enrolled time. Failure to do so at the ending time may result in a late penalty fee being assessed.

Most school-wide events offer child(ren) care services at no cost with structured programs for St. Philip's school age children. No child(ren) care service is provided for children that are not potty trained or younger than two (2) years of age. To participate in the school-wide event child(ren) care services, parent(s) must participate in the school-wide event. Parents are not allowed to enroll their child(ren) in childcare and leave the campus, but must participate in the school-wide event being offered.



BEFORE SCHOOL CARE (BSC) PROGRAM

St. Philip's offers a fee based Before School Care (BSC) program for students each morning, providing a safe place for parents to drop off before the school day begins. Enrollment in the program is arranged prior to the first day of school in August.

BSC Hours & Entrance:

Before School Care begins at 6:30 a.m. for students enrolled in the BSC program. The BSC personnel will accept students through the Life Center Snyder Gymnasium doors (located on the I-45 access road). All other entry doors of the School will remain locked and families/students should not enter through any other door with their child(ren) (with the exception of school personnel).

BSC parents must enter the building with their children and sign-in their child(ren). Parents should not allow their child(ren) to exit the car and enter the building unsupervised. For safety and security purposes and to ensure child(ren) follows guidelines, it is imperative for parents to follow these provisions.

To enroll a student in the BSC program, contact the Admission Department. Non-BSC students arriving during this BSC time period will be required to meet with the Admission's Director and Principal and may be subject to a BSC fee through the Business Department. Ongoing attendance in BSC for non-enrolled students may result in a required meeting with the Principal.

BSC Fee:

Before School Care is a fee-based program from 6:30 a.m. each school day.

Drop In Before School Care:

St. Philip's does not offer a daily "drop-in" Before School Care program. Students not enrolled in BSC, but are routinely dropped off between 6:30 a.m. to 7:30 a.m. in the BSC program will be charged a fee for every minute the child(ren) is in the BSC program. This BSC penalty fee will not be overturned because the BSC service was utilized. *Refer to the Business Office section regarding billing of penalty fees.*

Therefore, if your work schedule changes and you feel you need Before School Care, please notify the Admissions Office. The Director of Admissions will contact the Before School Care Coordinator **after** you have made the necessary arrangements with the Admission Office.

Disciplinary Matters:

The Discipline Policy outlined in this Parent(s)-Student Handbook is applicable to the BSC Program. Disciplinary matters occurring in the BSC Program will be coordinated and reported to



the parents by either the BSC personnel and or the BSC Coordinator. Parent(s) are encouraged to ensure BSC Coordinator is informed of any concerns within a timely manner. Matters not resolved by the BSC Coordinator should be communicated in writing, in a timely manner, by the parent(s) to the Principal. Ongoing infractions / incidents may result in a student being withdrawn from the BSC program. If a BSC student is withdrawn from BSC due to disciplinary matters, financial commitments must be addressed with the School's Business Office.



ATTENDANCE

Good attendance is important for many reasons. Students receive the maximum benefit of education by being in school every day, and numerous studies show a strong link between academic performance and consistent attendance.

Perfect Attendance:

The *Perfect Attendance Award* is given to students with no absence, excused/unexcused, for any school day, other than those due to a School sponsored event, throughout the entire school year. These qualified students are eligible for the *Perfect Attendance Award*.

Daily attendance and tardy records are available to parents on the School's communication system and printed on the student's report card each term.

Required Attendance-90% Of School Days:

Students are *required* to attend school 90 percent of the time school is offered. If the student does not meet this requirement, a Parent(s)-teacher-Principal attendance conference is **required** to discuss:

- the mitigating factors for the excused or unexcused absences,
- mandated academic tutorial support (at the sole expense of the parent(s))
- student's mastery of core content in ELAR, math, science, and social studies, and
- review for consideration to grade level promotion or retention.

Daily attendance and tardy records are available to parents on the School's communication system and printed on the student's report card each term.

ABSENCE:

Regular, punctual attendance profoundly affects a child(ren)'s success at school. For this reason, the School highly values attendance in the classroom and for other learning activities. St. Philip's requires students to attend school each day that instruction is provided.

Excused Absences:

Although perfect attendance is the goal, it's not always possible. Absences are excused for reasons, such as to:

- Observe a religious day
- Attend a healthcare appointment (with healthcare provider official note)



- Personal illness (after two (2) or more days with healthcare provider official note).
- Healthcare appointments.
- Death of an immediate family member (parents, grandparents, siblings, other exceptions to be approved for excused absence by Principal or Principal's designee)
- Life After St. Philip's (L.A.S.P.) for sixth grade school visit (not to exceed three (3) days per school year)

Unexcused Absences:

Unexcused absences are noted to include, but may not be limited to:

- Disciplinary consequences of Out of School Suspension (OSS) or removal from class, skipping class, or related missed class time due to discipline/behavior infractions are unexcused absences from a class or school (as assigned).
- No documented health provider proof of healthcare absence.
- Student not attending an Academic Excursion (unless due to health condition as documented by an official healthcare notice).
- The disciplinary consequence for skipping or being tardy to class is an unexcused absence (may also be subject to other consequences).
- Vacation, family reunion, extended holidays, personal matters, traveling, lack of transportation, weather (not an official school inclement weather day), traffic (not an official St. Philip's traffic alert exception), studying or completing a school project, day off, etc.

Converting Unexcused to Excused:

Parents who feel they have legitimate, reasonable grounds for their child(ren)'s unexcused absence to be converted to an excused absence may submit a written explanation (within three (3) days of student's return) to the Principal. No consideration will be given after student has returned to school for more than three (3) days of the absence.

Healthcare Notice for Absence:

Students who are absent for three (3) or more days because of illness must bring a healthcare provider's official note upon student's return to school to be eligible for an excused absence. An official note from the healthcare provider should include the child(ren)'s name, provider's name, phone number, and the time and date of absence. If absence is due to a communicable illness, provider must indicate return to school is permitted on the healthcare notice.

Student's healthcare notice should be provided to the School within three (3) school days of student returning to school. The healthcare notice should be given to the front office receptionist and a copy to the homeroom teacher or student's advisor. Otherwise, the absence may be considered unexcused.



Scheduling Appointments:

The School urges parents to schedule healthcare or other appointments outside of school hours, if possible. When appointments must be during school, please try to schedule these appointments during advisory or lunch periods. Sometimes, missing classes is unavoidable, in which case missing the same class repetitively is discouraged. Parents are discouraged from picking students up prior to the end of the school day.

Early Release/Pick Up:

Parents are encouraged to not pick up their child(ren) before the end of the day. Student's resources (homework, notices, behavior charts, etc.) for home are not prepared for release until 3:00 p.m. each day. In the event of an emergency pick up/early release, to allow time to prepare your child(ren) for early release, parent(s) should make direct contact to inform the front office receptionist and classroom teacher the student will be picked up before 3:00 p.m. or send them directly to carpool. Parents must make contact with the receptionist and classroom teacher before 2:00 p.m., for the times when the student needs to go to carpool rather than After School Care.

Missed Classwork/Assignments due to Absence:

All class assignments should be posted on RenWeb.com, the Week at a Glance, recorded in the Student's Planner, and in designated areas reported by the teacher. Parents should check these resources first to obtain the missed assignments the student missed due an absence. Please **do not call the school office** to request missed assignments.

If an absence is preplanned, assignments may not be released prior to the absence (any exception is at the discretion of the teacher only). If not released prior to an absence, assignments can be obtained from the teacher immediately after the absence or when the student returns.

No extra credit will be given as a result of an absence whether excused or unexcused.

- Missed Class Work - Excused Absence- (make up within 3 days):
Class work, homework, tests, etc., missed during an excused absence may be made up within three (3) school days of returning to school. It is the responsibility of the student to complete all missed assignments and return them to the teacher no more than three (3) days upon returning to school (for an excused absence). Failure to comply with turning in missed homework will result in a grade of zero. No makeup work or exceptions will be allowed after three (3) school days. For middle school students, assignments must be turned in to the teacher within three (3) days regardless of the class rotational day.
- Missed Class Work - Unexcused (makeup within one (1) day, when approved by teacher):
Missed work for an unexcused absence (excluding disciplinary consequences) may be made up by the next school day at the discretion of each teacher. When permitted by the teacher, failure to submit to the teacher within one (1) day may result in the highest earned grade of



70. Make up and grading standards for missed assignments due to unexcused absences are at the discretion of each teacher. For middle school students, assignments must be turned in to the teacher within three (3) days regardless of the class rotational day (the middle school teacher will determine if any exceptions will be granted).

Absence on Quiz/Test/Assessment Date:

If the student misses the day of an announced test/quiz, the student will be required to take the test or quiz on the day of return to school even if the class is not scheduled on the day of return. The student is responsible for making arrangement or scheduling a time to take the test/quiz on the date of return. Failure to take the test/quiz on the day the student returns to school may result in a maximum earned grade of 70. For middle school students, quizzes, test, etc., must be taken on the day of return regardless of the class rotational day (the middle school teacher will determine if any exceptions will be granted).

Disciplinary Consequences Absence:

Students who have been suspended or removed from the classroom due to disciplinary consequences will **not** receive credit for homework or other assignments (including classwork, test, quizzes, etc.) during the period of disciplinary consequences such as suspension, removal from class, etc. Assignments given prior to the disciplinary consequence may be submitted for credit on the day the student returns to school, whether that class is scheduled on the returning day or not.

As a result of disciplinary consequences, assignments, test, etc., missed during the absences will not be made up or extra credit given during the grading period.

Extended Excused Absences:

The student and parent(s) should initiate a plan with each teacher for making up work as a result of an extended period of absences. The student and the parent(s) must assume responsibility for making direct arrangements with the teacher(s) to make up the work and confirm the due date.

A Mandatory Parent-Teacher Meeting:

Including Principal when deemed necessary, the meeting is essential when student misses core content of instruction within a grading period/term. The **Parent-Teacher Meeting** for extended excused absences focus would be to

- identify how academic support can be integrated during the student's absence so student may master content (at parent(s)'s expense, if needed);
- access student's content mastery, if feasible;
- avoid a grade of Incomplete, if feasible; and
- support the student's academic progression.



Excessive Absences:

If a student receives **three (3) or more absences (unexcused or unexcused)** within a term, the parent(s) may be asked to meet (either face to face or via a phone conference) with the Principal or Principal's designee. Refer to the *Required Attendance-90% Of School Days* section.

Parent(s)'s Warning Notification/Alert:

The School's communication system will generate an automated notification for every three (3) absences (whether excused or unexcused). Upon receipt of the second (2nd) communication system notification of absence (whether excused or unexcused), the **Parent(s)-Teacher-Principal** (or Principal's designee) will have a mandatory meeting to implement a plan of action to:

- cease absences and/or tardies;
- assess student's mastery of content, if feasible;
- avoid a grade of Incomplete, if feasible;
- support the student's academic progression; and
- obtain academic support, at parent(s)'s expense, if needed.

Whether excused or unexcused, students are required to be in class 90% of the School days. Refer to the *Required Attendance-90% Of School Days* section.

Reporting Absences or Late Arrivals:

Students **not at school by 10:00 a.m.** or who leave before noon and do not return will be counted absent for the day.

Parent(s) who know their child(ren) will be absent or tardy are required to notify the school front office receptionist by 8:45 a.m. to report the absence or late arrival. Please send an email or written letter to notify the school receptionist and homeroom teacher/advisor if you know student will be absent. Text message, social media apps notifications, or verbal communication are not acceptable forms of notification for absences and tardies.

Refer to the Tardy Section for more on late arrivals.

School Event Absence:

An off-campus event, which is initiated by the School and given prior approval by the Administration, is not reflected on the report card and will not be recorded as absent. These include school-scheduled field trips, activities, Life After St. Philip's (LASP) school visits, and school philanthropic events where the student is involved. Students are responsible for all class work missed in these situations, and work must be turned in under the direction of their teacher.

Whether excused or unexcused, students are required to be in class 90% of the School days.



TARDIES:

The school day goes smoothly when the students arrive with time to get organized before class begins. Students are encouraged to arrive no later than 7:50 a.m. each day. At 7:50 a.m., the designated teacher or advisor will directly supervise transitioning students from the Snyder Gym through the before school morning routine to the classroom to begin at 8:00 a.m.

Traffic or Weather Conditions:

Unless authorized by the Principal or Principal's designee weather conditions or traffic conditions are not excusable for tardies/late arrivals. The Principal will designate and approve excused tardies/late arrivals to the school personnel to ensure correct recording on student's attendance records.

Lockers/Classroom:

Students that are tardy are not permitted to go to their lockers, go to class to deliver a project, go to a restroom outside of the Snyder Gym or go directly to Chapel. (Refer to Locker in the *General Standards section*)

Early Childhood Tardies:

EC Before Chapel: EC students are tardy if they are not in their classrooms by 8:00 a.m. EC students are permitted to proceed to their classroom rather than remaining in the Snyder Gymnasium. Although EC students transition to their classroom, if they are not in their classroom ready for class at 8:00 they will be recorded as tardy. EC students must be in their designated classroom at 8:00 a.m. not in the school building (whether with or without a parent(s)).

Early Childhood **Before** Chapel: students that are tardy before Chapel must transition directly to their designated classroom.

Early Childhood **During** Chapel: EC students arriving after Chapel has begun, are tardy and parents or responsible adult must:

- enter through the Life Center main school front doors (under direct supervision of their parents);
- place school items in the designated spot in the Snyder Gym;
- use the restroom before entering Chapel; and
- walk the student into the grade level designated area in Chapel.



Transitioning to Chapel:

Lower School and Middle School students that are tardy will transition with their class at the beginning of Chapel.

Tardy Designated Area:

LS & MS Students: Must go to the Snyder Gymnasium to await the beginning of Chapel. The Before School Care staff will be on duty to receive and monitor them during this tardy period (8:01 to 8:20 a.m.). Lower School and Middle School students are not permitted to enter the hallway or transition to their class or other areas in the building whether with or without their parent(s) or other adults. Students that are tardy are not allowed to roam/loiter in the school building. Students are required to adhere to sitting quietly and participating in the D.E.A.R. (Drop Everything And Read) time. School items, projects, bags, etc., will remain in the Snyder Gym in the designated safe area until after Chapel. After Chapel, tardy students will be escorted to the Snyder Gym to retrieve their school items

Detention (Tardy):

Students serving Detention will report in the Snyder Gym on designated school days at 7:00 a.m. as an assigned to the student. Students reporting for Saturday detention will report at a specified location and at a specified time. Students that are ten or more minutes tardy for detention will be required to receive further disciplinary consequences up to and including Out of School Suspension.

Unexcused Tardy:

- Skipping Class
- Late to Class without Prior Permission or School Personnel authorization
- Without Healthcare Provider Official Notice
- Loitering/Roaming
- Untimely / Late Transition
- Unsubstantiated traffic conditions

Skipping or Tardy to Class:

The penalty for skipping or being tardy to class is an unexcused absence and for all work missed resulting in a grade of zero. During the school day, a student must obtain permission before leaving a classroom or being tardy to class. Students who habitually or routinely miss more than 20 minutes of class without permission will be considered for disciplinary action up to suspension.

Reporting/Recording Tardies:

It is possible, for many reasons, that a sibling in one class can be marked tardy and the other not be marked tardy. It is possible for a parent(s) to drop their child(ren) off on time, yet the student



failed to be in class at 8:00 a.m. or failed to get the teacher's permission to be out of class (including the restroom).

- Students who are tardy to school six times or more in one **quarter** will see a one letter grade impact on their report cards in their Chapel grade.
- **Six (6) unexcused tardies equal one unexcused absence.**
- **Every six (6) tardies in a term,** the School's communication system will generate an automated notification for every six (6) tardies (whether excused or unexcused).

Daily attendance and tardy records are available to parents on the School's communication system and printed on the student's report card each term. Students **not at school by 10:00 a.m.** or who leave before noon and do not return will be counted absent for the day.



St. PHILIP'S
SCHOOL & COMMUNITY CENTER

ACADEMICS

Our philosophy at St. Philip's is to provide each student with an exceptional academic experience. The academic growth of all students is greatly enhanced by collaboration between parents and teachers in support of the academic goals of each student.

The best educational atmosphere that can be set up for the students is one of family, teacher, and School working to complement one another. Our commitment is to work professionally and constructively for the education of our students. Our lines of communications need to be open and direct. All concerns relating to the student's academic and social development need to be discussed first with the individual teacher. Parents are encouraged to communicate their concerns and to practice doing this in a way that promotes a positive relationship between school and family.

Advisories

St. Philip's has an advisory system that begins with Middle School students in 4th grade. Advisory groups have activities during their allotted advisory time. Advisory meetings provide an opportunity for the students to get to know each-other and their advisors better. Advisories also give students a chance to relax and to share experiences with each other.

Parent-Teacher Meetings:

Parents are encouraged to contact a teacher at any point to inquire about how the student is doing or just to check in. Likewise, teachers are encouraged to notify parents if they have a concern or to tell parents about an outstanding academic accomplishment made by the student. For such meetings, parent(s) or teacher must schedule a time to meet. For information about normal academic work or general conduct of a student, a parent(s)-teacher meeting may be scheduled before or after school hours based on teacher's availability. Preferred meeting time is during the teacher's scheduled planning period. *Refer to Parent-Teacher Meeting in Organization Structure section.*

Mandatory Parent(s) Reporting Period Conferences:

Mandatory Parent(s) Reporting Period Conferences provide a wonderful opportunity for parents, advisors, teachers, and students to review and discuss the student's grades, progress, recommendations, to establish and assess goals for the year, and more importantly, strategies for helping each student achieve his/her goals. During Mandatory Parent(s) Reporting Period Conferences, teachers are expected to make a fair and accurate appraisal of the student's academic and personal progress.

Middle School students (4th through 6th grades) must attend the first 5 to 7 minutes of each end of the quarter conference with their parents and advisor.



Mandatory Parent(s) Reporting Period Conferences are held **two times per year** for all students. These formal Mandatory Parent(s) Reporting Period Conferences are scheduled on the School calendar in October and March. At the 1st and 3rd grading period, parents are required to attend this Mandatory Parent(s) Reporting Period Conferences to receive their child(ren)'s Report Card. Report Cards will not be released until the parents attend the Mandatory Parent(s) Reporting Period Conferences. Teachers, homeroom teachers or advisors will notify parents two to three weeks in advance of the school's calendar dates to begin scheduling conference meeting. Parents will be able to sign up through either an online meeting scheduler or a signup posted on the classroom door.

If both parents are in the home, they are both required to attend the conferences.

Parents who do not attend the Mandatory Parent(s) Reporting Conference will have one week to schedule and attend the conference; if this does not occur, parent(s) will receive a written notification of failure to comply. Failure to attend the two Mandatory Parent(s) Reporting Period Conferences may result in consideration for not being extended an invitation for reenrollment to St. Philip's School and Community Center.

GRADING & REPORTING:

Chapel Grades:

All Lower School and Middle School students will receive a grade for Chapel. Students who are tardy are not allowed the full benefit of participating in Chapel service with their class, and this will be reflected in their Chapel grade.

