

2020 – 2021
PARENT – STUDENT HANDBOOK
(with Addendum*)



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.FACTS/RenWeb

Mrs. Kellee Murrell, George T. Lee, Jr. Principal
Dr. Terry Flowers, Perot Family Headmaster

** Please read the Addendum carefully as it contains many changes and updates to St. Philip's policies given current health and safety protocols. Should there be a discrepancy between the main Handbook and the Addendum, please follow what is in the Addendum.*



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OVERVIEW

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.*

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THE GRADUATE PROFILE

Servant Leadership - The St. Philip's graduate (SPG) will exhibit awareness of God's desire for a mindset of Servant Leadership. Through this tenant, the St. Philip's graduate will possess the capacity to offer their talents and time for the benefit of others. The SPG displays a desire to enrich their communities through their actions, serve with empathy and responsibility, and inspire through leadership.

Cultural Awareness & Social Justice – The St. Philip's graduate develops a solid foundation and appreciation of cultural diversity with a specific emphasis on African-American culture and history, in addition to an expanded knowledge of the African diaspora and other cultures of the world. The SPG exhibits a positive self-esteem and is able to thrive in environments where they may be the minority, after leaving St. Philip's.

St. Philip's recognizes that elementary school is an appropriate time to introduce to children the concepts and practice of tolerance, justice, loving-kindness, and the celebration of our various differences. The SPG will be equipped to recognize injustice and to stand up or speak out for what is right.

Inter & Intra-Personal Wellness - Through our various character- and community-based programs, the St. Philip's graduate possesses a vast array of tools necessary for inter- and intra-personal wellness. We provide a systematic approach to the development of a healthy spirit, mind, and body that is ready to interact with the world.

Christ-Centered - The St. Philip's Ministry lives up to its mission to support the spiritual development of children and to provide a faith-based experience. Our students begin their journey towards becoming champions for God at the tender age of two, through daily classroom devotions and a daily all-school Chapel service that provides child-friendly homilies and opportunities to praise and worship through music, song, and dance with their teachers and classmates.

The St. Philip's graduate leaves St. Philip's knowing "it's okay to pray and to acknowledge Christ." They leave strengthened by the guidance and instruction they received on a daily basis at St. Philip's. The St. Philip's graduate possesses an authentic love of God, love of self, and love for their sisters and brothers that informs their daily walk and life choices. The St. Philip's graduate embraces the idea of living and fulfilling the purpose God has for them and the ability to share the "good news" with others.

Intellectually Driven - The St. Philip's graduate receives a premiere educational experience and possesses a sincere life-long love of learning. Without ambiguity, St. Philip's makes known to its



students and graduates its very high expectations for excellence. Parents are supported through our Parent University in their quest to ensure educational excellence for their children.

The St. Philip's graduate has benefitted from St. Philip's impressive curriculum and educational programs that weave technology into the fabric of all instruction, offers diverse educational experiences, incorporates Project-Based Learning across all grade levels, provides a platform for individual and team academic competitions, nurtures natural artistic talents through the Performing and Fine Arts, and engages students in creative exploration.

The St. Philip's graduate leaves us having generated a bank of knowledge and skills and above grade-level proficiency in all core subject areas. The St. Philip's graduate exudes confidence in the classroom and takes risks.



PARENT DEFINED

The term “parent” is used to refer to the parent, parents, legal guardian, or other legally authorized people who have agreed to assume school-related responsibilities, 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 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 are responsible for listing and maintaining their contact information in the School's communication system and correspondence will be submitted to both parents.

Both parents are responsible for supporting the student and the School.

Custody Matters

These matters should be addressed with the Admission Director and Principal. In the absence of an official court order to the contrary, the School will provide the non-custodial parent with access to the academic records and other school-related information regarding their child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent 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 a protective order on a family member, please remove that person from the FACTS/RenWeb system to prevent that person from being on campus or receiving school correspondence. 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 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).



Child Protective Services

In accordance with state law, if the school has cause to believe that a child under 18 years of age has been or may be abused or neglected (including physical injury, the substantial threat of harm, mental or emotional injury, or any kind of sexual contact or conduct), or that a child 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 a report is filed, the School may be required to provide additional information.



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 assist in specific responsibilities may be obtained from the office of the Perot Family Headmaster.

St. Philip's is accredited by and is a member of the Independent Schools Association of the Southwest ([ISAS](#)) and National Association of Independent Schools ([NAIS](#)).



SCHOOL DIVISION STRUCTURE

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 realms 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 be creative. The teaching methodology evolves and adapts to the changing needs of the students.

The routine and consistency of the daily class schedule reinforce 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 allow faculty 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 SMARTboard. The SMARTboard 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 an understanding of big ideas.

Under the direction of the Principal, a Division Lead supports the guidance of this division.

LOWER SCHOOL DIVISION

First Through Third Grade

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 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. Academic excursions (field trips) are regularly incorporated to reinforce concepts and topics studied.

Under the direction of the Principal, a Division Lead supports the guidance of this division.

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 have 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.

The goal of the Middle School program is to provide the 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 varying levels of ability while promoting critical thinking and fostering problem-solving.



Teachers work to ensure that lessons incorporate 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 interdisciplinary projects. 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. Middle School students have a full day of classes set on a block schedule. Students record their homework assignments in their planners, maintain materials and supplies in their designated area or at home, complete extensive research projects, and attend seven to ten minutes of each mandatory **Parent-Teacher Report Card Conference**. 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. These requirements promote a 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.

Advisory

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 student to:

- learn and implement time management, organization, and study skills,
- identify and incorporate various supports for success,
- address wellness and social responsibility,
- get to know one another and their advisors better, and
- relax and to share experiences with each other.

Under the direction of the Principal, a Division Lead supports the guidance of this division.



COMMUNICATION

St. Philip's School and Community Center strives diligently to keep parents informed of school policies, activities, and events. Parents are responsible for any information posted or distributed. Failure to notice items posted, or failure to check Parent Alerts (voice and text messaging), *Remind App*, Week at A Glance, or student's folder or planner, FACTS/RenWeb, or *Remind App* does not pardon responsibility.

Parent-School communication takes place on a regular basis through many sources; such as, but not limited to:

- ***FACTS/RenWeb*** (school-wide official, primary communication information resource),
- *Week At A Glance* class messages,
- ***Remind 101 App***, Parent Alerts (voice and text messaging) system,
- *Principal's Pen*,
- ***School Pass*** Simplify and secure dismissal and carpool process
- School's website (www.stphilips1600.org),
- Parent-Student Handbook,
- “*WID-WID*” Message and “*Words of Wisdom*” a special communication generated by the Perot Family Headmaster Dr. Terry Flowers,
- St. Philip's Admission New Parent Presentation/Orientation,
- *Meet the Teacher/Homeroom Mini School: August-Back To School* meeting,
- Mandatory Parent-Teacher Report Card Conferences,
- Student Planners (3rd grade and up) or Student Homework Folder
- Report Cards and Progress Narrative reports,
- Announcements in daily morning Chapel (including its live-streaming service),
- Parent Student Association (PSA) meetings,
- Parent & Teacher meetings (as needed)
- T.V. monitors located in the school lobby,
- *1600*, the School quarterly newsletter,
- *Pastries with the Principal* informational sessions,
- *Dad's Dinner with the Doc* informational sessions,
- Mission Moms,
- Dad's Club,
- Social Media: **Facebook, Twitter, Instagram, YouTube**



Non-Authorized/Unofficial Communication Sources: All parents are discouraged from establishing social media communication platforms as a representation of St. Philip's School & Community Center. Such platforms may include but are not limited to *GroupMe*, separate *Remind* accounts, and other social networking sites. This is a way for us to ensure the information that is shared is accurate and consistent. Parent communication must adhere to the guidelines of the *Parent Responsibility Agreement and Harmony Communication* policy.

FACTS (formerly Renweb)

FACTS/RenWeb is the official school's communication and student information system. Parents can access student grades, homework assignments, attendance items, discipline events, medical events, report cards, etc.

All parents are required to maintain their accurate contact information such as email, address, phone numbers, emergency contacts, authorized persons for pick up, etc. in this information system. Generally, school information submitted through FACTS/Renweb is submitted to the email address listed in the student's correspondence tab and the custody tab.

Remind

Remind is a communication platform that helps educators reach students and parents. Fast messages are sent in real-time to an entire class, a small group, or just a single person. Remind is a website based and phone app that provides a safe way for teachers to text message or email students and parents. Any time a teacher sends a message from *Remind*, parents subscribed will receive it. It is imperative that parents maintain accurate contact information with the school.

Meet The Teacher Event

At the beginning of each academic year, parents will have the opportunity to attend *Meet the Teacher* event to meet all of the teachers. At this *Meet the Teacher* event, parents will turn in their child's school year designated supplies. Parents will obtain information regarding the classroom procedures, communication procedures, school year schedule of events, homeroom activities, grade-level standards, grading, assessments, behavior policies, assignments (homework, projects, etc.), uniform standards, attendance and tardies, carpool procedures, academic excursion, background checks, homeroom parents guidelines, and general parent guidelines, and a brief reference to this Parent-Student Handbook.

Non-Attendance: If parents are not able to attend the *Meet the Teacher* event, during the first week of school, the parent is responsible for scheduling a time to meet with the teacher to obtain this essential information, turn in supplies, and learn the school and classroom rules. This is an important meeting that provides essential information for the school year.



Inclement Weather Communication

In the event of the closing of school due to inclement weather, listen to the following official radio and television stations to announce operating hours: 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 phone numbers registered in the FACTS/RenWeb school communication system or *Remind App*.

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

Severe Weather Dismissal Communication

A "severe weather alert dismissal" message will be sent to parents when conditions exist that pose a safety threat. A text message via FACTS/RenWeb Parent Alert will be sent. Parents are responsible for ensuring their school contact information is current in the communication system or *Remind App*.



PARENT & TEACHER COMMUNICATION

As outlined in the *Communication* section, the school provides various formats for communicating from school to home and home to school. 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 needs to be addressed, these guidelines should be followed to ensure your communication is received and a timely reply from the School is given.

In matters involving behavior, discipline, academics, or health, the school will only meet with the parents.

Scheduling Parent & Teacher Meetings

Early Childhood and Lower School students have a homeroom teacher. Middle School students have an advisor.

Parents are encouraged to contact the student's homeroom teacher or advisor when you have a question or suggestion, want more information, need clarification of a situation concerning classroom matters, your child's academics or social relations, emotional or behavioral matters, or need to resolve a matter or a related concern. 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.

A parent-teacher meeting may be scheduled before or after school hours based on the teacher's availability. It is best to formally schedule a meeting by sending an email, sending a note in your child's planner/homework folder, contacting via school phone, or preferred method given to you by the teacher. It is imperative that you receive a confirmation from the teacher about the meeting date and time. 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-teacher meeting message in your child's planner or homework folder.

Need for resolution on a matter should be first addressed with the specific teacher, if not resolved, then with the Division Lead, if not resolved with the Division Lead, then with the Principal (only if needed).

Unscheduled (Impromptu) Meetings

Please do not attempt to have unscheduled meetings with the teacher during carpool, in the hallway, when a teacher is with students, cafeteria duty, class time, before school care



morning duty, while the teacher is in transition with students or related times that would reduce direct attention to students or the school setting.

Unscheduled, impromptu meetings do not allow the teacher the proper focus, and deliberation students deserve as well as may hinder the instruction and supervision of students. Formally scheduling a parent-teacher meeting will allow the teacher to bring any necessary materials and arrange for a time to adequately meet with the parent.

Report Card Conferences (Mandatory Attendance)

Parent-Teacher Report Card Conferences are generally held with the homeroom teacher or advisor. The parent may request that other teachers participate in the Parent-Teacher Report Conference or the parent may schedule a separate meeting with the class subject teacher. Both parents (living in the home) are required to attend Parent-Teacher Report Card Conferences.

To increase two-way communication about homework, teachers may talk with parents about their mutual goals for a student's learning. Parents are also encouraged to make comments about assignments, student learning styles, and home environment.

Failure to attend the **two mandatory** Parent-Teacher Report Card Conferences may result in consideration for not being extended an invitation for reenrollment to St. Philip's School and Community Center.

Requesting a Parent & Principal Meeting

If there is an unresolved issue **after** having initially met with the after school care coordinator or related staff or teacher, and secondly after having met the Division Lead, then finally a written or telephone request to meet with the Principal should be submitted directly to the Principal's Assistant. The Principal or Principal's Assistant will reply within two (2) school business days. Please provide the details about the need for the Parent & 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. Impromptu or unscheduled meetings or discussions do not allow for effective planning and preparation.

Meetings with the Perot Family Headmaster

Only the Principal can escalate a matter to the Perot Family Headmaster and or the Board of Trustees. The Principal seeks to ensure all matters are addressed effectively, efficiently, and expediently.



ADMISSION / 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 highest intellectual, but a diverse group of malleable children, who will excel in an environment that is conducive to encouraging, nurturing, challenging, and inspiring students to have a love of God, love of self, love of 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 at 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.

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.

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 Office. All students are required to have valid certified copies of

- Birth Certificate
- Health Immunization Records

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



Reenrollment

Students are not automatically re-enrolled for the next school year; thus, current student reenrollment is not guaranteed from one year to the next. Reenrollment normally occurs annually in February. *Refer to the School Calendar or the Admission 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 Calendar or the Admission Office for the Open Enrollment dates.* Parents withdrawing students during the summer months or after the eligible reenrollment period has closed are not guaranteed a seat for the upcoming school year and must complete the application process.

It is our reenrollment practice to temporarily block any family from reenrollment who applies out to another school. Through these actions, it is evident that St. Philip's School and Community Center is not your primary choice for your child's education. This enrollment block affords the family the opportunity to seek what they may consider to be a more suitable option for their family while allowing families to re-enroll/enroll who have already made the decision that St. Philip's School and Community Center is the primary option for their family. Once these families have ample opportunity to re-enroll/enroll, at the discretion of the Enrollment Team blocked families may have an opportunity to enroll on a first come first served basis for remaining slots that are available.

Students who have been recommended to receive or who have received intense academic support, yet have not mastered the content of core subjects will have a parent meeting with the Student Support Services Team. The purpose of the meeting will be to establish a plan for reenrollment, retention, remediation, or referral considerations. *For more refer to the Student Support Services section.*

There are other factors considered when offering an invitation for reenrollment. Such factors may include but are not limited to compliance with provisions outlined in the Parent-Student Handbook to include *Harmony/Communication* policy, attending mandatory meetings, ongoing violations, etc.

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 Admission Committee and the Principal.



Registration (Refer to the Business / Finance Office section)

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, **all** tuition contracts for the payment of tuition must be honored in full.

Registration fees must be paid at the time of enrollment.

For participation in the **Before School Care and After School Care**, students must be enrolled in these programs. *Refer to the Before School Care (BSC) Program section.*

Student Records Refer to Health section

The Admission Director coordinates school admission, enrollment, school transfer and academic records, and related records. A student folder and electronic data will be established and maintained on every student. Records are maintained based on retention standards.

The School Nurse and Admission 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 of noncompliance and adhere to guidelines to meet compliance immediately. *Refer to the Health section.*

Release Of Records (Refer to Business / Finance Office section)

School records cannot be forwarded until compliance with all policies and provisions and financial responsibilities. Student records will **not** be forwarded until financial accounts and obligations are reconciled. Refer to the above statement on request for records.

All requests for records must be submitted directly to the Admission Office. Teachers will not release student records, evaluation requests, letters of recommendation, or other documents directly to the parent or student. Parents must give a request for records or completion of any records or forms directly to the Admissions Director and not the teacher. These matters must be coordinated by the Admission Director.

Withdrawing From School Or Being Released Refer to the Business / Finance Office section

Students may be withdrawn from school by the student's parent who must state the reason for the withdrawal. The School may release a student from enrollment.

On the student's last day, all withdrawal matters must be settled and approved by the Business/Finance Office and Admission Office and Principal's Office. Withdrawal/Released matters shall include, but are not limited to:

- Returning textbook and class resources to all teachers.
- Ensuring no outstanding library fines and all library resources have been returned *Refer to the Business / Finance Office section.*
- All school financial obligations through the Business/Finance Office or FACTS accounts have been met (such as restitution, tuition, Before School Care (BSC) and After School Care (ASC) fees paid, etc.).
- Accounts left unpaid will jeopardize a student's opportunity to be considered for re-enrollment or financial aid assistance.
- Parents withdrawing students during the summer months or after the eligible reenrollment period has closed are not guaranteed a seat for the upcoming school year and must complete the application process.

BUSINESS / FINANCE OFFICE

Communication with the Business/Finance Office is essential. The Business/Finance Office is here to assist with your account when or if needed. If the Business/Finance 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/Finance Office no later than two (2) school business days. Failure to follow up with the Business/Finance Office may result in changes being processed to your account or enrollment status.

