



ST. PHILIP'S
SCHOOL & COMMUNITY CENTER

2025 - 2026

PARENT - STUDENT HANDBOOK

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SCHOOL 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 75 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 260 children, ages PK-3 through 8th grade, and numerous social and athletic services to over 1,500 children, youth, and adults through the community center.

The Community Center is truly the heart of St. Philip's and provides a multitude of programs to meet the needs of hundreds of children and their families. This includes a Food Pantry, a senior citizens program, mentoring, an academic summer camp, legal clinics, and more.

Great Things Lie Ahead for St. Philip's and the South Dallas Community it calls home!

POLICY PROVISIONS & MODIFICATIONS

The school reserves the right to develop, implement, and modify policies, processes, and standards as deemed necessary to maintain a safe, inclusive, and effective educational environment that supports the school's philosophies, standards, and Christian principles. This includes but is not limited to: policies related to grooming/appearance, academic standards, student conduct, health and safety, uniform, behavior and discipline, and others.

- Schools often have policies that can seem vague or open to interpretation.
- The school will consider the context in which the policy is being applied. This means looking at the specific circumstances and details of each situation to determine the most appropriate application of the policy.
- The school will govern the terminology, semantics, and interpretation of policies.
- All policies, processes, and standards will be developed and reviewed regularly to ensure they meet the evolving needs of the school community.
- Policies will be reviewed annually, or as needed, to ensure their effectiveness and relevance.
- Middle School Division may have policies, procedures, and guidelines not included in this Handbook, but outlined within that division.

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 an emphasis on serving low and moderate-income families.

CORE VALUES

Servant-heart (Displaying Christ-like character)

Respectful (Treating all with dignity)

Trustworthy (Behaving and speaking in a manner that builds trust)

Pursuing Excellence (Becoming better both individually, organizationally and in the community)

Collaborative (Working well with others)

Dedicated (Passionately investing in the ministry of St. Philip's School and Community Center)

YOU BELONG!

(The Statement of Values defines the principles that guide the Board of Trustees and staff in the 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 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 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. Our middle school students are nurtured to deliver God's word through Bible study and Chapel presentations.

The St. Philip's graduate leaves St. Philip's knowing "it is okay to pray and make an "A." They are liberated to acknowledge Christ. They leave strengthened by the guidance and instruction they receive 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 exceedingly 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, offer diverse educational experiences, incorporate Project-Based Learning (PBL) across all grade levels, provide a platform for individual and team academic competitions, nurtures natural artistic talents through the Performing and Fine Arts, and engages students in creative exploration.

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STUDENT PATHWAY



SCHOOL CLIMATE

St. Philip's School and Community Center grew out of Dallas' first black Episcopalian church. The church no longer exists; however, the spiritual essence of the organization's genesis permeates through the halls and classrooms to this day. "Love of God, love of self, love of learning, and love for others" are the key values we instill in our students. It is not enough for us to solely develop critical thinkers and productive students, we aim to grow good human beings that display good character on every stage their academics, athletics, artistic abilities, and entrepreneurial spirits allow them to grace. First, we ground our students with faith and love of God; only then will they begin to love who they are as individuals, treat their peers with respect, embrace their heritage, and ultimately develop a lifelong love of learning.

The infectious culture of St. Philip's is truly loving and nurturing. You can hear it in the sentiments of current families welcoming new families by saying, "Welcome to the St. Philip's family". St. Philip's current and former students are found to be compassionate, confident, competitive, competent, and creative, which are all necessary qualities when striving for excellence. Over the years, we've discovered that many families choose St. Philip's because of our practice of pursuing excellence, our unique culture, and spirit-led engagements. St. Philip's stands as a grateful source of fertile soil, welcoming God and His servants who sacrifice their time, talents, and treasure to transform seeds (the children, youth, and families we serve) into trees. We fully acknowledge the understanding that "the tree is in the seed."

St. Philip's thrives in admitting families we believe will significantly benefit from our effective and unique approach to education. We admit a diverse group of malleable children who will excel in an environment that is encouraging, nurturing, rigorous, and inspires students to love themselves, their community, and 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 and dedicated parents.

ORGANIZATIONAL 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 who 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 school's Executive Team.

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

Under the direction of the Principal, a Division Leader supports the guidance of these divisions

Students at St. Philip's are classified as

- Early Childhood Level (Pre K3 – Kindergarten)
- Lower School Level (1st through 3rd grades)
- Middle School Prep (4th and 5th grades)
- Middle School (6th through 8th grades)

PARENT DEFINED, CUSTODY MATTERS & REPORTING

CONTACT THE ADMISSIONS DIRECTOR FOR MORE DETAILS.

Parent Defined

The section should not contradict but complement the standards outlined in the Continuous Enrollment Agreement.

The term “parent” is used to refer to the parent, parents, legal guardian, or other legally authorized person who has 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 to provide the Admission Department with the current legal court decree or order that has a seal, date, and judge's signature.

- ❖ *In matters involving behavior, discipline, and academics, the school will only meet with the parents, not family friends, extended family members, etc. The school's Instructional Leadership Team must approve any exceptions.*

Parent Contact Information

In the case of separated parents or a custodial parent not living in the primary residence of the child, the parent is responsible for listing and maintaining all parental contact information in the school's communication system (FACTS/Renweb).

PARENTS:
Refer to the School-Wide
Communication section

It is the responsibility of custodial parents to submit and maintain all parent contact information, including email addresses and cell phone numbers in the school's system, FACTS, Remind Messaging APP, and classroom databases.

Contact information submitted and maintained in the school's communication systems by the parent will be used by the school until updates are made. It is the responsibility of the parent to ensure all information is accurate. The Admissions Department can be contacted for support on the school's communication systems.

Custody Matters

Custodial matters should be addressed and submitted in writing to both the Admissions 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 academic records and other school-related information regarding their child.
- If there is a court order specifying that no information is to be given to a parent, it is the responsibility of the custodial parent to provide the school with an official copy of the court order that specifically states this directive.

Divorced parents must provide the school with an official copy of the custody section of the divorce decree, which must be signed and dated by the officiating judge. The school will not interpret, regulate, or monitor the decree.

The school will seek to support (as reasonable and practical for the school) the provisions outlined in the official court order or decree, which must be signed and dated by the officiating judge.

The school will ***not*** interpret or enforce, or supervise

- a visitation or drop-off or pick-up schedule,
- school attendance,
- student's academic assignment dates to coincide with custody-related dates,
- standards to meet the school-to-home academic support,
- providing additional resources for multiple addresses of the child,
- coordination of matters pertaining to participating in academic excursion responsibilities.

Custodial parents, blended family parents, guardians, and those related to the child are responsible for supporting the student and adhering to all school policies and procedures, including the Parent Responsibility Agreement and Harmony & Communication Agreement, and *Continuous Enrollment Agreement*.

Parent Educational Court Established Rights: If parents are not in the same home, the parents are responsible for determining how they can harmoniously have school-parent meetings/conferences that support the teacher's available conference schedules. School staff will not coordinate schedules or conflicts between parents.

Protective / Restraining Order

Parents are required to immediately notify the school if a protective order is being pursued for the protection of themselves or their child enrolled in the school. If it is believed the child may be in danger, the parent should immediately notify (in writing and a telephone) the Admissions Director, School Principal, Dean, and Grade Level Division Director.

It is the parent's responsibility to obtain protections that may include an order prohibiting a parent (or person) from going to the school, being on the school's campus, from gaining access to the child's school records, prohibiting the parent from meeting with school personnel, or generally preventing the parent from involving himself or herself in the child's school or education.

The school and its related events will not serve as a designated visitation site or supervised setting if there is such an order or pending the issue of an order. Parental conflicts and disputes (or relationships involving a parent) must not be addressed on the school's property or at school events, whether on or off campus. Any such matters resulting in a disorder or disturbance while on the school property or an event may result in the family being recommended for withdrawal, law enforcement intervention, subject to review by the Harmony Committee, and or immediate dismissal from enrollment at St. Philip's School and Community Center (without the privilege of returning to the campus property or reimbursement of tuition or release from the parent financial contractual agreements).

Legal Testimony

If parents request testimony or documents from the school in a custody case, or other legal matter, the school's guidelines require that the parent or agency submit requests only to the School's Principal and or Admissions Director. The School Principal or Admissions Director must be notified when an employee is requested to be involved in any court or legal proceedings. Unless court ordered, we, the school, or any personnel are not obligated to participate in such proceedings.

The Admissions Office is the official guardian of student records and will determine when and how legal or court-requested documents are released.

Child Protective Services

The school will follow the governmental agency guidelines for school personnel reporting of suspected child abuse or neglect.

This reporting may include, but not be limited to, abuse or neglect (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, including sex trafficking, criminal activity, or endangerment.

Once a report is filed, the school may be required to provide additional information to governing authorities. The school report of notifications to the parent will follow the governing agency guidelines.

The school respects the inherent rights and responsibilities of parents for their children. Recognizing this, federal, state, and local laws require that all interactions and reporting will comply with all laws, policies, and ethical standards about confidentiality.

###

PARENT EXPECTATIONS & GUIDELINES

REFER TO THE ADMISSIONS DIRECTOR OR PARENT CONTINUOUS ENROLLMENT AGREEMENT

This section is an excerpt from the Continuous Enrollment Agreement (subject to revisions).

There is no denying the immeasurable impact our parents have on the effectiveness and life of St. Philip's School.

It is a fact: A St. Philip's education is truly a partnership between school, home, teacher, and parents. During the enrollment process, we make it clear to parents that we are not admitting their child to St. Philip's but to the family.

St. Philip's attracts families who value education and are committed to doing their part to reinforce what is being taught in the classroom, in the chapel, or even on the athletic field. Parental involvement fuels an infectious enthusiasm and expectation of excellence. We recognize that all our families have a choice, and they've chosen St. Philip's. Thus, we work to cultivate a culture that empowers parents to contribute their time and talents to the school regularly, as well as to take a bit of ownership of the institution.