Mid-quarter Progress Narrative Grade Reports:

Mid-quarter progress narrative grade reports are teacher written narratives or comments on student's performance, outlines student's specific success and recommendations for progress, and provides mid quarter review of student's grade. Mid-quarter progress narrative grade reports are released at the middle of the 2nd and 4th quarter. To keep abreast of their child(ren)'s grades, parents should review grades on the RenWeb.com grading system on a weekly basis.

Report Card Grade Reports:

St. Philip's provides parents with report grade cards **four times a year** (at the end of each quarter). At the 1st and 3rd grading period, parents are required to attend a Mandatory Parent(s) Reporting Period Conferences to receive their report card. Report Cards will not be released until the parents attend the Mandatory Parent(s) Reporting Period Conferences. The 2nd and 4th quarter grading period report cards will either be delivered in the student's homework folder/binder or



email through the school's communication system. Fourth (4th) quarter grading period report cards will not be released until all school matters have been finalized with the parent(s), such as financial commitments, return of school items, attending mandatory meetings, etc. To keep abreast of their child(ren)'s grades, parents should review grades on the RenWeb.com grading system on a weekly basis.

Early Childhood – Second Grade Grading System:

Report cards and mid-quarter progress narrative grade reports for Early Childhood through Second Grade students will be in the form of skills assessments and detailed narratives, respectively, and will reflect the social, cognitive and motor development of the student.

The grading scale for EC through 2nd Grade students is as follows:

EARLY CHILDHOOD & LOWER SCHOOL GRADING SCALE		
LETTER GRADE	NUMBER GRADE	CLASSIFICATION
NA		Not Assessed
E+	97 – 100	Excellent
E	93 – 96	
E-	90 – 92	
S+	87 – 89	Satisfactory
S	83 – 86	
S-	80 – 82	
N+	77 – 79	Needs Improvement
N	73 – 76	
N-	70 – 72	
	69-0	Difficulty
Grade below 70 is failing to meet grade level standards for mastery of subject.		
I	Portion of the course work was not completed due to special circumstances.	Incomplete

To keep abreast of their child(ren)'s grades, parents should review grades on the RenWeb.com grading system on a weekly basis. Teachers will update grades weekly. For projects, tests, or other complex assignments, grades may take up to two weeks to post on RenWeb.com

Third Grade through Middle School Grading System.

The grading scale for 3rd through 6th students is as follows:

MIDDLE SCHOOL GRADING SCALE		
LETTER GRADE	NUMBER GRADE	CLASSIFICATION
A+	97 – 100	Excellent
A	93 – 96	
A-	90 – 92	
B+	87 – 89	Commendable
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Satisfactory
C	73 – 76	
C-	70 – 72	
D+	67 – 69	Difficulty
D	63 – 66	
D-	60 – 62	
F	(Below 60)	
Grade below 70 is failing to meet grade level standards for mastery of subject		
I = Incomplete	Portion of the course work was not completed due to special circumstances.	

To keep abreast of their child(ren)'s grades, parents should review grades on the RenWeb.com grading system on a weekly basis. Teachers will update grades weekly. For projects, tests, or other complex assignments, grades may take up to two weeks to post on RenWeb.com.



ACADEMIC ASSESSMENTS

Assessment of student achievement at St. Philip's is on-going and covers all content areas. To allow continued student learning, assessment is more formative than summative. Teachers are encouraged to provide higher order thinking and problem solving-based assessments which serve as a gauge for student progress and high level achievement.

Regular quizzes, projects and tests creatively infuse computer-based, research, and multimedia work. Weekly spelling and vocabulary tests are derived from course materials and are administered to students. Baseline and benchmark assessments are administered at the beginning, middle, and end of the year for all kindergarten through sixth grade students.

Baseline and benchmark math assessments are administered at the beginning of the year and again in the middle of the school year for all kindergarten through sixth grade students. The full assessment provides the faculty with a baseline portrayal of student math competencies.

The CTP 4 is a rigorous assessment of student achievement in the areas of reading, listening, vocabulary, writing, mathematics, and verbal and quantitative reasoning. It is an assessment that allows the school and families to understand student learning and to inform instruction.

Reports of ERB test results are issued to parents in early June of each year. Presentation and analyses of test results (comparing national, independent and school norms) are provided to faculty and parents.

All early childhood students are administered the computer based ERB Children's Progress Assessment.



HOMEWORK:

We believe that meaningful home study is a necessary part of each student's educational program and that it should be related to the educational philosophy and goals of the school. Homework is defined as out-of-class preparation in a given subject area which is assigned by a student's teacher. This assignment is of such a nature that the student must complete assignments during non-class time. Homework should be a purposeful extension of the school day which provides the student with additional opportunities for the development and reinforcement of the school's instructional objectives. The assignment of homework should be regular and reasonable, and it is encouraged when it contributes to the child(ren)'s education through individual work, responsibility, completion of projects, and the establishment of good study habits. The completion of homework assignments will be recorded by the teacher and included in the evaluation of the student's progress.

Homework is the **student's responsibility for grades 2nd through 6th**. For grades Pk2 through 1st grade, the parent(s) is encouraged to teach and support the child(ren) develop independence and responsibility through establishing skills such as organization, time management, attention to detail, follow through, and study skills.

Planners:

The Student Planner is used to support student organization and time management.

At the beginning of each year, teachers orientate students on the use of the Student Planner. Students are responsible for organizing and managing their time through planning to take control of what they do, how they do and when to do it. This resource is an essential tool for the student to be successful. Each student is required to record independently their assignments, appointments, activities, test, quiz, projects, task, and due dates in the designated areas in the Student Planner. Student Planners should be kept in the student's notebook/binder, brought to class each day, taken home every day, and referenced throughout the day to ensure follow through on responsibilities.

Parents are encouraged to routinely check the Student Planners along with the Week at a Glance, and the Parents' page on RenWeb.com.

Third (3rd) through sixth (6th) grade students are required to maintain their Student Planner. During January, second (2nd) grade students are provided with a Student Planner to learn how to master the use of the School Planner before their 3rd grade year.



Difficulty with Homework:

Although homework is designed to enhance learning in the classroom, the faculty understands that a student may have difficulty with an assignment. If this is the case, a sincere effort should be made to do as much of the assignment as possible, and the following school day the **student** should make arrangements with the appropriate teacher for extra help. To avoid a late or incomplete homework notice, it is the responsibility of the student to turn in the work and request to meet with the teacher if extra support is needed.

Students needing academic interventional support such as academic tutoring and or academic skills (time management, study skills, etc.) *should refer to the Student Support Services section.*

Attending School-Wide Events

We require all of our parents attend Parent School Association Meetings. Students in Pre–K through 3rd grades whose parents attend PSA meetings will not be assigned homework for that night. As determined by the Principal, homework assignments may not be due the next day for students participating in special curriculum nights or school-wide parent(s) evening events. Turning in or completing assignments will not be a reason parent(s) does not attend a school-wide event.

Recording Homework and Classwork

Most often student grades are recorded in the school's grading system, RenWeb.com, the following Monday of an assignment, test, quiz, project, etc. If graded work is not received in a timely manner, please inquire about their progress to the teacher via email or send a written not attached to your child(ren)'s homework folder or the Student Planner.

RenWeb.com will generate an automatic grade average notice to the parent when a student's class average reaches 75 or below.

Late, Incomplete (Missed) Homework or Classwork (Lower School and Middle School):

The School is preparing students for success in college and career, so it is important that students are trained to be punctual and to complete their work to the best of their ability and on time. Work completed after it was due loses much of the value that the work had at the time of instruction.

Work, whether class work or homework, not turned in or is incomplete by the assigned due date is recorded as ***Late or Incomplete*** with a grade of zero.

The student:

- May turn in missing work within three (3) school days of the due date to receive an earned grade up to 70.



- Will receive a grade of zero for failing to turn in the completed work within three (3) days of the due date.
- May be subject to Academic Detention (refer to Academic Detention section).

Teachers will communicate with the student about missed or incomplete assignments. It is the responsibility of the student to write their name on all work, if work is not identifiable it cannot be recorded for a student. Parents may review grades through RenWeb.com. It is the responsibility of the student to write their name on all work, complete all missed assignments and turn them in to the teacher no more than three (3) school days. No make-up work, extended dates, or extra credit will be allowed after three (3) school days (any exceptions will be at the discretion of each teacher). For middle school students, assignments must be completed and turned in to the teacher within three (3) school days regardless of the class rotational day.

ACADEMIC DETENTION - THIRD (3RD) GRADE THROUGH 6TH GRADE:

Academic Detention is the supervised retention of a student beyond the regular school day when the teacher requests the student show improvement in academics resulting from failure to comply with academic standards, such as submission of homework or classwork as outlined in the class academic standards in the Parent(s)-Student Handbook or classroom procedures.

Students failing to comply with academic standards may serve Academic Detention. After being given three (3) additional school days to complete and turn in missed assignments, yet fails to comply, the student:

- a) earn a grade of zero, and
- b) serve Academic Detention.

Academic Detention will be assigned by the classroom teacher *every time* a student

- (a) in a school term fails to turn in,
- (b) at least two (2) assignments, and
- (c) in the same class.

The class teacher assigning the assignment will generate an *Academic Detention Notice* via the school's communication disciplinary as follows:

1. to the student,
2. to the parent(s),
3. a copy attached to the School Planner or Homework folder, and
4. a telephone contact to parent(s) by Wednesday of the week the student is assigned to serve detention.

The *Academic Detention Notice* will indicate the following:

- Academic Detention to be Served (as outlined in the Parent(s)-Student Handbook),



- List the two missed assignments,
- The due date of the missed assignments,
- The grade of zero recorded for each assignment,
- The date detention is to be served,
- The time detention is to be 7:00 a.m. to 7:50 a.m.,
- Reporting place to arrive for detention: Snyder Gym.

If the student is unable to serve detention, the parent(s) is required to notify the teacher the day before, or the day of or no later than the next school day of the reason for failure to attend. Failure to attend, without a valid or reasonable excuse, approved by the Principal, may result in additional disciplinary action up to and including Out of School Suspension.

Any student serving three (3) or more Academic Detentions in a school year, may lose the privilege of serving in leadership, special programs, or receiving academic honor such as Student Council or Titans.

The maximum number of Academic Detentions per school year is six (6). Students serving six or more Academic Detentions per school year will be required to have a Mandatory Parent(s)-Teacher-Student-Principal meeting. This excessive number of Academic Detentions may result in consideration for not being extended an invitation for reenrollment to St. Philip's School and Community Center.



ACADEMIC PROBATION

Academic Probation serves as notice to parents and students that it will take a mutual effort from home and school to ensure that parents provide the student with sufficient support to be successful in the School's environment. Students and parents are expected to monitor student grades throughout the grading period and to be aware of the potential for placement on academic probation, should academic performance be considered unacceptable.

Unacceptable academic performance for Academic Probation purpose is defined as, grades that are:

- Below average during a grading period (mid-term/progress grade reporting or report card grading period),
 - less than 70, or
 - Difficulty level in two or more core course.
 -

Students earning unacceptable academic performance at this level in two (2) or more core classes constitute unacceptable Academic Performance and will be considered for Academic Probation status at the end of the mid-quarter progress narrative grade reporting period or grading report card period.

Six (6) weeks into the grading period, a student who is at risk of being placed on Academic Probation will have a required Parent(s)-Teacher-Student Meeting (Principal or Principal's designee may attend) to:

- Identify the reasons for student's unacceptable academic performance.
- Develop and implement an academic Student Support Plan to achieve satisfactory grade performance (including tutoring).
- Determine course of action, to include expulsion, if student does not earn a passing grade.
- Discuss outcome of failing a core course for the school year (*See Retention section*).
- Consider student's academic achievement and learning abilities to be successful at the School.

At the end of the grading period, if student has failed two (2) or more core courses (ELAR, Math, Science or Social Studies) at the below level average, he/she will be placed on Academic Probation.

During the school year, if a student is placed on Academic Probation for two (2) or more times for the same course, the student is at-risk of failing the course. When approaching failing a course for the school year, a Mandatory Parent(s)-Teacher-Principal Meeting is required in an effort to ensure student achievement.



While on Academic Probation, the following will be required during the probationary period:

- Actively and earnestly receive academic tutoring in each course for the duration of the remaining term or the entire next term with the goal to obtain and maintain satisfactory academic performance. Tutoring will be at the expense of the parent(s). *Refer to Student Support Services, tutoring section for details.*
- The probation period will continue throughout the quarter or the next grading period (whether mid-quarter progress narrative grade reporting period or report card grading period).
- At the discretion of the Teacher and/or Principal, student may lose the privilege of serving in leadership, special programs, or receiving academic honor such as Student Council or Titans, and extra-curricular activities (including non-St. Philip's related) such as athletics, dance or any program that may impact time for studying after school.
- Student may not serve or participate in class leadership positions or represent the school, such as student council, peer meditation, Titan, etc.,
- May lose eligibility of tuition financial assistance.

A student on Academic Probation who fails to achieve satisfactory grade performance by the next grading period will serve another Academic Probation period, subject to provisions listed in this section. A student that fails the course, will be subject to the provisions outlined in the *Promotion and Retention section*. Student may not be considered for reenrollment.

PROMOTION AND RETENTION

Students in Pk4 through 6th grade must master St. Philip's School and Community Center's grade level content that are necessary according to the criteria established by the School's curriculum in order to competently continue on to the next grade level. Content mastery is measured by, but not limited to:

- a. Academic assessments,
- b. Standardized assessments,
- c. Division team academic review,
- d. Academic progressive history,
- e. Grade average of 70 or above, and
- f. Observation and review of student's educators and related school personnel.

All St. Philip's students must master grade level skills that are necessary according to the criteria established by the standard curriculum in order to continue on to the next grade level. The curriculum is not modified for students in the SSS program including students with a Student



Academic Intervention (SAI) Plan, Student Academic Tutoring (SAT) Plan or Behavior Action (BAP) Plan. All students should possess strong work ethics, good attendance, and demonstrate initiative and motivation for success at St. Philip's School and Community Center.

Prekindergarten 4 through 1st Grade:

Students in Pk 4 through 1st grade students must be able to demonstrate mastery the School's current grade-level subject matter in phonemic awareness, phonics, and mathematics, and have reached a developmental stage of maturity for learning.

2nd through 6th grade:

Second through sixth grade students failing with a school year grade average of less than 70 in the core courses of math, science, social studies, or ELAR (Literacy) is subject to St. Philip's grade level retention or referral.

Considerations for Retention or Referral:

Any student demonstrating academic weaknesses and difficulty in mastering content will be required to demonstrate mastery in the St. Philip's grade level academic content. Based on the identified needs of the student, the School may recommend the student comply with student support services outlined in the *Student Support Services* section. Further recommendations may include, but are not limited to:

- Retention with development of and adherence to a Student Support Academic Plan, if not previously developed.
- Receive a comprehensive psycho-educational evaluation by a School approved skilled, trained and certified educational diagnostician or school psychologist or licensed specialist school psychologist.
- Recommend compliance with receiving a comprehensive psycho-educational evaluation, if deemed the School would be able to support the results of the evaluation.
- Referral to a school specifically developed to provide the resources, services, and level of instruction that may be needed by the student. The parent(s) of a student who is or may be developmentally, emotionally, or academically unable to perform adequately, or consistently demonstrates difficulty in mastering skills, or is below St. Philip's grade level standards and has been provided support by the School may be counseled to transition to a school designed to provide the resources, services, level of instruction to meet the student's needs.

Any student who is being retained and chooses to withdraw from St. Philip's School and Community Center, a grade level retention will be recorded on the student's official School records.

Refer to *Academic Probation section*.



DISCIPLINE POLICY

Positive and appropriate behavior is essential for effective learning. It is important that students take responsibility for their actions and realize their own attitudes and actions are directly related to their school experience and that of their classmates. With the support and assistance of school personnel and parent(s), all students have the capacity to choose behaviors that enhance their relationships and facilitate learning. In keeping with the Christian nature of the school, the highest standards of conduct and respect are expected of both students and their parent(s) at all times.

Students should:

- Agree to represent the school with integrity, ethics, and respect on and off campus.
- Appreciate the rights and personal belongings of others.
- Display courteous and respectful behavior.
- Use appropriate language at all times.
- Exhibit personal honor in all actions.
- Express feelings in a constructive manner.
- Accept responsibility for their actions.
- Recognize inappropriate behavior and identify constructive alternatives.
- Learn to walk calmly and quietly when inside school buildings.

St. Philip's philosophy of discipline is as follows:

- Each student is to be treated with respect and given every opportunity to learn self-control and self-discipline.
- All members of the faculty and staff should be models of good manners for students to observe.
- Students should be taught to respect their teachers and all of the staff of St. Philip's.
- Teachers cannot teach and students cannot learn in an environment of disorder, confusion, and rudeness.
- Distinction should always be made between the deed and the doer. It is the deed that we dislike, not the child(ren).
- Physical punishment such as spanking, hitting, and shaking is forbidden at St. Philip's.
- St. Philip's understands that **character counts**. We teach and demonstrate the six core ethical values of 'Character Counts' God's principles on a daily basis.
- Any student who does not abide by the school rules, or whose conduct is such that the learning process or welfare of the other students is adversely affected, is subject to Disciplinary Consequences outlined in this policy. Disruptive behavior, habitual misconduct, continuous school violations or noncompliance to rules and regulations of



the school will not be tolerated and will be addressed according to the Parent(s)-Student Handbook. Any unacceptable behavior that is not outlined will be addressed at the discretion of the Principal (or Principal's designee). The term infractions and incidents are often used interchangeable.

The student, family, and responsible persons of the student must adhere to the disciplinary policy, the rules and regulations of the school, and provisions outlined in this Parent(s)-Student Handbook. Any exemptions, cessations, or circumventions to any provisions of the disciplinary policy will be at the sole discretion of the School Principal.

Disciplinary methods or standards of student discipline can reasonably be expected to teach students:

- that their actions have consequences,
- that they are accountable for their behavior,
- to help them learn from their mistakes,
- to help them develop character, and
- to cease inappropriate behavior/actions.

Disciplinary Review Team (DRT):

The DRT members for the school are selected by the Principal and may include the classroom teacher, content lead teacher or department lead, and the Principal's designee(s). Disciplinary Consequences imputed are at the initial discretion of the teacher overseeing the discipline matter; however, may be reviewed by the DRT, as needed. The DRT will support only on an as needed basis; thus will not review or serve on every infraction.

The DRT, when needed to serve, responsibilities may include, but are not limited to,

- reviewing the behavior/actions of the student;
- conducting an inquiry of the incident with the student;
- recommending Disciplinary Consequence, up to and including expulsion;
- ensuring consistency in the disciplinary policy; and
- assisting in assessing reenrollment consideration.

Grade Level Classroom Rules:

Grade level classroom rules may describe disciplinary consequences to be imputed based on a student's infraction. Classroom rules are developed by the grade level teachers and shared with parent(s) at the beginning of the year. Grade level classroom rules are subject to modification without prior notice to the parent(s).



Reporting & Referral:

Any infraction/incident whether listed in this policy or not (not limited to: disruptive behavior, habitual misconduct, continuous school violations or noncompliance to rules and regulations, etc.) can be reported or referred for Disciplinary Consequences by any member of the school personnel such as: teacher, staff member, administrator, before and after school care worker, tutor, and designated school supporters. Most discipline matters will be reported by the classroom or the specialized area teacher, but any egregious behavioral concern may be referred to the Discipline Review Team or Principal (or Principal's designee).