Background Checks (Refer to HR and Academic Excursion sections)

All school personnel faculty, staff, volunteers, outside tutors, chaperones, parents, individuals attending Academic Excursions (field trips), and those who work directly with students must have a completed, satisfactory criminal history background check on file in the Human Resources (HR) Office.

At the beginning of the school year, parents should initiate their background clearance through FACTS/RenWeb and submit the completed form to the HR Office for processing. **It is the responsibility of the parent 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.**

Questions or concerns of areas that are reviewed to be unsatisfactory should be directed to the HR office.

Fees for Early Arrival And Late Pick Up (Refer to ASC & BSC Program Section)

Students not enrolled in the *Before School Care (BSC)* or *After School Care (ASC)* program, but participate in either will be charged a fee.

There will be a fee assessed to parents who:

- arrive early before 7:30 a.m. for the BSC program but are not enrolled in the BSC program;
- do not arrive on time to pick up their child from Carpool resulting in their child being transferred to ASC program; and
- do not pick up their child from ASC at 5:30 p.m. or pick up from the enrolled extended day program at 6:00 p.m.

The assessed fee is \$1.00/minute starting at 5:30 p.m. or if enrolled in the extended program at 6:00 p.m. (equivalent to \$15.00 every 15 minutes). The assessed fee is \$1.00/minute, for every minute before 7:30 a.m. The Business/Finance Office will bill for this fee as an incidental billing



on your FACTS Management Account. The BSC and ASC coordinators will document the time and provide information to the Business/Finance Office.

Any questions regarding this policy should be directed to the Admission Director. To enroll your child in either program, visit with the Admission Director before school begins for the year.

Collection Of Money/Funds (Refer to Philanthropy section)

All monies offered for the benefit of St. Philip's School & Community Center operating expenses or programs must be processed through the Business or Philanthropy Offices.

Neither homeroom parents nor classroom teachers nor school front desk personnel shall collect any funds for any reason without the direct approval of the Business or Philanthropy. All funds (including academic excursions, t-shirts, classroom parties/events, candy money, Yo-Yo money, etc.,) must be approved by the Business/Finance Office. Any money to be turned in should follow the guidelines of the homeroom teacher or placed in the designated secured Fund Payment Mailbox located in the foyer by the Concession area. Any exceptions (including Parent Student Association, Community Center, Athletic Department, etc.,) must be approved in writing by the Business/Finance Office.

Release Of Records (Refer to Admission Office section)

All financial obligations must be met prior to the release of any school records, including but not limited to: graduation certificate being issued, end of the year school report cards, and related documents. Other graduation privileges may be withheld as determined by the Principal.

All school financial obligations through the School's Business/Finance Office or FACTS accounts must have been met (restitutions, tuition, BSC and ASC fees paid, etc.). *Refer to the Business/Finance Office section.*



TUITION PAYMENT POLICY

(Subject to Change, see Business Office)

Payment Of Tuition & Fees

The 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.

Parents 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 are due by May 10th and November 10th.
3. Twelve (12) monthly installment payments due, according to the parent'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 parent's account.

Inactive Accounts

Having an active FACTS account is a requirement for enrollment in St. Philip's. St. Philip's reserves the right to adjust the amount due for tuition and fees for any reason.

Parents are required to maintain an active FACTS Agreement for their child 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 it will incur a \$50 inactivation fee and your child may be immediately withdrawn from school and not eligible for reenrollment. There will not be any exceptions to this policy.

Installment Payments Through Facts Management

St. Philip's 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 that is charged directly against the parents' account for each activated agreement. Additional fees may also apply for other services/products chosen by the parent.

FACTS provides installment payment services by directly debiting a parent's 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 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 behalf. Please contact FACTS at 1-800-624-7092 for any additional questions concerning insufficient fund charges.

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 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 and be expected to abide by these rules until otherwise notified.

Tuition Protection Plan

Since the school's staffing needs and general expenses are fixed for the academic year and the absence of a student does not lessen these expenses, St. Philip's is offering a voluntary *Tuition Protection Plan* to help protect your annual financial obligations under the terms of this Contract in the event the student must withdraw from school.

The Tuition Protection Plan covers 100% of the remaining tuition balance in the event of an occurrence of a covered risk and 50% of the remaining tuition balance in all other situations. The



remaining tuition balance will be computed based on the number of academic days remaining in the school year.

A “covered risk” is defined as:

- Student withdrawal for certified medical reasons;
- Job transfer resulting in a Parent being relocated outside the Dallas/Fort Worth Metropolitan Area; or,
- Waiver solely at the discretion of St. Philip’s.

To qualify for a medical withdrawal, a statement from a licensed physician attesting to physical or mental disqualification of the Student for the balance of the academic year is required. For a Parent job transfer, a letter from the employer on the original letterhead is required.

The annual cost of this Tuition Protection Plan is \$500 per covered student, as a one-time payment.

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.

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 **not** be allowed to reenroll and any financial aid amounts awarded will be rescinded.

Student information, such as grades, test scores, medical records, etc. will be withheld until the balance is paid in full.

Graduation Financial Status

A prospective graduating student will not be allowed to participate in the graduation and/or any other senior activities, receive their diploma, etc. if their financial account and related fees are not in good standing by April (which is the last payment due for the year).

Returned Payments

St. Philip’s may access a fee for any payment(s) for tuition, services, products, etc. 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 payments.



If a payment is returned for insufficient funds within a school year, St. Philip's reserves the right to refuse any future ACH draft payments. The student may **not** be allowed to reenroll and any financial aid amounts awarded may be rescinded.

Financial Assistance

Financial assistance is not guaranteed from one year to the next. Families wishing to apply for financial assistance may obtain the necessary information from the Admission Office. Financial assistance may be denied or ceased if the parent has not been in compliance or supportive of school policies and procedures to include, but not limited to the Parent-Student Handbook, but also financial commitments, *Parent Agreement and Harmony/Communication Policy*, 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/Finance Office immediately *to determine a plan of action if any*. Timely communication with the Business/Finance office is essential.

Tuition Assistance

If your child 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.

Fines/ Restitution

The parent is 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 or withdrawal obligations
- BSC and ASC late fee or non-enrolled student use fees



PHILANTHROPY OPERATIONS

St. Philip's Philanthropy 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 a duplicate request for funding from prospective donors, faculty, staff, volunteers, and families are required to secure the 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, or friend from criminal liability in the event a donation is lost or stolen.

Collection of Money/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. Any exceptions (including Parent Student Association, Community Center, Athletic Department, etc.,) must be approved in writing by the Business/Finance Office.

Any exceptions must be approved in writing by the Business/Finance Office to include Parent 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 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 on 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 a 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 Images Use Policy

All logos and images associated with St. Philip's School and Community Center and 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 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.

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.



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.

A consistent morning routine is very beneficial for most children. It is essential that children have a **nourishing breakfast** each day and a consistent, appropriate bedtime on school nights.

Guidelines for accessing the building and parking lot hours refer to the *Operations and Safety and Parking Lot* sections.

Before School Care (BSC) Hours

Only 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. (*See BSC section for more*)

After School Care (ASC) Hours

Only students enrolled in the ASC program (*See ASC section for more*):

- 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.

K.i.S.S (Keeping Saints Safe) (Morning Carpool) Hours

Begins at 7:30 a.m. students should enter the building through the Life Center Snyder Gym. Drivers must adhere to the carpool and parking guidelines, failure to do so will result in a violation notice action. Refer to the Carpool section for more details.

Pre-K through 3rd Hours

The class day begins at 8:00 a.m. to 3:30 p.m. Students not in the classroom at 8:00 a.m. are tardy. Students not enrolled in BSC may arrive no earlier than 7:30 a.m.

Fourth (4th) through 6th Hours

The class day begins at 8:00 a.m. to 3:45 p.m. Students not in the classroom at 8:00 a.m. are tardy. Students not enrolled in BSC may arrive no earlier than 7:30 a.m.



Detention Hours

School day detention begins at 7:00 a.m. to 7:50 a.m. on a designated day of the week as assigned to the student. Students not in the Snyder Gym for detention at 7:00 are tardy and subject to an additional day to serve detention. Saturday detention hours will be scheduled as determined by the Principal. Parents will receive notices from the student's teacher regarding detention matters (refer to Detention section for more details).

School-Wide Events

Most school wide events begin at 5:45 p.m. ASC is not for childcare during school wide events.



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 with the Admission Office. The BSC program does not offer breakfast nor is there a designated supervised area for children to eat breakfast.

The BSC does not have structured activities scheduled for the students. Students are grouped by grade level divisions.

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 (except for school personnel).

BSC parents must enter the building with their child and sign-in their child. Parents should not allow their children to exit the car and enter the building **unsupervised**. For safety and security purposes and to ensure the child follows guidelines, it is imperative for parents to follow these provisions. Students will neatly place their belongings in the designated areas on the gym floor.

BSC Fee

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

Drop In Before School Care

St. Philip's does not offer a daily "drop-in" or "as needed basis" 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 is in the BSC program. This BSC penalty fee will not be overturned because the BSC service was utilized. *Refer to the Business/Finance Office section regarding billing of penalty fees.*

Therefore, if your schedule changes and you need BSC, please notify the Admission Office. The Admission Director will contact the BSC Coordinator **after** you have made the necessary arrangements to enroll in BSC with the Admission Office.

Disciplinary Matters-BSC

The Discipline Policy outlined in this Parent-Student Handbook applies 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. 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/Finance Office.

The parent is encouraged to ensure BSC Coordinator is informed of any concerns within a timely manner. Matters not resolved should follow the guidelines outlined in the “*Parent & Teacher Communication*” section.



AFTER SCHOOL CARE (ASC) PROGRAM

“After School Care Program (ASC) Policies and Procedures for Parents” are provided to parents who have enrolled their children in the ASC program. Additionally, the policy and procedures are available in FACTS/Renweb Resource documents.

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.

Enrollment is required to participate in the program an arrangement by the Admission Office prior to the first day of school in August. A subscription to this program is done on an annual basis during the enrollment/reenrollment with an annual cost.

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 for students enrolled in ASC. At the end of the school day, enrolled ASC students are transitioned to ASC. Children are separated into areas by grade level at which time a snack is served, and then students participate in organized activities by grade level and interest.

An extended ASC program from 5:30 p.m. to 6:00 p.m. is offered at an additional annual rate. Parents must enroll in this designated extended ASC time.

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 no later than 5:30 p.m. or if in the extended ASC program to 6:00 p.m.

The ASC program is extended to students in the School's immediate community area.



Fees-ASC (see Business/Finance 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 is late signing out their child from ASC.

Students not enrolled in ASC, but are transferred into the ASC program because the parent 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 is late and child 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/Finance Office section regarding billing of penalty fees*

Drop In After School Care-ASC

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

Special School Wide Events During After School

After School Care is not for special school events held after school. ASC is not for school events such as Parent Student Association (PSA) meetings, Annual Fund Campaign Drive, Parent University/Lecture Series, Curriculum Night, Sporting events, student rehearsals or performances, Parent-Teacher Report Card Conference or meetings, etc.

If a child is enrolled in ASC, parents are required to properly and promptly sign out their child from the ASC program at the designated enrolled ending time. Failure to sign out at the ending time may result in a late penalty fee being assessed. The penalty fee will not be overturned because the ASC service was utilized.

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



Meals During ASC

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. Parents are responsible for ensuring dietary restrictions are reported in writing to the ASC personnel and the Health Clinic.

Disciplinary Matters in ASC

The Discipline Policy outlined in this Parent-Student Handbook is applicable to the ASC Program. Disciplinary matters occurring in the ASC Program will be coordinated and reported to the parents by the ASC Coordinator.

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/Finance Office.

The parent is encouraged to ensure ASC Coordinator is informed of any concerns within a timely manner. Matters not resolved should follow the guidelines outlined in the "*Parent & Teacher Communication*" section.

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 adhering to the school uniform code.**

Violations

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

1. Students who come to school *not* in compliance with the Uniform policy will be issued a Uniform Code Violation as a warning for their 1st offense.
2. The 2nd Uniform Code Violation will result in the student being sent to the Admission Office and parents being contacted to bring the proper clothing to school within two hours of contact.
3. The 3rd Uniform Code Violation will require the student to be picked up by the parent/guardian and taken home for the remainder of the day.

Uniform violations may be issued by the teacher, Admissions Office or any member of the leadership team who determines the student to be in violation of our uniform guidelines. Students wearing non-official items may be asked to remove them and may not be allowed to participate in a general public event or presentation.

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

General Appearance (as determined by the school):

1. Neat, clean, and appropriate grooming for school will be encouraged and expected.
2. Boys may not wear earrings. Girls may wear modest earrings.
3. Make-up is not permitted.
4. Only Middle School girls may wear nail polish but it must be well manicured.
5. All shirts and blouses must be **tucked** in at all times.
6. Official School **sweatshirts (not pants)** may be worn on Fridays only, except for P.E. uniform worn during P.E. classes.
7. **College/University T-Shirts** or School **sweatshirts (not P.E. pants, unless during P.E.)** may **only** be worn on Friday with the St. Philip's uniform skirts, shirts, slacks or shorts (not P.E. shorts).

8. Titans may wear College/University apparel on Thursdays and Fridays or Free Dress days.
See Free Dress Day guidelines.
9. No body art (tattoos) will be allowed.
10. No gang symbols or inappropriate material on books, body, bags or other personal belongings are allowed.

Basic Guidelines (as determined by the school):

1. No miscellaneous items shall be worn on, over, or under the uniform.
 - a. St. Philip's sweaters are the only types of outerwear to be worn in the building.
 - b. 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.
2. Long pants are not acceptable for girls at any time.
3. **Shorts for boys or skorts for girls may not be worn on Mondays.**
4. **Shorts for boys or skorts for girls may not be worn from November 1 through the end of spring break and never on Mondays.**

Lost Uniforms (Refer to the *Lost and Found* section).

Lost uniforms will be placed in the *Lost and Found* designated areas.

Parents should send an email to the child's teachers/advisors to ask for their assistance in locating the items. It is the responsibility of the parent to ensure the child's **name is visibly written on the inside** of the child's shoes, garments, backpacks, lunch kits, binders, etc. Additionally, parents can support the efforts of students being responsible for their items by instructing them on how to place their items in their backpack or P.E. bag when changing for P.E.

During non-classroom or instructional time, the student may be allowed, only with the approval of their classroom teacher and under direct supervision, to search for their items. If this is not feasible, the parent may search for the items after school hours at 4 p.m. and not during the school day.

OFFICIAL UNIFORM

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

Monday "Dress for Success-Business" Day

The full official uniform must be worn on every **Dress for Success Monday**. This is **every** Monday. Uniform ties, official sweaters, and official blazers are to be worn on Mondays and special designated days. Boys should wear long pants and the uniform tie. Girls should wear dresses or skirts and the uniform tie. **No shorts or skorts may be worn on Mondays.**

Emblem on Uniform

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

Girls: Official Uniform:

- **Girl Shoes**
 - **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 shirt/blouse, long or short sleeved with button-down collar (No rounded collars).
 - School Plaid or Dark Blue – Jumper. (Skirts **may not** be worn).
 - *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.
 - **Blue skorts ONLY** (no skirts, shorts or pants).
 - White crew or knee socks (no lace - except uniform trim) or white, non-design tights (**no** other color socks or tights may be worn). **No ankle socks or footies may be worn.**
 - Official 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 (No rounded collars).
 - School plaid – Jumper (Skirts **may not** be worn).

- *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.
- **Blue skorts ONLY** (no skirts, shorts or pants).
- White crew or knee socks (no lace - except uniform trim) or white, non-design tights (**no** other color socks or tights may be worn). **No ankle socks or footies may be worn.**
- Official St. Philip's red cardigan or St. Philip's red pullover sweater with St. Philip's emblem.
- **4th Grade Girls Uniform**
 - School plaid - **skirt** only
 - *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.
 - 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
 - Official St. Philip's **navy** cardigan or St. Philip's **navy** pullover sweater with St. Philip's emblem.
 - **Navy** blazer with St. Philip's emblem.
 - *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.
 - The remainder of the girl's uniform is the same as above.

Boys Official Uniform:

- **Shoes Boys**
 - **PK2-PK3:** Black Leather-----Velcro **NO LACE UP SHOES AND NO LOAFERS.**
 - **PK4 – 6th Grades:** Boys' black lace-up shoe **NO VELCRO SHOES AND NO LOAFERS.**
- **Pre-Kindergarten 2 - 3 Years Old Boys**
 - Navy blue slacks with or without cuffs (no corduroy)
 - 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 white socks.
 - **No ankle socks or footies may be worn**
 - Official St. Philip's red cardigan or St. Philip's red 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 white socks.
 - **No ankle socks or footies may be worn.**
 - Official St. Philip's red cardigan or St. Philip's red pullover sweater with St. Philip's emblem.
- **5th and 6th Grade Boys**
 - Light Blue shirt, long or short sleeved with button down collar
 - Official St. Philip's **navy** cardigan or St. Philip's **navy** pullover sweater with St. Philip's emblem
 - **Navy** blazer with St. Philip's emblem.
 - The remainder of the boy's uniform is the same as above.