The School believes that a positive and constructive working relationship between St. Philip's School and Community Center and each parent is essential to the accomplishment of the School's education mission and responsibilities to its students. Accordingly, if, in the sole judgment and discretion of the School, the parent's or other family member's behavior, actions, communications, or interactions whether on or off campus (including during school-sponsored events) is disruptive, intimidating, or overly aggressive, or reflects a loss of confidence or serious disagreement with the school's policies, Christian values, methods of instruction, or discipline, or otherwise interferes with the School's safety procedures, biblical moral standards and principles, responsibilities, or accomplishment of its educational purpose or program, or in any way act as counter-witness to the biblical principles followed and adopted by the School, the School reserves the right to dismiss the student from the community without regard to circumstances of why, when and where such conduct occurs.

In addition, the School reserves the right to place restrictions on parent's or other family members' involvement or activity at school, presence on school property or at school-related events, and/or communication with and/or to the School if the parent or other family member engages in behavior or has a status (such as a pending criminal prosecution or conviction) that would, in the sole discretion of SPS, suggest that such restrictions may be appropriate for the community.

There will be no refund of tuition where such enforced withdrawal occurs, and any unpaid balance is payable in full according to the terms of their Continuous Enrollment Agreement. If, for any reason and in the sole discretion of the School it is in the best interest of the School, the School also reserves the right to withdraw an offer of enrollment or re-enrollment at any time, and to nullify an executed Continuous Enrollment Agreement. The parent agrees that this policy is reasonable and is necessary to further the mission, values and policies of SPS, including the policies regarding non-refundable tuition and balances due.

On behalf of the student and as a parent, the parent understand that it is required that both parent and the student know and at all times follow the School's rules, procedures, policies, and/or regulations contained in any handbook or other published document and agree to be bound and abide by the terms, provisions, obligations, and requirements thereof. Parents also understand that while the student must comply and follow all of the rules, procedures, policies, and/or regulations set out in these various handbooks and/or other documents, such handbooks and/or other documents are not contracts (other than their Parent Agreement), nor are they intended to be so construed.

Families may be subject to being referred to The Harmony Committee.

Opportunities:

Parent opportunities are designed to support the school's efforts to keep parents informed, involved, and supportive. Such opportunities are offered throughout the school year and various platforms to meet the needs of families to attend.

The Parent Responsibility Agreement, Harmony & Communication Agreement, and Continuous Enrollment Agreement outline the parent's commitment to being

- ✓ an ambassador for the school,
- ✓ partnering with the school and the teacher, and
- ✓ attending required activities.

Required Parent Report Card Conferences

Parents are required to attend Parent Conferences required. Parents are responsible for coordinating their schedules to support the School/Teacher's established schedule for these meetings. Refer to the Grade & Academic section for more details. Refer to the *Continuance Enrollment Agreement*.

The completion of homework, assignments, or attending extracurricular activities etc., will not be an excusable reason for a parent not to attend a school-wide mandatory event.

Parent School Association

The Parent School Association (affectionately known as PSA) is not your typical Parent Association, as the word "school" is included. St. Philip's PSA takes the initiative to encourage service, sharing of resources, and a "village" culture. The PSA is another way parents show their commitment to not only the education of their child but also the improvement and growth of St. Philip's School and Community Center.

The PSA recognizes that St. Philip's cannot be successful without the leadership of its parent body. Although parents serve as this group's leadership, this is a true partnership, as the school administration works closely with PSA committee members and the School Principal or school designee to identify programs and areas of need. The PSA works with the Principal and other key school stakeholders.

The PSA has worked to secure a balance between fundraising and other key initiatives. The PSA holds one large annual fundraiser.

Parent University

The school seeks to expand parenting knowledge, skills, and abilities through our Parent University educational events. Parent education areas of focus may include mental health, social-emotional learning, academics, educational strategies at home, child development stages, and so much more. Attendance at Parent University is an opportunity to fulfill the **mandatory** attendance parent enrollment agreement.

Parent Agreement / Harmony & Communication

Mandatory Parent Participation Agreement

As a part of a parent's continuous enrollment, parents commit to mandatory participation in *three (3) of the school's designated mandatory events* during the school year.

These school-designated parent mandatory events include any of the following:

- 1. Parent School Association (PSA) meetings,**
- 2. Parent University, and/or**
- 3. school-wide meetings as designated by the Principal (such as Pastries with the Principal).**

A parent's continuous enrollment agreement is a commitment to comply with all the school's policies and agreements outlined in the continuous enrollment standards, parent agreement, and harmony policy and communication standards. Refer to the Parent Agreement/Harmony & Communication section.

Parent Background Checks

All parents, volunteers, chaperones, individuals attending academic excursions (field trips), or those who work

independently with students must have successfully passed the school's process for a criminal history background check, which will include fingerprinting.

At the **beginning** of the school year, if parents are serving or volunteering, all are required and responsible for completing the background check documents for their background clearance. The process takes weeks; therefore, it is imperative to begin the process early.

- ✓ Background Check documents are located online in the FACTS parent portal. Parents are responsible for providing the completed documents directly to the Human Resources Department, not any other school personnel.
- ✓ Before serving as a volunteer or participating in academic excursions, as identified, parents must provide the Admissions Director with proof of passing the school's background check process and the Director of the child's division.
- ✓ It is the responsibility of the parent to ensure they have received written notification from the background agency that they have passed the school's standard background check **before** participating as a volunteer, supporting in the classroom or student event, working with students, attending an academic excursion, etc.
- ✓ Failure to comply will result in the parent not participating in events and other actions as deemed appropriate for the activity.

Parents on Campus & Check-In

Refer to the safety and security section and the Early Release/Pick Up section for more details.

- ✓ General drop-in visits are not permitted.
- ✓ Upon arrival, **all** parents and adults 18 or older must follow the on-campus check-in process. Parents will wait in the designated waiting area.
- ✓ Parents should not congregate in areas that may hinder class instruction or general assemblies, in the classrooms, in the student transition hallways, or around the conference/meeting room areas.
- ✓ Chapel events are open to friends and families, Mondays-Fridays or at designated school-wide events.
- ✓ Parents and visitors must be escorted throughout the building.

***Parents participating
in the classroom must
be preapproved by the
Director of the grade
level.***

*General drop-in visits are not
permitted.*

Impromptu Or Unscheduled Actions

Parents may not enter or drop in on any classroom during instructional time or unannounced for any reason. This includes and is not limited to before or after chapel or school-wide events during the school day. ALL visits or classroom presence must be

pre-scheduled. Regardless of the reason, parents must not intervene even if students are transitioning. It is imperative for everyone to be considered and respectful of safety, security, and instructional time.

D.E.A.R. with Parents

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 pre-schedule activities with the classroom teacher **and** the Director of the Grade Level **before** volunteering or serving in the classroom, including D.E.A.R.

Parent Carpool Support

Throughout the entire school year, all parents are scheduled to volunteer for Kiss and Ride (morning carpool duty). Parents should be at their designated location at 7:35 a.m. promptly starting at 7:40 a.m.

***Lack of consistency in parent carpool support may result in modifications to or cessation of the morning carpool.
The Principal will notify parents of any changes.***

Homeroom Parents

- The selection of homeroom parents must be preapproved by the Principal's office and the grade-level Director.
- Homeroom parents are not self-appointed.
- The school will provide guidance and outline the duties of the homeroom parent.
- Approved homeroom parents must contact the teacher to discuss what the needs are, how and when to support, and follow established guidelines.
- Before providing support, all parents must coordinate support efforts with the consent of the teacher and the Director of the grade level.
- Homeroom parents may not establish their own standards or initiate any programs, activities, or events without the **prior approval** of the Principal or Director of the grade level.

Homeroom/Advisory Parents

In cooperation with classroom teachers, homeroom parents coordinate grade-level activities during the school year and 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 and the grade-level Director **before** being finalized by the homeroom parents.

Homeroom and Advisory Parent Guidelines must be obtained from the school's Admissions Department and/or Principal.

Must adhere to the Communication Policies regarding use of logos and the Images Use Policy, etc.

Dads' Club

The Dads' Club is an outreach committee of the Parent School Association (PSA). 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, encourage school support from all dads, offer support in coordinating campus events, connect through Dad's Field Day, and make a visible impact in the immediate community, support school-wide events, etc. Must adhere to the Communication Policies regarding use of logos and the Image Use Policy, etc.

Mission Moms

The Mission Moms support the school and students by coordinating various events, Open House events, school-wide events, and other activities to support parents and families. Must adhere to the Communication Policies regarding use of logos and Images Use Policy, etc.

Volunteer Hours

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 or Philanthropy Department.

SCHOOL-WIDE COMMUNICATION

Parent Unauthorized/Unofficial Communication

Parents should **not** create or participate in unauthorized communication sources that may lead to disharmonious actions and erroneous information.

Parents may **not** establish any social media communication platforms that are a representation of St. Philip's School and Community Center, and or the parents of the school.

Such platforms may include but are not limited to GroupMe, Remind accounts, parent text message groups, Facebook groups, and other social networking sites.

The designated school officials will address concerns or violations.

Parents are encouraged to notify the Principal, Dean, and or Grade Level Director of communication being released that does not support these guidelines.

The school does **not** authorize unauthorized or unofficial communication sources.

All parent communication must adhere to the ***Parent Responsibility Agreement and Harmony & Communication Agreement*** guidelines and ***Continuous Enrollment Agreement***.

FACTS (formerly Renweb)-Contact Information

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

All parents are required to maintain their accurate contact information, such as

- ***email, address,***
- ***phone numbers,***
- ***cell numbers for Parent Alerts,***
- ***emergency contacts,***
- ***persons who have legal custody,***
- ***persons authorized to pick up their child,***
- ***student health records, etc.***

LIVESCHOOL:

Some school divisions may use LIVESCHOOL for communicating student merits and demerits. Refer to the Disciplinary/Behavior sections. The Director of these Divisions will provide detailed information about their processes.

It is the parent's responsibility to update accurate information in FACTS/Renweb, Remind, and class emergency contact records.

School information submitted through FACTS/Renweb is submitted to the email address listed in the student's correspondence and the custody sections.

School information submitted through FACTS/Renweb is submitted to the email address listed in the student's correspondence and the custody sections.

Remind APP

Remind is a communication APP 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 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.

Inclement Weather Communication

In the event of the closing of school due to inclement weather, a school-wide communication system voice and/or text message 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. Additionally, a post on the website and social media will be published. It is crucial to maintain accurate cell, home, and emergency contact telephone numbers and email addresses in the School's FACTS/RenWeb system.