Parent(s) is not allowed to reprimand, interrogate, or harass another family's child(ren) while the child(ren) is in the school's care. Disciplinary concerns or behavior infractions/incidents should be immediately referred to the student's teacher. Parent(s) in this section refer to those that are not serving as an official member of the school, such as teacher, administrative staff, or support personnel role (to include substitute teachers and tutors).

Infractions/incidents that occur on campus or at a school-sponsored activity or that may occur off campus and related to school will be taken seriously and will be investigated in a confidential and prompt manner.

Infractions/incidents that occur outside school hours and away from school property or school-related functions may be investigated if reported to the school. Parent(s) of involved students may also be notified. Any person to whom a complaint is made shall immediately advise the Principal (or Principal's designee) that a complaint has been made. Appropriate corrective action will be taken, if warranted.

Inquiries of students by school personnel may occur prior to reporting or informing parent(s). School personnel will investigate violations and interview students without prior notice to parent(s) or the consent of parent(s) in order to do so. School personnel exercise this authority to maintain the safety and security of the school environment and to prevent the disruption of instructional programs.

Based on the nature of the Disciplinary Consequence, an infraction/incident may be reported through the school's disciplinary behavior communication system. Not all Disciplinary Consequences will be reported through the school disciplinary communication system. Every minuscule unacceptable behavior or infraction may not be reported through the school disciplinary communication system, such reporting is at the discretion of the reporting teacher and may be based on the mitigating disciplinary factors and the immediate improvement of the student.

Disciplinary Mitigating Factors:

Disciplinary Consequences imputed may depend upon the student's:

- developmental phase,
- disciplinary history,
- severity or magnitude of the infraction/incident,
- frequency of infractions/incidents,
- intent or lack of intent at the time the student engaged in the conduct,
- personal factual circumstances, and/or
- overall behavior documentation or discipline record.

DISCIPLINARY CONSEQUENCES

Disciplinary Consequence is a standard of penalties imputed for infractions or inappropriate behaviors. Disciplinary Consequences are not sequential; therefore, any Disciplinary Consequence may precede another. The School reserves the right to act according to the nature of the student's behavior and the severity of the offense (on a case by case basis) to impute Disciplinary Consequences that may result in reporting to governing agencies, when required by law, and or imputing immediate suspension or expulsion at the discretion of the DRT or Principal (or Principal's designee).

The following list of Disciplinary Consequences is not all inclusive. Other Disciplinary Consequences may be assigned, depending on extenuating circumstances. A student may be imputed more than one Disciplinary Consequence. Disciplinary Consequences imputed may include the following, but are not limited to and are not in sequential order:

- Verbal corrective feedback.
- Formal written disciplinary notice in the school's communication system.
- Documentation on student's classroom behavior chart (grade level appropriate).
- Opportunity for describing, modeling, and practicing correct forms of appropriate behavior.
- Verbal or written apology of student committing the infraction.
- Teacher and student conference.
- Parent-Teacher Discipline Conference, when deemed necessary may include the student and or DRT or Principal's designee.
- Not attending field trips/academic excursions, classroom functions, etc.
- Attending field trips/academic excursions, classroom functions, etc., with required attendance and direct supervision of a parent(s) or approved caregiver.
- Suspension of student privileges or leadership positions (as determined by DRT).



- Limited Recess Time Out during which time student may be allowed to engage in physical exercise or movement that will promote stress/tension release, allow for student to meditate on how to correct their inappropriate actions, and to regain self-control during this time.
- Limited Class Time Out is the removal of a child(ren) for a short period of time from a situation in which the child(ren) is misbehaving and has not responded to other discipline techniques.
- Detention due to discipline / behavior matters.
- Detention due to academic matters.
- Peer Mediation, when applicable.
- Grade penalty due to academic dishonesty.
- Out of School Suspension (OSS).
- Loss of financial aid support due to ongoing discipline infractions and non-compliance to school policies.
- Confiscation of contraband or of items that disrupt the educational process
- Consequences not listed may be determined by the reporting teacher or administrator or classroom rules.
- Restorative practices such as restitution, payment, or other action intended to repair damages or loss of property (at the financial expense of the parent(s) or responsible parties).
- On-campus community service assignment (without earning community service hours); may include, but is not limited to, school beautification (indoor or outdoor) projects, campus betterment, teacher or administrative assistance support, or related task.
- Development and compliance with a Behavior Action Plan (BAP).
- Parent(s) to obtain and comply with professional parenting, mental health, or related support, as deemed appropriate and at the financial expense of the parent(s) or responsible parties.
- Referral for student to participate in and comply with on-campus (when available) or off-campus student support service; to include, but not limited to mental health, social skills, play therapy, etc., at the financial expense of the parent(s) or responsible parties.
- Referral to an appropriate agency or program including mental, emotional, or related programs at the financial expense of the parent(s) or responsible parties.
- Referral for a comprehensive educational psychological, psychosocial, emotional, or behavioral health assessment at the financial expense of the parent(s) or responsible parties.
- Required participation in educational workshops on developing social skills, emotional health and management, or replacement behaviors, etc., at the financial expense of the parent(s) or responsible parties.

Expulsions are the only appealable Disciplinary Consequence.



DISCIPLINE CONDUCT TYPE A

Infractions for behaviors in this category are subject to Disciplinary Consequences outlined in this policy up to suspension

- Skipping over 40 percent of the class time
- Tardiness (refer to Tardy Policy)
- Failure to comply consistently with homework, classwork, and related academic standards
- Littering
- Gambling
- Minor disrespect to students or staff members
- Failure to follow directions, share, or respond to school personnel requests
- Prohibiting others from participating in an activity
- Minor class disruption
- Non-productive behavior for academic progress
- Minor uniform violation, five or less
- Minor aggressive behavior (e.g. pushing and shoving in line)
- Repeated annoying behavior or negative gestures towards others
- Lying to get oneself out of trouble
- Minor violation of school rules regarding technology use
- Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission
- Failing to be in one's assigned place on school premises



DISCIPLINE CONDUCT TYPE B

Infractions for behaviors in Type B and ongoing behaviors listed in Type A are subject to Disciplinary Consequences outlined in this policy up to and including suspension. Additionally, these ongoing Type A and Type B infractions may result in non-re-enrollment and expulsion.

- Excessive tardiness (refer to Tardy Policy)
- Failure to comply with toilet training policy
- Academic integrity violations (refer to Academic Integrity section)
- Failure to comply with homework, classwork, and related academic standards
- Attempted to cause damage to school property or private property
- Horseplay or roughhousing, reckless or unsafe behavior
- Rude, disrespectful, disruptive behavior
- Egregious tantrums/emotional outburst
- Repeated chronic behavior that creates an environment preventing teaching and learning
- False activation of a fire alarm
- Intentional lying to get another person(s) in trouble
- Uniform violations-six or more
- Lack of school harmony
- Fails to support and comply with disciplinary consequences and/or policy
- Defiant, oppositional, rebellious conduct
- Failure to follow directions potentially leading to disruption or the harm of self and others
- Disruption of school activities
- Mutual fighting
- Fighting, intimidation and/or violent behavior (Imputing disciplinary consequences for student acting in self-defense will be taken into consideration)
- Spitting, biting, or placing bodily fluids on another student
- Stealing
- Possession of stolen property
- Committed an offensive or obscene act
- Engaging in habitual profanity and vulgarity
- Possessing or using tobacco, nicotine products, or nicotine delivery systems
- Failure to report school policy violations



DISCIPLINE CONDUCT TYPE C

Infractions for behaviors in Type C are subject to Disciplinary Consequences outlined in this policy up to and including suspension, non-re-enrollment, expulsion, and reporting to governing authorities.

- Fire setting
- Causing a major disruption to the atmosphere of order and safety in the school
- Causing damage to school property or private property
- Bullying and harassment as outlined in this policy
- Possessed an imitation firearm
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence
- Caused, attempted to cause or threatened to cause physical injury
- Behavior dangerous to students and staff potentially leading to disruption or the harm of self or others
- Aids or abets in the infliction or attempted infliction of physical injury on another person
- Having a Hit List
- Inappropriate Sexual Behaviors with self or others



DISCIPLINE CONDUCT TYPE D

Infractions for behaviors in this category are subject to Disciplinary Consequences outlined in this policy up to and including immediate expulsion and reporting to governing authorities.

- Willfully used force or violence upon the person of another, except in self-defense
 - Caused serious physical injury to another person, except in self-defense
- Use of firearm or weapons
- Committed or attempted to commit a criminal act, such as firearms or explosive devices, substance, assault, controlled substances,
 - Severe or pervasive physical, verbal, or written act(s) (bullying) directed toward one or more students or school personnel to include by means of an electronic act
 - Possessed, sold, or otherwise furnished any knife, explosive or other dangerous object
 - Unlawfully possessed, offered, arranged, or negotiated to sell or deliver, or sold, furnished, used or under the influence of an alcoholic beverage or intoxicant or controlled substance
 - Unlawfully possessed, offered, arranged or negotiated to sell any drug paraphernalia, drug illegal or illegal
 - Unlawfully possessed, took, administered or under the influence of any controlled substance
 - Made terrorist threats against school officials or school property or both
 - Theft or burglary
 - Criminal sexual acts
 - Assault or battery on any school employee
 - Repeated violation of school's Discipline policy



Academic Integrity:

Students are expected to produce original work that honors copyright laws and that reflects the student's ability and mastery of an assignment. Academic dishonesty includes cheating or copying the work of another student, plagiarism, unauthorized communication between students during an examination, and tampering with, changing, or altering a record or document of a school by any method, including, but not limited to, computer access or other electronic means. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Academic dishonesty is considered serious infraction resulting in Disciplinary Consequences.

Academic dishonesty Disciplinary Consequences are neither non-negotiable nor appealable.

Cheating refers to the act of using an unauthorized source on an assessment or assignment whether on or off campus. Cheating also includes a student knowingly allowing another student to cheat, exchanging answers with others when prohibited, or looking at another student's work to obtain answers.

Copying refers to the act of duplicating any part of another student's work (including, but not limited to, plagiarism, assignments such as math homework, lab reports, vocabulary homework, and so on) and passing it off as one's own. Students may collaborate on assignments when given permission by the teacher for that assignment; however, in student collaboration, each student involved must be a participant in finding the answers for the assignment. Students who willingly email, text, or provide their own work to another student to use will also be held responsible for their part in the infraction.

Depending upon the seriousness of the academic integrity infraction, the teacher may choose from the following consequences on a case-by-case basis.

1st through 2nd Grade

- Student will receive a formal written Disciplinary Notice
- Student meets with the teacher
- First incident, student will redo the task for a maximum earned grade of 70 or Needs Improvement.
- Future incidences, student will not be granted a redo and will receive a grade of zero for the assignment.



3rd through 6th Grade:

- Student will receive a formal written Disciplinary Notice
- Student will redo the task for a maximum earned grade of 70, at the discretion of the teacher
- Incidents of academic dishonesty may result in a student's full month of probation from receiving the honor of a school leadership position, including Titan, Student Council, Peer Mediation, etc.
- Future incidences, student will not be granted a redo and will receive a grade of zero for the task, and removed from leadership positions and as determined appropriate related school organizations privileges.

Absences:

Refer to the *Absence* section of the Parent(s)-Student Handbook regarding excessive absences.

Bullying:

Bullying is repeated aggressive behavior in order to intentionally hurt another, negative and aggressive behavior, whether by a single incident or multiple incidents, directed at a student by one or more other students and in which there is a real or perceived imbalance of power. An imbalance of power can result from multiple factors, including but not limited to physical strength, popularity, access to embarrassing information, or because the bully is not acting alone. Bullying can be face to face or through other forms of written or online communications, and includes, but is not limited to the following actions:

- **Verbal** refers to threatening, taunting, teasing or ridiculing a student by saying (verbal or nonverbal) mean and derogatory things, such as calling her hurtful names
- **Physical** refers to hitting, kicking, shoving, pushing, restraining, or making obscene gestures to another student or destroying or damaging another's property
- **Relational/Social** refers to gossiping, spreading or starting rumors, defaming, rejecting, and encouraging others not to be someone's friend or to bully another person, harming one's group acceptance by excluding them from a school group or activity.

Cyber-bullying refers to bullying that takes place using electronic technology, including email, text messages, social media websites or apps (e.g., Facebook, Tubbler, STEAM, Instagram, Twitter, SnapChat, Kick, Periscope, etc.), blogs and other websites. Refer to The RESPONSIBLE USE GUIDELINES FOR TECHNOLOGY Agreement section. Cyber-bullying includes, but is not limited to:

- Sending or posting threatening, obscene, profane, embarrassing, inflammatory



- Disrespectful messages, pictures, or videos to or about a student
- Impersonating another student online or misrepresenting one's identity to another
- Posting false or defamatory information about a student
- Making a personal attack against a student

Cyber-bullying oftentimes occurs through various social media outlets when students are not in school. As a general rule, the school does not monitor how social media outlets or personal electronic devices are used by students in communicating with or about other students. This responsibility falls on the parent(s) of children enrolled at the school. While the school discusses proper social media usage with its students, the parent(s) is in the best position to educate and influence their children about the proper use of social media.

If cyber-bullying occurs outside of school by a student over social media or similar outlets is reported to the Principal (or Principal's designee), parent(s) may be called in to discuss the issue, and students may be subject to Disciplinary Consequence.

Students who are bullied, and students who are aware of or witness bullying, such as bystanders, should report the behavior to a trusted teacher, the Principal (or Principal's designee) as soon as possible so that it can be addressed. Parent(s) who believe their child(ren) has been the target of bullying shall report the offense to the Principal (or Principal's designee).

The school will not tolerate bullying, which includes cyber-bullying. The school will not tolerate retaliation against an individual who in good faith reports bullying or provides information during an investigation into reported bullying.

Detention - School Discipline / Behavioral:

Detention - School Discipline / Behavior refers to matters related to discipline not academics (*Refer to Academic Detention section*). Discipline / Behavioral Detention is not In-School Suspension (ISS). The school does not offer ISS. Discipline / Behavior Detention will be served on the dates and times established by the DRT or Principal (or Principal's designee). The number of school year Discipline / Behavior detentions will not exceed three (3) and may be a determining factor to not offer or extend the invitation for reenrollment for future years.

Detentions are neither non-negotiable nor appealable.

Expulsion:

Refer to Withdrawal/Expulsion section for process and Disciplinary Consequences.



Harmony Relationship due to Discipline / Behavior:

In accordance with the Harmony Agreement, a positive working relationship between the school and parent(s) is a key component to student's success. The school reserves the right not to reenroll a student if the school concludes that violations of Harmony Agreement have occurred. Refer to the Harmony Agreement section

Harassment:

Harassment is threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. Conduct so severe, persistent, or pervasive that it affects the student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; or substantially interferes with the student's academic performance.

Any student who believes he/she has been subjected to harassment or who has witnessed harassment may file a complaint with the Principal (or Principal's designee).

Hit List:

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Law Enforcement or Governing Agency:

Actions required by local, state, or federal law to be reported to governing agencies will occur when applicable or as required.

Lying

Lying is the communication, whether by expression or omission, of an untruth made with the intent to mislead. Lying may take the form of verbal, electronic, or in written form to another. Lying also includes, but is not limited to, forgery, the use of false identifications, or spreading unsubstantiated slanderous rumors about others.

Non-reenrollment Consideration due to Discipline/Behavior Infractions/Incidents:

If no measurable improvement occurs after the Disciplinary Consequences have been implemented and student remains enrolled for the duration of the school year, student's discipline / behavior record may be a determining factor to not offer or extend the invitation for reenrollment for future years. Re-enrollment privileges are not automatically extended to students with on-going or progressive disciplinary infractions. Full cooperation of the parent(s) is expected in any Disciplinary Consequence.



Physical Restraint:

Authorized school personnel may, within the scope of the employee's duties, use and apply physical restraint to a student when it is reasonably believed to be necessary in order to: protect a person from injury, obtain possession of a weapon or dangerous object, protect property from serious damage, restrain an irrational student, remove a student from a specific location in order to restore order, or to impose disciplinary measures.

Removal from an Educational Setting:

Any school member may remove a student from class or educational setting for egregious behavior that violates school policies in order to maintain a safe, respectful environment for learning. This is not an In-School Suspension.

The following conditions (not an exhaustive listing) may be cause for removal from the classroom or other educational setting:

- The student's behavior has been documented by the teacher as repeatedly interfering with the teacher's ability to manage and teach the class or hinders students ability to engage in learning.
- A single behavioral incident that disrupts learning in the classroom or educational setting.
- The student engages in behavior that could result in expulsion.

The student may be removed from the educational setting and placed in a safe, secure supervised area as deemed appropriate or as designated by the Principal. The area may include the Principal's office, Perot Family Headmaster's office, department head or lead's area, or Principal's designee's area.

A student's removal from an educational setting for such infractions will result in a written disciplinary notice and other disciplinary consequences as warranted. School personnel shall implement appropriate Disciplinary Consequences that can reasonably be expected to improve the student's behavior before returning the student to the educational setting. If the student's behavior does not improve, the school personnel shall employ alternative Disciplinary Consequences. If improvement is still not made, the parent(s) will be notified and a Disciplinary Consequence will follow the procedure for an Out of School Suspension (OSS).

For a *Removal from an Educational Setting* Disciplinary Consequence, the parent(s) is required to formally meet with the teacher and Principal or Principal's designee prior to the student returning to school. Failure of the parent(s) to formally meet with the Principal before returning the student to school may result in further disciplinary consequences.

School suspensions are unexcused absences.



During a student's removal from the educational setting, class work including quizzes, tests, or assignments missed or homework assignments missed may result in a grade of zero. All academic matters missed are at the discretion of each teacher. Refer to the Homework and Class Works section

Retaliation:

Retaliation means any revenge, intimidation or negative action directed against an individual who reports harassment, bullying (cyber-bullying), or school violations or provides information during an investigation.

Under no circumstances will any student who in good faith reports alleged incidents or who cooperates in an investigation of any such behavior be subjected to any form of retaliation on account of having made such a report or cooperated in such investigation. Retaliation of a student might occur when a student receives threats from another student.

Any student who feels they are subjected to retaliation should report the retaliation to the teacher, the Principal (or Principal's designee). The report may be made by the student's parent(s).

Any student who, after an investigation, is determined to have engaged in any form of bullying or retaliation in violation of this policy will be subject to appropriate Disciplinary Consequence, up to and including expulsion.

Searches & Inspections:

Students, while at school and at school-sponsored functions, are expected to have control over the contents of their belongings and will be held responsible for contraband or other inappropriate materials, including pornography or sexually inappropriate material, in their possession, whether on electronic devices, on their person, or in their lockers, purses, desks, book bags, backpacks, or the places where their belongings are kept.

School administrators and authorized personnel have the right to perform unannounced searches of every student and their belongings, including a student's laptop or other electronic devices, pockets, lockers, desks, purses, gym bags, book bags, backpacks, or other places where a student's belongings may be kept, and to confiscate contraband or other inappropriate materials.