Physical Education (P.E.) Attire

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 P.E. uniforms. They will wear their sneakers/tennis shoes.

P.E. shorts for boys or girls may only be worn during gym class from NOVEMBER 1 THROUGH THE END OF SPRING BREAK (During this time, students must wear the uniform sweatpants.).

Students out of P.E. uniform dress code must dress back into their official school uniform immediately after the P.E. class is completed. Uniform compliance is required. Uniform non-compliance may be reflected in their P.E. grade or homeroom grade and a meeting with the P.E. Coach and Admissions Director.



Girls and boys (all grades) may wear St. Philip's **royal blue**, cotton blend shorts and **gray** St. Philip's T-shirts with an official St. Philip's logo.

Shorts for boys or skorts for girls may not be worn from November 1 through the end of spring break.

P.E. Shoes

Boys and girls (Kindergarten thru 6th grade) may bring any type sneakers/tennis shoes 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 shoes must be worn. Sneaker/Tennis shoes with roller blades are not permitted (roller runners). No open toe sneakers/tennis shoes are permitted.

Free Dress & Special Dress Days (appropriate and acceptable is determined by the school):

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 academic excursions (field trips) or on Field Day, they must wear **closed-toe shoes** and attire must adhere to the general appearance and basic guidelines as determined by the school.

No sandals or open-toe shoes are permitted on any Free Dress or Special Dress Days or P.E.

When *Free Dress or 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 (in accordance with the basic and general uniform guidelines: shirts, socks, hair bows, headbands, shoes, etc.).

For special performances, uniform exceptions must be approved by the teacher of the special performance event.

All clothes must be modest/discreet, not tight-fitting, or excessively or inappropriately short as determined by school officials. Shirt or blouse must cover the buttocks if leggings/jeggings style pants are worn. Spandex attire is not permitted. **No one piece, onesies, full body, or full jumper** outfits are permitted for students in Early Childhood.

Modifications may be made to a student's attire if deemed necessary to be appropriate.

Hair & Headwear (appropriate and acceptable is determined by the school):

Hairstyles and cuts should reflect good taste, not current distractible or offensive fads, and be appropriate to the simplicity of the uniform. If wearing dreads or twist hairstyles they must be kept



clean and well maintained at all times. St. Philip's plaid, red, white, or blue is the **only acceptable** color for hair accessories for girls.

For boys: braids, "ponytails," top knots, and bun styles are not acceptable. Designs and images cut in the hairstyle (such as Mohawks, inappropriate symbols or logos, etc.) but be neat and maintained. All hairstyles should be kept neatly groomed in appearance – in order to adhere to our standard of excellence in all areas.

No hats or caps may be worn inside the building. Adults are also asked to comply.



HEALTH-MEDICAL

Refer to the ***Absence*** section regarding excused absences.

The school has a 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.

In matters involving discipline, academics, or health, the school will only meet with the parents.

The parent and student are encouraged to share concerns or problems relevant to their child'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's school environment because of health needs (including in-school medication and other special procedures). The School Nurse will assist in providing recommendations or referrals or resources for healthcare matters.

Students may not have any medication (including inhalers, Epipens, allergy, pain, etc.) in their possession during the school day or academic excursions, no exceptions. Violations may subject disciplinary actions.

NO nebulizer treatments will be performed in the clinic at this time. An updated asthma action plan must be submitted and discussed with the nurse.

Health Clinic

The Health Clinic is for the benefit of students who become ill at school or who suffer minor injuries while on the school grounds. The Health Clinic is staffed by a Nurse and open during the school day.

Tel-A-Health:

Tel-A-Health is a health care service provided via a telephone and video conference service, which connects the School Nurse with healthcare providers who can help with many non-emergency medical conditions. This is an optional service for parents who elect to participate. A consent for service must be received electronically and a copy placed in the student's health file.



Parents are encouraged to seek the advice of your physician or other qualified healthcare provider with any questions you may have regarding a medical condition or care offered through the school's health clinic or Tel-A-Health.

Health Records

The School Nurse and Admission Director will closely monitor health records to ensure that they are complete and current. The parent's failure to comply with providing the school with up to date valid health records including immunizations will result in having a mandatory Parent-Nurse meeting to bring the student's health records in compliance immediately.

Failure to comply may result in the student not being able to return to school until student records are compliant.

The state of Texas requires that any student with severe allergic reactions that required the use of an Epi-Pen or Auvi-Q epinephrine pen have the following documentation on file:

1. Documentation of the allergen (peanut, grass, etc.)
2. Type of reaction when exposed to the allergen (hives, itching, swelling, etc.)
3. Documentation of a plan of action if student is exposed to the allergen
4. Authorization to give medication form completed and signed.

Immunizations

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

The School does not accommodate provisional enrollments; the school requires all applicants/students to be current on immunizations prior to visitations and acceptance. ***Students must remain current with immunizations at all times while enrolled at the School.***

Vision and Hearing Screenings

The Texas Department of Health Services requires annual vision and hearing screenings for students who meet certain grade criteria. The School Nurse will conduct these screenings or parents may submit proper State of Texas documentation showing proof of this screening by a professional qualified examiner. The results of the School's exam will be reported to the parents and a copy kept in the student's health file.



Spinal Screening Program

In accordance with the Texas Health and Human Services, Department of State Health Services annual spinal screening are required for children to detect abnormal spinal curvature. The state of Texas identifies required exams for girls age 10 (or fall semester of grade 5) and boys will be screened one time at age 13 or 14. Parents may provide official documentation from the student's primary care medical provider that a spinal screening has been performed. Official documentation that spinal screening has been, or will be performed by a medical provider or that it is being declined based on religious tenets. The state dictates a signed form from the parent in lieu of the screening record(s) stating the screening conflicts with the tenets and practices of a church or religious denomination of which the affiant is an adherent or member. If the parent is unable to provide documentation, the school nurse must ensure spinal screening is performed according to the state of Texas standards.

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 FACTS/RenWeb system.

Emergency Contacts

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

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's parent, 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 contacted. In the event of such emergencies, the child will be transported to the nearest hospital, unless emergency medical professionals advise otherwise. If a child 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 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.

Illness or Injury 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 by either the teacher or School Nurse. Copies of this report will be maintained by the Health Nurse, reported in the FACTS/RenWeb medical report section, and information provided to the parent.

Restrictions, Health-Related

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

Some common restrictions may include no P.E. due to an injury or no outdoor recess due to respiratory conditions.

Allergies

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

Medications – Prescriptions (Rx)

Students requiring medication before the School Nurse arrives 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 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 “over the counter” medication unless it is prescribed by a licensed physician and labeled by a licensed pharmacist with proper directions on authorized health care prescription note.



A signed School's Authorization to Administer Medicine permission form from the parent 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 Authorization to Administer Medicine permission form and properly labeled medication to the School Nurse or Principal or their designee. No exceptions may be made to the medication policy.

If your child 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 (including nebulizers and inhalers, EpiPens) will remain in the Health 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.

Families of students who have received a diagnostic evaluation of a learning difference, behavioral or psychological, or neurological review (to include Attention Deficit 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. When medicine is prescribed to assist the student to be successful in school, such as for attention deficit hyperactivity disorder (ADHD) or mental health needs, the Parent-School Nurse and/or Nurse's designee will meet to discuss a plan to ensure student receives the medicine on a consistent and timely basis.

Students may not have any medication (including inhalers, Epipens, allergy, pain, etc.) in their possession during the school day or academic excursions, no exceptions. Violations may subject to disciplinary actions.

Stay at Home, Illness

In consideration of your child, classmates and school personnel, please keep your child home from school if he/she is ill or not feeling well. Providing rest at home will best comfort your child and facilitate a speedy recovery. Whenever there is a doubt in your mind about sending your child to school, consult your child's doctor before doing so. Please call the school if your child 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
- ringworm
- diarrhea
- flu
- skin rash
- 100.1⁰+ fever
- sinus infection
- swollen gland
- communicable disease
- strep throat
- nausea
- infectious conditions
- vomiting

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

Communicable Symptoms/Disease

Any child who arrives to the school noticeably ill, with a rash, or with a fever will not be admitted for that day. If your child has a fever, you will be asked to immediately pick him/her up in the Health 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. Different return stipulations will apply for Pandemic related illnesses or diseases according to the established policies.**

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, etc.

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 the parent immediately report cases of a communicable disease to the School Nurse.

The parent will be required to comply with a reliable assessment of any change in the child's condition which might affect contagion.

Submitting Records/Reports

Parents must authorize the release of the results of health evaluations and contagious records to the School Nurse. Failure to secure such health evaluations or the failure to authorize the release



of the results will jeopardize the child'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 at the expense of the parent.

Cleanliness

Children are encouraged to practice good hygiene. Students needing assistance will be directed to the School Nurse. The School Nurse may provide hygiene products to the student as needed and as available. Ongoing matters regarding a child's hygiene may result in a mandatory meeting with the School Nurse and Parent.

Exams and Screenings

Often local healthcare providers offer dental, 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.

Health guidelines are subject to change to adhere to state and federal governmental guidelines for schools.



PARENT SCHOOL ASSOCIATION (PSA) & PARENT SUPPORT

Research reflects children generally achieve better grades, test scores, and attendance when parents are actively involved in educating their child. Parents' perceptions of the school are improved and there are stronger ties and commitment to the school when they are actively supportive of the school's mission and core values. Consistent parent involvement leads to improved communication and relations between parents, teachers, and administrators.

All parents must successfully pass a background check before volunteering with students including the classroom and academic excursions. *Please refer to the Background Check section for more details.*

In partnership with the school, parents agree to abide by the ***Parent Responsibility Agreement & Harmony/Communication Policy*** and all school provision as outlined in the Parent-Student Handbook and any subsequent additions or revisions.

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

- Raise funds through school wide development policies and programs
- Solicit volunteers and help with classroom and administrative needs
- Promote school spirit
- Support outreach efforts in the immediate efforts
- Encourages parent-to-parent and parent-to-school communication

Parent Opportunities

Parents serve as H.E.L.P.E.R.S in the school. Parents are **H**armonious, **E**ncouragers, **L**inked to what's happening, **P**lanners, **E**ffective, **R**espectful, and **S**upportive. There are many committees available for parents to be HELPERS to support the success of the school and community center.

Many parents use Drop Everything And Read (D.E.A.R.) as a volunteer opportunity to read to the students during the morning period before Chapel. Parents must schedule with the classroom teacher prior to volunteering.

Throughout the entire school year, all parents are urged to volunteer for K.i.S.S (Keeping Saints Safe) morning carpool duty from 7:30 a.m. to 7:50 a.m. All K.i.S.S (Keeping Saints Safe) parent volunteers will wear K.i.S.S (Keeping Saints Safe) badges while receiving children from the car and overseeing them to the Snyder gym morning entry door.



Other school volunteer opportunities may include, but are not limited to: Annual Campaign Fund, North Texas Giving Day, Destiny Luncheon, Christmas Event, academic excursions, lunch duty and recess support, immediate community outreach events, school-wide events, library services support, office tasks support, A.M. Carpool duty, Homecoming Celebration, etc.

Refer to the School's calendar to identify areas and dates you can use your talents, skills, and knowledge to support.

Homeroom parents must meet with the teacher to discuss what are the needs, how to support, when to support, and follow established guidelines as a homeroom parent. Before providing support, all parents must coordinate support efforts with the teacher, division leaders, and department leaders.

For parents requiring proof of volunteer hours for their company's human resource community outreach volunteer requirements; before you begin volunteering, you must contact the school's Volunteer Coordinator in the Philanthropy Department.

We require all of our parents to attend a minimum of three (3) mandatory Parent School Association, Parent University, or Pastries with the Principal meetings.

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 PSA 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.

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 Field Day, make a visible impact in the immediate community, support school-wide events, etc.

Mission Moms

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



Fundraiser

The PSA provides an annual fundraising drive to support and fund events and activities of the PSA. In compliance with guidelines established by the Business/Finance Office, Philanthropy Department, and the School Principal.



ATTENDANCE

Refer to *Health* section for health-related absences Refer To *Homework and Grade* section relating to tardies and absences

Attendance and being on time are crucial parts of education. Good attendance and timeliness are 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.

It is essential for parents to comply with the attendance and being on time guidelines, this is not an option.

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 – Teacher - Principal's designee attendance meeting is **required** to discuss:

- the mitigating factors for the excused or unexcused absences,
- mandated academic tutorial support (at the sole expense of the parent
- 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/ATTENDANCE

Regular, punctual attendance profoundly affects a child's success at school. Absences occur, but it is vital that the student and his parents work to ensure that they happen as infrequently as possible and are truly unavoidable. 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. Absences from school, for whatever reason, do not excuse a student from the obligation to complete all schoolwork.

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.

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

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

Excused Absences

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

- Observe a religious day
- Attend a healthcare appointment (with healthcare provider official note)
- Personal illness (at three (3) or more days with healthcare provider official note).
- 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.) prospective school visit for 6th graders only (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 that prevented the student from attending 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, a day off, etc.

Converting Unexcused to Excused

Parents who feel they have legitimate, reasonable grounds for their child's unexcused absence to be converted to an excused absence must submit a written explanation (within three (3) days of student's return) to the student's classroom teacher/advisor. No consideration will be given after the 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, on healthcare provider's letterhead form, from the healthcare provider should include the child's name, provider's name, phone number, and the time and date of absence.

If absence is due to a communicable illness, healthcare provider's note must indicate the date the student can return to school.

Student's healthcare notice should be provided to the School **within three (3) school days** of the student returning to school. **Parents are responsible for providing the healthcare notice to the classroom teacher/advisor and a copy to the school nurse.** 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.

Early Release/Pick Up

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

Parents are encouraged to not pick up their child before the end of the day. Student resources (homework, notices, behavior charts, etc.) for home are not prepared for release until 3:00 p.m. each day. Class instruction extends through the end of the day. Instruction missed or assignments



not provided due to early release are the responsibility of the Middle School student to obtain and in other grades it is the parent's responsibility.

In the event of an emergency pick up/early release, to allow time to prepare your child for early release, the parent should make **direct contact** (do not send an email, text, or leave a voice message) with the front office receptionist and classroom teacher to report the student will be picked up before 3:00 p.m. or send them directly to carpool. Parents must make contact with the front receptionist and classroom teacher **before 2:00 p.m.**, when the student needs to go to carpool rather than After School Care.

Warning Notification/Alert

The School's communication system will generate an automated notification for every three (3) absences (whether excused or unexcused). After receipt of the second (2nd) communication system notification of an absence (whether excused or unexcused), the **Parent-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, if needed, at the parent's expense.

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.



ABSENCES & ASSIGNMENTS

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

Missed Classwork/Assignments due to Absence

All class assignments should be posted on FACTS/RenWeb, listed on 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 to an absence. Please **do not call the school office, receptionist, etc.** to request missed assignments. This matter must be addressed with the student's teachers.

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.

- **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) school 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) school days regardless of the class rotational day.

- **Missed Class Work-Unexcused Absence (makeup within **one school (1) day**, when approved by the 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) school 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 one (1) day 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/assessment on the day the student returns to school may result in a grade of zero (0). 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, tests, 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. Failure to turn in or take the test/quiz/assessment on the day the student returns to school may result in a grade of zero (0) (this is at the sole discretion of the teacher).

As a result of disciplinary consequences, assignments, tests, 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 should initiate a plan with each teacher for making up work as a result of an extended period of excused absences. The student and the parent must assume responsibility for making direct arrangements with the teacher(s) to make up the work and confirm the due date. Failure to do so may result in a grade of zero.

Absences Mandatory Parent-Teacher Meeting

The meeting is essential when student misses core content of instruction within a grading period/term due to extended excused absences. 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 the student may master content (at parent's expense, if needed);
- assess the student's mastery of content, 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 may be asked to meet with the Teacher and Principal's designee. Refer to the *Required Attendance-90% Of School Days* section.

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 academic excursions (field trips), activities, and the 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 according to the *Absences and Assignment* section or as approved by the teacher.

- **L.A.S.P. Absence:**

Sixth grade students have a maximum of three (3) prospective school visits for Life After St. Philip's (L.A.S.P.). Parents must report these events in advance to all of the student's teachers. For recordkeeping purposes, the absence will be recorded as excused. *Refer to the Absences and Assignment requirements section.* If requested, parents must provide the advisor a letter from the prospective school.



TARDIES & ASSIGNMENTS

In addition, when children are forced to begin their day tardy and rushed, there is the potential for having a lasting impact throughout the school day. Many of our teachers will attest to the fact that some children find it difficult to regain momentum after arriving late.

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.

St. Philip's has the awesome and blessed opportunity to offer to our students a spirit-filled chapel service each morning. In order for your child to gain the full meaning of chapel, he/she must arrive to school on time.