A "severe weather alert dismissal" message will be sent to parents when conditions exist that pose a safety threat. An email via FACTS/RenWeb and Text messages via Parent Alert will be sent.

Parents must refrain from texting, calling, or emailing students during the school day. To make contact with students, parents must contact the student's classroom teacher, grade level director, or the Dean.

COMMUNICATION – SOCIAL MEDIA, LOGOS...

Social Media, Logos and Images Use Policy

IMPORTANT GUIDELINES FOR ALL

Social Media, Logos, and Images Use Policy

As with most organizations, Marketing, Public Relations, and Communications are a function of St. Philip's Advancement efforts. We ensure that as an organization, we are communicating the needs, success, opportunities, and impact of our programming to all our constituents – donors, volunteers, parents, students, alumni, prospects, and the larger community.

The school's Communication Department directs and approves all matters regarding the school and community center's branding, marketing, publications, website, and social media. All matters about St. Philip's School and Community Center logos, marketing, branding, websites, publications, social media, and communication should be reviewed, approved, and guided by the Communications Department.

Employees, volunteers, and partners are required to follow the brand standard guidelines of the organization to ensure the proper understanding of St. Philip's School and Community Center is communicated. Unauthorized use of St. Philip's brand and likeness of any kind is prohibited.

The use of all logos and images associated with St. Philip's School and Community Center and its associated entities is 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 Communication Department.

This includes but is not limited to the school logo in all its forms, events, athletic logos, Parent Student Association (PSA), Mission Moms, Dad's Clubs, Homeroom Parents, any other groups, individuals, etc., as well as images from the school website. Independent use and production of any of these logos and images on printed and digital materials such as sports team uniforms, paper goods, clothing, decals, monogrammed or imprinted items, etc., are prohibited without the written approval of the Communications Department.

COMMUNICATION PROCESS WITH THE FACULTY:

CONTACT THE GRADE-LEVEL DIRECTOR FOR MORE DETAILS.

Communication: Meeting Process with School Faculty/Teachers

ALL meetings/discussions/conversations should be scheduled.

To schedule a meeting, send the teacher

- 1) An email,
- 2) A Remind APP meeting requests, and
- 3) Any other teacher contact process shared by the teacher

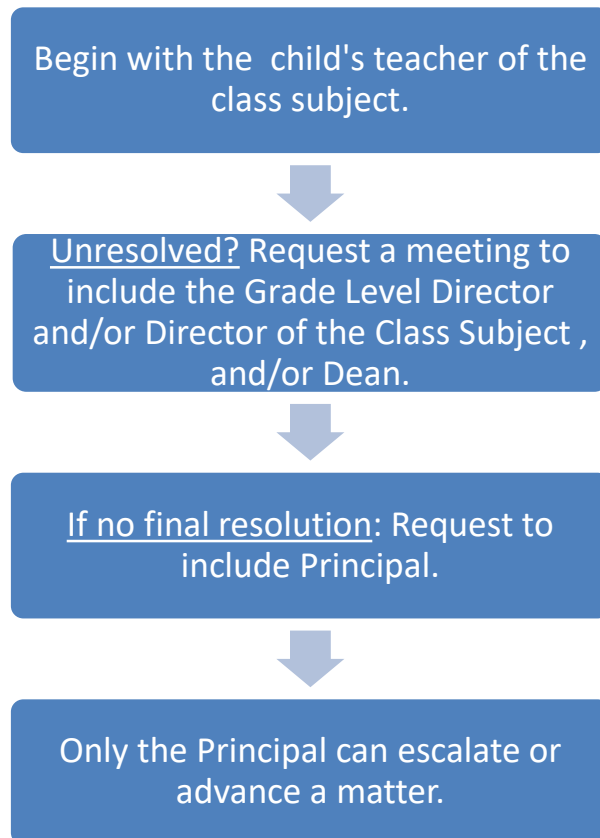
NOTE: Follow the guidelines/steps the teacher has shared if it is different than the above three steps.

- 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 Remind or email. After two school business days of attempting to contact your child's teacher, you should contact the grade level Director.
- If the teacher is absent, contact your child's grade level Director.
- Request confirmation from the teacher/faculty **before** you arrive for a meeting.
- You must follow the school building check-in process. For safety and security measures, name badges should ALWAYS be worn when transitioning through the building.
- Everyone 18 years and older must sign in according to the school's entry process.
- Wait for the teacher to pick you up from the reception area or for someone to escort you to the meeting area.
- Parents should NOT have impromptu meetings with teachers. This includes meetings in the hallway, during carpool, before or after chapel, and while a teacher is supervising or teaching students (related to times that would reduce direct attention to students).

Parents must refrain from texting, calling, or emailing students during the school day. To make contact with students, parents must contact the student's classroom teacher, grade level director, or Dean.

COMMUNICATION - PROCESS TO RESOLVE A MATTER

The need for resolution on a matter should follow this process:



Communication – Resolution Meetings

The principal seeks to ensure all school matters are addressed effectively, efficiently, and expediently. Only the Principal can escalate or advance a school matter.

Teachers will *not* notify parents of every incident that may occur with a child.

In matters involving behavior, discipline and academics, the school will only meet with the parents, not family friends, extended family members, etc. The school's Instructional Leadership Team must approve any exceptions.

ADMISSIONS / CONTINUOUS ENROLLMENT AGREEMENT

CONTACT THE ADMISSIONS DIRECTOR OR REFER TO YOUR CONTINUOUS ENROLLMENT AGREEMENT FOR MORE DETAILS

At St. Philip's, we admit families, not just the students.

St. Philip's does its best to admit families we believe will 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 through our **Graduate Profile** to have a

- **Love Of God,**
- **Love Of Self,**
- **Love Of Community, and a**
- **Love Of 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.

Non-discrimination 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 accorded or made available to students at the school. It does not condemn or condone based on race, color, religion, gender, sexual orientation, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Admissions & Continual Enrollment Agreement

Refer to the *Continuous Enrollment Agreement and Parent Statement* for details on the following agreements and other related enrollment matters.

- *Applying Out:*
- *Academic Progress – Best Fit at SPSCC*
- *Behavioral Support – Best Fit at SPSCC*
- *Non-Compliance with Parent Mandatory 3-Event Participation*
- *Non-Compliance with Mandatory Parent Conferences*

CONTACTS - WHO DO YOU GO TO?

- ✓ *Questions about attendance/school uniforms/student records?*
Contact the Admissions Office at admissions@stphilips.com
- ✓ *Questions about the Parent/Student Handbook?*
Contact the Dean of Students and Family Affairs, Ramona Bailey at rbailey@stphilips.com
- ✓ *Questions about curriculum and instruction?*
Contact the Director of Curriculum and Instruction, Tamasha Govan at tgovan@stphilips.com
- ✓ *Questions for our Business or Finance Office?*
Contact the Chief Financial Officer, Kawana Moore at kmoore@stphilips.com
- ✓ *Questions about athletics?*
Contact the School Athletic Director, Donovan Smith at dsmith@stphilips.com or
Community Center Athletics Director, Eddie Fletcher at efletcher@stphilips.com
- ✓ *Questions for our school Nurse?*
Contact Adreinne Freeney at afreeney@stphilips.com
- ✓ *Questions about academic/behavior concerns or learning differences and accommodations?*
Contact the Dean of Students and Family Affairs, Ramona Bailey at rbailey@stphilips.com
- ✓ *Questions about social/personal concerns or Life After St. Philip's?*
Contact the School Counselor and Student Pathways Director, Donovan Smith at dsmith@stphilips.com
- ✓ *Questions about the lunch program?*
Contact the Chief Experience Officer, Candance Conerly at cconerly@stphilips.com

- *Questions for your Division Director?*
- Contact the Early Childhood Director (Pre-k- Kindergarten), Ametria Maryland at amaryland@stphilips.com
- Contact the Lower School/Middle School Prep Director (1st-5th grades), Jacquelyn Andrews at jandrews@stphilips.com
- Contact the Middle School Director (6th-8th grades), Tara Garrett at tgarrett@stphilips.com

- ✓ *Questions about Fine Arts and Performing Arts/Specialized Courses?*
Contact the Director of Fine Arts and Performing Arts, Alicia (Iv) Holmes at aholmes@stphilips.com

- ✓ *Questions about Before School Care or After School Care?*
Contact the Community Programs Specialist, Joston Collins at jcollins@stphilips.com

- ✓ *Need the principal?*
Contact the Principal's Assistant, Kristy Burrell at kburrell@stphilips.com

CLASSROOM & STUDENT MATTERS	BEHAVIOR	GRADES & ACADEMICS & INSTRUCTION & RESOURCES
<u>1st Contact Must Be:</u> <ul style="list-style-type: none"> • Homeroom Teacher, or • Teacher of Course When Unresolved, the Second Contact Must Be Grade Level Director: <ul style="list-style-type: none"> • Fine Arts Director • Early Childhood Director • Lower School Director • Middle School Prep Director • Middle School Director 	<u>1st Contact Must Be:</u> <ul style="list-style-type: none"> • Homeroom Teacher or • Teacher of Course When Unresolved, the Second Contact May Include the Grade Level Director, School Counselor, and Dean of Students: <ul style="list-style-type: none"> • Fine Arts Director • Early Childhood Director • Lower School Director • Middle School Prep Director • Middle School Director • Dean of Students • School Counselor 	<u>1st Contact Must Be:</u> <ul style="list-style-type: none"> • Teacher of Course and/or • Student's Advisor When Unresolved, the Second Contact Must Be Grade Level Director: <ul style="list-style-type: none"> • Curriculum Director • Early Childhood Director • Lower School Director • Middle School Prep Director • Middle School Director Instruction, Grades, Online Programs, School