All searches or inspections of a person conducted will be conducted in a manner that is respectful of the age and maturity of the student and that protects the student's dignity to the extent possible under the circumstances, while balancing the need for the protection of the rights and safety of the community as a whole. A student's parent(s) will be notified of any personal searches within a reasonable time under the circumstances.



Contraband confiscated in searches shall not be returned to students and when appropriate as required by law will be reported to governing authorities. A student possessing contraband may be subject to disciplinary consequences up to and including expulsion. Failure of a student or parent(s) to comply with a request to search the student's person or belongings will result in disciplinary consequences up to and including expulsion.

Student Support Services:

Relating to disciplinary consequences, parent(s) must support their child(ren)'s attendance and their child(ren)'s participation in the student support services programs that offer services to address behavior or discipline concerns. For more, refer to the *Student Support Services section*.



Suspension:

Suspension is the temporary exclusion of a student from being on the school campus and related school activities for disciplinary reasons or Out of School Suspension (OSS). In-School Suspension (ISS) is not offered, therefore, is not an option.

Suspension from the school will be the decision of the DRT or Principal or Principal's designee. Suspension may be for one or more full school business days for a period of time not to exceed three (3) consecutive school business days.

Suspensions will not exceed three (3) per school year. Beyond three (3) school suspensions per school year may be a determining factor to not offer or extend the invitation for reenrollment for future years

Suspension Notification:

Parent(s) will be contacted via telephone and or email. Parent(s) is required to pick up the student immediately within one (1) hour or less of the school's contact with parent(s). Failure to pick up the student within one (1) hour will result in the student's suspension being extended an hour for every hour the parent(s)/or authorized representative fails to pick up the student from the time the school contacts the parent(s).

Students suspended after 12 noon will be immediately dismissed that day and through the duration of the next school day as well.

In the Disciplinary Notice, the parent(s) will be notified of the student's reason for the suspension and the requirements, if any, for reinstatement, which are to be determined by the DRT or Principal (or Principal's designee). Students who have been imputed a suspension may be required to have a reinstatement meeting with the Principal (or Principal's designee) and their parent(s) before the student is returned to school.

During suspension, the student will not be allowed to participate in any school, or community center or athletic function, whether on campus or off campus, without written permission of the Principal. Student will lose the privilege of being a Titan or represent the school in any other school event, or leadership roles for the duration of the month suspended or the next month, whichever is greater in duration, or be removed from the position as determined by the DRT or Principal (or Principal's designee).

Making up tests, quizzes, assessments, and projects are at the discretion of each assigning teacher. It is the sole responsibility of the middle school student to obtain, complete, and turn in all homework and classwork missed, when permitted by the assigning teacher. Refer to the *Homework and Class Work section*



Suspensions are unexcused absences.

Suspensions are neither non-negotiable nor appealable. Any concerns regarding the suspension may be presented to the Principal.

Vandalism:

Vandalism or Destruction of Property includes littering, defacing, or damaging school property or the property of others. Parent(s) or the student's financial responsible persons will be required to pay for damages. Student will be subject to Disciplinary Consequences. When appropriate, incident may be reported to law enforcement.

Parent-Teacher Discipline/Behavior Conference:

The Parent-Teacher Discipline/Behavior Conference is for the purpose of discussing and resolving ongoing discipline or behavior infractions/incidents. This is not a meeting to appeal Disciplinary Consequences. This conference can be scheduled by either the parent(s) or the teacher or related school personnel.

The parent(s) and teacher must work together to help the child(ren) learn appropriate school behavior through supporting attempts to instill ongoing consistent positive behaviors. The structure of the conference will be:

1. First,
 - A. Discuss appropriate behavior required of the student,
 - B. Establish corrective strategies that will be implemented consistently and effectively at school and at home, and
 - C. Set a maximum timeframe of no more than 10 days from this initial conference to measure consistent improvement.
2. Secondly, if within ten days no measurable consistent improvement has occurred from the initial conference, a second conference will be held with teacher, parent(s), and DRT to:
 - A. Develop a formal Behavior Action Plan (BAP). BAP will identify a timeframe, not to exceed 15 days, for student to demonstrate consistent improved behavior that supports success. The BAP may include, but is not limited to:
 - i. Implement strategies for home and school that will eliminate the targeted unacceptable behaviors.
 - ii. Obtain the support of all caregivers and teachers to consistently adhere to the implementation of the strategies.
 - iii. If deemed needed, recommend, student and/or parent(s) obtain and comply with professional support (whether medical, psychological/mental health, or behavioral). Professional support must be provided by an eligible practitioner that meets accredited or state licensed/credentialed standards to provide professional support on matters pertaining to the student's matters of concern.



Related expenses for the professional support will be fully incurred by the parent(s) or student's financial responsible persons, not the school.

- iv. If deemed needed, student may be referred to available on-campus Student Support Services.
- v. Recommend, as determined to be needed by the school, parent(s) to participate in and comply with parent(s) education workshops, training, or professional supportive services; any expenses will be incurred by the parent(s) or student's financial responsible persons, not the school.

Withdrawal or Expulsion-Discipline / Behavior Related:

Withdrawal is defined as the voluntarily selection of the parent(s) to remove the student from enrollment from the school.

Expulsion is defined as the permanent dismissal of a student from the school.

In most cases, parent(s) will be asked to withdraw their student rather than face expulsion. If the school requests the student to be withdrawn and the parent(s) do not comply, expulsion may be in order.

The school's policy is to incorporate withdrawal and expulsion for certain discipline behaviors regardless of age or grade. The school reserves the right to recommend immediate withdrawal or impute expulsion to any student who, for any reason, on or off campus including without limitation;

- behavior or infraction is considered to be egregiously detrimental and damaging to others,
- is in violation to the school's mission statement, statement of values, or core values,
- engages in Infractions/Incidents of Type C and Type D behavior,
- behavior has become progressively unacceptable and uncorrectable,
- fails to consistently adhere to the school's rules and regulations or academic or behavior support recommendations,
- lacks ongoing harmonious relationship between parent(s) and the school, or
- fails to support and comply with the school's recommendations for professional support services, and academic and behavior strategies.

• **Withdrawal or Expulsion Process:**

When a student is being recommended for withdrawal or imputing expulsion, the Principal in consultation with the DRT will investigate the findings. While the Principal is investigating, the student may be placed in Out of School Suspension (OSS).



The investigation may include the Principal and the DRT consulting with professionals that are providing support to the student; to include, but not limited to student support service providers, the student's mental health providers, and/or other knowledgeable school personnel or other care providers.

Upon completion of the investigation, the Principal will schedule a disciplinary conference with the parent(s) within three (3) school business days (when practical) of the infraction. The parent(s) will be notified in writing of the day and time of the disciplinary conference. A written expulsion report containing reasons for expulsion will be given to the parent(s) at the disciplinary conference. The written report to parent(s) will contain the information regarding the process of appeal for expulsion.

When a student is expelled or withdraws, parent(s) or person(s) financially responsible for the student's school-related financial commitments/expenses will be obligated to pay all expenses (without exception) within the designated school policy time period. Failure to comply with the financial commitments will be reflected as an unpaid balance resulting in failure to obtain school records and other penalties outlined in the *Parent(s) Contract* and *Tuition-Payment/Financial* sections.

- **Withdrawal during Expulsion Process:**

When a student has been imputed expulsion and the parent(s) request student is withdrawn from the school before the expulsion takes place, the school may enter an *intent to expel letter/notation* into the student's permanent records and on the cum card.

- **Appeal of Expulsion:**

Expulsions are the only appealable Disciplinary Consequence. Parent(s) may appeal an expulsion to the school's Perot Family Headmaster.

Expulsion shall not be deferred pending the outcome of an appeal hearing, thus a student may not return to school during the appeal process.

This appeal process is as follows:

- Within three (3) school business days of student being expelled, the parent(s) must submit a written appeal to the Perot Family Headmaster with verification of receipt by the Perot Family Headmaster.
- Within three (3) school business days from receipt of the written appeal, the Perot Family Headmaster will submit a written notice of receipt of parent(s)'s request to appeal.
- A final response to the appeal will be submitted within five (5) school business days of the Perot Family Headmaster's notice of receipt of the written appeal.



No further appeal process is available beyond The Perot Family Headmaster. The Perot Family Headmaster's decision is final.



EARLY CHILDHOOD DIVISION DISCIPLINE POLICY

Discipline policies and procedures for Early Childhood Division are consistent with the general school Disciplinary Policy. The following policies and procedures are specific to Early Childhood hereafter referred to as EC. For purposes of the Early Childhood Division Discipline Policy pertains to Pk2 through Kindergarten students.

In Early Childhood, student recognition is daily and weekly for academic achievements, behavior accomplishments, and social relationship attainments. Each grade has an established reward and behavior monitoring system. Behavioral expectations vary per grade in accordance with the child(ren) developmental stages. Regardless of age or grade, ongoing disruptive behavior, habitual misconduct, or continuous noncompliance to rules and regulations of the School, a student will be subject to disciplinary action.

Behavior System:

Each grade level will establish positive incentives and discipline consequence behavior systems. The classroom behavior system will establish clear expectations, offer immediate feedback, acknowledge and reward the positives, serve as incident reports, encourage students to excel, and monitor their behavior success. The behavior systems will incorporate good teaching practices, effective classroom management strategies, positive and proactive parent(s)-teacher communication, accountability and responsibility for student actions, development of social skills, reinforcement of constructive actions, and elimination of undesirable behaviors.

Components of the Behavior System are (a) Individual Behavior Chart and (b) Classroom Behavior Chart. The guidelines of the Behavior System will be discussed with parents during the beginning of the year class orientation and reviewed during the Parent(s) Conferences.

- **Individual Behavior Chart:**

Each Early Childhood student will have an individualized behavior chart to monitor and report the student's behavior successes.

- **Classroom Behavior Chart:**

Each class will have a classroom behavior chart that is an immediate visual monitor of the class and individual's successes. Administration and procedures for classroom behavior chart is at the discretion of each classroom teacher.

Parental Support & Communication:



We believe parents bear the primary responsibility for teaching their children right behavior and attitudes, and we will depend heavily on parents to help if there is a behavior problem. Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve success. As role models, parents and school personnel should exhibit the behaviors that they would like to see students emulate. All parents and visitors should be models of good manners for students to observe.

It is important that there is maximum consultation and communication between the school and the home. Parents who want to discuss interventions in response to student behavior should directly contact their child(ren)'s teacher to schedule a conference.

Recording & Reporting:

Guidelines for recording and reporting behavior are outlined in the general school Discipline Policy. Additionally, for EC, reporting to parents can include, but is not limited to, a phone call, student class folder, student behavior chart, class Week at a Glance report, and or a written communication through the school communication system.

PROGRESSIVE DISCIPLINARY CONSEQUENCES FOR EARLY CHILDHOOD

Understanding that discipline as a “teachable moment” is fundamental to a positive approach to discipline for the early childhood student. In EC, progressive discipline uses incremental interventions to address ongoing inappropriate behavior. Essential to the implementation of progressive discipline is helping students who have engaged in unacceptable behavior to:

- understand why the behavior is unacceptable and the harm it has caused;
- understand what they could have done differently in the same situation;
- take responsibility for their actions;
- be given the opportunity to learn pro-social strategies and skills to use in the future; and
- understand the progression of more stringent consequences if the behavior reoccurs.

Early Childhood infractions and disciplinary consequences are based on discipline mitigating factors outlined in the Discipline Policy. The EC infractions by levels and Disciplinary Consequences by levels are not all inclusive. Other Disciplinary Consequences may be assigned, depending on extenuating circumstances. More severe accountability and discipline measures will be imposed on those students who engage in a pattern of persistent misconduct.

An early childhood student may be imputed more than one Disciplinary Consequence.

TOILET TRAINED:

The health and safety of the student body demands that by the age a child is eligible to attend St. Philip's School & Community Center all students are required to be toilet trained. Upon admission to St. Philip's, all students must be independent in taking care of all their bathroom



needs. We do understand that young students may have toilet accidents from time to time; however, consistent ongoing accidents are not acceptable for continued enrollment.

Specifically stated:

- Students must wear traditional underwear to school, not pull-ups or other absorbent undergarments.
- Students must be able to independently recognize the need to use the toilet, and get to the toilet in a timely manner without having "potty accidents."
- Students must be able to get on and off the toilet without assistance from an adult.
- Students must be able to use the toilet provided by the school without the help of a potty chair or training seat.
- Students must be able to pull pants up and down on their own.
- Students must handle their own personal hygiene needs independently, including managing their clothing, toileting and clean up, and hand washing.
- School personnel will not handle a student's bodily waste.

When a student has a toileting accident, the classroom teacher or school health clinic: will contact the parent(s), direct the student to independently clean up and change into clean clothes (providing they have been provided by the parent) if necessary; and the student will place soiled clothing items in a plastic bag to return home. From that point forward, if they student cannot independently clean and change into clean clothes, the parent will be contacted and must come and change the student or pick the student up from school in the event of a toileting accident. Parents must come to the school immediately and no later than one hour when called by the school.

Enforcement:

- If a student has a "potty accident" at school, a report will be sent home indicating the date of the accident and a reminder of the policy as written above. This report will be sent home via the school's communication system and/or student's classroom folder. The report is to be signed by a parent and returned to school the next day. The same procedure is followed after a second potty accident.
- In the event of a third "potty accident" or the recognition that one of the above criteria are not being met, a meeting will be scheduled with the parents, teachers and principal (or principal designee) to discuss the student's readiness for school and determine if the student may continue enrollment at this time. Determination to withdraw from the school will be at the financial expense of the parent or responsible parties.



CONSEQUENCES:

The following infractions will be addressed through progressive formal disciplinary consequences, when appropriate and practical. Although consequences seek to be progressive, consequences are not sequential; therefore, any Disciplinary Consequence may precede another, when warranted based on disciplinary factors.

All other provisions of the school's Discipline Policy apply to EC, where applicable and when practical. This following section applies to EC division only.

EARLY CHILDHOOD INFRACTIONS & DISCIPLINARY CONSEQUENCES

<u>Early Childhood LEVEL 1 Infractions</u>	<u>Early Childhood LEVEL 1 Consequences</u>
<p><i>Ongoing Uncooperative/Noncompliant Behavior, but not limited to:</i></p> <ul style="list-style-type: none"> • Repeatedly being disobedient • Talking back, arguing with adults • Hindering others from completing their work • Repeated annoying behavior or negative gestures towards others 	<ul style="list-style-type: none"> i. Verbal corrective feedback ii. Documentation on student's classroom behavior chart iii. Describing, modeling, and practicing correct forms of appropriate behavior. iv. Verbal or written apology of student committing the infraction v. Formal written disciplinary notice vi. Teacher and student conference vii. Limited Recess Time Out viii. Limited Class Time Out ix. Visit with EC Lead or Principal's designee

<p><u>Early Childhood LEVEL 2 Infractions</u> <i>Level Ongoing Disorderly & Disruptive Behavior, but not limited to:</i></p> <ul style="list-style-type: none"> • Verbally rude, shouting, screaming, hollering • Pushing/shoving, hitting, aggressive roughness • Use of profanity • Disrupting the learning and instruction setting • Difficulty with self-control or impulsivity, blurts out, excessive moving about • Repeated lying, cheating or stealing • Egregious tantrums/emotional outburst- anger, frustration • Repeated, progressive indecent exposure 	<p><u>Early Childhood LEVEL 2 Consequences</u></p> <ol style="list-style-type: none"> i. Level 1 Consequences, when appropriate ii. Classroom adjustments iii. Referral for behavioral assessment, iv. Obtain student support services v. Parent-Teacher Behavior Discipline Conference vi. Parent(s) supervision on academic excursions, school events, etc.
<p><u>Early Childhood LEVEL 3 Infractions:</u> <i>Ongoing Aggressive or Injurious/Harmful & Seriously Dangerous or Violent Behavior, that may often be persist and worsening, but not limited to:</i></p> <ul style="list-style-type: none"> • Physical Fighting, hitting, • Aggressive biting, spitting or placing body fluids on others • Oppositional defiant, rebellious • Destruction of property, things • Harassing or distressing others • Hostile • Repeated violations of rules 	<p><u>Early Childhood LEVEL 3 Consequences</u></p> <ol style="list-style-type: none"> i. Level 3 Consequences, when appropriate ii. Parent-Teacher Conference iii. Behavior Action Plan iv. Suspension v. Referral for counseling, therapy or related student support services for student and or parent(s) vi. Recommendation for withdrawal vii. Not considered for reenrollment



STUDENT SUPPORT SERVICES

The Student Support Services (SSS) program meets the needs of students experiencing significant academic, social, behavioral, or related challenges. The objective of the SSS program is to help students achieve educational excellence, strengthen their self-esteem, and develop them spiritually, emotionally, and intellectually and to equip parent(s) with needed resources for success.

The Academic Support Coordinator or Principal's designee coordinates these services for students and families and provides guidance for teachers as they work with students and families needing support.

Type of SSS:

- Academic Intervention
- Behavioral
- Comprehensive Psycho-Educational Evaluations
- Counseling
- Dyslexia
- Guidance: *Life After St. Philip's* (L.A.S.P.)
- Mental Health
- Occupational Therapy
- Parent(s) Education
- Peer Mediation
- Professional Development for Educators
- Referrals for various services
- Speech-Language Services

SSS Services:

Students and families are referred or may choose to receive child(ren) centered professionals qualified, skilled, and trained to provide prevention, intervention, and crisis services.

When used consistently and appropriately, SSS interventions help improve student behavior, lower the incidence of repeated misbehavior, and contribute to a more positive school environment. Recommended SSS may include any of the interventions or a combination of services that best meet the needs of the student and or family.

Services may be initiated at the request of the student, parent(s), parent(s), Principal, or related school personnel. For a list of referrals, please visit with the Academic Support Coordinator.



Guidance-L.A.S.P.:

St. Philip's has offered a "Life After St. Philip's" (L.A.S.P) guidance program to its middle school students and families (Grades 4th – 6th). The purpose of this program is to begin to prepare students to transition from St. Philip's and to assist with identifying the best schools for them to matriculate.

SSS Referrals:

The School makes referrals to a host of qualified professionals for academic emotional, behavioral, and family support services. Referrals may include, but not are limited to academic tutors, psychological, psychiatric, family support service groups, and medical providers. The School does not endorse the individuals or companies, but the referrals are solely for the purpose of information. Parents are responsible for all expenses fees associated with services being provided.

SSS Evaluations:

If a child(ren) may need to be referred for a comprehensive psycho-educational evaluation, the parent(s), teacher will meet with the Academic Support Coordinator. The School's qualified, skill, and trained personnel may conduct prescreens, classroom observations, and implement intervention, student's performance history. These results are used to determine the need for any special instruction or strategies in order for the student to achieve content mastery in essential knowledge and skills and to determine if further evaluations are warranted in order to better meet the needs of the student.

Students may be required to undergo further comprehensive evaluations at the expense of the parents to provide more complete information and to maintain enrollment, where feasible. Comprehensive psycho-educational evaluations must be conducted by certified educational or psychological providers who have met standards for diagnosing learning differences or related matters.