Students not in the classroom at 8:00 are tardy.

If a student is in the school building at 8:00, but not in the classroom he/she will be marked tardy. On some occasions, the classroom teacher may request tardy students transition to the classroom; however, the student will still be marked tardy.

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.

Traffic or Weather Conditions, Tardies

Unless authorized solely by the Principal weather conditions or traffic conditions are **not** excusable for tardies/late arrivals. Only the Principal will communicate excusable late arrivals to school personnel.

Classroom/Hallway, Transitional Tardies

Students that are tardy are not permitted to go to the gym area, roam the hallways, go to Chapel, go to class to deliver a project, or go to a restroom outside of the Snyder Gym.

Early Childhood (EC) Tardies

EC students are tardy if they are not in their classrooms by 8:00 a.m. EC students that are tardy will be permitted to proceed with BSC personnel 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).



Early Childhood students that are tardy **before Chapel** must transition directly to their designated classroom with a BSC personnel, not the parent.

Early Childhood students arriving **during Chapel** are tardy and **parents must:**

- enter through the Life Center main school front doors (under the direct supervision of their parents);
- place school items in the Snyder Gym **not** the classroom;
- supervise their child to use the restroom **before** entering Chapel; and
- walk the student into the grade level designated area in Chapel.

Non-compliance may result in a parent-EC division leader meeting. Ongoing violations may result in a parent violation notice.

Tardy Designated Area

Lower School and Middle School Students: Must go to the Snyder Gymnasium to wait until the beginning of Chapel. The Before School Care personnel will be on duty to receive and monitor them during this tardy period (8:00 to ~8:20 a.m.).

At the request of classroom teachers, tardy students may transition to the classroom; however, will still be marked tardy.

Transitioning to Chapel, Students that are Tardy

Lower School and Middle School students that are tardy will transition with BSC personnel from the Snyder Gym to Chapel at the beginning of chapel.

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 or other adult. Students that are tardy are not allowed to roam/loiter in the school building. Students that are tardy 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 so they may begin the school day.

Students choosing to not comply, may be subject to disciplinary action.

Detention (Tardy)

Students serving Detention will report in the Snyder Gym on the designated school day for Detention at 7:00 a.m. as 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 to Class
- Unsubstantiated traffic conditions (unless approved school-wide (not a case by case option) by the Principal)

Skipping Class or Tardy to Class during School Day

During the school day, the penalty for skipping or being tardy to class is an **unexcused absence** and for all class assignments (including test/quizzes/assessments, etc.) a **grade of zero**.

During the school day, a student must obtain permission before leaving a classroom or being late to class. Students who habitually or routinely miss/skip for 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 to drop their child 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.



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 student is the family, teachers, 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 emotional development needs to be first discussed 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.

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, or Honorable Mention Awards.

At the end of the school year:

- In addition, an awards 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.

Mandatory Parent-Teacher Report Card Conferences

Mandatory Parent-Teacher Report Card 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-Teacher Report Card



Conferences, teachers are expected to share 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-Teacher Report Card Conferences are held **two times per year** for all students. Refer to the dates listed on the school calendar. At the 1st and 3rd grading period, parents are required to attend these two (2) Mandatory Parent-Teacher Reporting Card Conferences to receive their child's Report Card. Tutor narrative reports may be released at the 3rd grading reporting period. Report Cards will not be released until the parents attend the mandatory Parent-Teacher Report Card Conferences. Teachers, homeroom teachers or advisors will notify parents two to three weeks in advance of the school's calendar dates to begin scheduling Parent-Teacher Report Card 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 *mandatory* Parent-Teacher Report Card Conferences.

Parents who do not attend the mandatory Parent-Teacher Report Card Conferences will have **one week** to contact the child's teacher/advisor to schedule and attend the conference; if this does not occur, the parent will receive a written notification of failure to comply. Failure to attend the two mandatory Parent-Teacher Report Card Conferences may result in consideration for not being extended an invitation for reenrollment to St. Philip's School and Community Center.



GRADING & REPORTING

To keep abreast of their child's grades, parents should review grades on the FACTS/RenWeb 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 FACTS/RenWeb.

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

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.

It is imperative for parents to thoroughly read and apply the recommendations listed in the progress narrative reports. Tutors narrative reports may be submitted with the teachers' progress narrative or the 3rd quarter reporting period.

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 two (2) mandatory Parent-Teacher Report Card Conferences to receive the report card. Report Cards will not be released until the parents attend these two (2) mandatory Parent-Teacher Report Card Conferences.

The 2nd and 4th quarter grading period report cards will either be delivered in the student's homework folder/binder or emailed 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, such as financial commitments, return of school items, attending mandatory meetings, etc.



Grades - Recording Homework and Classwork

Most often student grades are recorded in the school's grading system, FACTS/RenWeb, the following week of the due date for an assignment, test, quiz, project, etc., unless otherwise stated by the teacher. If graded work is not received in a timely manner, please inquire about their progress to the teacher via email or send a written note attached to your child's homework folder or the Student Planner.

GRADING SCALE FOR EC TO KINDERGARTEN

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

| PK2 TO KINDERGARTEN GRADING SCALE | | |
|--|--------------|--|
| NA | NOT ASSESSED | <u>Not Assessed</u> : Skill was not assessed this quarter. |
| B | BEGINNING | <u>Beginning</u> : Requires teacher assistance to perform task. |
| D | DEVELOPING | <u>Developing</u> : Sometimes needs teacher assistance to perform task; sometimes works independently to perform task. |
| S | SECURE | <u>Secure</u> : Consistently applies the skill or concept correctly and independently. |

GRADING SCALE FOR 1st to 2nd GRADE

Report cards and mid-quarter progress narrative grade reports for 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.

| 1ST TO 2ND GRADING SCALE | | |
|--|--------------|-------------------|
| E | 90-100 | Excellent |
| S+ | 85-89 | Satisfactory |
| S | 80-84 | |
| S- | 70-79 | |
| NI | 69 and below | Needs Improvement |
| Grades <u>below 70 fail</u> to meet grade level standards for mastery of subject. | | |

THIRD GRADE THROUGH MIDDLE SCHOOL GRADING SYSTEM

| THIRD GRADE & MIDDLE SCHOOL GRADING SCALE | | |
|---|--|----------------|
| LETTER GRADE | NUMBER GRADE | CLASSIFICATION |
| A+ | 98 – 100 | Excellent |
| A | 92 – 97 | |
| A- | 90 – 91 | |
| B+ | 88 – 89 | Commendable |
| B | 82 – 87 | |
| B- | 80 – 81 | |
| C+ | 78 – 79 | Satisfactory |
| C | 72 – 77 | |
| C- | 70 – 71 | |
| D+ | 68 – 69 | Difficulty |
| D | 62 – 67 | |
| D- | 60 – 61 | |
| F | (Below 60) | |
| Grades <u>below 70 fail</u> to meet grade level standards for mastery of subject. | | |
| I = Incomplete | Portion of the course work was not completed due to special circumstances. | |



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. The full assessment provides the faculty with a baseline portrayal of student competencies.

The CTP 5 (an ERB Resource) 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 CTP 5 (the ERB Resource) assessment 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.

Other grade level subject specific assessments are conducted throughout the year to aid in providing data that directs instruction and measures progress.



HOMEWORK & CLASSWORK

Refer to the **Attendance** section regarding absences affecting grades

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'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 is encouraged to support the child develop independence and responsibility through establishing skills such as organization, time management, attention to detail, follow through, and study skills.

Planners

Third (3rd) through sixth (6th) grade students are required to maintain their Student Planner.

At the beginning of the school year, second (2nd) grade students are provided with a planner to learn how to master the use of the planner before their 3rd grade year.

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, tests, quizzes, 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 FACTS/RenWeb.



Difficulty with Homework

Although homework is designed to enhance learning in the classroom, teachers understand 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 intervention such as academic tutoring and or academic skills development (time management, study skills, etc.), should refer to the *Student Support Services* section.

Attending School-Wide Events & Homework

We require all of our parents attend a minimum of three (3) mandatory Parent School Association, Parent University, or Pastry with the Principal meetings. Students in Pre-K through 3rd grades whose parents attend required school-wide event meetings will not be assigned homework to be due the next day.

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 evening events. Turning in or completing assignments will not be a reason a parent does not attend a school-wide event.

Students in Middle School may be required to turn in a project or homework the next day when it is assigned far in advance of the school wide event or the parent **fails to attend** the event.

Homework matters regarding school-wide events are at the discretion of each teacher.

Grades - Recording Homework and Classwork

Most often student grades are recorded in the school's grading system, FACTS/RenWeb, the following week of the due date for an assignment, test, quiz, project, etc., unless otherwise stated by the teacher. If graded work is not received in a timely manner, please inquire about their progress to the teacher via email or send a written note attached to your child's homework folder or the Student Planner.

FACTS/RenWeb will generate an automatic notice to the parent of the student's grade average when the 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.

Assignments, 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 based on the teacher's grading process as communicated. This process is at the discretion of each teacher.

The student:

- May turn in missing (late, incomplete, etc.) work within three (3) school days of the due date (regardless of rotational schedule) or before the end of the term grading period to receive an earned grade up to 70.
- Will receive a grade of zero for failing to turn in the completed late work within three (3) days of the due date (regardless of rotational schedule) or before the end of the term grading period.
- Must write their name on all work, if work is not identifiable, a grade cannot be recorded.
- Will not receive extra credit or make-up work.
- Is responsible for turning in all homework, classwork, and meeting deadlines for all academics.
- May be subject to Academic Detention (refer to Academic Detention section).



ACADEMIC DETENTION

3RD THROUGH 6TH GRADES

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-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 will:

- a) earn a grade of zero, **and**
- b) serve Academic Detention (at the discretion of the teacher).

At the discretion of the teacher, Academic Detention will be assigned by the class teacher **every time** a student in a school term fails to turn in,

- at least two (2) assignments, and
- in the same class.

The class teacher will issue an *Academic Detention Notice* at least three (3) days in advance of the date detention will be served through the FACTS/RenWeb communication system. The teacher will not only send the Academic Detention Notice, but make every effort to call the parent to ensure parent has full knowledge of action being taken. The *Academic Detention Notice* will indicate the following:

- Why Academic Detention is being required,
- 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 served from 7:00 a.m. to 7:50 a.m.,
- Reporting place to arrive for detention: Snyder Gym.

Failure to Attend Detention

If the student is unable to serve detention, the parent is required to notify the teacher the day **before** the Academic Detention that student will not attend. Regardless of the reason for not attending, the student will be rescheduled Academic Detention or receive disciplinary action up to and including Out of School Suspension.



Loss of Privileges

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-Teacher-Student-Principal's designee** 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.

In matters involving discipline, academics, or health, the school will only meet with parents.



ACADEMIC PROBATION

1st THROUGH 6th GRADE

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 (3rd thru 6th grade) and "Needs Improvement" (1st thru 2nd grade).

Approaching Academic Probation

When a student is approaching or at risk of being placed on Academic Probation or at the time student has obtained unacceptable academic performance, the teacher will request a required Parent-Teacher-Student Meeting (and may include members of the Student Support Service Team) 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 retention, 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.
- Make recommendations that aid in the student's academic success.
- Outlined required actions of the parent and results for noncompliance

On Academic Probation

Students earning unacceptable academic performance in **one (1) or more core classes** (ELAR, Math, Science or Social Studies) constitutes unacceptable Academic Performance and will be placed on Academic Probation status at the end of the

- mid-quarter progress narrative grade reporting period or
- grading report card period.



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. *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 St. Philip's programs and non-St. Philip's related such as athletics, dance or any program that may impact time for studying after school.
- 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.

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-Teacher-Principal Meeting is required in an effort to ensure student achievement.

A student that fails the course will be subject to the provisions outlined in the *Promotion and Retention section* and may not be considered for reenrollment.



PROMOTION AND RETENTION

All students should possess strong work ethics, good attendance, and demonstrate initiative and motivation for success at St. Philip's School and Community Center. For more refer to the ***Graduate Profile***.

All St. Philip's students must master grade level skills that are necessary according to the criteria established by the standard curriculum. Students in Pk4 through 6th grade must master St. Philip's School and Community Center's grade level content in order to competently continue on to the next grade level. The curriculum is not modified for any student, which also includes students with a Student Support Service (SSS) Plan.

St. Philip's School's content mastery is measured by, but not limited to:

- a. Academic (formative and summative) assessments,
- b. Standardized assessments,
- c. Student Support Services Team review,
- d. Academic and/or cognitive progressive history,
- e. Grade average of below 70,
- f. Response to intervention,
- g. Educational evaluations, when applicable,
- h. Parent support and commitment, and
- i. Observation and review of student's educators and related school personnel.

Prekindergarten 4 through 1st Grade

Students in PK4 through 1st grade students must be able to demonstrate mastery of the School's current grade-level subject matter in phonemic awareness, phonics, reading and St. Philip's grade level mathematics, and have reached a developmental stage of maturity for learning. Students not mastering content may be subject to St. Philip's grade level retention or recommendation for referral or other considerations at the discretion of the School.

1st through 6th grade

First 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) and in consideration of the above content mastery factors may be subject to St. Philip's grade level retention or recommendation for referral or other considerations at the discretion of the School.



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 considerations may include; but are not solely limited to, yet at the determination of the School:

- Retention with development of and adherence to a Student Support 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, if beneficial or applicable...
- 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 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 long term support may be counseled to transition to a school designed to provide the resources, services, level of instruction to meet the student's needs.

Students who have been recommended to receive or who have received intense academic support, yet have not mastered content of core subjects will have a parent meeting with the Student Support Services Team. The purpose of the meeting will be to establish a plan for reenrollment, retention, remediation, or referral considerations. *For more refer to the Student Support Services section.*

Retention Recording

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.



ACADEMIC EXCURSIONS

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

Every child participating in a school-approved trip/Academic Excursion must have a signed parental consent form before departure from the school. Forms are available on FACTS/RenWeb and must be completed and returned to the child'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 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 has a lunch or required funds to purchase lunch during Academic Excursions, when required.

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 may be asked to attend, at their expense, and be their child's direct chaperone.

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, 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 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 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 members are not eligible to attend 6th grade overnight Academic Excursions, no exceptions.



Attendees

Parents or approved adult attendee must have a completed, satisfactory criminal history background check on file in the Human Resources (HR) Office. Any out of pocket expense for the academic excursion (field trip) for those attending must be paid by the parent 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 third (3rd) through sixth (6th) grade Academic Excursions, no exceptions. Non-St. Philip's students or St. Philip's siblings not in the class **cannot** 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.

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 (not an option).
- 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 the 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 and all times during the excursion.
- 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 chooses to misbehave, that child 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:

- Geography Bee
- Legos
- Math/Science Team Competition
- Oratorical Contest (school-wide)
- Robotics Competition (Middle School students)
- Science Fair or Invention Convention
- Spelling Bee

G.U.I.D.E.S.

As criteria to complete academic requirements to successfully graduate, **all girls, grades 5 and 6 will have to complete the G.U.I.D.E.S. curriculum. G.U.I.D.E.S. stands for God's Undivided Intentions Directing Every Step.** During this program, our young women will make personal commitments to their spirituality & self-love, as they explore their connections to heritage, examine social/political constructs and oppression, assume responsibility to their family and community, and prepare for the transition to womanhood and their life after St Philip's.

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. Philips. 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.

Performing Arts Club (PAC)

Our Performing Arts Clubs also known as *PAC* takes place in the after-school program. Students selected to the performing arts clubs will be required to attend on Thursdays where they receive further instruction on their arts discipline, rehearsal times for upcoming performances, and lab work with guest artists take place. This is an exciting time for students who have been identified with the capacity to advance their skills and to have an intensive time weekly in a small classroom setting. Auditions will be held in September and Performing Arts Clubs run through April.

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.

Others

The Sixth Grade Musical, Destiny, Admission Review, Chapel Programs, Boy Scouts, Girl Scouts, Marimba Performers, Drummers, 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.



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 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/sweatshirts 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.



STUDENT SUPPORT SERVICES (SSS)

St. Philip's School & Community Center seeks to support students of all learning needs. Although not a school specializing in learning disabilities or emotional or behavioral disorders, we seek to offer practical and reasonable assistance for all students. Decisions made regarding students' instructional or behavioral needs are based on multiple data points taken in context over time.

Through a team of instructional specialists, Student Support Services focuses on to primary areas:

- 1) Academics, and
- 2) Social, Emotional, Behavior, Mental Wellness related matters.

The aim is to:

- help students achieve educational excellence, strengthen self-esteem, develop spiritually, emotionally, and intellectually;
- broaden the intellectual and creative talents of advanced students;
- implement interventional, reasonable, and available support services for students with identified academic and/or social and emotional needs;
- equip parents with needed resources for success; and
- provide a variety of resources to ensure potential for academic and personal success.