		Devices, and Academic Excursions
STUDENT SUPPORT SERVICES (SSS)	COUNSELING & MENTAL WELLNESS & SOCIAL EMOTIONAL LEARNING	HEALTH CLINIC
<p><i>Contact the Dean of Students.</i></p> <p>SSS Team Includes: Dean, Academic Support Coordinator, Grade-Level Director, Teacher, Curriculum Director, Health Clinic, and School Counselor</p> <ul style="list-style-type: none"> • Academic Intervention Support • Educational Evaluations • Referrals for Support Services: <i>Learning Differences / Challenges, Tutoring, ADHD, Autism/Spectrum, Speech Services, Accommodations, etc.</i> • Ongoing Challenging Behavior Prevention & Intervention Support • Parent University; • Faculty Professional Development; • Student Concerns, Complaints, Harassment 	<p><i>Contact the School Counselor</i></p> <ul style="list-style-type: none"> • Social Emotional Learning (SEL) • Responsive Classroom Management Support • Referrals for Ongoing Counseling/Behavioral Support • Mental Wellness Check-Ins <p>The School Counselor does not provide long-term counseling sessions.</p>	<p><i>Contact the Medical Administrator</i></p> <ul style="list-style-type: none"> • Medical Notes/Releases • Immunizations • Medical/Health Care • Infectious & Contagious Diseases • Vision Screenings • Hearing Screenings • Spinal Screenings • CPR/1st Aid <p>○ Health Clinic does not provide diagnostic assessments.</p>
SCHOOL PATHWAY/ LIFE AFTER ST. PHILIPS (LASP)	SCHOOL ATHLETICS & PE	COMMUNITY ATHLETICS & EVENTS
<ul style="list-style-type: none"> • Contact the School Counselor/Student Pathway • Admissions Director • Director of Middle School 	<p><i>Contact the School Athletic Director</i></p> <p>Various School Sports Programs School Coach</p>	<p>Contact the Community Athletic Coordinator</p> <ul style="list-style-type: none"> • Community Advancement

<ul style="list-style-type: none"> Curriculum Director 		
BEFORE SCHOOL CARE & AFTER SCHOOL CARE & SUMMER PROGRAM	AFTER SCHOOL CLUBS & PROGRAMMING	HARMONY COMMITTEE
<i>Contact the Community Advancement Director</i> <ul style="list-style-type: none"> Community Advancement ASC Director 	<ul style="list-style-type: none"> Contact the Fine Arts Director Community Advancement After School Care Director 	<ul style="list-style-type: none"> <i>Contact the Dean of Students & Family Affairs</i> Committee of Faculty & Staff
ADMISSION	SECURITY & SAFETY & BUILDING OPERATIONS	
<i>Contact the Admissions Director</i> <ul style="list-style-type: none"> Continuous Enrollment Agreement Parent Responsibilities Attendance and Tardies Request for any and all Student Records Legal & Court Matters Uniform Purchases, Standards, & Policies Lost & Found Financial Enrollment FACTS Account Access & Support Student Council & Student Government 	<i>Contact the Chief Experience Officer</i> <ul style="list-style-type: none"> Campus Security Computer & Technology Devices Hardware, Damage or Loss Cybersecurity Food/Lunch & Vending Services Campus Internet Services Parking Reception & Check-In Facility Rental Building & Property Operations & Maintenance Security, Safety & Crisis Action Plan Child Care Licensing Earning Community Service Hours 	
MARKETING & SOCIAL MEDIA	VOLUNTEERS	
<i>Contact the Communications Officer</i> <ul style="list-style-type: none"> Communication Policies Social Media School Website Publications Logos & Marketing Approvals Guidelines & Authorization to design/publish clothing, postings, or publications using SPSCC design, logo, themes, or images. 	<i>Contact the Volunteer Coordinator or Department Director</i> <ul style="list-style-type: none"> Business / Corporate Volunteers Volunteer Academic Tutors Organizational & Non-Profit Supporters D.E.A.R. & Library Volunteers Alumni Volunteers 	
BUSINESS OFFICE	HUMAN RESOURCES	
<i>Contact the Chief Accountant</i> <ul style="list-style-type: none"> Tuition Payment – FACTS Financial Payments Inactive Accounts Financial Block for Continuous Enrollment 	<i>Contact the Human Resources Director</i> <ul style="list-style-type: none"> Fingerprint Background Checks for all Employment / Career Opportunities Employee Complaints or Harassment 	

<ul style="list-style-type: none"> Accounting and Business Operations 	<ul style="list-style-type: none"> Employee Relations & Benefit Matters
PHILANTHROPY	
<ul style="list-style-type: none"> Fundraising North Texas Giving Day Family Annual Fund Soliciting Donors or Sponsorships Grants & Donations 	COMMUNITY ADVANCEMENT <ul style="list-style-type: none"> Housing Community Events & Services Neighborhood Services Food Pantry Facility Rental
PRINCIPAL	EXECUTIVE DIRECTOR
<ul style="list-style-type: none"> Faculty Related-Matters Student Matters Parent Concerns School Events 	<ul style="list-style-type: none"> Refer School matters to Principal Refer Community matters to Community Advancement Director Refer Safety & Security matters to Chief Experience Officer Refer Philanthropic matters to the Philanthropy Department

SCHOOL HOURS

ESSENTIAL	BEGINNING	ENDING
Before School Care (only those enrolled in BSC)	6:30 a.m.	7:40 a.m.
Detention (see guidelines)	7:00 a.m. sharp	7:50 a.m., dismissed to class
Morning Carpool (Kiss & Ride)	7:40 a.m.	8:00 a.m.
Arrival in the Classroom	7:41 to 8:00 a.m.	Tardy at 8:00 a.m.
Tardy (must be in the classroom!)	8:00 a.m. sharp	
D.E.A.R./Morning Meetings	8:00 a.m.	Varies by grade division.
Chapel (attendance and participation are reflected in the student's grades)	8:15 a.m. Fridays 8:20 a.m. general	~8:50 a.m. (varies depending on event)
Classroom instruction:	8:00 a.m.	EC: 3:30 p.m. LS: 3:30 MSP: 3:45 p.m. Middle School: 4:00 p.m.
Lunch Period:	Various Times by Grade Level Division	
Early Release Pick-Up time (refer to policy guidelines)	Must pick up before 2:45 p.m.	Can <u>not</u> pick up after 2:45 p.m.
End of School Day	EC through 3 rd :	3:30 p.m.
	4 th through 5 th :	3:45
	6 th through 8 th :	4:15
After-School Care time (for students enrolled in ASC).	EC through 3 rd :	3:30 p.m. to 5:30 p.m.
	4 th through 5 th :	3:45 to 5:30 p.m.
	6 th through 8 th :	4:15 to 5:30 p.m.
Sport Events Extracurricular Program, rehearsals, student services, tutoring, etc..	After School, times vary. Parents must check in with their event coordinators/tutors for their schedule. ASC services will <u>not</u> be provided unless the participating student is enrolled in ASC (including siblings).	

STUDENT EARLY PICK UP/ EARLY DISMISSAL

CONTACT THE DEAN OF STUDENTS ABOUT EARLY PICKUP For safety and security needs, this is subject to revisions
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Refer to the Attendance and Communication sections.

SAFETY & SECURITY:

Ensuring the safety and security of all students is a top priority. All on campus must honor and adhere to all safety and security measures while on campus, inside the school building, and during carpool transition times. These guidelines are for safety and security measures. Compliance is mandatory, and non-compliance may result in corrective disciplinary actions.

Parents, family, friends, visitors, and all on-campus, must comply with the following:

- parking in designated approved spaces,
- arriving and leaving at designated times,
- entering and exiting the building according to directional signage,
- adhering to the check-in and check-out procedures,
- wearing visitor badges at all times,
- being under employee supervision when transitioning through the building,
- using designated adult-only restrooms,
- respecting restricted areas, and
- being harmonious and respectful and all times (refer to Harmony Policy).

AFTERNOONS – 2:45 p.m.

- Beginning at 2:45 p.m., the school building will be closed for access to all persons (including parents and families) to allow for dismissal and the various end-of-the-day transitions.
- If a student has an afternoon appointment, the student must be picked up **before** 2:45.
 - **All pick-up arrivals after 2:45 p.m. will be required to enter the carpool line and wait for the child to be dismissed through carpool.**
- In such cases, due to carpool traffic, safety and security measures, and preparing for the end of school day dismissal, **persons must park across the street** and walk to the front entry door to request the front office personnel or security staff to be admitted.

Late Arrivals:

Please plan to consider traffic factors, so you can arrive **before** 2:45 p.m.

- A student released early from any class is considered absent from class, which may affect their grades.
- The parent is required to sign the student out in the Early Release Sign-out system located at the front receptionist desk. Parent must follow the direction of the front reception staff.
- Only during direct supervised, extenuating circumstances, or school special events may entry and exit be permitted after 2:45 p.m. ONLY EXCEPTIONS:
 - As approved by the coordinator of a school event or meeting.
 - Directed by the Health Clinic, which will be due to a medical emergency that is occurring in the health clinic.
- Persons in the building before 2:45 p.m. must remain under the supervision of school personnel and be escorted out during this designated time.

At 4:15 P.M.:

- The building will reopen for access at 4:15 p.m., which is the end of carpool and student transition times. This measure is mandatory for safety and security measures.
- The parent must come inside the building – foyer area to pick up the child.
- The parent is required to sign the student out in the Early Release Sign-out system located at the front receptionist desk. Parent must follow the direction of the front reception staff.
- Grades may be affected when students miss instruction, classwork, assessments, testing, etc. Refer to grading and class assignments policy.

DROP OFF / BRINGING ITEMS TO SCHOOL GUIDELINES

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

These guidelines are for safety and security measures. Compliance is mandatory, and non-compliance may result in corrective disciplinary actions.

- Items may **NOT** bring or drop off forgotten homework, lunches, snacks, uniforms, binders, school supplies, projects, books, bags, or other items to school for students.
 - *The **exception** to this will be for medical needs, such as medication, eyeglasses, inhalers, etc. Refer to Health Clinic guidelines.*
- ***Students are not permitted to call or email their parents to bring items to school.***
- When a child forgets something and has to do without it for that day, students learn quickly to take responsibility for their day-to-day school life to avoid grade penalty or lack of participation.
- Whether it's completing 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., parents will **not** be permitted to drop off items or have someone deliver items to their child or ask their child to pick up items from the front desk.
- Bring clothing items: ***The only exception will be if directed by the Administration (which may include the Admissions Office, Health Clinic, grade-level Director, or Dean)*** to bring a change in clothing because of a dress code violation or a hygiene matter. If so, the items must be left at the front receptionist desk/Welcome Center. The school will see that your child's other belongings are returned in the backpack at the end of the school day.
- Families are encouraged to NOT pick up their children for lunch. Students may not leave and return just for lunch. Everyone child is expected to eat on campus.
- Parents should not ask anyone, including a teacher or employee, to pick up and deliver items to children. This includes delivery of food or any items.