Families of students who have received a diagnostic evaluation of a learning difference, behavioral or psychological, or neurological review (to include Attention Deficient Hyperactivity Disorder-ADHD) and may receive some form of therapeutic or pharmaceutical support are encouraged to discuss these matters with the Principal, School Nurse, and related school personnel.

The School does not conduct any form of a formal comprehensive psycho education evaluation. The School often uses Child Find and other reputable qualified diagnostic services for specific evaluation and services. Contact the Academic Support Coordinator for this process.



ACADEMIC SUPPORT:

Learning Differences/Disorders – Student Academic Intervention (SAI):

SAI are students with diagnosed learning disorders identified through a formal comprehensive educational evaluation. A specialized School Student Academic Intervention (SAI) Plan is developed based on the evaluation results and SAI students may be eligible to receive identified and prescribed reasonable and practical accommodations. Additionally, SAI students will have priority for available tutoring funding offered through ESSA Title 1 funds.

Students that have a diagnosed learning disorder/difference (LD) are determined by the result of a comprehensive psycho-educational evaluation. Parent(s) should submit to the Academic Support Coordinator their child(ren)'s comprehensive psycho-educational evaluation, speech-language evaluation, occupational therapy evaluation, and behavior, including matters relating to attention deficient hyperactivity disorder or related results. The School cannot provide the prescribed reasonable and practical support for a student's success without this essential data. Upon receipt of the data, a meeting will be conducted with the parent(s) to establish the School's SAI Plan.

Parent involvement is required if your child participates in the SAI program. Parent involvement may include attending parent conferences, meetings, educational workshops, Parent University events.

Dyslexia:

The School offers a Dyslexia Program funded by a grant through the Reading Resource Fund of Communities Foundation of Texas. The program is designed to teach the multisensory teaching approach for students with dyslexia. The Academic Language Therapist is a licensed dyslexia therapist by the state of Texas and certified by The Alliance National Registration Exam for Multisensory Structured Language Education. The Academic Language Therapist is trained in behavioral and learning disabilities-differences and dyslexia assessments. The dyslexia intervention is not tutoring it is an explicit, direct, and multi-sensory Orton-Gillingham based daily instructional teaching approach. The daily curriculum follows a logical sequential, intensive plan encompassing the basic alphabetic principles of language/literacy, with constant review and repetition. The length of time it takes to complete the full curriculum depends on each student's individual skills and abilities. This could range from two to five years. The instruction is taught to eligible students at designated times throughout the school day.

Parent involvement is required if your child participates in the Dyslexia program. Parent involvement may include attending parent conferences, meetings, educational workshops, Parent University events.



St. Philip's School & Community Center is not designed to be a school specializing in learning disabilities/differences (LD), but seek to provide reasonable assistance for all students.

Tutoring:

Students are encouraged to meet with their class teacher for extra help during their study hall period or designated time established by the teacher. Middle school students having difficulty in a class should accept responsibility for seeing the teacher and not only expect the teacher to initiate the help sessions.

If a student continues to experience significant difficulty in a class even after receiving tutoring, parents are encouraged to schedule a meeting to visit with the teacher to discuss recommendations for advancement and if tutoring is a consideration. The SSS tutoring is not designed for homework help, lack of time, enrichment, or test taking strategies, but for students experiencing significant difficulty in core subjects. Tutoring will be determined by:

- Regular and consistent low performing scores on class assessments,
- Deficient in retention, recall, and application of instruction,
- Academic performance history,
- Response to inconsistency in improvement through class small group and 1:1 intervention,
- Approaching or on Academic Probation, based on reasons for placement.
- Consultation among teachers, the Academic Support Coordinator, and related individuals.

As much as possible, the School will attempt to provide tutoring in ways that prevent removal from specialized class instruction; however, tutoring will occur during those class times if the on-campus tutoring service is only available during those scheduled class times and the student is in Academic Probation or at-risk for failing a class. The School will not remove a student from a regularly scheduled core class for tutoring.

High standards for academic tutoring should include:

- instruction delivered in a structured, one-on-one or small group instruction setting;
- A minimum of two days per week per subject for a minimum of 45 minutes per subject; with
- Direct, explicit, systematic instruction in the recommended areas (not completion of homework), but remediation of concepts not mastered.

Tutors/Learning Specialist:

A recommended referral list of tutors / learning specialist approved t can be obtained from the Academic Support Coordinator. If tutors or academic support helpers are not volunteers, most tutoring may be at the expense of the parent(s). SAI students eligible for academic tutoring as outlined in their educational evaluation results have priority of any available ESSA Title 1 eligible funds for tutoring expense.



All qualified tutors/learning specialist must be highly skilled, trained, and experienced in the subject being taught. Most academic “camps” do not meet these standards. ESSA Title 1 tutors must be prescribed standards (consult with the Academic Support Coordinator for these standards). Parent(s) are encouraged to consult with the Academic Support Coordinator before selecting a tutor.

Student Academic Tutoring (SAT) Plan:

When deemed needed, a specialized **Student Academic Tutoring Plan** may be developed for the student and family to establish academic objectives, responsibilities, timelines for measurable improvement, and results for noncompliance or lack of progress.

BEHAVIOR SUPPORT:

Frequently behavior, mental health, counseling, and related support service resources may be available on campus. These on-campus services are primarily short-term, temporary services aimed at facilitating more effective education and socialization of the student. These services are not intended as a substitute for a prescribed program of intervention or a comprehensive evaluation by an outside professional.

When a student engages in ongoing disruptive behavior, habitual misconduct, continuous school violations or noncompliance to rules and regulations, etc., related SSS are recommended to address the student’s needs either separately or coupled with disciplinary action. The goal is to foster social-emotional growth and pro-social behavior and prevent future misbehavior. Parent(s) must support their child(ren)’s attendance and participation in the student support services to address behavior or discipline concerns. *Refer to Discipline Section.*

Students may be referred to participate in on-campus support services by the parent(s), Principal (or Principal’s designee), Discipline Review Team, Behavior Action Plan, etc. Behavior support services may include but are not limited to:

- Small group social skill sessions
- Brown Bag Lunch sessions
- Peer Mediation
- Counseling (individual and/or family)
- Group workshops conducted by trained professionals

Parents, students, school personnel are encouraged to contact the School’s Academic Support Coordinator or the Principal with any concerns that may impact a student’s academic, social, or emotional functioning. The Student Services programs may involve sharing sensitive, personal



and private information. The school respects the inherent rights and responsibilities of parents for their child(ren). Recognizing this, federal, state, and local laws require that all interactions be in compliance with all laws, policies, and ethical standards pertaining to confidentiality.



Behavior Action Plan:

When deemed needed, a specialized **Behavior Action Plan** may be developed for the student and family to establish academic objectives, responsibilities, timelines for measurable improvement, and results for noncompliance or lack of progress. Parent involvement and compliance is required for children with a BAP. Parent involvement may include attending parent conferences, meetings, educational workshops, Parent University events.

Peer Mediation Program:

A comprehensive peer mediation program is a preventative approach for handling conflict amongst students. Conflict is inevitable, therefore students must be provided a constructive method to deal with disputes, frustrations, or pent-up emotions. Peer mediation is not the solution for all disputes. This program is not the means for students to avoid the consequences of their behavior; therefore, peer mediation does not replace the school's disciplinary policies.

The peer mediation program, coordinated by trained faculty and staff members, will use trained students to help other students find positive ways to solve their own disagreements. Peer mediators serve as neutral parties to provide a safe, scripted, confidential, structured process to assist other students in conflict to end disputes peacefully by reaching their own mutually acceptable agreements. Peer mediators do not give advice, take sides, find fault, or take responsibility for solving the problem. Student participation in the peer mediation program is on a voluntary basis. Students can self-refer or be referred by others to the program to resolve a dispute.

Peer mediators are students selected by the Principal, teachers, and school personnel. Selection is based on identified character traits. Selected peer mediators must successfully complete nine hours of conflict resolution skills training.

Key goals of the peer mediation program are:

- To fulfill the school's Statement of Values to enhance self-esteem and personal development.
- To equip students with the knowledge, skills, and abilities to regulate their own emotional behavior and resolve their own conflict.
- To increase classroom instructional time through the reduction of classroom time used for dispute resolution by teachers.
- To solve a range of problems peacefully, such as name-calling (put downs), rumor-spreading, certain aggressive behaviors like bullying and teasing.



SSS Non-compliance:

Student or family that is non-compliant with SSS being offered or fails to follow through with the School's recommendation to obtain support, may be subject to earning failing grades, reconsideration of the SSS Plans, being released from receiving any available funding for the services being received, reduction of financial aid assistance, SSS being withdrawn, and further action taken including disciplinary action, where warranted, and not being considered for reenrollment.

St. Philip's School and Community Center offer student support services to help students achieve their best in personal, emotional, social, academic, and spiritual endeavors.

Academic Content Mastery

All St. Philip's students must master grade level skills that are necessary according to the criteria established by the standard curriculum in order to continue on to the next grade level. The curriculum is not modified for students in the SSS program including students with a SAI Plan, SAT Plan or BAP. All students should possess strong work ethics, good attendance, and demonstrate initiative and motivation for success at St. Philip's School and Community Center. (*Refer to Promotion, Retention, and Referral section*).

Release of Information:

There are times when it is necessary for professional providers to confer with school personnel regarding a particular student's needs to best serve that student. To the extent possible under legal and ethical guidelines, the professional provider of service protects the privacy rights of students and their families. Counselors are required by state law and their professional code of ethics to report any form of child(ren) abuse or endangerment whether to self or others.



ACADEMIC EXCURSIONS

Academic Excursions extend classroom learning. Teachers work diligently to plan rewarding trips for their students so that every child(ren) will benefit from these experiences. Depending on the grade level, trips may range from several hours to several days.

Every child(ren) participating in a school-approved trip/Academic Excursion must have a signed parental consent form before departure from the school. Forms are available on RenWeb.com and must be completed and returned to the child(ren)'s homeroom teacher/advisor. Children are transported to and from these trips in the school van, bus, or a chartered bus. If needed, a vehicle with more seating capacity will be leased. All drivers must be licensed and insured, and pass a background check. Students are required to ride the School's transportation to and from the Academic Excursion. If a student does not return on the school's transportation source, the parent(s) must sign a Release form prior to the student being released to the authorized adult, no exceptions.

All related matters regarding the logistics, snacks/lunches, fees/cost, homework assignments, etc., associated with Academic Excursion will be communicated by the class teacher. Parents are responsible for making sure their child(ren) has a lunch or required funds to purchase lunch during Academic Excursions, when required.

Academic Excursion Experiences for PK3 through 6th Grade Students

When children are given the opportunity to experience the world around them at a very young age, they are better able to make connections to those experiences as they read and gain additional knowledge in later years.

Our students go on "field experiences" to places such as The Dallas Public Library, Perot Museum of Science, The Dallas Children's Theater, The Arboretum, and the Dallas World Aquarium to name a few.

First Grade "Field Experience" City of Dallas Tour

Throughout the first grade year, the students learn about special people and places of interest in the city of Dallas. At the end of the year, the students take a DART bus ride around the City of Dallas experiencing the people and places they read about during the year.

Second Grade Excursion - Space Center Houston Tour

The 2nd grade students, teachers, and parents are invited to attend a 1 night, 2 day excursion at the Johnson Space center in Houston. The students will have an opportunity to participate in hands-on, space center activities.



Third Grade Excursion – 3rd Grade Sky Ranch Retreat

The 3rd grade teachers and students participate in a 1 or 2 night, 2-day retreat. This trip is the 3rd grader's opportunity to engage in team building activities to promote collaboration, cooperation, and independence that will be vital as they move into middle school. Parents (excluding school personnel serving as chaperones) are not eligible to attend 3rd grade overnight Academic Excursions, no exceptions.

Fourth Grade Excursion – Hero Tour / Alamo/ State Capital

This tour serves as the culminating exploratory experience to summarize the year – long study of Texas history. The importance of citizenship, voting, and public office are reiterated during the experience. Through interactive exhibits and activities, students learn about Texas heroes and the roles they have played in shaping our community. Students will also go on a guided tour through the Discovery Passages at Natural Bridge Caverns and learn how different geological processes formed the cavern system. Parents are not eligible to attend 4th grade overnight Academic Excursions, no exceptions.

Fifth Grade Excursion Civil Rights Tour

After a year-long enlightening study of history, including Civil Rights, the 5th grade class travels to Memphis, Atlanta, Selma, Montgomery, Tuskegee, and Birmingham in an effort to bring their studies of Civil Rights to life. Parents are not eligible to attend 5th grade overnight Academic Excursions, no exceptions.

Sixth Grade Music Excursion– The Promise

All 6th grade students attend a music trip to Riverbend Retreat Center near Fort Worth to experience the breath-taking musical production, The Promise. This field trip provides our students with one of their final opportunities to experience growth through unity, cooperation, and leadership development at St. Philip's. In addition, it provides them with first-hand knowledge of a musical production before their own production in the spring of their 6th grade year. Parents are not eligible to attend 6th grade overnight Academic Excursions, no exceptions.

Sixth Grade Senior Trip

As an end to a journey well-traveled, the sixth grade class takes a senior trip through Arizona and Colorado to Grand Canyon National Park. Students are assigned specific locations of the trip for which they research and provide presentations to classmates. Parents, or any friends or family member, are not eligible to attend 6th grade overnight Academic Excursions, no exceptions.

A Privilege and not a Right.

Children are to be orderly, mannerly, polite, respectful at all times, and abide by the class standards and school policies. All children must display exemplary behavior while on all excursions. Children who consistently misbehave in the classroom or on excursions will lose the



privilege to participate in these enriching experiences. For some students to be able to attend Academic Excursions, an approved parent(s) may be asked to attend, at their expense, and be their child(ren)'s direct chaperone.

Attendees:

Parents or approved adult attendee must have passed a criminal history background check, refer to the *Business Office section*. Non-St. Philip's students can attend St. Philip's Academic Excursions. Approved parents or approved adult attendee may attend certain designated Academic Excursions as approved by the homeroom teacher/advisors. Any out of pocket expense for those attending must be paid by the parent(s) by the determined deadline. Parents, or other non-approved adult, cannot attend overnight Academic Excursions nor travel along with the school in a caravan, etc., on fourth (4th) through sixth (6th) grade Academic Excursions, no exceptions.

Regarding absences from Academic Excursions, refer to the *Attendance Unexcused Absence section*.

Guidelines for Academic Excursion Chaperones

The Principal will establish the guidelines for selecting chaperones. The following guidelines are subject to modification by the Principal for each class Academic Excursion.

- Must pass a criminal background check prior to making arrangements to serve as a Chaperone.
- Required to be on active duty at all times during the trip and 24 hours each day for overnight trips – leaving the group is not permitted.
- Not allowed to bring other persons on the excursion or have guests from the area or visiting city join the group for extended periods.
- Are required to eat with the group unless dietary reasons preclude it. Dietary issues should be presented beforehand.
- Are not allowed to permit the students to purchase or eat treats unless the full group has been granted the same opportunity.
- Are not allowed unscheduled souvenir shopping.
- Are required to stay with their supervisees/assigned students during shopping.
- May be required to manage students' spending funds.
- Are required to adhere to the scheduled agenda – only the trip leader may make adjustments.
- Are not allowed to exceed the spending limits set for the trip for their own children.
- Are not allowed to smoke, use profanity or post pictures of children on any personal social media pages.



- If a child(ren) chooses to misbehave, that child(ren) should be given a warning that improvement is necessary. If the problem continues, please notify the classroom teacher or school personnel to handle the situation as deemed appropriate.
- Chaperones are responsible for the care of their student group from the time they are assigned until the time they return to school. This includes preloading, traveling, on-site, return travel, sleeping periods and unloading.



ACADEMIC/SPECIAL PROGRAMS

Competitions and Other Opportunities

The School incorporates activities and programs to complement the academic curriculum. These programs are designed to motivate students as they acquire higher levels of knowledge, to challenge students to confront issues of importance, to offer academic competition, and to provide students with the opportunity to demonstrate mastery of specific skills. Students are challenged to think critically and creatively, exhibiting much more than knowledge and comprehension. These School competitions and opportunities include but are not limited to:

- Books of the Bible/ ABC Memory Verse Contest – alternating years
- Geography Bee
- Legos
- Math/Science Team Competition
- Oratorical Contest (school-wide)
- Robotics Competition (Middle School students)
- Science Fair or Invention Convention
- Spelling Bee
- St. Philip's Creed Contest

G.I.F.T.S

G.I.F.T.S. is an acronym for Girls Investing for Tomorrow Spiritually. G.I.F.T.S. serves to empower and enrich the lives of our sixth grade girls throughout the course of their senior year.

The purpose of G.I.F.T.S. is to:

- Motivate
- Inspire
- Enhance, Empower and Enrich their Lives
- Increase Self Esteem & Build Character
- Teach Love for Self and Others
- Develop Communication Skills
- Help Set Goals
- Explore Careers and Develop a Career Path
- Explore College Choices

Heritage Celebration

Our annual Heritage Celebration is an opportunity for us all to remember that the road our ancestors left for us to travel connects to the past, is the foundation for the present, and is our



bridge to the future. All students participate in the Celebration through a performance organized by the teachers with the assistance of parents and the PSA.

Praise Dance

Students in Pk4 through 6th grades are invited to participate in St. Philip's Praise Dance. These students learn the ministry of dance while learning the biblical scriptures related to dance. They practice several times during the month and perform at various school-wide events such as Christmas Chapel, Easter Chapel, Grandparent's Day and Graduation.

Rites of Passage

The Rites of Passage program is fundamentally designed to stimulate the consciousness of our fifth and sixth grade young men as they begin their journey to manhood. This consciousness is stimulated by prompted our young men to begin examining the following:

- The past to understand the present and prepare for the future;
- The characteristics of manhood to discern what is not a man;
- Principles, tenets and scripture necessary to become Godly men;
- What it means to have valor, vigor, and courage;
- The vows which call us, as men, to receive, give, serve, honor God, others and uphold man's responsibility.

Throughout the 26 weeks of this program, powerful sessions move us from creation to Africa, through the diaspora – slavery, emancipation, civil rights, exploration and post-Obama. We will profoundly wrestle with the meaning of manhood, spirituality, finances, relationships, integrity, leadership and courage. We will explore the future - examine careers, technology, goal setting and basic life skills. Through such wrestling and exploration of these crucial topics, our young boys will begin their transformation into young men.

Saints of the Week

St. Philip's believes in rewarding students for their daily accomplishments. We believe that children learn best in an environment that is challenging and filled with opportunities to express their feelings about their newfound knowledge. Students are rewarded during normal scheduled Chapel services on Friday for their classroom participation and overall academic and behavioral success during the week.

Service Learning (Community Service)

Service-learning offers a unique opportunity for St. Philip's students--from Pre-kindergarten to 6th grades to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members



through the service they perform. St. Philip's will solicit the help of parents to ensure the success of the various Service Learning projects each year.

Student Council

Student Council membership is one of the many opportunities for involvement and leadership at St. Philip's. The Student Council consists of 3rd through 6th grade students who are elected by faculty members, staff members, and their peers. These leaders are required to be strong role models for younger students by exhibiting integrity, ethics, and respect for the customs of the school and the law of the land both on and off campus. Student Council members must do the following:

- Maintain a satisfactory record in behavior throughout the school year, and
- Maintain a passing grade in all courses throughout the school year

Students who fail to meet these requirements may be temporarily suspended from office, or permanently removed from office.