SSS Team

The SSS Team consists of the Academic Support Coordinator, ELAR/Literacy Specialist/Lead Teacher, Math Specialist/Lead Teacher, and Dyslexia Therapist. This SSS team coordinates services for students and families and provides guidance for teachers as they work with students and families needing support.

Type of SSS Provided or Referred to Other Agencies

The School makes referrals to a host of qualified professionals for academic, social, emotional, behavioral, and family support services. The School does not endorse the individuals or companies, but the referrals are solely for the purpose of information and consideration. Types of services offered and referred include, but are not limited to:

- Dyslexia language instruction
- Social and Emotional Wellness
- Referrals for comprehensive psycho-educational evaluations, including ADHD
- Referrals for student and or family counseling support: behavior, social skills, grief, divorce, emotional care/mental health, parenting, etc.



- Speech Therapy, Occupational Therapy, Assistive Learning Devices, and evaluations through private providers or through Dallas Child Find
- Parent and Student Educational Resources and Workshops, Parent University
- Professional Development for educators to support the learning needs of all students
- Support for Life After St. Philip's (L.A.S.P.)

Where fees and expenses are incurred, parents may be responsible for all associated costs charged by the provider of fee-based services.

Required Parent Involvement

Parent involvement is required if your child participates in any type of SSS. Parent involvement may include attending parent-teacher-SSS Team conferences/meetings, obtaining counseling, attending Shelton School or other organization educational workshops, Parent University events, and other off-campus or on-campus parent events. Parents may be responsible for any expenses, fees, cost, etc.

SSS Non-compliance

The student or family that is non-compliant with SSS being offered or fails to follow through with the School's recommendation or requirement to obtain and adhere to support, may be subject to

- Earning failing grades.
- Reconsideration of the SSS Plan (Academic, Social/Emotional, Behavioral).
- Being released from receiving any available funding for the services being received, including reduction of financial aid assistance.
- Being withdrawn from school.
- Further action taken including disciplinary action, where related, and
- Non-reenrollment.

Any exemptions, cessations, or circumventions to any provisions of the SSS program will be at the discretion of the SSS Team to be submitted in writing to all parties.

Release of Information

There are times when it is necessary for professional providers to confer with school personnel regarding a particular student's needs about how to best serve the student.

The SSS program may share sensitive, personal and private information with persons who have a direct need to know to implement wellness and academic success.

The School respects the inherent rights and responsibilities of parents for their child. Recognizing this, federal, state, and local laws require that all interactions be in compliance with all laws,



policies, and ethical standards pertaining to confidentiality. Schools are required by state law and their professional code of ethics to report any form of child abuse or endangerment whether to self or others.

Student support service participating parents will sign a release of information form in matters pertaining to a psycho-educational evaluation, related evaluations, social, emotional, behavioral, and counseling support, and receiving accommodations according to the formal evaluation results.

Pharmacy & Therapy Support

Students who may receive some form of therapeutic or pharmaceutical support are encouraged to discuss these matters with the Principal, School Nurse, and related school personnel. Refer to the *Health* section.

Support for Guiding through 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. L.A.S.P. is coordinated by the Admissions Department. The SSS Team is available to help families know about student support services available at other schools that may be ideal for their child.

Guidance is offered to support families identify and enroll in a school that can support the academic, social, emotional, and or behavioral needs of the student.



SSS: ACADEMIC SUPPORT

Student Academic Intervention (SAI)-Learning Differences/Disorder Diagnosis

SAI are students with **diagnosed** learning disorders identified through a formal comprehensive educational evaluation.

Students that have a diagnosed learning disorder/difference (LD) are determined by the result of a comprehensive psycho-educational evaluation. At the beginning of the school year or upon immediate completion of evaluation, parent(s) should release to the Academic Support Coordinator their child's complete results of the comprehensive psycho-educational evaluation, speech-language evaluation, occupational therapy evaluation, and social, emotional and wellness behavior reports, including matters relating to attention deficit hyperactivity disorder (ADHD) 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 to establish the student's **SAI Plan**. A specialized Student Academic Intervention-**SAI Plan** is developed based on the evaluation results.

Accommodations: Only SAI students may be eligible to receive identified and prescribed *reasonable* and *practical* accommodations per the evaluation results submitted to the School in a timely manner as stated. Accommodations do not change or modify the content of instruction or give the student an unfair advantage, or change the skills or knowledge that a test or assessment measures.

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 diagnosed with dyslexia. The length of time it takes to complete the full dyslexia instruction curriculum depends on the 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 and after school.

Language therapy instruction is provided to identified students who can benefit from intense remedial early literacy support. This instruction is for an established period to measure a student's response to intervention and development a plan of action based on the response.



Remedial Tutoring

Remedial tutoring is **not completion of homework** due to a student's lack of time to complete, nor academic enrichment, nor test taking strategies, but focuses on the need to help the student meet standard grade level benchmarks. A **Tutoring Instructional Plan** will be developed for the tutor to support the student receiving the remedial tutoring.

Remedial tutoring for Kindergarten through 6th grade may be funded using **available and eligible funds through standards set by ESSA (Every Students Succeeds Act) Title 1 (formerly No Child Left Behind)**. Students meeting the following criteria are eligible for these Title 1 remedial tutoring funds.

- SAI Students, as indicated in their educational evaluation results, have priority.
- Students regularly and consistently performing below (50 percentile) or less formative and summative assessments, including the ERB CTP-5 annual assessment.
- Those experiencing a history of ongoing difficulty retaining, recalling, and applying instruction that has resulted in difficulty progressing above 50% in spite of ongoing small group instruction in the classroom and the SSS Team support.
- Students at or on Academic Probation, based on reasons for placement (see Academic Probation section).

Tutoring On Campus

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 status or at-risk for failing a class. The School will not remove a student from a regularly scheduled core class for remedial tutoring.

Tutors/Learning Specialist

Tutors and learning specialist must be highly skilled, trained, and experienced in the content being offered. All providing support on-campus must meet the requirements of St. Philip's School and Community Center. The School will provide the tutor with a Tutoring Instructional Plan, which will guide the tutor in providing the specific academic support the student needs.

Some tutoring may be at the expense of the parent if the child is not eligible for ESSA Title 1 funding and or funds are not available.

The parent is encouraged to consult with the Academic Support Coordinator before selecting a tutor. A referral list of tutors / learning specialist can contact the Academic Support Coordinator.



Tutor's Progress Report

Any tutor providing academic support (whether it is enrichment or advancement and whether paid by parent) is strongly encouraged to provide a progress report on the student. In the case when the School requires remedial tutoring intervention and adheres to a SSS Tutoring Instructional Plan, the tutor must provide a written progress report by the end of each quarter and if during the summer, submitted on the 1st day of August (no exceptions). A progress report is required of all tutoring funded through ESSA Title 1.

The purpose of the progress report is to

- measure a student's response to intervention,
- track progress on specific skills and duration of support provided,
- identify and recommend strategies that work best for the student,
- incorporate best instructional practices provided by academic supporters into the classrooms, and
- provide reference information to parents and teachers.

Summer Camps

Most academic "camps" do not meet the standards needed for intense remediation and should not be selected by the parent if tutoring is being required by the School. Parent(s) are encouraged to consult with the Academic Support Coordinator before selecting a tutor to ensure the tutor receives and complies with the student's SSS Tutoring Instructional Plan.

Instructional Enrichment-Advanced Academics

All students will receive small group support appropriate for their needs, whether advanced academics, reinforcement, or remedial, in math and ELAR by their class teacher or other support members. For instructional enrichment provided beyond the school day, enrichment or advanced academic support can be obtained and paid by the parent.

Extra Help

Students are encouraged to meet with their class teacher for extra help during their study hall or advisory period or designated time established by the teacher. Middle school students having difficulty and needing extra help in a class are held responsible for meeting with the teacher and advisor. Students must not only expect the teacher to schedule the extra help sessions, but take the initiative to meet with the teacher.



SSS: BEHAVIOR SUPPORT

Behavior support encompasses, but is not limited to social emotional learning, mental health, behavior needs of the child and family. When a student engages in ongoing disruptive behavior, habitual misconduct, continuous school violations or noncompliance to rules and regulations, etc., the School may refer the student and family for support.

If your child is experiencing any change in the normal routine at home; for example, severe illness, divorce, death in the family, or a new baby, please contact the Principal, the classroom teacher, Advisor, or Academic Support Coordinator as soon as possible. Abrupt changes in routine can affect the child's academic work and social interaction with teachers and peers. It is helpful for us to know about important changes so we can extend a response appropriately with compassion.

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. The parent must support the child's attendance and participation in the student support services to address behavior or discipline concerns. *Refer to Discipline Section.*

SSS-Behavior Services

Frequently, 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.

A student may be referred to participate in on- or off- campus support services by the parent, Principal (or Principal's designee), Discipline Review Team, or SSS Team, etc. Behavior support services may include, but are not limited to:

- Social skill group sessions
- Play Therapy (as appropriate)
- Brown Bag SEL Lunch or ASC sessions
- Peer Mediation
- Counseling (individual and/or family), (on or off campus)
- Group workshops conducted by trained professionals (on or off campus)



Behavior Plan

When deemed needed, a specialized Behavior Intervention Action Plan may be developed for the student and family to include:

- behavior improvement targeted areas,
- responsibilities of student, family, and teacher,
- timelines for measurable improvement, and
- recommendations for lack of progress by timeline.



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 parents, 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 the parent at all times.

In matters involving behavior, discipline, academics, or health, the school will only meet with the parents.

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.
- 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-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, violations, 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-Student Handbook. Any exemptions, cessations, or circumventions to any provisions of the disciplinary policy will be at the sole discretion of the School Principal.

Parental Support & Communication

We believe that 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's teacher to schedule a conference.

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 division 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 implemented based on a student's infraction. Classroom rules are developed by the grade level teachers and shared with the parent at the beginning of the year. Grade level classroom rules are subject to modification without prior notice to the parent.

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 concerns may be referred to the Discipline Review Team or Principal (or Principal's designee).

Parents are not allowed to and may not reprimand, interrogate, or harass another family's child while the child is in the school's care. Disciplinary concerns or behavior infractions/incidents should be immediately referred to the student's teacher. Parent in this section refer to those that are not serving as an official member of the school, such as the 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 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. School personnel will investigate violations and interview students without prior notice to parent or the consent of the parent 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 implemented may depend upon the student's:

- child 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 determine the appropriate Disciplinary Consequence (excluding those determined by governmental agencies). 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 receive 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 receive more than one Disciplinary Consequence. Disciplinary Consequences implemented 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 academic excursions (field trips), classroom functions, etc.
- Attending academic excursions (field trips), classroom functions, etc., with required attendance and direct supervision of a parent 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 for a short period of time from a situation in which the child 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 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 Plan (BP).
- Parent to obtain and comply with professional parenting, mental health, or related support, as deemed appropriate and at the financial expense of the parent 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 or responsible parties.
- Referral to an appropriate agency or program including mental, emotional, or related programs at the financial expense of the parent or responsible parties.
- Referral for a comprehensive educational psychological, psychosocial, emotional, or behavioral health assessment at the financial expense of the parent 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 or responsible parties.

Expulsions are the only appealable Disciplinary Consequence.

In matters involving discipline, academics, or health, the school will only meet with parents.



DISCIPLINE CONDUCT TYPE A

Infractions for behaviors in Type A category are subject to Disciplinary Consequences outlined in this policy up to detention.

- Skipping class
- 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 are subject to Disciplinary Consequences outlined in this policy up to and including suspension. Additionally, **repetitive, ongoing** Type B infractions may result in non-reenrollment 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-three or more (see *Uniform* section)
- 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
- Pornography or sexually inappropriate material
- Intentionally inappropriately touching or fondling self or others
- Indecent exposing oneself



DISCIPLINE CONDUCT TYPE C

Infractions for behaviors in Type C are subject to Disciplinary Consequences outlined in this policy to include suspension, non-reenrollment, 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 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 a 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.

Virtual & Distance Learning Scored Assignments and Assessments

When a virtual / distance learning assignment is scored, we expect the work to be the student's alone so that the score is meaningful. Scored assignments and assessments are important because they give us information about student progress and the effectiveness of instruction. All scored assignments and assessments are to be the student's original work.

To ensure integrity, unit tests and exams will be proctored to protect integrity and test confidentiality.



Students will:

- complete assignments and/or assessments alone;
- not copy or redistribute any part of the assignments and/or assessments in any way – electronically, verbally, or on paper;
- take the assessments without any aids – meaning you may not use textbooks, references, or other materials (printed or electronic) – unless your teacher or the specific assessment otherwise instructs you to;
- be allowed to use their own personal notes to take quizzes, tests, and exams (no screen shots or previous quizzes/tests);
- not log in to a second course or open course related materials on another browser on another computer;
- not confer with others (students, family members, teachers, or acquaintances) either in person or through electronic communication, during assessments.
- not give or receive help or assistance while working on quizzes, tests, exams, or graded assignments.

Virtual Assessments & Assignments: Invalid or Indiscrepancies resulting in violations:

- Any and all academic support is prohibited during the testing session, to include parental & external academic support.
- The test will be recorded by the test proctor to maintain the integrity of the test
- Families are prohibited from recording the test to maintain the security and integrity of the test.
- Assisting the student as they answer questions or read text.
- Test proctors will not be allowed to discuss testing observations or outcomes during the testing session.
- The school reserves the right to deem the test invalid, for reasons included, but not limited
 - to parental or other academic support, interference, general discrepancies, use of non-approved aids, recording, photos, etc.
 - and other unacceptable matters as determined by the school.

Disciplinary Action:

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, and other representation of the school, etc.

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



Virtual Assessments Disciplinary Action (All grades):

- The student will receive a formal written Disciplinary Notice to include detention
- The student will redo the task for a maximum earned grade of 70 or Needs Improvement, if graded.
- After first incident, ongoing parental or other supervision support interference or support will result in
 - a formal written Disciplinary Notice with student detention, with further disciplinary actions,
 - student not being assessed, resulting in no grade, if graded, and
 - consideration by the school to not extend an offer for reenrollment.

Disciplinary Action

1st through 2nd Grade

- First Incident:
 - The student will receive a formal written Disciplinary Notice to include detention
 - The student will redo the task for a maximum earned grade of 70 or Needs Improvement.
- Second incident:
 - The student will receive a formal written Disciplinary Notice to include detention
 - The student will not be granted a redo and will receive a grade of zero for the assignment.
- Third incident:
 - The student will receive a formal written Disciplinary Notice to include one day suspension
 - The student will not be granted a redo and will receive a grade of zero for the assignment.
- After third incident:
 - The student will receive a formal written Disciplinary Notice to include one day suspension
 - The student will not be granted a redo and will receive a grade of zero for the assignment.
 - The student may not be considered for reenrollment.



3rd through 6th Grade:

- First Incident:
 - The student will receive a formal written Disciplinary Notice to include detention
 - The student will redo the task for a maximum earned grade of 70 or Needs Improvement.
- Second incident:
 - The student will receive a formal written Disciplinary Notice to include detention
 - The student will not be granted a redo and will receive a grade of zero for the assignment.
- Third incident:
 - The student will receive a formal written Disciplinary Notice to include one day suspension
 - The student will not be granted a redo and will receive a grade of zero for the assignment.
 - The student will serve a full month of probation from receiving the honor of a school leadership position, including Titan, Student Council, Peer Mediation, and other representation of the school, etc.
- Further Incidents:
 - The student will receive a formal written Disciplinary Notice to include one day suspension
 - The student will not be granted a redo and will receive a grade of zero for the assignment.
 - The student will be removed from receiving the honor of a school leadership position, including Titan, Student Council, Peer Mediation, and other representation of the school, etc.
 - The student may not be eligible for reenrollment to St. Philip's School & Community Center.



DISCIPLINE & GENERAL STANDARDS OVERVIEW

Absences

Refer to the *Absence* section of the Parent-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 (Refer to The *Responsible Use Guidelines For Technology Agreement* section)

Refers to bullying that takes place using electronic technology, including email, text messages, social media websites or apps (e.g., not limited to: Facebook, Tumbler, WhatsApp, WeChat, STEAM, Instagram, Twitter, Snapchat, Kick, Periscope, etc.), blogs and other websites. 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 of children enrolled at the school. While the school discusses



proper social media usage with its students, the parent 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), the parent 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. A parent who believes their child 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 *Parent Responsibility Agreement & Harmony/Communication Policy* a positive working relationship between the school and parent is a key component to the student's success. The school reserves the right not to reenroll a student if the school concludes that violations of *Parent Responsibility Agreement & Harmony/Communication Policy* have occurred.



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. Reenrollment privileges are not automatically extended to students with on-going or progressive disciplinary infractions. Full cooperation of the parent 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, Division Lead 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 not made, the parent 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 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 to formally meet with the Principal before returning the student to school may result in further disciplinary consequences.

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 parents.