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

An excerpt from the St. Philip's Creed

BEFORE SCHOOL CARE (BSC) PROGRAM

CONTACT THE DIRECTOR OF **COMMUNITY ADVANCEMENT**
FOR MORE DETAILS.

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

For more detailed BSC guidelines and policies, contact the Community Advancement Director.

BSC Hours:

6:30 a.m. and ends at 7:40 a.m. only for students enrolled in the BSC program.

- ✓ 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 BSC provisions.
- ✓ Students arriving before 7:40 a.m. for a before-school event or service or detention, etc., may not attend BSC if they are not enrolled in BSC.
- ✓ If a student is assigned Detention, the sibling if not enrolled in BSC may not attend BSC.
- ✓ If a student has tutoring or participates in a school event before 7:40, they may not participate in BSC if they are not enrolled in BSC.
- ✓ The BSC program does not offer breakfast nor is there a designated supervised area for children to eat breakfast. Please do not drop off students to eat breakfast on the school campus. Students will not be allowed to eat food in BSC.
- ✓ The BSC does not have structured activities scheduled for the students.
- ✓

Penalty Fees: St. Philip's does not offer a daily "drop-in" or "as needed basis BSC program".

PENALTY FEES:

Drop-Ins, Drop
Offs, Late Fees
and/or penalty
enrollment fees
will be charged!

- ✓ Students not enrolled in BSC but are routinely dropped off between 6:30 a.m. to 7:40 a.m. in the BSC program will be charged a penalty fee thru FACTS or designated account. No exceptions!
- ✓ This BSC penalty fee will not be overturned because the BSC service was utilized. After an excessive number of penalty fees, the child will be enrolled in the BSC program penalty fee thru FACTS or designated account. No exceptions!

- ✓ After numerous penalty fees (as determined by the Director of Community Advancement), the child may be unenrolled/withdrawn from the BSC program.

BSC Discipline: Disciplinary matters occurring in the BSC Program will be coordinated and reported to the parents by the BSC Coordinator.

- ✓ Students may not use any electronic device (including the school's device), prohibited cell phones, smart watches, and earbuds, etc. during BSC/ASC or the school day.
- ✓ Ongoing behavior or noncompliance infractions may result in a student being withdrawn from the BSC program.

No Student Cell Phones, Smart Watches, earbuds or personal electronic devices, etc., are permitted at any time including Before School Care, After School Care, Excursions, and any school programming. Students should **not** be on an electronic device (including school device) to contact, text, phone, or email anyone. This does not include contacting teachers or faculty members.

AFTER SCHOOL CARE (ASC) PROGRAM

CONTACT THE **DIRECTOR OF COMMUNITY ADVANCEMENT**
FOR MORE DETAILS.

After School Care (ASC) is a fee-based program. Students currently attending St. Philip's school will enroll with an arrangement by the Admissions Office before the first day of school. *Parent On-Campus Required*

For more detailed ASC guidelines and policies, refer to the Community Advancement Director.

ASC Hours:

- ✓ EC through 3rd Grade: 3:30 p.m. to 5:30 p.m.
- ✓ 4th through 5th Grade: 3:45 to 5:30 p.m.
- ✓ 6th through 8th Grade: 4:15 to 5:30 p.m.
- ✓ *Extended time:* An extended ASC program from 5:30 p.m. to 6:00 p.m. may offered (to be determined) at an additional annual rate.

ASC is **not** for school events such as Parent Student Association (PSA) meetings, Annual Fund Campaign Drive, Parent University, Fine Arts Program practices or events, athletic or sport events, or any extracurricular programs for students, parent meeting events.

- ✓ Students not enrolled in ASC, must be pick up at the end of school day designated times. It is the responsibility of the parent to communicate and coordinate the schedule of events.
- ✓ Parents are encouraged to not ask teachers or other faculty members or parents not listed on their official Pick Up list to pick up their children if they will arrive late for ASC pick up time or end of the school day pick up time.

PENALTY FEES:

Drop-Ins, Drop
Offs, Late Fees
and/or penalty
enrollment fees
will be
charged!

Penalty Fees: St. Philip's does not offer a daily "drop-in" or "as needed" ASC program.

- ✓ After numerous penalty fees (as determined by the Director of Community Advancement), the child will be automatically enrolled in the ASC program and assessed the ASC program fee thru FACTS or designated account. No exceptions!

- ✓ Late pick up, students not enrolled in ASC, but who are transferred into the ASC program at the end of their designated grade's carpool pick up time, parents will be charged a penalty fee thru FACTS or designated account. No exceptions!
- ✓ Parents who do not pick up their children at the end of ASC designated time, will be charged a penalty fee thru FACTS or designated account. Students must be picked up on time. No exceptions!

Parent events after school: Refer to the Child Care After School Events section.

Meals: Students enrolled in the ASC program are eligible to receive a healthy light meal and milk provided through the North Texas Food Bank or other approved program. Every ASC student will be offered a meal and drink.

Parents are welcome to include an ASC light snack (not a meal) in their child's backpack. Nuts are discouraged. Parents are responsible for ensuring dietary restrictions are reported in writing to all ASC personnel and during the school day to the Health Clinic.

ASC Discipline: Disciplinary matters occurring in the ASC Program will be coordinated and reported to the parents by the ASC Coordinator.

- ✓ Students may not use any electronic device (including the school's device), prohibited cell phones, smart watches, and earbuds, etc. during BSC/ASC or the school day.
- ✓ Ongoing behavior or noncompliance infractions may result in a student being withdrawn from the ASC program.

No Student Cell Phones, Smart Watches, earbuds, or personal electronic devices, etc., are permitted at any time including Before School Care, After School Care, Excursions, and any school programming.

Students should **not** be on an electronic device (including school device) to contact, text, phone, or email anyone. This does not include contacting teachers or

CHILD CARE: SCHOOL EVENTS

CONTACT THE DIRECTOR OF COMMUNITY ADVANCEMENT OR THE EVENT COORDINATOR FOR MORE DETAILS.

Childcare for Special Programs/Meetings, School-Wide Events or After School

After School Care (ASC) is not for special school events held after school. This includes school events such as Parent Student Association (PSA) meetings, Annual Fund Campaign Drive, Parent University, tutoring, student rehearsals or performances, sporting events or practices, Parent-Teacher Report Card Conferences, or any school approved meetings, etc.

- **Special Child Care Arrangements:**

During school's special events, the event coordinator will communicate the child care arrangements for the event. Child care may be at a cost for these special arrangements. Please consult with the Community Advancement Director for arrangements and any associated cost.

No childcare service or programs will be provided for children who are not completely toilet trained or younger than three (3) years of age.

- **Sign Out Requirement:**

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 will result in a late penalty fee being assessed. Parents will be notified in advance if there is an exception to this sign-out process.

- **Parent On-Campus Required**

Most school-wide events offer childcare services at no cost with structured programs for St. Philip's school-aged children. To participate in a school-wide event for childcare services, a parent must participate in the school-wide event being held on campus. Parents are not allowed to enroll their child in childcare and leave the campus but must participate in the school-wide event being offered.

- **Pick Up Time:**

Most school-wide events begin at the end of ASC. The ASC program is **not** for childcare during school-wide events. When there is an evening school-wide event, students not enrolled in ASC must be picked up at the student's end-of-the-day school designated time. Students not picked up, parents will be charged a late pick-up penalty fee. Parents are responsible for picking their children up at their designated time.

DRESS CODE / UNIFORM

CONTACT THE ADMISSIONS DIRECTOR AND OR DEAN REGARDING THE

- Dress Code
- Uniform & PE Uniform Guidelines
- Violation Notices, Corrective Measures, and Disciplinary Process
- Free Dress & Special Dress Days

This policy and guidelines are subject to change. The school reserves the right to develop, implement, and modify policies, processes, and standards as deemed necessary to maintain a safe, inclusive, and effective educational environment that supports the school's philosophies, standards, and Christian principles. This includes but is not limited to policies related to grooming/appearance, academic standards, student conduct, health and safety, uniform, behavior and discipline, and others.

We seek to avoid standards that can seem vague or open to interpretation. The school will govern the terminology, semantics, and interpretation of policies. All school policies, processes, and standards will be developed and reviewed regularly to ensure they meet the evolving needs of the school community.

COMPLIANCE

As the school's uniform and dress code policy has been clearly communicated in advance, immediate adherence and throughout the school year is required to ensure consistency and uphold school standards.

By establishing this dress code and uniform policies and updates, the school aims to create a positive and focused educational environment for all students.

- The school reserves the right to define what is acceptable, appropriate, modest, discreet, and meets school standards.
- Parents must monitor their child's dress and uniform guidelines for compliance with school standards. Teachers, the Admissions Director, Leadership Team, and the Dean are responsible for monitoring and enforcing this policy.

THE DRESS CODE & UNIFORM VIOLATIONS PROCESS (INCLUDING P.E. ATTIRE):

*The following subsections provide additional details
to the listed guidelines in the
“Dress Code and School Uniform” chart.*

Compliance:

Students who do not comply with this policy will be directed to make immediate corrections to comply. Violations may result in Demerits and disciplinary action in accordance with the school’s dress code enforcement procedures.

To ensure consistency and fairness the standards for noncompliance/violations (refer to Infractions/Disciplinary section for more details) are outlined.

Based on the violation, families will be notified to pick up their child from school to meet compliance standards. Parents are required to pick up the child within one (1) hour of notification by the school. This is not an option. Parents who fail to comply will be required to meet with the Admissions Director to establish further corrective measures.

After Labor Day:

- Full enforcement of the uniform policy is in effect on the first school day after Labor Day. No Exceptions!
 - Prior to Labor Day families will receive violation notices for not being in the proper clothing standards. Prior to Labor Day: ALL students must comply with all the uniform guidelines, including but not limited to makeup, hair, jewelry, nails, etc.
 - After Labor Day: All students are expected to be in full compliance with **all** dress and uniform standards. Noncompliance will result in Disciplinary Action.

Violation/Infraction Standards:

The penalties/infractions are at the sole discretion and determination of the school.