The Sixth Grade Musical, Annual North Texas Giving Day and various other programs throughout the school year provide venues that allow St. Philip's students to showcase their knowledge and talents.

Young Strings

This program, sponsored by the Dallas Symphony, provides students who have exhibited a noticeable interest in music classes with an opportunity to participate in a general music class. Students are selected and may continue in this program based on four specific criteria: (1) Self-discipline (2) General Music Aptitude and Interest (3) Parental Involvement, and (4) Social Skills.

Upon completion of the General Music Class and recommendation by the Dallas Symphony Teacher, the student will continue in the program and receive private lessons on a cello, violin, or viola.



THE TITAN AWARD

The Titan Award is an award that strives to recognize those exceptional students who meet expectations on a consistent and regular basis. It is awarded to any third through sixth grade student who meets all of the following required

10 Titanments

1. Listen and follow directions instantly, without question or hesitation
2. Remain organized and go to class prepared with proper materials and assignments
3. Work well with peers
4. Respect all instructors and adults through actions and words
5. Follow classroom and school rules
6. Anticipate the next logical step and take initiative to complete it
7. Work with diligence and fervor
8. Comply with proper St. Philip's uniform code and have a tidy appearance
9. Initiate acts of citizenship towards others by demonstrating the six core ethical values of character (trustworthiness, respect, responsibility, fairness, caring, and citizenship) and the Full Armor of God principles.
10. Exhibit on task behavior

A Titan embodies all these characteristics 95%-99% of the time. They very rarely take a hiatus from this near perfect behavior. They take school and study seriously; they exhibit a personal mission to succeed.

The faculty and staff of St. Philip's will elect each month, worthy recipients. The elected recipient must receive a majority vote. A committee of faculty and staff will count the votes. Titans will be announced in Chapel on the last Friday of each month or the following Monday of the next month.

Titans are given the privilege of having "free dress days" (see *Uniform policy section*) on Fridays. They may also wear College or University T-shirts/sweat shirts with their uniform bottoms on Thursdays. On the free dress days, Titans must adhere to attire that represents the St. Philip's Statement of Mission and Values (*refer to the Uniform Policy section*). Shoes must be completely enclosed. No caps or hats may be worn.



The school has a part-time registered nurse who is responsible for the school health program and services provided for the students. The School Nurse provides limited health screenings, limited assessments for chronic and acute illness, emergencies and first aid for minor school-related injuries.

Parents and their children are encouraged to share concerns or problems relevant to their child(ren)'s health with the School Nurse. The School Nurse can assist with information about specific health problems, help with locating or gaining access to healthcare facilities or provider resources, or perhaps adjustment in a child(ren)'s school environment because of health needs (including in-school medication and other special procedures). The School Nurse will assist in provide recommendations or referrals or resources for healthcare matters.

School Clinic

The School Clinic is for the benefit of students who become ill at school or who suffer minor injuries while on the school grounds. The School Clinic is staffed by a Registered Nurse. The clinic is open daily from 8:00 a.m. to 1:00 p.m.

Student Health Records:

The School Nurse and Admissions Director will closely monitor health records to ensure that they are complete and current. Parent(s) failure to comply to provide the school with up to date valid health records will result in having a mandatory Parent(s)-Principal-Nurse meeting to bring the student's health records in compliance immediately. Failure to comply may result in Out of School Suspension until student records are compliant.

Immunizations

The School follows the Texas Department of Health rules covering immunizations. The Texas Education Code requires students in elementary and secondary school to provide proof of required immunizations. **A current immunization record must be received by the school at application and before your child(ren) is formally accepted, registered and enrolled.**

- **Student Admission Visits:**

Prospective student applicants having half day or full day site visits, immunization records must be received, reviewed, and deemed complete by the Nurse and/or Admissions Office prior to visits.



- **Enrollment:**

The School does not accommodate provisional enrollments; the school requires all applicants/students to be current on immunizations prior to acceptance/registration/attendance. *Students must remain current with immunizations at all times while enrolled at the School.* If for any reason, the student is not current with immunizations, the student will be placed on Out of School Suspension until compliance or failure to comply will result in further action to include expulsion. *Refer to Admissions section.*

Emergency Authorization

Each student must have executed Permission for Health Care authorizing emergency care and a health care summary. Parents are responsible for maintaining this information in the school's RenWeb.com system.

Emergency Contacts:

Parents are encouraged to keep the main office and School Nurse informed of current work, cell, home phone numbers, pagers, and any other means whereby they can be contacted during the school day or during Academic Excursions should the need arise. Emergencies can occur at any time. It is urgent that your child(ren)'s school be able to reach parents and caregivers. If information changes during the school year please insure you child(ren)'s emergency contact information (cell, home, and emergency contact telephone numbers and email addresses) is updated with the teacher, School Nurse, and in RenWeb.com.

Emergency Procedures

All school personnel are trained in emergency procedures and are required to have current first aid and CPR certification within the first year of employment. In the event of a serious accident or illness requiring emergency care, the child(ren)'s parent(s), guardian, or authorized person will be notified immediately. First aid shall be administered by the School Nurse or a certified staff member. Emergency medical service will be contact. In the event of such emergency, the child(ren) will be transported to the nearest hospital, unless emergency medical professionals advise otherwise. If a child(ren) is transported to the hospital, his/her health summary and Permission for Health Care authorization will be sent along. Designated school personnel will accompany the child(ren) until the arrival of the parents, guardian, or authorized person. The parents/guardians will be held responsible for all expenses. The School shall not be responsible for costs of treating injuries or assume liability for any cost associated with an injury at school or at any school-related function.



Reports:

An Illness or Injury Report will be completed for each occurrence with the exception of minor scratches and/or abrasions. An account of the occurrence will be documented immediately. Copies of this report will be maintained by the Health Nurse, reported in the RenWeb.com medial report section, an information provided to the parent(s).

Health-Related Restrictions

We ask that the parent(s) of any child(ren) with a health-related restriction please communicate the specific restriction to the 1) the student's teachers, 2) the School Nurse, 3) or Principal's designee, 4) Academic Excursion chaperones, 5)BSC and ASC personnel, and 6) record it in the RenWeb.com medical section.

Some common restrictions include no PE due to an injury or no outdoor recess due to respiratory conditions. The Lower School will provide quiet activities for students with restrictions.

Medications – Prescriptions (Rx):

Students requiring medication before the School Nurse arrive should receive it prior to their arrival at school if at all possible. Otherwise, please speak to the School Nurse about administering the medicine. Only medication which is necessary for a child(ren) to remain in school will be given by authorized School Nurse, Principal or Principal's designee, or designated chaperone during school hours and Academic Excursions. These medications must be prescribed by a licensed physician or dentist and dispensed by a registered pharmacist.

The School will not give your child(ren) “over the counter” medication unless it is prescribed by a licensed physician and labeled by a licensed pharmacist with proper directions.

A signed permission form from the parent(s) will need to accompany the medication. Each student's medication must be in a properly labeled container with the following information:

- Student's name
- Physician/Dentist's name
- Date
- Name of medication
- Dosage
- Directions for administration
- Duration medication is to be given

Please give the written medication permission form and properly labeled medication to the School Nurse or Principal. No exceptions may be made to the medication policy.



If your child(ren) needs to take prescription medication during the school day, please speak with the School Nurse regarding instructions for drop-off and pick-up of medication. All medication will remain in the School Clinic and must be properly labeled and in its original container. Medication is to be dispensed by the School Nurse, Principal or Principal's designee.

Students may not have any medication (including inhalers) in their possession during the school day, no exceptions. Violations may subject the student to disciplinary actions.

When medicine is prescribed to assist the student to be successful in school, such as for attention deficient hyper activity disorder (ADHD), the Parent(s)-School Nurse-Principal or Principal's designee will meet to discuss a plan to ensure student receives the medicine on a consistent and timely basis. A specific plan may be outlined in the Student's Academic Intervention (SAI) plan (see *Student Support Services section*).

Illness

In consideration of your child(ren), classmates and school personnel, please keep your child(ren) home from school if he/she is ill or not feeling well. Providing rest at home will best comfort your child(ren) and facilitate a speedy recovery. Whenever there is a doubt in your mind about sending your child(ren) to school, consult your child(ren)'s doctor before doing so. Please call the school if your child(ren) has an infectious disease, other than a cold so that we may take steps to protect other students in the school if necessary.

Children should be kept at home when they have any of the following or others related illness:

- severe cold
- flu
- sinus infection
- ear or stomach pain
- sore throat
- eye infection
- ringworm
- skin rash
- swollen gland
- nausea
- vomiting
- diarrhea
- 101⁰+ fever
- communicable disease

Your child(ren) must be free of these symptoms or illnesses for **24 hours prior to returning to school**. Any child(ren) exhibiting such symptoms will be sent home. Parent(s) or authorized adult must pick up the child(ren) immediately, within one hour of the School's contact.

Allergies:

There is increasing frequency and intensity of allergic reactions that impact students in the educational environment. **Parents of a student with a life-threatening allergy must provide the school with documentation from a licensed healthcare provider.** This information should include the specific allergy and medical requirements needed for the student, recorded in the



RenWeb.com and communicated to the student's teachers (including BSC and ASC personnel) student's medical section, and physician provided medical guidelines for treatment.

Communicable Symptoms/Disease:

Any child(ren) who arrives to the school noticeably ill, with a rash, or with a fever will not be admitted for that day. If your child(ren) has a fever, you will be asked to immediately pick him/her up in the School Clinic. **Students must be free of fever and other symptoms for 24 hours before returning to school. Different return stipulations may apply for illness such as the H1N1 virus.**

A student suspected of having a communicable disease will be excluded from school until guidelines for return are met. Guidelines for exclusion and return follow policies set forth by the School, The Texas Department of State Health Services and from the Center for Disease Control and Prevention. Temporary exclusion of a student from school; generally occurs for communicable diseases, including, but not limited to, the following conditions: conjunctivitis ("pink eye"); skin infections (impetigo), strep throat, chickenpox, and ringworm of the scalp.

An effort will be made to notify parents about school exposure to communicable disease that pose a risk to students. It is particularly important that parent(s) immediately report cases of a communicable disease to the School Nurse.

The parent(s) will be required to comply with a reliable assessment of any change in the child(ren)'s condition which might affect contagion. Parents or guardians must authorize the release of the results of these evaluations to the School Nurse. Failure to secure such medical evaluations or the failure to authorize the release of the results will jeopardize the child(ren)'s continued enrollment. An infected student that is unable to attend School according to the Attendance policy, supported by appropriate data and rationale, shall be recommended by the School administrators to secure alternative instruction.

General Cleanliness:

Children are encouraged to practice good hygiene. Students needing assistance will be directed to the School Nurse. Ongoing matters regarding a child(ren)'s hygiene, may result in a mandatory meeting with the School Nurse and Parent(s).

Vision and Hearing Exams:

Often local healthcare providers may offer vision, hearing, or speech-language exams for some students at no cost to the parents. The results of the exam will be reported to the parents and a copy kept in health file, when deemed necessary.



LUNCH & MEALS

Healthy Eating and Snacks

Students should have a balanced breakfast before they arrive in the morning. Research indicates that the sugar content of food consumed by young children be limited and monitored. Please assist us by refraining from providing foods with high sugar content. A nutritionally balanced lunch and snacks is strongly encouraged at St. Philip's School and Community Center.

Students are given an opportunity to eat a morning or afternoon healthy snack. Students must eat their snack within the designated time period. Each grade level will establish guidelines for snack period and process.

During the school day or prior to school students are discouraged from eating donut type or sugary pastries items, items high in fat and sugar content, or greasy or spicy chips or foods. Please refrain from sending unhealthy drinks and foods for your child(ren) to consume during the school day including before school, snack and lunch times.

Some healthy food choices to consider are dried or fresh fruit such as apples, bananas, oranges, strawberries, watermelon; raw vegetables such as carrots, celery, broccoli; dairy products such as low-fat cheese, yogurt, low fat pudding; and whole grain snacks such as some crackers, cereal bars, baked chips. Please do not provide you child(ren).

Water is the preferred drink. Please avoid drinks high in sugar and caffeine such as energy drinks, sodas, etc.

Additional details regarding healthy snacks and classroom guidelines will be provided by your child(ren)'s classroom teacher or advisor.

ASC Meal:

Students enrolled in the ASC program are eligible to receive a healthy light meal provided through the North Texas Food Bank program. The meal is served at the beginning of the ASC program. Every ASC student will be offered a meal. Dietary restrictions should be reported in writing the ASC personnel and the Health Clinic.

Meals - Lunch

St. Philip's School and Community Center does not offer a breakfast program.

St. Philip's emphasis on **respect** and **courtesy** supports the importance of the lunch period as a time for students and faculty to relax and enjoy their meals and conversation. In the cafeteria,



students should practice proper etiquette and the same standards of decorum that would apply at home. Students should get their lunches, sit down and talk quietly while they eat. Students may lose the privilege of talking if they are too loud. When students are finished eating, they are responsible for leaving the floor area and table clean and for throwing away all trash.

Catering Service

An outside catering service provides St. Philip's students with a nutritious, hot lunch each day. Parents who wish to have their children participate must pay for the program in advance based on criteria of the service provider. **Students may not purchase lunch on a day to day basis.** The catering service provider not the School will establish guidelines and procedures for their catering services to include payments and not serving ineligible students, which may include students that do not have an account, having an outstanding balances, or no available funds on account.

Students who bring their lunches to school are reminded that glass containers are prohibited. Students are also discouraged from bringing canned foods that have sharp lids. For these types of foods, we recommend parents dispense food in a sealed plastic container.

Students may drink water, milk or juice only. Sodas, high fructose or sugary drinks, or caffeine drinks of any kind are not permitted. These drinks may not be in drinking containers, thermos, etc.

Microwave:

Only 6th grade students will be permitted to use the microwave ovens. They will not be allowed to heat foods for younger siblings or other grade level students. Parents may not request that food be heated by school personnel. School personnel will not heat food for students and will not grant permission for students to heat food. Hot foods for younger students should be sent in a thermos.

No Lunch or Snack:

Students that do not bring a lunch may be allowed to contact their parent(s) to immediately bring a lunch to school during the student's lunch period. Lunches brought after the student's lunch period may result in the student missing classroom instructional or test time. Loss classroom time due to these circumstances will be at the discretion of the teacher to allow for make-up time. Providing lunch or snack to the student is the responsibility of the parent(s) not the responsibility of the School, school personnel, or catering service provider. The school does not have a free breakfast or lunch program nor is able to provide students with meals. Parents are responsible for making sure their child(ren) has a lunch during Academic Excursions, when required.

Ongoing failure to bring a lunch will result in a Principal-parent(s) meeting.



Parties:

With advanced notice to Principal, or Principal's designee or classroom teacher, parents may bring special treats for birthdays or at other times during the year. Such celebrations are limited to 30 minutes.

We request that parents support our Christian environment in their choices of providing treats and decorations.



OPERATIONS & SAFETY

Security and safety is paramount for the School and require all to support measures to ensure safety and security. Everyone regardless of position, tenure, responsibility, or recognition must support these provisions. The School appreciates your patience and understanding as appropriate measures are taken to maintain safety and security for all.

Crisis Action Plan

The Crisis Action Plan is a written plan with the explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and damage to the school. The school's *Crisis Action Plan* is designed to assist teachers and staff in preparing for emergencies, managing response efforts, maintaining a safe school environment, and restoring the learning and teaching environment after a crisis. This plan can be found on RenWeb.com. Designated school personnel are identified to be the School's First Responders.

Fire Drills/Emergency/Evacuation Drills

Fire drills are held in accordance with the City of Dallas Fire Codes and Diocesan policy. Absolute cooperation in abiding by the rules set forth by faculty and staff is expected. Silence, order and speed are of the utmost importance in any emergency evacuation. Designated school personnel of will give direction to students and visitors in the school buildings.

Pest Management Plan

The School is required to follow integrated pest management (IPM) procedures to control pests on school grounds. Although the School strives to use the safest and most effective methods to manage pests, including a variety of nonchemical control measures, pesticide use is sometimes necessary to maintain adequate pest control and ensure a safe, pest-free school environment. All pesticides used are registered for their intended use by the U.S. Environmental Protection Agency and the Texas Department of Agriculture and are applied only by certified pesticide applicators. Prior to indoor applications, signs will be posted 48 hours in advance of the treatment. In the event of biting or stinging insects, an emergency treatment waiver will be authorized. All outdoor application signage and a notice of application signed by Building Operations will be posted at the time of treatment.

Building Access:

The School is an accessed controlled campus, with the doors kept electronically locked with the exception of the Life Center building front main entrance doors (located on the access road facing I-45) during a designated period in the morning and the Snyder Gym doors for morning arrival from 6:30 a.m. to 8:00 a.m.



Morning Access:

Before school, the front main entry school building door will be closed for access and will not be opened until a designated time approved by the school administration. Refer to *Parking* section for more.

PARKING LOT:

GATES WILL BE CLOSED AT 7:50 A.M. VEHICLES WILL NOT BE ALLOWED TO ENTER THE CLOSED GATES.

Entering and Exiting:

Parent(s), students and visitors enter and exit through the Life Center front main entrance doors (located on the I-45 access road) during the school day. Only school personnel and authorized persons may enter and exit through other school doors. All other school doors should not be used for entering and exiting with children unless they are under direct supervision of school personnel, it is an emergency, emergency drill, or for a time approved by school personnel (such as before school care enter through the Snyder gym). Non-school personnel should not open the doors or allow anyone to enter the buildings through any door without the direct approval of school personnel.

Check-In & ID Badges:

Parent(s) or visitors entering the building must check in at the front receptionist office regardless of the number of times entered throughout the day. Parent(s) and or visitors must not proceed throughout the building unless authorized by the front reception and wear their school issued ID badge. All parent(s) and visitors are required to display at all times their school issued current ID badge. Failure to display parent(s) school issued ID badge may result in being required to obtain a temporary badge from the front receptionist.

Replacement badges may be subject to a replacement fee.

Dismissal Access:

In the afternoon, the School building will be closed for access to all persons (to include parents and families) beginning at 3:00 p.m. to allow for dismissal and the end of the day transitions and does not reopen for access until 4:00 p.m. Only during direct supervised, extenuating circumstances/special event may entry be permitted. Persons in the building prior to 3:00 p.m. must remain under supervision of school personnel. Refer to *Parking* section for more.

Loitering/Roaming:

Loitering and roaming through the building is prohibited by all. Students must remain in designated areas as directed by school personnel. Students choosing to not remain in designated areas but are loitering or roaming throughout the School may be subject to disciplinary



consequences. Parents and visitors are encouraged to not congregate in areas that may hinder class instruction or general assemblies or support a disharmonious atmosphere.



CARPOOL:

REFER TO CARPOOL MAP IN APPENDIX - A

While in carpool, all policies remain in effect for all students and parents.