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 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



to comply with a request to search the student's person or belongings will result in disciplinary consequences up to and including expulsion.

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:

The parent will be contacted via telephone and or email. The parent is required to pick up the student immediately **within one (1) hour or less** of the school's contact with the parent. 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/or authorized representative fails to pick up the student from the time the school contacts the parent.

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 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 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 Classwork 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. The parent or the student's financial responsible persons will be required to pay for damages. The student will be subject to Disciplinary Consequences. When appropriate, the incident (s) may be reported to law enforcement.

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 of 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 the parent 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 within three (3) school business days (when practical) of the infraction. The parent 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 at the disciplinary conference. The written report to parent will contain the information regarding the process of appeal for expulsion.

When a student is expelled or withdraws, parent 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 Contract* and *Tuition-Payment/Financial* sections.

Withdrawal during Expulsion Process

When a student has been imputed expulsion and the parent 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 student's Cumulative "Cum" Card.

Appeal of Expulsion

Expulsions are the only appealable Disciplinary Consequence. Parent may submit a request to appeal an expulsion to the Principal. It is the sole discretion of the Principal whether expulsions can be appealed for review by 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 must submit a written appeal to the Principal requesting a review by the Perot Family Headmaster.
- Within three (3) school business days from receipt of the written appeal, the Principal will submit a written notice of receipt of parent's request to appeal.
- A final response to the request for appeal will be submitted by the Principal within five (5) school business days granting or denying the appeal

If the Principal denies the request there is no further appeal process and the Principal's decision is final. If the Principal grants the appeal request to the Perot Family Headmaster the Perot Family Headmaster's decision regarding the matter is final with no further appeal process.



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 developmental stages. Regardless of age or grade, ongoing disruptive behavior, habitual misconduct, or continuous non-compliance to rules and regulations of the School, a student will be subject to disciplinary action.

In matters involving discipline, academics, or health, the school will only meet with parents.

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-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-Teacher Report Card 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 and behaviors that warrant correction. Administration and procedures for classroom behavior chart is at the discretion of each classroom teacher. The class guidelines may be based on the percentage of highest and lowest performance based factors on the behavior chart.

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 class guidelines may be based on the percentage of highest and lowest performance-based factors on the behavior chart.

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. Some one-time behavior incidents reviewed by the EC Division Lead and the teacher may warrant immediate suspension and in some cases expulsion or recommendation for withdrawal.

An early childhood student may receive more than one Disciplinary Consequence for an incident.

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, to include changing clothes. We do understand that young students may have toilet accidents from time to time; however, **consistent ongoing accidents are not acceptable** for continued enrollment through the school year.

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/toilet accidents."
- Students must be able to get on and off the toilet without assistance.



- Students must be able to use the toilet provided by the school without the help of a potty/toilet 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 washing hands.
- School personnel will not handle a student's bodily waste or changing of clothes.

When a student has a toileting accident, the classroom teacher, BSC/ASC worker, or School Nurse, or school personnel actions may include, but not limited to:

- contacting the parent,
- directing the student to independently clean up and change into clean clothes (providing they have been provided by the parent) if necessary; and
- having the student to place soiled clothing items in a plastic bag to return home, or
- if the 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

- First Incident: If a student has a "potty/toilet accident" at school, a notice 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.
- Second potty/toilet accident: the above action in first incident will occur.
- Third incident or the recognition that one of the above criteria are not being met, a meeting will be scheduled with the parents, teachers and Division Leader to discuss the student's readiness for school and determine if the student may continue enrollment for the remainder of the school year. Determination to withdraw from the school will be at the financial expense of the parent or responsible parties.



DISCIPLINE 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. Disciplinary consequences are not limited to those listed in this section. The school reserves the right to determine the disciplinary consequence to be enforced.

More severe accountability and discipline measures will be imposed on those students who engage in a pattern of persistent misconduct. Some one-time behavior incidents reviewed by the EC Division Lead and the teacher may warrant immediate suspension and, in some cases, immediate withdrawal.

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>First time or 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 ● Rebellious, defiant, disruptive behaviors | <ul style="list-style-type: none"> ● Verbal corrective feedback ● Documentation on student's classroom behavior chart ● Describing, modeling, and practicing correct forms of appropriate behavior. ● Verbal or written apology of student committing the infraction ● Formal written disciplinary notice ● Teacher and student conference ● Limited Recess Time Out ● Limited Class Time Out ● Parent-Teacher Behavior Discipline Conference establishing a Behavior Action Plan ● Referral for counseling, therapy or related student support services for student and or parent |

| | |
|---|--|
| <p>Early Childhood LEVEL 2 Infractions <i>First time or 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 • Bullying, harassing, teasing or distressing others | <p>Early Childhood LEVEL 2 Consequences</p> <ul style="list-style-type: none"> • Referral for counseling, therapy or related student support services for student and or parent • Parent-Teacher Behavior Discipline Conference establishing a Behavior Action Plan • Suspension • Depending on the severity of incident, expulsion or recommend immediate withdrawal • Parent supervision on academic excursions, school events, etc. • Not recommended for reenrollment |
| <p>Early Childhood LEVEL 3 Infractions: <i>First time or ongoing Aggressive or Injurious/Harmful & Seriously Dangerous or Violent Behavior, that may often be persistent and worsening, but not limited to:</i></p> <ul style="list-style-type: none"> • Inappropriate use of the school's technology, including surfing and observing pornographic or related sites • Indecent exposure • Intentionally inappropriately touching or fondling self or others • Physical Fighting, aggressively hitting • Aggressive biting, spitting or placing body fluids on others • Oppositional defiant, rebellious • Destruction of property, things • Hostile • Not toilet trained • Repeated violations of rules | <p>Early Childhood LEVEL 3 Consequences Level 3 Consequences, when appropriate</p> <ul style="list-style-type: none"> • Parent-Teacher Conference • Suspension • Depending on the severity of incident, expulsion or recommend immediate withdrawal • Parent supervision on academic excursions, school events, etc. • Referral for counseling, therapy or related student support services for student and or parent • Expulsion or Recommendation for Withdrawal • Not considered for reenrollment |



LUNCH & MEALS & PARTIES

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 may be 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 to consume during the school day including before school, snack and lunch times.

Some healthy food choices to consider are dried or fresh fruits 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 crackers, cereal bars, baked chips.

Water is the preferred drink. **DO NOT BRING drinks high in sugar and caffeine such as energy drinks, sodas, etc.**

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.

Additional details regarding healthy snacks and classroom guidelines will be provided by your child'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 **or free lunch 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 (when approved) 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.

Lunch Service

An on-campus lunch service may provide 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.

For guidelines and procedures to receive an on-campus lunch program, you must contact the Business Office.

Additionally, once you have opted-in to the lunch program, you will not be allowed to cancel.

Students who bring their lunch to school are reminded that **glass containers are prohibited**. Students may not bring **canned foods or items that have sharp lids**. For these types of foods, we recommend parents dispense food in a sealed plastic container or thermos they can open independently.

Microwave

Only 6th grade students will be permitted to use the microwave ovens. They or any adult will not be allowed to heat food 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 to school in a thermos.

No Lunch or Snack



Students that do not bring a lunch may be allowed by their teacher to contact the parent 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 a snack to the student is the responsibility of the parent not the responsibility of the School, school personnel, or catering service provider.

The school **does not have a breakfast or free lunch program** nor is able to provide students with meals. Parents are responsible for making sure their child has a lunch during Academic Excursions, when required.

Ongoing failure to provide your child with a lunch will result in a Principal-parent meeting.

Parties (Classroom, Birthdays, Holidays, Food-Refer to Other *General Standards* section)

ALL parties are to be scheduled during the student's class lunch period. Such celebrations are limited to **15 minutes** during the lunch period only! Parties must be scheduled with and approved by the classroom teacher at least **two days in advance**. Parents must not plan to have parties or other celebrations without the prior approval of the classroom teacher. Failure to be preapproved may result in scheduling conflicts and the party will need to be canceled and rescheduled.

For more about parties and events, you must comply with the guidelines listed in the General Standards section.



OPERATIONS & SAFETY

Security and safety are 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.

Building Operations oversees and coordinates all operational, crisis, and safety matters. Related policies are subject to change and can be obtained from Building Operations.

The following standards are subject to change as operational and safety measures are improved or developed.

Crisis Action Plans/Emergency Operations Plans

These Plans are written 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 Plans are 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. 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 related governing agencies. 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 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 non-chemical 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.



Meeting Room Requests

If parents anticipate requesting the use of school meeting rooms, a room request form must be completed and forwarded to Building Operations or the Principal's Assistant. 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.

Building Access

The School is an accessed controlled campus, with the doors kept electronically locked. The only entrance in the building is the Life Center, front main entrance doors (located on the access road facing I-45). During the designated period in the morning, the Snyder Gym doors will be used for morning arrival from 6:30 a.m. to 8:15 a.m.

Morning Access

Before school, the front main entry school building door will be closed for access and will not be opened until approximately 8:15 a.m., or a designated time approved by the school administration for safety and security purposes. Refer to *Parking* section for more.

Parking Lot (Refer to the *Parking Lot* section)

GATE #1 WILL BE CLOSED AT 7:50 A.M. VEHICLES WILL NOT BE ALLOWED TO ENTER THE CLOSED GATES.

GATE #2: Between 7:30 a.m. and 8:30 a.m. for safety purposes during *Keeping Saints Safe* car pool and pedestrian traffic, no vehicles should enter through gate #2.

Entering and Exiting Building

Parents, students and visitors enter and exit through the Life Center front main entrance doors **ONLY** (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 the 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. Ongoing violators are subject to receiving a Violation Notice.



Check-In & ID Badges

Building entrance and access policies are subject to change at any time, without prior notice.

Every parent or visitor entering the building must check in at the front receptionist office regardless of the number of times entered throughout the day.

A parent or visitor must not proceed throughout the building unless authorized by the front reception and wear their school issued ID badge. All parents are required to wear at all times their school issued parent ID badge with current year visible. Visitors are required to display/attach to their clothing a school printed visitor badge. Failure to display a parent 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. Ongoing violators are subject to receiving a Violation Notice.

Any adult observed on campus without an ID or visitor badge will be asked by any School employee to report to the front desk immediately to obtain a badge.

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

Visiting the School

This policy exists to ensure the safety of all of our students and may not be waived for any reason; however immediate modifications for security purposes can be changed without prior notice. 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.

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

- Make arrangements in advance with your child's teacher.
 - For parent-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 Division Leader or Principal's designee and classroom teacher and only so long as duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment.



Sign out at the front receptionist desk before you leave school grounds. If you pick up your child 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.

Only exit and enter in the proper entrance and exit doors at all times.

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.

People In the Building

For the safety and security of all, loitering, roaming, or congregating throughout the building is prohibited. Students must remain in designated areas as directed by school personnel. Students choosing to not remain in designated areas but are congregating 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. In the mornings, parents may go directly to the Worsham Chapel or the designated waiting area to wait for Chapel to begin. Parents are encouraged to not congregate in the Before School Care areas, wait in classrooms, in the hallway, or around the reception front desk area.



CHAPEL

All students and faculty are required to attend daily chapel service.

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.

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, or a member of the chapel committee, leads our worship service.

Saints of the Week and Birthday Blessings are recognized each week during Chapel. Parents should attend Chapel at least once a term. All parents, friends, relatives, and visitors including prospective families are invited to attend.



OTHER GENERAL STANDARDS

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 concerns and classroom dynamics are of utmost importance. The School values parent input about the type of classroom environment that best suits a child, but does not accept requests for specific teachers. Students and parents will be notified of teacher assignments during the summer.

Lost and Found (Refer to the Uniform Policy section)

The *Lost and Found* is located in the designated area established by the School. Parents should send an email to the child's teachers/advisors to ask for their assistance in locating the lost items. It is the sole responsibility of the parent to ensure the child's **name is visibly written on the inside** of the child's shoes, garments, backpacks, lunch kits, binders, etc. 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 Uniform Resale Store, 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) (Refer to Lunch section)

ALL parties are to be scheduled during the lunch period. Such celebrations are limited to **15 minutes** during the lunch period only! Such events will be limited to lunch time, so that classroom instructional time is not impeded. Parties must be scheduled with and approved by the classroom teacher at least **two days in advance**. Parents must not plan to have parties or other celebrations without the prior approval of the classroom teacher. Failure to be preapproved may result in scheduling conflicts and the party will need to be rescheduled.

The Principal or principal's designee, 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 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.

Any exceptions must be preapproved by the Principal or Principal's designee **only**. Parents must be approved by the classroom teacher to schedule to bring special treats for birthdays or at other times during the year. Such celebrations are limited to **15 minutes** during the lunch period only!



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

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 **every student in the class receives an invitation**. Otherwise, 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.

Any exceptions to these guidelines must be preapproved in writing by the Principal or Principal's designee only.

Classroom Events

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. 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's belongings are delivered to them. Please do not enter the child'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.



Child-Care Center Minimum Standards

Matters pertaining to the Texas Department of Family and Protective Services minimum standards for Child-Care Centers can be obtained from the Operations Department. These matters include licensing inspection report, preventing, reporting, and responding to abuse and neglect of children. Texas Abuse and Neglect Hotline is <https://www.txabusehotline.org/>, 1-800-252-5400.

Under the Texas Penal Code any area within 1000 feet of a child-care center is a gang-free zone, where criminal offenses related to organized criminal activity are subject to a harsher penalty.

Updated: 11/2018



CARPOOL

Parents must adhere to the provisions outlined in School-Pass.

Parents are responsible for maintaining in School-Pass their roster of persons authorized to drop off and pick up their children. If authorized persons are scheduled to pick up on specific days and times, the parent is responsible for ensuring that information is maintained in School-Pass not via email, Remind, or any other form of communication.

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

Violations of Carpool Policy will be subject to receiving a Violation Notice. Ongoing violators will be subject to violating the ***Parent Responsibility Agreement & Harmony/Communication Policy***.



CARPOOL & PARKING DO'S AND DON'TS

DO stay in your car to pick up and drop off your child 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 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 the directions given.

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

DO have your child organized and ready to exit the car quickly on the School building 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 move the safety traffic cones or signage to access parking spaces

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 into the building during morning and afternoon carpool.

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

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

DO buckle your child in the proper safety seat.

DO watch out for the safety of all.

DO remain patient, polite, and Christ-like!

Reserved "visitor" spaces are for non-enrolled parents and guests only.



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 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.

The School encourages parents to visit with the School Principal regarding the safety or security or concerns regarding the various learning websites, APPS, etc., the school uses.

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 Wi-Fi-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, Redbird Math, Reflex Math, EdConnect, Bookshare, MAP, 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). Parent 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 service attacks using personal or work technology, or 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 Principal's 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.



RESPONSIBLE USE 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. The parent and student agree to these guidelines and to follow them as a condition of access to School Technology Resources.

The parent acknowledges consent for his/her child to have access to these services under School supervision and the student's and parent'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.

I will:

- Attend all mandatory Parent-Teacher Report Card Conferences as outlined in the Parent-Student Handbook and I understand that they are mandatory. Failure to attend may result in my child's dismissal or non-reenrollment. (Middle School students must attend the conference.).
- Monitor my child's academic, social, and emotional progress and will communicate with the teacher as needed. In matters involving discipline, academics, or health, the school will only meet with parents.
- Maintain communications with my child 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.
- Attend the required, mandatory three (3) meetings: Parent School Association (PSA), Parent University, or *Pastry with the Principal*. If I cannot attend, I will send an email to notify the school and send a representative on my behalf.
- Attend and participate in school activities throughout the year. These activities include, but are not limited to: Meet the Teacher event, Chapel, North Texas Giving Day, Saint of the Week, Curriculum Night, mandatory Parent-Teacher Report Card Conference, Parent School Association meetings, Parent University, *Pastry with the Principal*, and other events reported on the school calendar or other communication source.
- Keep abreast of all school activities by reading the various school-home communication sources made available to me to also include accurate emails from faculty/staff, and checking my child's backpack/folder/planner daily for important classroom communication, and student academic materials.
- Provide conditions conducive to learning. Those conditions include regular, on time, and full day attendance. Encouraging your child to put a high priority on education and working



with your child on a daily basis to make the most of the educational opportunities the school provides. Arranging your child's doctor appointments after school hours.

- Discussing directly with your child's teacher and key lead teachers any concerns you may have about your child's academic progress and social, emotional and behavioral concerns.
- Supervise the child'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 so that there is no question regarding scholastic and behavioral expectations.
- Maintain in FACTS/RenWeb accurate residence, telephone, email address, parents' employment, emergency contacts, and pick up contacts, and any circumstances that affect the welfare and the safety of the child.
- Adhere to the school's ***Parent Responsibility Agreement & Harmony/Communication Policy***.