- 1st and 2nd Violations: The initial and second notice/report to the parents will be made by either the classroom teacher or the Grade-Level Director. The Admissions Office will be notified by faculty of the 1st and 2nd violations. The

corrective compliance standard must be made. LiveSchool notation may be indicated.

- The 2nd dress code violation will result in the student being sent to the Admissions Office and parents being contacted to bring the proper clothing to school.
- 3rd and 4th Violations: A student who has a third and 4th violation (whether for the same or different violation)
 - The Admissions Office will be notified by faculty or Grade Level Director of the 3rd and 4th violations.
 - The student will be directed to the Admissions Office. Admissions will email the family to fulfill immediate compliance standards through the FACTS Email Warning Notification. The 3rd and 4th dress code violation will require the student to be picked up by the parent/guardian and taken home for the remainder of the day.
- 5th or more Violations: A student who receives a fifth (5th) violation (whether for the same or different violation),
 - the Admissions Office or designee will send a Behavior Disciplinary Demerit FACTS Violation Notification to the parents,
 - Grade Level Director will document a LiveSchool Demerit for noncompliance through the FACTS Behavior Notification.
 - Become ineligible to participate in or removed from the school's programming/events/athletics, Titans, including representative/leadership responsibilities; and
 - Parent meeting with the Admissions Director for review of noncompliance with continuous enrollment standards.

Required Corrective Action:

Parents are required to make corrective measures within one (1) hour of notification unless the correction requires more time to meet compliance (as determined by the school).

- If corrective measures are beyond one (1) hour, the parent must submit written communication to the school's Admissions Director and Dean regarding the noncompliance. This written response must be received by the school before the student returns to school. The student may not be granted permission to return to school until the correct standards have been met and or the parent has spoken with the Admissions Director and Dean.

Uniform Fit and Sizing:

The school understands that children grow fast and within the school year, may outgrow

their clothes. Therefore, when purchasing uniforms, parents should consider projected growth. Students must wear properly fitting uniforms and footwear that meet the school's standards. Outgrown items—such as shoes that no longer fit or uniforms that are too small—do **not** exempt students from compliance. It is the responsibility of parents to ensure that students have appropriately sized uniform items throughout the school year.

Non-Compliance Due to Sizing:

Uniform violations resulting from outgrown clothing or shoes will be treated as standard infractions.

CLOTHING LENGTH FOR ALL STUDENTS

To ensure a respectful, safe, and distraction-free learning environment for all students, these standards have been established. Parents are encouraged to be supportive of the school's modesty length for the school uniform and free dress guidelines.

- For a marker of modest lengths, the hemline of shorts, skirts, or skorts should reach the mid-thigh when seated. Parents should consider measuring the length based on the child sitting down.
- Clothing that exposes undergarments or is excessively short, such as "short, shorts" or very short miniskirts, is not permitted.
- The school may make modifications to a student's attire if deemed necessary to be appropriate. This modification may include a change of clothes and the removal/exchange of any other items that do not comply with the uniform and dress policy and standards. Any items removed will be returned in the student's backpack.

HAIR COLOR

Non-naturally colored or hue (including dyes, sprays, threaded braids and colored extensions) are prohibited.

HAIR:

Minimize Distractions: By setting guidelines for hairstyles and colors, we aim to reduce distractions in the classroom, allowing students to focus more on academic studies.

Safety and Hygiene: Certain hairstyles can pose safety risks, especially in activities like physical education or science labs. Policies ensure that hair is kept in a manner that is safe and hygienic.

Hair Décor: Hair ribbons, beads, etc., must be the St. Philip's colors of red, white, and or blue **only**.

Natural Hair Colors Only: Students must have natural hair colors. Hair color must be a shade that can naturally grow from a person's scalp. The natural hair color or hue can vary by person. Non-naturally colored or hue (not limited to dyes, sprays, colored extensions, etc.) is prohibited.

- Students should not wear non-natural hair colors threaded (braided) in their hair; this includes a color that is not the natural hue that can naturally grow from the scalp.
- Students may wear neatly groomed natural hairstyles, like afros, braids, Bantu knots, locs, extensions, twists, and fades.
- Designs cut into the hair must be neat, non-offensive, and moderate. Designs must not exceed $\frac{1}{4}$ of the head.
- Hair must be neatly groomed and clean.
- Special events allowing special dress days exceptions may be considered; however, hair must still be reasonable, non-distractive, modest, discreet, appropriate, and acceptable by the school.

NAILS

The school seeks to maintain a focus on learning and minimizing learning distractions, and eliminating social acceptance, conflicts, or competition. For health, safety, to prevent distractions, and to encourage positive social interactions, the following standards must be adhered to. Failure to do so will result in corrective measures as outlined.

- Early Childhood (PK3-Kinder) - Use of artificial/acrylics/gel nails, designer styles for children are ***not*** permitted. Nail polish must be discreet/non-distracting.
- Lower School (1st-3rd) - Use of artificial/acrylics/gel nails, designer styles for children are ***not*** permitted. Nail polish must be discreet/non-distracting.
- Middle School Prep & Middle School (4th grade and up) - Use of artificial/acrylics/gel nails, designer styles are permitted. Nail polish must be discreet/non-distracting, with *modest* designs. Such must adhere to the non-distracting, length, and maintenance guidelines as listed herein. Discreet/distracting designs, or those that result in difficulty in completing school tasks or a safety risk, are not permitted.
- Nail Length – **ALL** nails must be kept at a reasonable length (not extend more than 1/2 inch beyond the fingertip) to prevent injury to oneself and others.
- Nail Maintenance – **ALL** nails should be clean and well-maintained. Students are encouraged to regularly trim and file their nails to avoid sharp edges. A reasonable length is defined as nails that do not extend more than 1/2 inch beyond the fingertip.
- Health and Safety – **ALL** students participating in physical education, sports, or other hands-on activities must ensure their nails are trimmed to avoid accidents or injuries. Any student found to have nails that pose a safety risk will be asked to trim or remove them by the next school day and before playing a physical contact sport/activity.

Students who are nailbiters or suck their fingers are encouraged not to wear artificial nails or nail polish.

MAKEUP:

The purpose of this policy is to promote a healthy, age-appropriate learning environment for all elementary students. Wearing makeup is ***not*** considered suitable for children **in Pk3 through 6th grade** and may distract from the educational experience.

Students in grades PK3 through 6th are not permitted to wear makeup during school hours or at school-sponsored events. This includes, but is not limited to:

- Foundation, concealer, blush, bronzer
- Eye makeup (eyeliner, eyeshadow, mascara)
- Lip products (lipstick, lip gloss, lipliner)
- No student will wear glitter or cosmetic enhancements
- No student will wear fashion band aids or pimple/acne band aids that are a distraction, disruptive, gaudy, etc.

Rationale:

- Encourages natural self-expression and self-confidence
- Reduces distractions and peer pressure related to appearance
- Supports age-appropriate grooming standards
- Promotes a focus on academics and personal development

Considerations/Exceptions:

This policy does not apply to:

- Medical or therapeutic products prescribed by a healthcare provider in an official, attending physician's letterhead, authorized written report
- School plays or performances where makeup is part of a costume (with prior approval only from the Grade Level Director)

JEWELRY (Earrings/Belts/Bracelets/Necklaces, etc):

- Body Piercings / Jewelry (body, nose, face, tongue, toes), etc., are prohibited. Tattoos (temporary or permanent), henna tattoos, body art, or related designs are prohibited. No earrings of any kind for boys will be permitted. Earrings for girls must be modest, not flashy, bulky, not a safety hazard.
- Modesty: All must be modest in size and design. Excessively large, flashy, or attention-grabbing jewelry is not permitted.
- Safety: Must not pose a safety hazard. Dangling or sharp-edged items that could cause injury during physical activity, science or performance, or routine school interactions, etc., are prohibited.

- Respectfulness: Must not display or symbolize disrespectful, offensive, or inappropriate content, including but not limited to language, imagery, or symbols.

SHOES:

School footwear should serve a functional purpose and not be used as a fashion statement. To uphold the standards of professionalism, discipline, and uniformity, all students are required to follow the guidelines regarding footwear:

Discreet and Non-Distracting: Shoes must be simple in design and color. Lights, or gaudy, not excessive decorations, and embellishments, décor/attachments subject to a safety hazard are not permitted.

Matching: Shoes must be a matching pair in style and color. Mismatched or intentionally contrasting footwear is not allowed.

Clean and Well-Maintained: Excessively dirty or damaged shoes may be deemed inappropriate.

FREE DRESS & SPECIAL EVENTS:

Special dress codes may be established by the school for performances or special events. Regardless, unless explicitly written by the school, all school-established attire and appearance policy standards must be met.

Communication Notifications:

Clothing for free dress or special event guidelines will be communicated only by the school. Parents should rely solely on communication directly from the school and no other source (including communication coming from parents and students).

All Settings:

The school's appearance and dress standards include all settings, but not limited to performances, athletics, Titans, Student Council, Student Government, and other school representatives.

Refer to appropriate sections for more details regarding standards and consequences for special programs and student leadership (including Titans).

Academic Excursions Attire:

It will be communicated from the school to parents. Follow the school guidelines and those listed in these Dress Code and School Uniform standards.

ASC or Events After School Attire:

Students may not change out of their school uniform for ASC, school extracurricular practices, with the exception of sports events. Refer to Sports/Athletic events section.

Students attending school-wide events after the school's official hours at the school campus, yet under the direct supervision of their parents should consider the dress guidelines listed herein for the purposes stated.

Titans and other Leadership Attire:

Titans, Student Government, Student Ambassadors, Student Council, etc. must adhere to this Dress Code Uniform standards as outlined herein. For Free Dress Day standards for Titans, refer to the Titan Program section.

Sports/Athletic/PE Attire:

Athletic wear must adhere to this Dress Code Uniform standards as outlined herein. Refer to the Athletic Program section regarding sporting events attire and standards.