Morning Carpool (Kiss-N-Ride):

- Prior to 7:30 a.m. there is NO carpool support. Parents must directly supervise their child(ren) into Before School Care and sign their child(ren) in.
- Volunteer Carpool support attendants begin supervised Kiss-N-Ride at 7:30 a.m.
- During Kiss-N-Ride, ALL drivers must (no exceptions):
 - use the I-45 access entry at Gate 1,
 - form a single line,
 - allow the school personnel or volunteers to direct vehicle and pedestrian traffic, and
 - adhere to all carpool, parking and vehicle guidelines outlined in this policy
- Kiss-N-Ride ends at 7:50 a.m.
 - **Morning parking: Parking lot gates will be closed at 7:50 a.m. no vehicles will be allowed to enter the closed gates.**
 - The Kiss-N-Ride carpool attendants **END** morning carpool and enter the building at 7:50 a.m.
 - All students who arrives after 7:50 a.m., must be escorted into the building by a responsible adult through the Snyder Gym doors until 8:15 a.m.; thereafter, through the main front entry doors.

Afternoon Carpool:

Special afternoon carpool provisions for Pk-2 students may be made and will be communicated to the parents of these students. While in carpool, all policies remain in effect for all students and parents.

For Early Child(ren) and Lower School students afternoon carpool begins at 3:30 p.m. and ends promptly at 3:45 p.m. Students remaining after 3:45 p.m. will be transitioned to After School Care and maybe subject to an After School Care fee. Only siblings of Middle School students will remain in afternoon carpool with their siblings until 4:00 p.m.

For Middle School students afternoon carpool begins at 3:45 p.m. and ends promptly at 4:00 p.m. Students remaining after 4:00 p.m. will be transitioned to After School Care and maybe subject to an After School Care fee.

For students that are not picked up by the end of their designated carpool time, refer to the ASC program guidelines.



- During afternoon carpool all drivers must (no exceptions):
 - use the I-45 access entry at Gate 1,
 - form a single line,
 - display the *Student's Carpool Name Card* in the windshield or window,
 - allow the school personnel or volunteers to direct vehicle and pedestrian traffic, and
 - adhere to all carpool, parking and vehicle guidelines outlined in this policy.

- ASC students: When an ASC parent(s) arrives prior to 3:00 p.m. to pick up an ASC student during the afternoon carpool time, parent(s) must:
 - Prior to the 2:00 p.m., notify the student's end of the day class teacher to send the child(ren) to afternoon carpool. Parent(s) must notify and get confirmation the teacher received the message. Parent(s) may notify via email, telephone, or inform the front office receptionist. Parents must make contact with the receptionist and classroom teacher **before 2:00 p.m.**, for the times when the student needs to go to carpool rather than After School Care.
 - If teacher did not receive the notice to transition the student to carpool and the student goes to ASC instead, the parent(s) (or the driver picking up the student) will be directed by the carpool school personnel or volunteers to wait until 4:00 p.m. In compliance with the Building Access guidelines, no one will be allowed to enter the building prior to 4:00 p.m. unless there are extenuating circumstances.
 - During carpool, follow the above carpool guidelines to pick up the student in the carpool line.

No Student's Carpool Name Card:

Drivers that do not have a *Student's Carpool Name Card*, must

- patiently and courteously follow the directions of the carpool school personnel or volunteers,
- be prepared to show a valid picture ID, and
- be listed on the student's pick up roster.
 - When the driver is not on the student's pick up roster:
 - the parent(s) will be notified and must grant authorization for the School to release the student to the driver, (for future pick up, parent(s) must add the person as an eligible authorized person to pick up student),
 - the driver must provide a copy of their ID,
 - the driver must sign the student out in the School's Sign-out book at the front office receptionist or ASC desk book, under the supervision of school personnel.



No parking in any of the front parking lot spaces is permitted during morning or afternoon carpool designated times. Refer to the *Parking* section for additional provisions.

Refer to *Building Access* section regarding access into the building before or during morning and afternoon carpool.

REFER TO CARPOOL MAP IN APPENDIX - A



CARPOOL & PARKING DO'S AND DON'T'S

DO stay in your car to pick up and drop off your child(ren) in the carpool line. **Parents should remain in the car at all times.**

DO pull all the way to the front of the carpool line for children to enter or exit the car.

DO park across the street if your child(ren) is not ready to exit the car or needs additional support.

DO pay attention to your speed while driving through the parking lot and follow directions given by the Carpool Supervisors.

DO pick up your children on time. Adhere to the dismissal guidelines provided by the School.

DO have your child(ren) organized and ready exit the car quickly on the School side of the car.

DO follow routes and all posted traffic signs. **10 mph** or less is essential for pedestrians!

DO NOT park or let your children out of the car at street curbside.

DO NOT take short cuts through the parking lot, cut through empty parking spaces, or **SPEED** around cars.

DO NOT use cell phones or any other distracting devices while driving in carpool.

Cell phone use is strictly prohibited in the carpool line.

DO NOT arrive late!

DO NOT park in handicap or designated restricted areas, if not eligible.

DO NOT park in the carpool line to walk your child(ren) into the building during morning and afternoon carpool.

DO NOT drop off or pick up your child(ren) until a Carpool Supervisor has reached your car.

DO NOT wait until the last minute to get your child(ren) organized, groomed, or ready to exit the car.

DO buckle your child(ren) in the proper safety seat.

DO watch out for the safety of all.

REFER TO CARPOOL MAP IN
APPENDIX - A



Parking:

Handicap, special designated reserve spaces, school crossing zones, and fire zone parking must be honored by eligible qualifying drivers and vehicles. No parking in any of the front parking lot spaces is permitted during morning or afternoon carpool designated times.

Parking on the street is unsafe and is not permissible.

In the morning when planning to enter the building, visitors and parent(s) are required to park in the lot across the street from the School and enter the Life Center main front doors at 8:00 a.m. In the afternoon, after 3:00 p.m., visitors and parent(s) who wish to enter the building, must park in the lot across the street and wait to enter the building at 4:00 p.m. through the Life Center main front doors (the I-45 access entry).

Morning parking: Parking lot gates will be closed at 7:50 a.m. no vehicles will be allowed to enter the closed gates.

The front main parking lot near the Life Center section is reserved for our visitors and designated school personnel. Parking in the Legacy Center parking lot is reserved for school personnel, Meals on Wheels and North Texas Food Bank personnel. Designated parking spaces for Children's Health Clinic are restricted for their clients and personnel only.

Carpool and parking violations may result in vehicles being towed, ticketed and driver(s) being issued a citation. Additionally, ongoing School violations may result in disciplinary consequences including meeting with the Principal for failure to comply with school policies and agreements.

The School is under the jurisdiction of the Dallas Police Department and City of Dallas Fire Department for safety matters regulated by the related governing agencies.

REFER TO CARPOOL MAP IN APPENDIX - A



GENERAL STANDARDS

Awards Assemblies

Academic awards assemblies will be held after the second and last quarter.

At the end of the 2nd quarter:

- 3rd Grade and Middle School students are recognized for accomplishing A or A/B Honor Roll status.
- Early Childhood through 2nd Grade students will receive Headmaster's or Principal's Awards.

At the end of the school year:

- In addition, an award's assembly is held for the early childhood, primary level students and Middle school students
- Students receive awards in various subject areas based on their academic/creative performance.
- Refer to *Perfect Attendance Award in the Attendance section*
-

Throughout the year:

- Students may also receive awards from their classroom teachers and the Principal for special achievements.

Background Checks (Refer to Business Office and Academic Excursion sections):

For the safety and security of our students and staff, all parents are required to have successfully passed criminal background check before they are allowed to chaperone on field trips, tutor or work in the classroom with students.

Birthday Parties

Refer to *Parties section*.

Chapel

Christian education is essential to the moral and spiritual development of each student. Students will often hear biblical messages that directly relate to the six character traits—trustworthiness, respect, responsibility, fairness, caring and citizenship. Therefore, it is **required that all students and faculty attend daily chapel service.**

All Lower School and Middle School students will receive a grade for Chapel. Students who are tardy are not allowed the full benefit of participating in Chapel service with their class, and this will be reflected in their Chapel grade.



A selected minister, ordained clergy of an area parish, parent(s), or a member of the chapel committee, leads our worship service.

Saints of the Week and Birthday Blessings are recognized each week during Chapel. All parents, friends, relatives, and visitors including prospective families are invited to attend.

Child Protective Services

In accordance with state law, if the school has cause to believe that a child(ren) under 18 years of age has been or may be abused or neglected (including physical injury, substantial threat of harm, mental or emotional injury, or any kind of sexual contact or conduct), or that a child(ren) is a victim of a sexual offense, the law requires that the School make a report to the appropriate governmental agency, usually the Department of Protective and Regulatory Services. Once such report is filed, the School may be required to provide additional information.

Class Placement

Determining the make-up of homerooms or student assignment is the shared responsibility of teachers and Administration. The School has a thoughtful class placement system in place. Factors including student numbers, academic strengths and challenges, parent(s) concerns and classroom dynamics are of utmost importance. The School values parent(s) input about the type of classroom environment that best suits a child(ren), but does not accept requests for specific teachers. Students and parents will be notified of teacher assignments during the summer.

Custody Matters

In the absence of a court order to the contrary, the School will provide the non-custodial parent(s) with access to the academic records and to other school-related information regarding their child(ren). If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent(s) to provide the school with an official copy of the court order. Divorced parents must provide the School with an official copy of the custody section of the divorce decree.

If there is protective order on a family member, please remove that person from the RenWeb.com system to prevent that person from being on campus. If the protective order is on a parent, the School must be provided an official copy of the protective order. This will ensure the protection of everyone in the family.

The school's will not interpret or enforce a visitation schedule, however, will adhere to the provisions outlined in the official court order or decree signed and dated by the Judge.

Parental conflicts and disputes must not be addressed on the School property or School events whether on or off campus. Any such matters resulting in a disorder or disturbance while on the



School and community center property or event may result in the family being recommended for withdrawal, law enforcement intervention, and or immediate dismissal from enrollment at St. Philip's School & Community Center (without the privilege of returning to the campus property).

These matters should be addressed with the Director of Admissions and Principal.

Homeroom/Advisory Parents

In cooperation with classroom teachers, homeroom parents coordinate grade level activities during the school year and lower/middle school parties. Homeroom parents are often called on to organize their parents to assist with Parents Association projects and select committee activities. All plans and details for class events must be reviewed and approved by the classroom teacher before being finalized by room parents.

Lockers

Each student in 4th through 6th grade is required to have a lock for their locker. The combination or duplicate key to the lock must be given to the student's advisor no later than the second (2nd) day of school at the beginning of the school year.

Each day 4th through 6th grade students should remain in the designated gym until 7:50 a.m. Students will be allowed a locker visit once their classroom teacher or advisor has picked them up from the gym at 7:50 a.m. Students are **not** permitted to go to their lockers or roam/loiter throughout the building before 7:50 a.m. or anytime. Students in violation of these guidelines will be required to meet with their advisor and may be subject to disciplinary consequences. (*Refer to Attendance, School Hours, tardy section*)

Lost and Found

The *Lost and Found* is located in the Legacy Gym in the labeled cabinet. Parents should mark all student's clothing and books with the student's name to avoid lost articles not being returned to the rightful owners. All unclaimed items that remain for an extended period of time may be donated to the PSA, Community Center, or another worthy cause. The School will not be responsible for maintaining or identifying lost items or items left anywhere on the School campus.

Parties (Classroom, Birthdays, Holidays, Food)

ALL parties are to be scheduled during the class lunch period. Any exceptions, must be preapproved by the Principal or Principal's designee only.

ALL parties, celebrations, etc., must be preapproved with the class teacher. Such events will be limited to the lunch time, so that classroom instructional time is not impeded.



The Principal, in advance of implementation of a class project, must approve *all* food activities. Generally, the School discourages children from bringing food due to students with food allergens. However, if a parent(s) would like to bring food to an approved classroom celebration, the teacher *must be* notified in advance. Failure to notify in advance may result in food items not being accepted.

Goody bags should not include hazardous objects and should be age appropriate for all. The School will not permit bouquets of balloons and other celebratory decorations to be maintained in the classrooms. These can be distracting to students' learning.

Party invitations are not to be distributed at school unless everyone student in the class receives an invitation. Please send such invitations via email, or U.S. Postal Service mail, rather than being placed in individual student's homework folders. It is acceptable for a boy to bring invitations for all the boys and the same applies to girls. Please be considerate and respectful of the feelings of each child by not excluding them.

All plans and details for class events must be reviewed and approved by the classroom teacher *before* being finalized by class homeroom parents. Unscheduled or unapproved plans or events, including parties that may impede the learning process may need to be rescheduled based on the instructional time and schedule class or school activities.

We request that parents support our Christian environment in their choices of providing treats and decorations.

Responsibility - No-Rescue Policy: Put Me Down and Let Me Walk!

We ask that parents NOT bring forgotten homework, projects, bags, or other items to school for their child(ren). When they forget something and have to do without it for that day, children learn quickly to take responsibility for their day-to-day school life, whether it's doing their homework and returning it to the appropriate place, returning library books on time, or bringing requested items such as lunch, PE items, projects, show and tell, etc.

If you are bringing a school uniform due to student being out of the required uniform, please bring items to the front receptionist desk. We will see that your child(ren)'s belongings are delivered to them. Please do not enter the child(ren)'s classroom during instructional time or unannounced.

Additionally, refer to the *Lost and Found section*.

The consequences I will accept, for I made the choice.



Visiting the School (Refer to Building Operations section)

This policy exists to insure the safety of all of our students and may not be waived for any reason. School visits benefit both you and your student, and we encourage you to visit!

Children enjoy having parents visit during lunch, and you are most welcome to join us for the lunch period.

All parents, volunteers, and visitors to the School must check in at the front desk and obtain a visitor's badge. Parents wear or have visible their 2017-2018 current year parent(s) ID badge. Any adult observed on campus without an ID or visitor badge will be asked to report to the front desk immediately.

Please help us make visits as positive as possible by following these procedures:

- Make arrangements in advance with your child(ren)'s teacher.
- For parent(s)-teacher or related meetings, please schedule these meetings. Please do not have impromptu meetings in the hallway, during transition, or class time. *Refer to School Organization Structure, Parent-Teacher Meeting sections.*
- Visits to individual classrooms during instructional time are permitted only with prior approval of the Principal or Principal designee and classroom teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.
- Check in at the front desk EVERY TIME when you arrive to sign in and get a visitor's or display current parent(s) ID badge. Even if you have a ID badge, you must check-in at the front receptionist desk.
- Sign out at the front receptionist desk before you leave school grounds.
- If you pick up your child(ren) before the end of the school day, you are required to sign the student out in the Early Release Sign-out book located at the front receptionist desk.
- Exit and enter in the proper entrance and exit doors at all times.

All parents and visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

Volunteering

St. Philip's depends on hundreds of volunteers each year to implement its programs in the School and Community Center. We seek volunteers through our parents, alumni, and other members of our community, including corporations and churches.

In the interest of children's safety and well-being, state law and the School require that all School volunteers (students, parents, and community members) complete the School volunteer application, undergo a criminal record check, and participate in any orientation and training.



We also require that ALL VOLUNTEERS register and discuss opportunities and responsibilities through our on staff Volunteer Coordinator, Kim Cox, who can be reached at kcox@stphilips.com or at extension 184.



PARENT SCHOOL ASSOCIATION (PSA)

The purpose of the Parent School Association is to promote harmony in our school environment by supporting the mission, program, and activities of our school. The primary focus of the Parent School Association is to:

- Assist in improving “parenting” skills;
- Raise funds through school wide development policies and programs;
- Solicit volunteers and help with classroom and administrative needs;
- Promote school spirit

The Parent School Association encourages parent-to-parent and parent-to-school communication. There are many committees available for parents to get involved.

Dads’ Club

The Dads’ Club is an outreach committee of the Parent School Association. The dads meet once a month (or as scheduled) to help maintain the school grounds, volunteer to mentor boys in the school who may not live with their fathers, connect through Dad’s Teach-In, etc.

Mission Moms

The Mission Moms support the school and students by coordinating various events, Open House events, and other activities to support parents and families.

Meeting Room Requests

If parents anticipate requesting the use of school meeting rooms, a room request form must be completed and forwarded to The Perot Family Headmaster’s Executive Assistant and a copy forwarded to the Business Operations Coordinator. All requests must be submitted at least two weeks in advance prior to the planned event. Please note that submission of a room request does not guarantee the use of a specific room.

Rooms may not be requested for birthday parties or events during the school day.



PARENT INVOLVEMENT

It *Still* Takes a Village. Parents of students experiencing a progression of disciplinary challenges may be required to participate in parent(s) and/or family educational workshops and related services, review resources, and adhere to other collaborative and supportive efforts.

Children generally achieve better grades, test scores, and attendance. Parents are more confident in their parenting and decision-making skills. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school. Consistent parent(s) involvement leads to improved communication and relations between parents, teachers, and administrators.

PARENT OPPORTUNITIES:

Many parents use D.E.A.R. as a volunteer opportunity where they visit the classrooms and read to the students. In partnership with the school, parents who contract to send their child(ren) to St. Philip's School and Community Center also agree to abide by the Parent Agreement, Harmony Statement, all school provision to

- Provide conditions conducive to learning. Those conditions include regular, on time, and full day attendance. Please attempt to arrange doctor appointments after school hours.
- Supervise the child(ren)'s daily grooming to adhere to the dress code policy, which includes wearing the official school uniform to all off-campus functions. (Please see *Uniform - Dress Code* section).
- Read classroom rules and standards with your child(ren) so that there is no question regarding scholastic and behavioral expectations.
- Maintain in RenWeb.com the school of changes of residence, telephone, email address, parents' employment and any circumstances that affect the welfare and the safety of the child(ren).
- Schedule and attend parent(s) meetings or conferences to discuss the progress of the child(ren).
- Attend required Parent School Association (PSA) meetings or Parent(s) University/educational workshops.
- If your child(ren) is experiencing any change in his or her normal routine at home; for example, severe illness, divorce, death in the family, or a new baby; please contact the Principal as soon as possible. Abrupt changes in routine can affect the child(ren)'s academic work and social interaction with teachers and peers. It is helpful for us to know about important changes so our faculty can respond appropriately with compassion.
- Commit to read to and with the child(ren) each night for at least 20 minutes.



- Parents must adhere to the school's Parent Responsibility and Harmony Agreement.
- Commit to engage in the Community Center activities



UNIFORM: DRESS CODE AND SCHOOL UNIFORM

St. Philip's School believes that emphasizing neat, clean, and appropriate attire will help students to develop good personal grooming throughout life. Haphazard grooming often encourages haphazard behavior and may interfere with a child's personal and academic progress. We appreciate our parent's diligence in assisting their children in carefully adhering to the school uniform code.