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 Parent Student Association school fundraising event.
- Commit to inviting at least one (1) family to a St. Philip's School event to support our recruitment efforts.
- Commit to engage in the Community Center activities

I agree to practice "**THE ST. PHILIP'S WAY**" by exhibiting appropriate behavior, appropriate 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.
- Stimulate, promote, and engage in only positive dialogue with other parents, teachers, administrators, volunteers and visitors, and NOT create or participate in disharmony in the school environment or outside the school environment that impacts that negatively impacts the school.
- Maintain a positive and non-disruptive attitude and manner during all school related events.



- Be respectful and cooperate with the school with respect to all decisions affecting the student.
- Continued enrollment of a student is contingent upon the parents abiding by school rules and the decisions of the administration.
- At the school's discretion, parental behavior of a parent which impedes the school's ability to meet its educational objectives or make a positive or constructive relationship impossible, may result in suspension or expulsion of a student, separate and apart from the student's conduct. No refund of tuition or fees will be made if a student is required to withdraw or is expelled as a result of the actions of her parent or other legally responsible adult.
- Adhere to the ***Parent Responsibility Agreement & Harmony/Communication Policy***.



HARMONY / 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 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 Responsibility Agreement & Harmony/Communication Policy*** will result in review by the Principal and/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).

At the school's discretion, any behavior of a parent which impedes the school's ability to meet its educational objectives or make a positive or constructive relationship impossible, may result in suspension or expulsion of a student, separate and apart from the student's conduct. No refund of tuition or fees will be made if a student is required to withdraw or is expelled as a result of the actions of her parent or other legally responsible adult. In matters involving discipline, academics, or health, the school will only meet with parents.



ENROLLMENT/REENROLLMENT AGREEMENT

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

In enrolling my child, I am making the commitment that his/her education is and will remain priority.

I, as Parent,

- 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 may be asked to leave St. Philip's School and Community Center and the full amount of tuition and fees are binding.



PARENT – STUDENT HANDBOOK: Agreement And Acknowledgement

The parent's enrollment or reenrollment of their child(ren) at St. Philip's School and Community Center is their acknowledgement of the Parent-Student Handbook and serves as the parent's and child's agreement to comply with and support St. Philip's School and Community Center. Any concerns should be addressed in writing to the Principal on or before enrollment or reenrollment.

ADDENDUM TO THE PARENT STUDENT HANDBOOK



WE ARE L.I.T.

LOVING | INNOVATIVE | TOGETHER



This Addendum to the Parent-Student Handbook, which is located on the school's website, serves as the standard for the various school learning platforms, community services, and general operations. The Parent-Student Handbook remains in effect and compliance is required.

We are committed to making sure that students continue to experience the care and commitment of our teachers and the routine of daily learning, even when that learning is happening online or at home.

We must acknowledge that our approach to distance learning cannot replicate the miracle that happens when school is in regular session (the invaluable social interactions and mediation, real-time, in-person feedback, community and extracurricular events, and so on). However, we do contend that quality learning can occur in various learning platforms.

We want to be mindful of the measures that have been put in place to ensure (to the best of our ability) the safety and wellness of everyone at our campus.

Our [Return to Campus web page](#) is a good source of information, and will be kept updated.

Return To Campus Guidelines:

We are committed to providing an unparalleled academic experience and doing our part in keeping our community safe and healthy. The campus guidelines are outlined on the school's website. Click on the following link, or copy and paste in your web browser. [RETURN TO CAMPUS GUIDELINES](#).

Please monitor the school's website for additional information and updates. We will continue to update and revise procedures based on their guidance, meaning the information outlined within this document is subject to change. Our administrators and teachers will do everything that they can to promote a positive learning experience.

St. Philip's School and Community Center Returning to Campus Plan Blueprint

A blueprint has been developed to represent the combined efforts of the members of the SPSCC Re-opening Task Force which includes voices of Board Trustees, Executive Leadership members, professional nurses, staff members, faculty members and parents to ensure a thoughtful and responsible return to campus. In addition, SPSCC has secured a council of local doctors to review its return to campus plan and a consulting team to assess buildings and develop a road map for auditing their sustainability and operations. The blueprint prioritizes the health and wellness of our students, faculty, and staff as we continue to deliver the excellent experience all have come to expect from SPSCC.



To review this Blueprint, contact the Headmaster's Office at 214-421-5221.

[Welcome Back Overview from Principal Murrell](#). To learn more, click on the link or copy and paste in your web browser.

[1st Week Parent Update from Principal Murrell](#). To learn more, click on the link or copy and paste in your web browser.

Classroom Instruction Learning Option Platforms:

To learn more, go to your Facts/RenWeb parent portal account, look for 2020 Learning Options, Web Forms, Learning Options

- Virtual/Remote (for 1st 9 weeks, thereafter as determined)
 - Term 2 Learning Option Deadline Notification...October 14, 2020
 - Term 2 Learning Option START DATE...October 26, 2020
- Self-Paced: Option for Early Childhood Only.
- On-Campus: Traditional method.

Technology Devices-Loan Program

The loan program is offered as a courtesy to our families. The use of a school-provided device is not guaranteed. Devices are issued on a first-come, first-served. We are issuing devices in the order of requests received.

Recommendations to families for purchasing devices for school use:

Technology and distance learning will be permanently etched into the fabric of learning from now on. Below are some recommendations that families can purchase independently for permanent use.

Chromebooks - any Chromebook device will support learning through our tools

Lenovo Chromebooks - student models are durable and versatile, we have the N23 model on campus: (<https://www.lenovo.com/us/en/laptops/lenovo/student-chromebooks/c/lenovo-edu-chromebooks>)

Acer Chromebooks - great, affordable Chromebooks for various uses, we have the R13 model on campus: (<https://www.acer.com/ac/en/US/content/group/laptops>)

Apple iPad (Air 2, Generation 3 or later): (<https://www.apple.com/ipad/>)

Older models are compatible with our learning tools, certified refurbished models are a great buy. We have the Air, Air 2, Gen 5 & Gen 6 models on campus.

Any Android tablet (Samsung, Google Nexus, etc)

Kindle Fire not recommended.



Any windows device

Students will be using the SurfaceGO when they return to campus

(<https://www.microsoft.com/en-us/p/surface-go/8v9dp4lnknsz?activetab=pivot%3aoverviewtab>)

Financial Responsibility for School Device:

Each family that borrows a Chromebook will be financially responsible for any damages, this will be linked directly to tuition and student records.

Responsible Use Guidelines For Technology:

Refer to the Parent-Student Handbook.

School Pass

St. Philip's is pleased to announce our partnership with School-Pass, www.school-pass.com, to simplify the means of communicating your child's arrival and dismissal plans - including changes. We are very excited to offer you this streamlined, online communications tool. You will have access to the website via the smartphone app to make changes (for example: to report an absence, report an early pick up, or to allow another family to pick up your child). This system will automatically notify the school office, the homeroom teacher(s), and other parents listed in your carpool (if applicable).

On Tuesday, August 25th, each family received an email from School-Pass to set up their account. The email contains login information and extends an invite to access the account through the School-Pass website. To review this email, please check your emails from FACTS/RenWeb

Once the account has been created, parents will be able to add the additional parent, other persons authorized to pick up your child, as well as optional photos of the individuals listed for pick up. Please look for this activation email and remember to check your spam in case the email delivers there.

After you have created your account, you can download the School-Pass app on your smartphone or another smart device. If you have any questions about School-Pass, refer to the contact information in the activation email.

To familiarize yourself with the School-Pass app, view this video. The password is provided for you. [ABOUT SCHOOL-PASS APP](#) Password: +9GHLACR

REGARDLESS OF THE LEARNING OPTION SELECTION, ALL FAMILIES WILL NEED TO BE ENROLLED IN THE SCHOOL-PASS SYSTEM BY TUESDAY MORNING, SEPTEMBER 1, 2020, FOR FUTURE PURPOSE.



WHO TO GO TO FOR SUPPORT

<https://www.dropbox.com/s/lal0whstg16yeg2/Welcome%20Back.mp4?dl=0>

| SUPPORT NEEDED | GO TO |
|---|--|
| Wi-Fi Technology & Internet | Contact your personal internet service provider |
| Academic Advancement and Remedial Support | <ul style="list-style-type: none"> Deana Wall, Student Academic Support, dwall@stphilips.com Curriculum Content Leaders (as listed) |
| Advisory | Tia Stevens, Advisory Coordinator tstevens@stphilips.com |
| Afterschool Care & Before School Program | Ametria Maryland, Parent Liaison amaryland@stphilips.com |
| Calendar of School Events | Ametria Maryland, Parent Liaison amaryland@stphilips.com |
| Carpool (Before and Afterschool)- SchoolPass | Ametria Maryland, Parent Liaison amaryland@stphilips.com |
| Class Instruction and Homework Assignments | Contact Your Classroom Teacher |
| Counseling - (Student and Family) | Ramona Bailey, Dean of Students & Family Affairs; rbailey@stphilips.com |
| Dyslexia Therapy, Speech Services, Hearing Services, Occupational Therapy | Deana Wall, Student Academic Support dwall@stphilips.com |
| Early Childhood Division (Pk2, Pk3, Pk4 & Kindergarten Grades) | Telisha Wesson, Hunt Family Director of Early Childhood twesson@stphilips.com |



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| ELAR Instructional Curriculum (including Library) | Jacquelyn Andrews, ELAR Instructional Lead jandrews@stphilips.com ; |
| Enrollment/Reenrollment | Taylor Hall, Admissions Director, thall@stphilips.com |
| Learning Difficulties & Educational Evaluation | Deana Wall, Student Academic Support dwall@stphilips.com |
| Lower School Division General Matters (1st, 2nd & 3rd Grades) | Sheila Pate, Lower School Division Lead; spate@stphilips.com |
| Math Instructional Curriculum | Tamasha Govan, Math Instructional Lead tgovan@stphilips1600.org |
| Middle School Division General Matters (4th, 5th, & - 6th Grades) | Tia Stevens, Middle School Division Lead tstevens@stphilips.com |
| Parent Awareness/Engagement, Parent University, Parent Harmony. | Ramona Bailey, Dean of Students & Family Affairs; rbailey@stphilips.com |
| Peer Relationship | Ramona Bailey, Dean of Students & Family Affairs; rbailey@stphilips.com |
| Resolution Support: Class or Teacher | <ul style="list-style-type: none"> • 1st- Teacher, 1st Contact; thereafter, if needed: • 2nd - Teacher, Division Lead, and Dean of Students; next, if needed: • Final - Teacher, Division Lead, Dean of Students, Principal (final). |
| Science Instructional Curriculum | Tia Stevens, Science Instructional Lead tstevens@stphilips.com |
| Social & Emotional, Behavioral Wellness, and Counseling | Ramona Bailey, Dean of Students & Family Affairs; rbailey@stphilips.com |



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| Social Studies/Geography Instructional Curriculum | Ramona Thomas, Social Studies Instructional Curriculum Lead; rthomas@stphilips.com |
| Specialized Content (Fine Arts, Technology Instruction, Music, Spanish, P.E.) | Alicia Holmes (Ms. Iv); Specialized Lead aholmes@stphilips.com |
| Summer Program | Ametria Maryland, Parent Liaison amaryland@stphilips.com |
| Technology-Class & School Computer Devices | Menkiti Rice, Purveyor of Geekdom (Technology Instruction & Google Suite Admin) mrice@stphilips1600.org |

Each student will have access to all materials via their respective Learning Management Systems (LMS). That said, whether your child is physically at St. Philip's or not, the difference in instruction should be very minimal. This ensures that we can remain agile in these uncertain times. We are also working to empower the students even more to manage their learning.

Google Accounts for Everyone:

All students will now have an individual St. Philip's Google Account through the stphilips1600.org domain. The video below gives details on how to access your Google account with your child's new **username and password**.

CLICK HERE to learn about your New Google Accounts!!

(https://youtu.be/thO77O69_KM)

CLICK HERE to view the presentation contained in the video. (<https://bit.ly/2PY06so>)

Introducing SeeSaw:

We're introducing a new Learning Management System for PK2 through 2nd Grade...welcome to SeeSaw! Seesaw gives us a few more tools to help young learners with tactile skills that are critical for their development. For more information, go to <https://web.seesaw.me/parents> is a good jumping point to understanding how SeeSaw will work between you, your students, and their teachers.



So Much, So Fast...What's First-Communication:

Initial parent communication will be through FACTS/RenWeb and Email. Once all our parents, students, and teachers have all established a rhythm, FACTS/RenWeb will be used to reference the other systems and primarily for grading, attendance, and maintaining student records.

Lunch program services have changed and are subject to ongoing changes. Please visit the Business Office for more details.



STUDENT AND PARENT DEVICE CHROMEBOOK CONTRACT

St. Philip's School and Community Center is committed to preparing our students for a 21st-century global society. To that end, we are providing a Chromebook to students with the goals of:

- Increased opportunities for collaboration, communication, and creativity
- Increased student engagement in a personalized learning environment
- Increased use of technology to enhance teacher instruction
- Improved access to both teacher content and robust internet resources to foster the acquisition of knowledge and skills

Chromebook Expectations and Guidelines

The use of school-supplied Chromebooks at St. Philip's School and Community Center (herein referred to as "SPSCC") is a **privilege** that comes with **responsibility**. Chromebook computers are assigned to students enrolled at SPSCC to enhance learning. Chromebooks are to be returned as received, except normal wear and tear as determined by SPSCC, at the conclusion of the school year, or when requested by any SPSCC official. SPSCC guidelines for Acceptable Use of Technology apply to all students and staff using Chromebooks, regardless of location.

Inappropriate use or neglect of a Chromebook, sleeve, charger, the Internet, web-based tools, and/or any installed software could result in the loss of Chromebook privileges and/or further consequences. Loss of privileges will not change classroom expectations and/or assignment completion.

Expectations for the Use of Student Chromebook Computers

Every student is responsible for the appropriate use of his or her Chromebook no matter the location of the device. Remember, the device is at all times the property of SPSCC, not a student's personal device. The Chromebook is to be used for educational purposes only.

- Chromebooks are to remain at school and are not to be taken home at this time.
- Consider your Chromebook like a pile of cash. Students are responsible for keeping track of the Chromebook and taking precautions to keep it safe. Make certain the device is stored properly in the appropriate slot in the charging station at the end of the day.
- Take every step possible to make sure that the device is safe and in working order. Make certain the device is carried properly and NEVER left unattended.
- The top four repair requests for Chromebooks are cracked casing, cracked screens, frayed charger cables, and beverage spills on keyboards. To avoid these issues:



- Do not place anything on the keyboard before closing the lid (i.e. pen, pencil, disks).
- Always carry the Chromebook by the attached handle, or within a provided case/cover.
- Attach the power cord and/or USB devices carefully, slowly and properly. NEVER yank or pull any device in a hurry or unsafely.
- Do not eat or drink while using your Chromebook.
- If students notice that something is wrong with the device, they are expected to report to a teacher immediately.
- Students will not take photos or record video of any persons unless they have the specific consent of a teacher and all persons in the photo or video.
- Families will be financially responsible for the repair or replacement of stolen or abused hardware or materials. In addition, students will be subject to disciplinary action as determined by SPSCC officials.
- Students should not carry Chromebooks while the screen is open.
- Chromebooks must remain free of any writing, drawing, stickers or labels that are not the property of the District. Students must keep their device clean and must not touch the screen with anything (e.g., finger, pen, pencil, etc.) other than approved computer screen cleaners.
- Do not place books or other items on top of the device. Make sure nothing is between the screen and keyboard when the Chromebook is shut closed.
- Only use the device for school work. You must sign in to your school-issued Google education account. No other accounts (Google or otherwise) may be accessed on the school-issued Chromebooks at any time.
- Students should never share their account passwords with anyone outside of parents or an SPSCC administrator.
- Web-based student accounts (Google Suite and all other web-based tools) are provided by the school and SPSCC reserves the right to archive, monitor, and/or review all use of its email system, and users should not have any expectation of privacy in any electronic message created, sent, or received on the “stphilips1600.org” email system.
- All communication using email and comments on another’s work is expected to be business-professional. Students should maintain high integrity with regard to e-mail content such as using appropriate language that is not abusive, offensive, or profane. Do not send mass emails, chain letters, or spam.
- Students are not permitted to tamper with or delete any history of websites visited on their Chromebooks. SPSCC reserves the right to perform periodic checks and/or review of Internet site visits.



- Students are not be permitted to remove the Chromebook device from the stphilips1600.org domain.
- Technology, including but not limited to the Chromebook itself and any ancillary tools such as earbuds, are not to be shared among students.
- Students should not personalize their devices in any way. This includes backgrounds, name icons, decals, screensavers, and downloading any software, application, or short cuts that have not been explicitly allowed by the teacher.
- Students are NOT to update Chrome OS without permission.
- Access to the Chrome Web Store is prohibited. Apps, therefore, cannot be added without permission.
- Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the SPSCC policy.
- The use of the Chromebook device will not breach the Technology and Acceptable Use Policy found in the St. Philip's School and Community Center Catholic Parent-Student Handbook.