*The above sections provide additional details
to the listed guidelines in the
“Dress Code and School Uniform” chart.*

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DRESS CODE & SCHOOL UNIFORM



DRESS CODE AND SCHOOL UNIFORM

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

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

A. General Appearance

1. Neat, clean, and appropriate grooming for school will be encouraged and expected.
2. Hair styles and cuts should reflect good taste, and be appropriate to the simplicity of the uniform. All hairstyles (natural and others) should be kept neat in appearance – in adherence to our standard of excellence in all areas.
3. Boys may not wear earrings. Girls may wear modest earrings.
4. Make-up is not permitted.
5. No hats or caps may be worn inside the building. Adults are also asked to comply.
6. All shirts and blouses must always be tucked in.
7. St. Philip's sweaters, crewneck sweatshirts, hoodies and jackets are the only types of outer wear to be worn in the building.
8. College/University T-Shirts or sweatshirts may only be worn on Fridays with the St. Philip's uniform skirts, shirts, slacks, or shorts.
9. Students may wear any College/University apparel on Thursdays and special Fridays are Free Dress days for Titans.
10. No body art (tattoos) will be allowed.
11. No gang symbols on books, bodies, bags, or other personal belongings are allowed.

B. Basic Guidelines

1. Students who come to school improperly dressed will be issued a Dress Code Violation as a warning for their 1st offense. The

- 2nd dress code violation will result in the student being sent to the Admissions Office and parents being contacted to bring the proper clothing to school. The 3rd dress code violation will require the student to be picked up by the parent/guardian and taken home for the remainder of the day.
2. No miscellaneous items shall be worn on, over, or under the uniform. Extra coats, jackets, and non-uniform sweaters must be removed and hung in designated areas. They may not be worn in the building (hallway, classroom, gym, or cafeteria) once the school day has begun. St. Philip's sweaters, crewneck sweatshirts, hoodies and jackets are the only types of outer wear to be worn in the building.
3. Long pants are not acceptable for girls at any time.
4. St. Philip's plaid, red, white, or blue is the only acceptable color for hair accessories.
5. Uniform ties are to be worn on Mondays and special days.
6. The official uniform must be worn on Dress for Success Mondays. Boys should wear long pants and a uniform tie. Girls should wear dresses or skirts and a uniform tie. Middle School students must wear the Navy Blazer with St. Philip's emblem. No shorts or skorts may be worn on Mondays.
7. November through March is winter weather. While there is no specific winter dress code, please be sure to dress your

student wisely for the cold weather conditions.

C. Official Uniform

The official uniform can be purchased at Levines Uniform Store or Official Website. Please check with the Admission Office for specific details.

All required items of the uniform shall be worn as follows:

Uniform Girls

Shoes

- PK3: Black Mary Jane w/Velcro **NO TENNIS SHOES**
- PK4 through 8th Grades: Black and white or navy and white saddle oxford shoes are the only shoes that girls may wear.

Pre-Kindergarten 3-Year Old Girls

- White oxford (button down collar) (shirt/blouse, long or short sleeved) Dark Blue – Jumper.
- Blue skorts (no shorts or pants)
- White crew or knee socks (no lace) or white tights (no other color socks or tights may be worn). No ankle socks or footies may be worn
- School plaid cross tie
- St. Philip's red cardigan or pullover sweater/vest with St. Philip's emblem is required for "Dress for Success" Monday's.

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

- White shirt/blouse, long or short sleeved with button-down collar
- School plaid – Jumper
- Blue skorts

- White crew or knee socks (no lace) or white tights (no other color socks or tights may be worn). No ankle socks or footies may be worn
- School plaid cross tie
- St. Philip's red cardigan or pullover sweater/vest with St. Philip's emblem is required for "Dress for Success" Monday's.

4th through 5th Grade Girls Uniform

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

6th-8th Grade Girls Uniform

- Khaki skirt
- Red polo with St. Philip's emblem.
- School plaid cross tie
- St. Philip's **Navy** cardigan or pullover sweater/vest with St. Philip's emblem.
- **Light Blue** shirt/blouse, long or short sleeved with button-down collar and **Navy** blazer with St. Philip's emblem is required for "Dress for Success" Monday's.

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

Uniform Boys

Shoes

- **PK3:** Black Leather-----Velcro
NO LACE UP SHOES
- **PK4 – 8th Grades:** Boy's black lace-up shoe

Pre-Kindergarten 3-Year-Old Boys

- Navy blue slacks with or without cuffs (no corduroy or outside labels such as Bugle Boy or Dockers)
- Baggy or "sagging" pants are not permitted
- Navy walking or knee – length shorts

- White oxford (button down collar) shirt, long or short sleeved
- Navy or black socks **only** with uniform shoes
- **No ankle socks or footies may be worn**
- Red cardigan or pullover sweater/vest with St. Philip's emblem.

Pre-Kindergarten 4 Year Olds - 5th 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
- Baggy or "sagging" pants are not permitted
- Navy walking or knee-length shorts
- White shirt, long or short sleeved with button down collar
- Navy or black socks **only** with uniform shoes
- **No ankle socks or footies may be worn**
- Red cardigan or pullover sweater/vest with St. Philip's emblem.

6th-8th Grade Boys

- Khaki pants
- Khaki walking or knee-length shorts
- Red polo with St. Philip's emblem.
- School plaid tie (no clip-on, needs to be a full tie)
- **Light Blue** shirt/blouse, long or short sleeved with button-down collar and **Navy** blazer with St. Philip's emblem is required for "Dress for Success" Monday's.
- St. Philip's **Navy** cardigan or pullover sweater/vest with St. Philip's emblem.

Physical Education Attire

Girls and boys (1st-8th) must wear **royal blue**, cotton blend shorts and **gray** T-shirts with an official St. Philip's logo. The official P. E. uniforms can be purchased through the online

Squadlocker Spirit Shop. The Squadlocker Spirit Shop carries P. E. shorts, short-sleeved and long-sleeved shirts as well as sweatshirts and sweatpants. PK-Kinder students **do not** purchase PE (Physical Education) uniforms. They will wear their sneakers with their official uniform.

1st-8th grade boys and girls may bring any type of lace-up sneaker 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 shoe must be worn. Sneakers with roller blades are not permitted (roller runners).

Free & Special Dress Days

- When "Free & Special Dress Day(s)" are awarded, the attire must represent the St. Philip's Statement of Mission and Values. When students are awarded free dress days, while on field trips or on field day, they must wear closed toe shoes.
- Additional dress guidelines will be communicated at time of "Free & Special Dress Day(s)"
- **The following items do not meet the requirements of the Dress Code and cannot be worn on campus or while participating in academic excursions.**
- Crocs, slippers, and Bubble Slides are not acceptable school footwear.
- Clothing that is sheer or reveals large amounts of skin such as a tank top or shirt/dress with spaghetti straps.
- Shirts or clothing referring to sex, drugs, alcohol, violence pertaining to degrading and distracting statements.
- Outerwear that fits tightly such as biker shorts, compression shorts and pants, tights, jegging, leggings, pajamas, yoga pants, etc. Spandex attire is not permitted.
- Shorts (for boys and girls), dresses and skirt length must reach the mid-thigh when seated.
- Clothing that restricts movement or makes it difficult to remove as needed.
- **No one-piece, onesies, full-body, or full jumper** outfits are permitted for

Early Childhood and students with urinary incontinence.

This policy is effective immediately and will be enforced.

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HEALTH - MEDICAL SERVICES

CONTACT THE SCHOOL MEDICAL ADMINISTRATOR FOR MORE DETAILS.
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Parents should refer to their *Admissions & Continual Enrollment Agreement*, which outlines agreements for the following:

- ✓ Authorization for Medical Emergency Treatment,
- ✓ Medical Financial Responsibility,
- ✓ COVID and other contagious, infectious illnesses,
- ✓ Release Of Liability & Authorizations, and
- ✓ Attendance

Health Clinic

The Health Clinic exists for the benefit of students who become ill at school or who suffer minor injuries while on the school grounds.

The school health clinic and policies and procedures, where applicable, are in accordance with the Texas Department of State Health Services, Texas Education Code, School Health Service, and other governing agencies.

The policies and procedures outlined are subject to change to adhere to state, federal, and other governing agencies' guidelines.

Diagnostic Care

- The School Medical Administrator will not and does not conduct diagnostic examinations or provide a diagnosis.
- Parents are required to receive diagnostic treatment and care from the child's attending healthcare providers.
- Do not send your child to school for the School Medical Administrator to provide diagnostic or health care treatment. For such needs, please visit your child's healthcare provider.

Parent Notifications - Restrictions, Health-Related

The parent is responsible for maintaining and reporting accurate records on the child's health-related restrictions and or food allergies.

Parents must report essential information in writing to the following:

- the student's teachers,
- the School Medical Administrator,
- grade-level Director and/or Principal's Assistant,

- Food/Lunch Staff,
- Academic Excursion chaperones,
- BSC and ASC Coordinator, and

Parents are required to maintain medical information in the student's FACTS/RenWeb medical section.

Emergency Contacts

Parents are encouraged to maintain accurate contact information in the FACTS/Renweb system to include: work, cell, and home phone numbers, and any other means by whereby they can be contacted during the school day or academic excursions in the event of a medical emergency or school-wide emergency.

Emergency Procedures

All identified school personnel are trained in emergency procedures and are required to have and maintain first aid and CPR certification

Emergency Medical Services (EMS)

Emergency medical service providers will be contacted in the event of a medical emergency situation because of injuries, complications of chronic health conditions, or unexpected major illnesses, etc.

If a child is transported to the hospital, his/her health summary and permission for Health Care authorization will be provided. In the absence of a parent, designated school personnel will accompany the child until the arrival of the parents, guardian, or authorized person.

The school shall not be responsible for the costs of treating injuries or assume liability for any cost associated with an injury at school or any school-related function, emergency services, transportation, and other related expenses.. The parents/guardians will be held responsible for all expenses.

Illness or Injury Reports

A FACTS/Renweb *Medical Event* note or *Illness or Injury Report* will be completed for each emergency occurrence except for minor scratches and/or abrasions. An account of the occurrence will be documented immediately by either the teacher or the School Medical Administrator. Copies of this report will be maintained by the School Medical Administrator, reported in the FACTS/RenWeb medical report section, and parents will be notified accordingly.

Allergies & Asthma

Parents of a student with a life-threatening allergy must provide the school with documentation from a licensed healthcare provider. The parent must disclose if their child has a food allergy. The disclosure should include the food that the child is allergic to and the type of reaction the child experiences.