Students not in compliance with the school Uniform guidelines are subject to Disciplinary Consequences (refer to the *Discipline section*)

Students shall observe the following specific requirements of the dress code:

A. General Appearance

1. Neat, clean and appropriate grooming for school will be encouraged and expected.
2. Hair styles and cuts should reflect good taste, not current fads, and be appropriate to the simplicity of the uniform. For boys: braids, "ponytails," top knots, bun styles, and designs and images cut in the hairstyle (such as Mohawks, symbols, etc.,) are not acceptable. All hairstyles should be kept neatly groomed in appearance – in adherence to our standard of excellence in all areas.
3. Boys may not wear earrings. Girls may wear modest earrings.
4. Make-up is not permitted.
5. Only Middle School girls may wear nail polish but it must be well manicured.
6. No hats or caps may be worn inside the building. Adults are also asked to comply.
7. All shirts and blouses must be tucked in at all times.
8. School sweatshirts may **only** be worn on Fridays, with the exception of those worn during P.E. classes.
9. College/University T-Shirts or sweatshirts may **only** be worn on Friday's with the St. Philip's uniform skirts, shirts, slacks or shorts.
10. Titans may wear College/University apparel on Thursdays and Fridays are Free Dress days.
11. No body art (tattoos) will be allowed.
12. No gang symbols on books, body, bags or other personal belongings are allowed.

B. Basic Guidelines

1. Students who come to school improperly dressed will be issued a Dress Code Violation as a warning for their 1st offense. The 2nd dress code violation will result in the student being sent to the Admissions Office and parents being contacted to bring the proper



clothing to school. The 3rd dress code violation will require the student to be picked up by the parent/guardian and taken home for the remainder of the day.

2. No miscellaneous items shall be worn on, over, or under the uniform. Extra coats, jackets, and non-uniform sweaters must be removed and hung in designated areas. They may not be worn in the building (hallway, classroom, gymnasium, or cafeteria) once the school day has begun. St. Philip's sweaters are the only types of outer wear to be worn in the building.
3. Long pants are not acceptable for girls at any time.
4. St. Philip's plaid, red, white, or blue is the only acceptable color for hair accessories.
5. Uniform ties are to be worn on Mondays and special days.
6. The official uniform must be worn on Dress for Success Mondays. Boys should wear long pants and the uniform tie. Girls should wear dresses or skirts and the uniform tie. No shorts may be worn on Mondays.
7. **SHORTS FOR BOYS OR GIRLS MAY NOT BE WORN FROM NOVEMBER 1 THROUGH THE END OF SPRING BREAK.**

C. Official Uniform

The official uniform can be purchased at Parker School Uniforms. Please check with the Admission Office for specific details. All required items of the uniform shall be worn as specified below.

Uniform Girls

Shoes Girls

- **PK2-PK3:** Black Mary Jane-----w/Velcro **NO TENNIS SHOES**
- **PK4 through 6th Grades:** Black and white or navy and white saddle oxford shoes are the only shoes that girls may wear. The navy and white Ked tennis shoe is **not** acceptable.

Pre-Kindergarten 2-Years Old through 3-Years Old Girls

- White **oxford (button down collar)** (shirt/blouse, long or short sleeved) School Plaid or Dark Blue – Jumper. (Skirts **may not** be worn)
- ***Navy** modesty shorts must be worn underneath jumper
- **Blue skorts** (no shorts or pants)
- White crew or knee socks (no lace – except uniform trim) or white tights (no other color socks or tights may be worn). No ankle socks or footies may be worn
- St. Philip's red cardigan or pullover sweater with St. Philip's emblem.



Pre-Kindergarten 4-Year Olds through 3rd Grade Girls

- White shirt/blouse, long or short sleeved with button-down collar
- School plaid – Jumper (Skirts **may not** be worn)
- *Navy modesty shorts must be worn underneath jumper
- Blue walking or knee-length shorts
- White crew or knee socks (no lace - except uniform trim) or white tights (no other color socks or tights may be worn). **No ankle socks or footies may be worn**
- St. Philip's red cardigan or pullover sweater with St. Philip's emblem.

4th Grade Girls Uniform

- School plaid - skirt only
- The remainder of the uniform is the same as 3rd grade girls (as described above).

5th and 6th Grade Girls Uniform

- School plaid - skirt only
- **Light Blue** shirt/blouse, long or short sleeved with button-down collar
- **Navy** cardigan or pullover sweater with St. Philip's emblem.
- The remainder of the girl's uniform is the same as above.

*Girls **must** wear navy modesty shorts under their jumpers so that they may participate in more vigorous activities without embarrassment or undue concern about immodesty.

Uniform Boys

Shoes Boys

- **PK2-PK3:** Black Leather-----Velcro **NO LACE UP SHOES**
- **PK4 – 6th Grades:** Boys' black lace-up shoe

Pre-Kindergarten 2 - 3Years Old Boys

- Navy blue slacks with or without cuffs (no corduroy)
- Black or navy belt with small buckle (mandatory for K-6th only)
- Baggy or “sagging” pants are not permitted
- Navy walking or knee – length shorts
- White oxford (button down collar) shirt, long or short sleeved
- Navy or black socks only with uniform shoes
- **No ankle socks or footies may be worn**
- Red cardigan or pullover sweater with St. Philip's emblem.



Pre-Kindergarten 4 Year Olds - 4th Grade Boys

- Navy blue slacks with or without cuffs (no corduroy or outside labels such as Bugle Boy or Dockers)
- Black or navy belt with small buckle (mandatory for K-6th grade)
- Baggy or “sagging” pants are not permitted
- Navy walking or knee-length shorts
- White shirt, long or short sleeved with button down collar
- Navy or black socks **only** with uniform shoes
- **No ankle socks or footies may be worn**
- Red cardigan or pullover sweater with St. Philip’s emblem.

5th and 6th Grade Boys

- Light Blue shirt, long or short sleeved with button down collar
- Navy cardigan or pullover sweater with St. Philip’s emblem.
- The remainder of the boy’s uniform is the same as above.

Physical Education Attire

Girls and boys (all grades) may wear **royal blue**, cotton blend shorts and **gray** T-shirts with an official St. Philip’s logo. The official P. E. Uniforms can be purchased through the Spirit Shop. The Spirit Shop carries P. E. shorts, short sleeve and long sleeve shirts as well as sweatshirts and sweatpants. PK2-PK4 students do not need to purchase uniforms. They will wear their sneakers.

P.E. shorts for boys or girls may only be worn during the gym class from November 1 through the end of spring break. During this time, students must may wear the uniform sweatpants or dress in their official school uniform when the class is completed.

Boys and girls may bring any type of lace up tennis shoe for P.E. However, they are only to be worn with the P.E. uniform. When students are in the official school uniform, the official uniform shoe must be worn. Tennis shoes with roller blades are not permitted (roller runners).

Emblem

The St. Philip’s emblem should be placed on the **left side** of the sweaters (over the heart).

Free Dress & Special Dress Days

When “Free Dress Days” are awarded, the attire must represent the St. Philip’s Statement of Mission and Values. When students are awarded free dress days, while on field trips or on field day, they must wear closed toes shoes.



When “Special Dress Days” are awarded, students must wear their uniform and specialty items may be worn on top of the uniform. Specialty items are basically accessories (i.e. shirts, socks, hairbows, headbands, shoes, etc.).

No Sandals on Free Dress or Special Dress Days - Open-toed shoes are not permitted.

LOST AND FOUND:

Uniform items lost, refer to the *Lost and Found section under the General Standard policies*



RESPONSIBLE USE GUIDELINES FOR TECHNOLOGY

The School will through the use of information and communication technologies, engage, nurture, and challenge all learners to achieve academic and future excellence. The School seeks to develop for 21st century learners, promote a strong sense of digital citizenship, and help ensure effective, safe, productive, and instructionally sound use of the technology resources.

The School's technology resources include (without limitation) Internet and wireless connectivity, network, devices, telecommunication devices, and software. These guidelines apply to all users of School's computer networks, including the resources made available by them, and all devices connected to those networks. No user may harm others through their access and use of School technology resources.

General Expectations

- The purpose of a School user account is to allow the user to engage in connected learning and shared opportunities via facilitated access to the School network.
- School user accounts are owned by the School. Data in any account that constitutes public information may be subject to disclosure pursuant to the Texas Public Information Act.
- School may retrieve all digital files associated with any user account any time without prior notice and without the permission of any user.
- School reserves the right to monitor all accounts and any content stored in, created, received, or sent through the School computer network to maintain system integrity as well as to ensure responsible use.
- Student privacy controls that control the disclosure of information that could identify a student are necessary.
- Parents provide the appropriate School permissions concerning disclosure of student directory information via the enrollment card. These permissions must be followed with no exceptions.
- School has put in place a Children's Internet Protection Act (CIPA)-compliant, content filtering solution to prevent access to certain sites that may contain material that is inappropriate or of non-educational value, including gaming sites.
- School is not responsible for content accessed by users who connect to the Internet via their own mobile WiFi-type service or personal data plan (smartphones, air-cards, etc.).
- Student web publishing may occur only under the direct supervision of a classroom teacher or school administrator and shall follow all guidelines established.
- All data and information contained in the School technology resource systems remain the property of the School.



- Electronic mail transmissions and other use of School technology resource systems including Internet access and data storage shall not be considered a user's personal information or property and may be monitored by authorized individuals at any time to ensure appropriate use for educational purposes.

Digital Citizenship:

Users of School technology resources should practice appropriate digital citizenship. All information transmitted digitally is public and permanent. Appropriate digital citizenship includes, without limitation:

Respecting Self. When applicable, select online names that are appropriate. Use appropriate language/content in all online posts, as users continuously represent School whenever and wherever they use online communications.

Protecting Self. Users will not publish personally identifiable information or data for themselves or anyone else. Users are the custodian of their accounts and are responsible for all activity initiated by and/or performed under their accounts. It is the responsibility of each user to appropriately secure account credentials (user IDs/passwords) and to maintain and back up all of their data. If a user is uncertain whether a specific computer activity is permitted or appropriate, he/she should ask a teacher/administrator before engaging in the activity.

Respecting Others. Users will not use technology resources to bully, harass or tease other people. Users will not make an audio or video recording of any student, teacher, or administrator without prior permission from the subject. No user will pose as someone else, or pose as a user other than him or herself when online. Users will not access, download, or modify accounts, files, or data belonging to others.

Protecting Others. Users will help maintain a safe computing environment by notifying appropriate campus officials of inappropriate behavior, vulnerabilities, risks, and breaches involving campus technology. Users will respect the privacy of others throughout the School network and on the Internet and not share or access Users' folders, files, or data without authorization. Respecting and Protecting Intellectual Property.

Intellectual Property. Users will adequately cite any and all websites, books, media, etc. used in creating homework or other school projects. Users will respect all copyrights, requesting permission for the use of software, media, and the intellectual property of others.

Google Apps for Education (GAfE):

School offers Google Apps for Education and all the tools it provides, including School-wide emails for students in grades 1-6.

Third Party Systems:



Students and staff may be required to have accounts in third party systems (Google, Benchmark Education, ALEKS, etc.) managed by the School. These School accounts will be used at school for instructional purposes, but also may be accessed outside of school. These tools are deemed relevant to achieving the School's vision, mission, and goals set forth within the curriculum and instructional objectives. In addition, the use of these accounts will help users master effective and proper online skills as required in the Technology Application Standards. The third parties may collect information that is subject to the Children's Online Privacy Protection Act (COPPA). A parent's signature on the Acknowledgment authorizes the School to provide consent to those third parties under COPPA. Information provided to third parties for such accounts will be limited to a student's name, School provided email address and birthdate (if required).

Communication with Students:

In accordance with the administrative regulations, a certified or licensed employee may use electronic media to communicate with currently enrolled students about matters within the scope of the employee's professional responsibilities. Social media usage must be responsible and follow the terms of use, including age, of the individual social media tool. As role models for the School's students, staff and faculty are responsible for their public conduct even when they are not acting as School employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public content.

Inappropriate Behavior*

The following actions are not permitted and could result in the consequences outlined in the Disciplinary Policy.

- Users may not attempt to disable or bypass the School content filter, including the use of wireless internet cards or personal hotspots.
- Users may not install unauthorized network access points, or other connections that may not effectively integrate with existing infrastructure.
- Users may not launch denial of services attacks using personal or work technology, hack or engage in behavior that attacks the network or internet access.
- Users may not illegally access or manipulate the information of a private database/system such as grade books and other student information systems.
- Users may not send, save, view, forward, or create harassing or offensive content/messages. The School's policies against harassment, bullying, and discrimination for students and employees apply to the use of technology.
- Users may not use their accounts for non-school related activities including but not limited to:
 - Using the Internet for financial gain, personal advertising, promotion, non-government related fundraising, or public relations.
 - Using School technology resources for political advertising, or religious proselytizing.
 - Using School email or School-provided/managed services for personal gain, to engage in actions deemed inappropriate to others subject to School policy.



*In addition to the behavior described above, the Principal, Technology Teacher, and Principals Designee or related school personnel are responsible for determining what is considered to be inappropriate use of the School computer network. They may request to disable a user's account or network access at any time. Student discipline will be referred to campus administration, while staff behavior will be referred to the employee's supervisor and Human Resources.



RESPONSIBLE USE GUIDELINES FOR TECHNOLOGY

Acknowledgment And Agreement

I have read and will abide by these Responsible Use Guidelines. I understand that if I fail to comply with these Guidelines, I will be subject to appropriate disciplinary consequences which could include suspension of my user account(s) and network access as well as other disciplinary/legal action including but not limited to: discharge from employment, criminal prosecution and/or penalty under appropriate state and federal laws. My signature on the Acknowledgment in the Employee Handbook or Parent-Student Handbook as appropriate, confirms my receipt of these Guidelines and my agreement to follow them as a condition of access to School Technology Resources.

A student's and parent(s) signature on the annual acknowledgment for the Parent-Student Handbook serves as the parent's consent for his/her child(ren) to have access to these services under School supervision and the student's agreement to comply with the provisions outlined in the *Responsible Use Guidelines for Technology*.



PARENT RESPONSIBILITY & AGREEMENT

I will engage in an effective and positive **PARENT/TEACHER PARTNERSHIP** regarding the education and learning of my child(ren).

I will:

- Attend all Parent-Teacher conferences as outlined in the Parent/Student Handbook and I understand that they are mandatory. Failure to attend may result in my child(ren)'s dismissal. (Middle School students must attend the conference.)
- Monitor my child(ren)'s progress and will communicate with the teacher as needed.
- Maintain daily communications with my child(ren) in relation to his/her involvement with all school assignments and activities. (i.e. folder, planner, notes home, newsletters, etc.).
- Partner with and support the faculty and staff in providing effective, consistent and firm discipline.

I will engage in an effective and positive **PARENT/SCHOOL PARTNERSHIP** in support of the culture, mission, fundraising, and ethos of St. Philip's School and Community Center.

I will:

- Carefully read, abide by and reference the St. Philip's Parent/Student Handbook.
- Adhere to the *Parent Agreement*.
- Attend school activities throughout the year. These activities include - but are not limited to - Chapel, Parent University, Saint of the Week, Curriculum Night, etc.
- Keep abreast of all school activities by reading the various school-home communication sources such as the online Weekly Memo, Parent(s) Alert voice and text messages, pertinent emails from faculty/staff, and checking my child(ren)'s backpack/folder/planner daily for important classroom communication, and student academic materials.

I understand that:

- St. Philip's School has an active Parent School Association (PSA). I will commit to attending 75% of the meetings or send a representative when I cannot come.

I agree to serve as an **AMBASSADOR** for St. Philip's School and Community Center by volunteering, recruiting, and partnering in at least one fundraiser for our School & Community Center.



I will:

- Volunteer for school events and extracurricular activities.
- Commit to giving to the Family Annual Fund/North Texas Giving Day.
- Participate in the PSA school fundraising event.
- Commit to inviting at least one (1) family to a St. Philip's School event to support our recruitment efforts.

I agree to practice “**THE ST. PHILIP’S WAY**” by exhibiting appropriate behavior, dress, and interactions to promote harmony within St. Philip’s School and Community Center.

I will:

- Maintain a positive and enhancing attitude and environment for my child(ren).
- Stimulate, promote, and engage in only positive dialogue with other parents, teachers, administrators, volunteers and visitors, or acts that create disharmony in the school environment.
- Maintain a positive and non-disruptive attitude and manner during all school related events.

A parent(s)’s signature on the annual acknowledgment for the Parent-Student Handbook serves as the parent’s agreement to the *PARENT RESPONSIBILITY & AGREEMENT*.



COMMUNICATION POLICY

I will live by "put ups, not put downs" for my sister and my brother.

I care for you; I respect you.

If I don't, why should another?

-excerpt from St. Philip's Creed

It is expected that all St. Philip's community members (including parents/caretakers, students, visitors, volunteers, administrators, staff, faculty or other stakeholders) maintain a culture and atmosphere of harmony. Incidents that could be perceived as disharmonious include - but are not limited to - inappropriate, harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, gossiping or humiliating interactions in verbal or written form.

At St. Philip's School and Community Center care and respect for one another should persist even when we are not in the presence of each other. This care and respect is to be manifested in the content of what we write and especially restrained by what we don't say to each other or about our fellow children of God. Our tone, timing, temperance and appropriate place are vital to serve as guideposts to govern our communications and maintain harmony amongst the St. Philip's School community.

Do not let any unwholesome talk come out of your mouths, but only what is helpful for building others up according to their needs, that it may benefit those who listen.

[Ephesians 4:29](#)

Failure to comply with the ***Parent Agreement*** and/or ***Communication Policy*** will result in review by the Perot Family Headmaster, Principal, or St. Philip's School Harmony Committee. The review process may be circumvented on a case by case basis at the discretion of the above mentioned, due to the nature or severity of the offense. Consequences may range from notification of disharmony by the committee, to permanent family dismissal and exclusion from St. Philip's School and Community Center (to include Community Center, Academic Enrichment, Athletics, and related functions).

A student's and parent(s)'s signature on the annual acknowledgment for the Parent-Student Handbook serves as the parent's and student's agreement to the Communication Policy.



ENROLLMENT/REENROLLMENT AGREEMENT

I _____ understand the criteria required for my Parent(s) child(ren)'s admission and continued enrollment at St. Philip's School and Community Center.

In enrolling my child(ren) _____,
Student(s)

I am making the commitment that his/her education is and will remain priority.

I _____:
Parent(s)/Guardian(s)

- will comply with school rules regarding suspensions and detentions as outlined in the Parent/Student Handbook.
- understand that if the School determines that I am not fulfilling my responsibilities, my child(ren) may be asked to leave St. Philip's School and Community Center and the full amount of tuition and fees are binding.

A parent(s)'s signature on the annual acknowledgment for the Parent-Student Handbook serves as the parent's agreement to the *Enrollment/Reenrollment Agreement*.



**2017-2018 PARENT – STUDENT HANDBOOK
AGREEMENT AND ACKNOWLEDGEMENT
Signature Page**

Student's Full Name (Print): _____

Grade: _____

A parent(s)'s and student's signature on the annual acknowledgment for the Parent-Student Handbook serves as the parent's and child's agreement to comply with and support St. Philip's School and Community Center.

If there are two parents that are responsible for the child(ren), both must sign this Agreement and Acknowledgement form. This form must be completed and returned to the Principal's Assistant office or electronically signed through RenWeb.com in the forms section no later than the last **Friday in August**.

Parent's Full Name (PRINT) _____

Parent's Signature: _____

Parent's Full Name (PRINT) _____

Parent's Signature: _____

Student's Signature Name: _____

CARPOOL ROUTE MAP

Morning and Afternoon Carpool Route