Digital Citizenship

Students must follow the following six conditions of being a good digital citizen:

- Respect Yourself. I will show respect for myself through my actions. I will select online names that are appropriate, I will consider the information and images that I post online. I will consider what personal information about my life, experiences, experimentation, or relationships I post. I will not be obscene.
- Protect Yourself. I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts, and resources.
- Respect Others. I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk other people. I will show respect for other people in my choice of websites, I will not visit sites that are degrading, pornographic, racist, or inappropriate. I will not abuse my rights of access and I will not enter other people's private spaces or areas.
- Protect Others. I will protect others by reporting abuse, not forwarding inappropriate materials or communications; I will moderate unacceptable materials and conversations, and will not visit sites that are degrading, obscene, racist, or inappropriate.



- Respect Intellectual Property. I will request permission to use resources. I will suitably cite any and all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate the information. I will use and abide by the fair use rules.
- Protect Intellectual Property. I will request to use the software and media others produce. I will use free and open-source alternatives rather than pirating software. I will purchase, license, and register all software. I will purchase my music and media, and refrain from distributing these in a manner that violates their licenses. I will act with integrity.

Sources:

Unionville-Chadds Ford School District. Retrieved Oct 2, 2019.

<https://resources.finalsite.net/images/v1561563708/ucfsdorg/fii7sl3cv2mvogcfwbaw/2019-20ChromebookGuidelinesandContract.pdf>

St. Croix Catholic School. Retrieved Oct 2, 2019.

<http://www.stcroixcatholic.org/middle%20school/created%20for%20greatness/CKsCopyofStudentContractforChromebooks.pdf>

Emergency Loaner Device Policy

March 13, 2020

As more employees, educators, and students work remotely in response to the spread of COVID-19, we want to do our part to help them stay connected and productive. St. Philip's School and Community Center is committed to helping students and their teachers continue learning outside of school. To that end, we can provide a needs-based loaner Chromebook to any student whose family may have challenges with access to technology at home with the goals of:

- Allowing students access to school-provided technology resources
- Enabling students to join classes and continue their schooling remotely from home
- Enabling students to interact with their teachers in real-time as well as queued responses.
- Improved access to both teacher content and robust internet resources to foster the acquisition of knowledge and skills

Chromebook Expectations and Guidelines

The use of school-supplied Chromebooks at home is a **privilege** that comes with **responsibility**. Chromebook computers are assigned to students to take home in the event that the school enrolled at SPSCC to enhance learning. Chromebooks are to be returned as received, except normal wear and tear as determined by SPSCC, at the conclusion of the school year, or when requested by any SPSCC official. SPSCC guidelines for Acceptable Use of Technology apply to



all students and staff using Chromebooks, regardless of location. Inappropriate use or neglect of a Chromebook, sleeve, charger, the Internet, web-based tools, and/or any installed software could result in the loss of Chromebook privileges and/or further consequences. Loss of privileges will not change classroom expectations and/or assignment completion.

Additional Expectations for the Use of Student Chromebook Computers

In addition to the Expectations for the Use of Student Chromebook Computers, every student is responsible for the additional guidelines as listed below. Appropriate use of his or her issued Chromebook is expected no matter the location of the device. Remember, the device is at all times the property of SPSCC, not a student's personal device. The Chromebook is to be used for **educational purposes only.**

- Each student is responsible for the Expectations for the Use of Student Chromebook Computers as outlined in the original 2019-20 Student and Parent Device Chromebook Contract.
- Students and parents are responsible for the safe and careful transport of each loaner device.
- It is highly recommended that usage be restricted to students; however, students and parents assume responsibility for the actions of any additional users of the device, including family members, friends, or acquaintances.
- Take every step possible to make sure that the device is safe and in working order. Make certain the device is carried properly and NEVER left unattended.
- Families will be financially responsible for the repair or replacement of damaged, stolen, or abused hardware or materials. **The cost will be \$285.00 USD.** In addition, students will be subject to disciplinary action as determined by SPSCC officials.

Sources:

Unionville-Chadds Ford School District. Retrieved Oct 2, 2019.







<https://resources.finalsite.net/images/v1561563708/ucfsdorg/fii7sl3cv2mvogcfwbaw/2019-20ChromebookGuidelinesandContract.pdf>

St. Croix Catholic School. Retrieved Oct 2, 2019.

<http://www.stcroixcatholic.org/middle%20school/created%20for%20greatness/CKsCopyofStudentContractforChromebooks.pdf>

COMMUNICATION SYSTEMS/CHANNELS:

The school will continue to use the same channels it employs for normal day-to-day communications with parents, students, and teachers/administrators. All of these systems are remotely accessible and will function in an emergency situation. The table below describes these systems:

| CHANNEL | AUDIENCE | DESCRIPTION |
|---|--|--|
| Email FACTS/ FACTS/RenWeb  | To Parents and Custody, (listed as correspondence and custody contacts in FACTS/RenWeb) | School email will be used for all major communications and announcements, including reports, progress narratives, behavior, grades, etc. |
| FACTS/RenWeb-Parent Portal  | Parents | Student Information System (SIS) and Parent Portal including enrollment, grades, tuition, class postings, calendar, etc. |
| Remind  | To Parents and contacts in FACTS/RenWeb | Two-way communication from parent to teacher and teacher to parent. For reminders ONLY, not general conversations |
| Parent Alerts  | To Parents and contacts in FACTS/RenWeb | One-way communication from the School to Parent as an Alert of urgent matters or upcoming events or changes |
| SCHOOL Website  | Open to the General Public | Parent Information about school matters, events, community center, COVID-19, Parents; Parent-Student Handbook, Handbook, academics overview, admissions, athletics, etc. |
| Email GOOGLE  | To Students (student's name@stphilips1600.org) | Faculty will use GOOGLE email to communicate to the student. |

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| <p>GOOGLE Video</p>  <p>Google Meet</p> | For all students | Secured network for classroom video instruction platform. |
| <p>GOOGLE Class</p>  <p>Google Classroom</p> | For Students Grades 3rd-6th | Creating, distributing, grading assignments, and to manage student and teacher communication. |
| <p>SeeSaw Classroom Assignments</p>  <p>Seesaw</p> | For Students Grades Pk2-2nd | Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students “show what they know” using photos, videos, drawings, text, PDFs, and links. |
| <p>ZOOM meeting video platform</p>  <p>zoom</p> | Scheduled by school to parents | A video parent conference meeting platform |
| <p>CLEVER class instruction resource</p>  <p>C</p> | For students | Students log in and learn with all of the online programs they use at school using their own personal login. |
| <p>Week at a Glance Class Weekly Assignments & Announcements</p> | For students and parents | Posted in Google Classroom for students. Emailed to parents in FACTS/RenWeb. |
| <p>School Pass</p>  <p>SCHOOL-PASS</p> | For parents and assigned pickup contacts | Carpool A.M. Drop Off and P.M. Pick Up |



GUIDELINES FOR PARENTS (Refer to the *Parent-Student Handbook*):

Distance learning may be challenging for families. Parents will need to think differently about how to support their children, how to create structures and routines that allow their children to be successful, and how to monitor and support their children's learning.

A Message from the Principal: [Virtual School Etiquette from Principal Murrell](#). To learn more, click on the link or copy and paste in your web browser.




The nine (9) guidelines provided below are intended to help parents think about what they can do to help their children find success in a distance learning environment.

1. Establish routines and expectations. Parents need to establish routines and expectations. Parents are to set regular hours for their children's school work. Keep normal bedtime routines for children. Don't let them stay up late and sleep in! During the day, we have scheduled breaks for your child to move, stretch, and log off zoom. You too can encourage your children to move regularly and take periodic breaks as they study.
2. Define the physical space for your child's study. Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time. We encourage families to establish a space/location where their children will learn most of the time. This should be a public/family space, not in a child's bedroom. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. All students must have their cameras on. Students should be alert and ready to learn. Students must have all their materials ready to learn and near them to avoid a loss of instructional time.
3. Monitor communications from your children's teachers and the school. Teachers will communicate with parents through FACTS/RenWeb email, when and as necessary. The frequency and detail of these communications will be determined by your children's ages, maturity, and their degree of independence. We also encourage parents to have their children explain the online platforms (e.g. Seesaw, Google GSuite, Clever, etc.) their teachers are using.
4. Take an active role in helping your children process and own their learning. It's important that your child owns their work; don't complete assignments for them, even when they are struggling.
5. Establish times for quiet and reflection. A huge challenge for families with multiple children will be how to manage all of their children's needs, especially when those children are different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction. Parents may even experiment with noise-cancelling

headphones (no music necessary!) to block out distractions. During video instruction, mute yourself. Minimize background noise and conversations.

6. Encourage physical activity and/or exercise. Make sure your children remember to move and exercise. This is vitally important to their health, wellbeing, and to their learning. The physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise! Think also about how your children can pitch in more around the house with chores or other responsibilities. Don't let your children off the hook – expect them to pitch in!
7. Remain mindful of your child's stress or worry. It is imperative for parents to help their children manage the worry, anxiety, and range of emotions they may experience. Difficult though it may be, do your best not to transfer your stress or worry to your children. They will be out of sorts, whether they admit it or not, and need as much normal routine as parents can provide. Please reach out to the Dean of Students should your child experience high levels of stress or worry.
8. Monitor how much time your child is spending online. It is imperative that your child does not stare at computer screens for 7–8 hours a day. Know that we may routinely give your child a task to do independently that provides them a break from screen time. We do this intentionally to allow them time to work but also to take a break from the device.
9. Keep your children social, but set rules around their social media interactions. Help your children maintain contact with friends and see them in person when circumstances permit. Please also monitor your children's social media use, especially during an extended school closure. Older students will rely more on social media to communicate with friends. Social media apps such as SnapChat, Instagram, WhatsApp, or Facebook are not official, school-sanctioned channels of communication. We ask parents to monitor their children's use of social media. Remind your children to be polite, respectful, and appropriate in their communications and to represent your family's values in their interactions with others. A student's written words and tone can sometimes offend or cause harm to others.

Virtual School Guide for Parents

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| <p>Establish a Routine</p> <p>Establish a structured routine to follow on a daily basis. Provide a consistent schedule and expectations for time to work, time to play, and time for family</p>  | <p>Create a Learning Space</p> <p>Find a comfortable and quiet learning space</p>  | <p>Talk about the Learning</p> <p>Talk to your children about their learning, ask questions about the content and reflect on the learning process</p>  |
| <p>Ask for Support</p>  <p>Contact your child's teachers or tech support if you have questions or need help</p> | <p>Assess and Adapt</p>  <p>Be aware that this is a new environment for students and check in from time to time on how they are feeling</p> | <p>Maintain a Balance</p>  <p>Help your child maintain a Healthy, Active, Balanced life during virtual school</p> |
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Instructional Time (Refer to the *Parent-Student Handbook*) :

- Students are to dress in the school uniform during the school day.
- Sit at a desk or table (not on a bed or couch), during virtual instructional time.
- The use of cell phones, while students are working in the classroom, is prohibited. Students will not be allowed to watch movies, play online games, or listen to music while in class.
- Sleeping in class is prohibited.

Academic Assignments (Refer to the *Parent-Student Handbook*):

Each teacher also designs and implements class policy for completing and submitting missing work, including possible loss of points incurred daily for late work.

Missed or late assignments guidelines are outlined in the *Parent-Student Handbook*.

Attendance, Absences, Appointments (Refer to the *Parent-Student Handbook*):

Each day of distance learning will be considered an academic day of the school's annual calendar. Students are expected to come to class in a timely manner, prepare in advance for the lesson and participate in a meaningful and respectful manner.

Students will be required to log-in to each of their classes for the day via google classroom. Daily attendance will be gathered in this manner. Students who fail to log in with their individual classes for any given day will receive a recording of unexcused absence or unexcused tardy.

If a student fails to take the assessments and or term exams according to the designated time frame, he/she will receive a score of zero on the exam. No retakes of exams will be allowed, unless authorized by administration.

Discipline Policy (Refer to the *Parent-Student Handbook*):

Since distance learning does not provide opportunity to use all of the natural consequences generally used for "in-person" education, administration and teachers may use the following additional consequences to help the student meet the conduct expectations. Some consequences (but not limited to) that may be implemented are:

- Student is muted or disconnected from self-video for the live instruction time
- Student may be forced to leave the live instruction video conference
- Student may be suspended from live instruction for a period of time
- Student may be expelled from the school's distance learning program. Administration will work in partnership with parents to ensure every learning environment is at its best and apply consequences fairly depending on their investigation.



Parents can expect communication from the teacher whenever serious consequences are being applied.

If clarification on certain behavior is needed, please contact the teacher for questions or concerns. It is our expectation, from a given partnership with at-home schooling parents, that student engagement and contact time on platforms enacted by the school for the purpose of distance learning, will be carefully monitored for appropriate student conduct.

Integrity in Distance Learning Scored Assignments and Assessments (refer to Parent-Student Handbook):

When a distance learning assignment is scored, we expect the work to be the student's alone so that the score is meaningful. Scored assignments and assessments are important because they give us information about student progress and the effectiveness of instruction. All scored assignments and assessments are to be the student's original work.

Disciplinary actions are outlined in the *Parent-Student Handbook*.

To ensure integrity, unit tests and exams will be proctored to protect integrity and test confidentiality.

Students will:

- complete assignments and/or assessments alone/independent of supervision providing clues or answers;
- not copy or redistribute any part of the assignments and/or assessments in any way – electronically, verbally, or on paper;
- take the assessments without any aids – meaning you may not use textbooks, references, or other materials (printed or electronic) – unless your teacher or the specific assessment otherwise instructs you to;
- be allowed to use their own personal notes to take quizzes, tests, and exams (no screen shots or previous quizzes/tests);
- not log in to a second course or open course related materials on another browser on another computer;
- not confer with others (students, family members, teachers, or acquaintances) either in person or through electronic communication, during assessments.
- not give or receive help or assistance while working on quizzes, tests, exams, or graded assignments
- be visible and their camera should remain on the entire time during the test.



Invalid or discrepancies resulting in violations:

- Any and all academic support is prohibited during the testing session, to include parental and or other external academic support.
- The test will be recorded by the test proctor to maintain the integrity of the test
- Families are prohibited from recording the test to maintain the security and integrity of the test.
- Assisting the student as they answer questions or read text.
- Test proctors will not be allowed to discuss testing observations or outcomes during the testing session.
- The school reserves the right to deem the test invalid, for reasons included, but not limited
 - to parental or other academic support, interference, general discrepancies, use of non-approved aids, recording, photos, etc.
 - and other unacceptable matters as determined by the school.

Carpool (Refer to SchoolPass Guidelines):

All persons arrive in the morning carpool within 6' of carpool workers are required to wear a mask. Parents/guardians must remain in the car **at all times**.

Teacher Availability - Communication:

When implementing serious disciplinary consequences, parents can expect communication from the teacher whenever serious consequences are being applied. The teacher's school day is structured with classroom instruction throughout each day, therefore, communication to the parent may not be issued until after the school day. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communications should be essential, succinct, and self-aware. Teachers will respond to communication within two (2) school business days.



STATEMENT OF COMPLIANCE

This Statement of Compliance is for the Addendum to the Parent-Student Handbook. The student and the parent/guardian do hereby acknowledge that they agree to adhere to the Addendum to the Parent Student Handbook and the Parent-Student Handbook.

Regardless of the learning plan option chosen, you understand and acknowledge that all of the school's policies and procedures apply to students and parents while participating in distance or remote learning, hybrid, self-paced, or on campus. Parents will communicate these responsibilities to your child(ren) and you will ensure that your child(ren) complies with all school policies.

You understand and acknowledge that your child's image, likeness, or voice; your image, likeness or voice; as well as images, individuals, conversations and other sounds in your home that are visible or audible in the background of their webcam's transmittals, may be transmitted or recorded during participation in distance learning or meetings conducted via any video platform, and you expressly consent to such transmittal and recording. From time to time, classes and meetings conducted through recordable video platforms such as Zoom, Google Suite, or other video platforms may be recorded by the school for educational purposes and may be shared with other students or employees of the school. Recording of classes or other online interactions with a student or students is not permitted in any manner by anyone other than a representative of the school without permission in writing from the Principal.

The school has reviewed all applications and web services used in the coordination and delivery of distance learning against our internal standards for student data privacy. You understand and acknowledge that while minimal, there may be risks related to the use of Zoom, Google Suite or other video platforms and you recognize and accept those risks. You further acknowledge that you have had the opportunity to review the Privacy Policy and Terms of Use for these video platforms, which can be found at their websites.

You consent to all the terms herein and the Parent Student Handbook and give your child permission to participate in the school's various learning platform opportunities using Zoom, Google Suite, or other video platforms. You acknowledge and represent that you have read this Addendum, fully understand it and agree to its provisions, on behalf of yourself, and as the parent or legal guardian of your child, on behalf of the child.