This information should include the specific allergy and medical requirements needed for the student, should be recorded in FACTS/RenWeb, and written communication to the student's teachers, BSC and ASC personnel, chaperones, etc.

Physician-provided medical guidelines for treatment are required. **An Allergy / Asthma Treatment Plan is required** to be provided by the parents to the School Medical Administrator on the first day of school or upon a plan being implemented by the health care provider for the student.

For safety and security: Students may not have any medication (including inhalers, EpiPens, allergies, pain, etc.) in their possession during the school day or academic excursions. A physician statement authorizing the student to maintain the prescription. No exceptions.

Accommodations for Concussions

The school must receive an official, signed doctor's statement indicating the need for academic accommodations for a student due to a concussion. The school will provide reasonable accommodations for up to three weeks, if needed. Academic accommodations will end once a student has been medically cleared to return to sports or other activities that carry a risk of injury to the head.

Parents are responsible for and required to ensure the school has this information.

Health Records Compliance

The School Medical Administrator and Admissions Director closely monitor medical records to ensure that they are complete and current. The parents' failure to comply with providing accurate and current health records, including immunization reports, will result in a mandatory meeting with the School Medical Administrator to bring the student's medical records into compliance immediately.

Failure to comply may result in the student not being able to return (or in a withdrawn status) to school until the student's records are compliant. Refer to the Continuous Enrollment Agreement.

Immunizations

The School follows the Texas Department of State Health Services rules covering immunizations. 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 within two (2) school business days of your child being enrolled.** To maintain enrollment, parents must comply with these provisions.

Students must remain current with immunizations at all times while enrolled at the School.

The School does not accommodate provisional enrollments; the school requires all applicants/students to be current on immunizations before and acceptance.

Exemptions from immunization requirements are allowable on an individual basis for medical contraindications, active duty with the armed forces of the United States, and reasons of conscience, including religious beliefs. See the Texas Department of State Health Services for more information.

Vision and Hearing Screenings

The Texas Department of State Health Services requires annual vision and hearing screenings for students who meet certain grade criteria.

Spinal Screening Program

Following the Texas Department of State Health Services Spinal Screening Program, spinal screenings are required for girls aged 10 and age 12 to detect abnormal spinal curvature, and refer students for appropriate follow-up, if necessary. Spinal screenings are performed according to the State of Texas standards.

If parents provide official documentation from the student's primary care provider that a spinal screening has been performed, the student will not need to be screened by the school.

Spinal screenings can be declined based on religious tenets, with a parent note stating the screening conflicts with their religious denomination.

Medication – Over The Counter

In accordance with the Texas Department of State Health Services, Texas Education Code, School Health Service guidelines it is the school's policy to NOT dispense or administer any and all over the counter medication unless it is **prescribed by a licensed physician** and labeled by a licensed pharmacist with proper directions on an

authorized, official healthcare prescription note or a current, healthcare provider signed, and/or receipt of a completed *Authorization to Give Medicine* form. For Academic Excursions, contact the health clinic.

Medications – Prescriptions (Rx)

Students requiring prescription medication in the morning should **receive it from their parent before they arrive at school**. Otherwise, please speak to the School Medical Administrator about administering the medicine.

A signed **School's Authorization to Administer Medicine** permission form from the parent, filled out in its entirety and signed by the licensed, credentialed healthcare provider, must accompany the medication.

Each student's medication/prescription must be in its properly labeled container with the following prescription information:

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

Please give the Authorization to Administer Medicine form and properly labeled medication to the School Medical Administrator or the Principal's designee. For Academic Excursions, contact the health clinic.

Student Self-Administer Prescription *(policy is subject to change)*

According to state regulations, students are permitted to self-administer prescription asthma or anaphylaxis medicine. The student must demonstrate to the student's physician or healthcare provider, and the school health administrator, that they demonstrate the skills necessary to self-administer the medication. The physician and parents must sign an authorization form indicating consent to self-administer and specific information that provides details outlining whether the student has asthma or anaphylaxis, and the purpose, dosage, frequency, and duration of the medication to be self-administered.

All medication (including inhalers and EpiPens) will remain in the Health Clinic and must be properly labeled and in its original container.

Epi-Pen

The State of Texas requires that any student with severe allergic reactions that require 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 a student is exposed to the allergen.
4. Authorization to give medication form completed and signed.

Students may not have any medication (including inhalers, EpiPens, allergies, pain, etc.) in their possession during the school day or academic excursions, with no exceptions.

Medication During the School Day

- If your child needs to take prescription medication during the school day, please speak with the School Medical Administrator regarding instructions for drop-off and pick-up of medication.
- All medication (including **inhalers and 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 Medical Administrator 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) or anxiety) and may receive some form of **therapeutic or pharmaceutical** support are encouraged to discuss these matters with the Principal, School Medical Administrator, and related school personnel.
- When medicine is prescribed to assist the student to be successful in school, such as for **ADHD or anxiety or emotional regulation**, the parent and Medical Administrator or Principal's designee will discuss a plan to ensure the student receives the medicine on a consistent and timely basis. Administering such medication during the school day may not be allowed if there is any reason for noncompliance.

The parent is responsible for ensuring the School Medical Administrator receives medication with the required school form for administering. Violations may be subject to disciplinary actions.

Medication During Academic Excursions and School Activities

- In compliance with the Texas Department of Health and Human Services, during academic excursions, parents shall consent to provide for OTC medication and prescription through completion of a medication administration authorization form.

- To ensure safe delivery, all prescription medications must be in the original container and should be brought to the school Medical Administrator 48 school hours before the date of the trip.
- ADHD, anxiety, or emotional regulation prescriptions should continue to be **administered during academic excursions** under the supervision of identified faculty members.
- The school will provide and have available a supply of OTC medicine, including emergency sickness and injuries, for any child.
- Students are supervised during academic excursions; therefore, for the safety, security of others, students should NOT maintain or transport any type of medication in their care.

COVID & Contagious/Infectious Health Condition:

School policies and procedures are subject to the Texas Department of State Health Services, Texas Education Code, School Health Service, and other governing agencies' guidelines.

COVID & OTHER INFECTIOUS DISEASE PROTOCOL:

Contact the Health Clinic for specific protocol details for testing, quarantining, staying at home, and returning to school.

Parents and students will adhere to any enhanced health and safety protocols due to COVID, contagious/infectious health conditions, or any other security, safety or health risk, as determined at the sole discretion of SPS, and to any further enhancements to the protocols as they are implemented, as required to attend school or

participate in any school event at any time. Refer to the *Continuous Enrollment Agreement*.

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.

Whenever there is doubt in your mind about sending your child to school, consult your child's doctor before doing so. The school does not provide diagnostic health exams or determinations.

Immediately, call the school if your child has an infectious or contagious disease 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 other related illnesses:

- severe cold
- flu
- sinus infection
- strep throat
- ringworm
- skin rash or impetigo
- swollen gland
- nausea
- vomiting
- diarrhea
- 100.1⁰+ fever
- communicable disease
- infectious conditions
- conjunctivitis (“pink eye”)
- chickenpox, mumps

- Any child who arrives at the school noticeably ill, or with a fever, or related illness will not be admitted for that day or to participate in school events.

- Any child exhibiting such symptoms, or similar, may be sent home.

- A parent or authorized adult must pick up the child immediately, within **one hour** of the School's contact.

If you have any specific concerns or need more detailed guidelines, consult with your child's school or healthcare provider.

The student exhibiting contagious symptoms may be isolated for this one hour.

- Your child must be free of these symptoms or illnesses (without the use of fever-reducing medication) for **24 hours before returning to school or participating in school events**.
- Different return-to-school stipulations may apply for contagious illnesses such as the H1N1 virus or related communicable/infectious diseases.
- In addition, if health or other safety circumstances warrant, student may be excluded from in-person instruction and any and all school activities, in accordance with governing agencies or SPS's safety protocols currently in effect or as amended.
- In addition, the school is not required to provide virtual or online instruction for any such exclusion.

Required Notification to School:

- An effort will be made to notify parents about school exposure to communicable diseases that pose a risk to students.
- It is particularly important that the parent immediately (upon learning) report cases of a communicable infectious disease to the School Medical Administrator.
- Guidelines for exclusion, return to school, and notification requirements are set forth by the School, The Texas Department of State Health Services, the Center for Disease Control and Prevention, or other governing agencies.

Submitting Infectious/Contagious Records/Reports

- Parents must authorize the release of the results of health evaluations and contagious records to the School Medical Administrator.
- 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 who is unable to attend school according to the Attendance policy, supported by appropriate data and rationale, shall be recommended by the Admissions Director to secure alternative instruction at the expense of the parent. Refer to the Continuous Enrollment Agreement.

Return to School Health Care Release

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

The 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 School Medical Administrator, homeroom teacher, or advisor.

Cleanliness & Hygiene

- Children are encouraged to practice good hygiene.
- Students needing hygiene assistance will be directed to the School Medical Administrator.
- The School Medical Administrator 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 Medical Administrator and the parent.
- Hygiene matters may include but are not limited to the use of body wipes, deodorant, feminine sanitary needs, dental care, and or a change of clothes if needed.
- The parent must report any products a child may be allergic to in the student's medical records and submit them in writing to the School Medical Administrator or academic excursion chaperone.
- Parents must ensure their age-appropriate child has these needed items in their backpack and provided on overnight academic excursions.

Other Exams and Screenings

Oftentimes, local healthcare providers will offer on-campus dental, vision, hearing, or speech-language exams for students at no cost or low cost to the parents. If these services are arranged with the school, the results of these exams will be reported to the parents, and a copy will be kept in the student's health file when deemed necessary.

Students who are **absent for three (3) or more days** because of illness, must bring a healthcare provider's official note upon the student's return to school to be eligible for an excused absence. The note should be provided to the 1) The Admissions Director, 2) the Medical Administrator, and 3) the classroom teachers.

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SPSCC ENCOURAGES ALLERGEN-FREE SPACES

The purpose of this allergen- and nut-free space is to make a good-faith effort to provide a safe and healthy environment for all students, particularly those with nut or food allergies. St. Philip's School & Community Center seeks to encourage all to reconsider having nuts in spaces with students; therefore, we strongly discourage nuts.

Even with strict enforcement, St. Philip's School & Community Center **cannot guarantee a completely nut-free/allergen-free environment**, as the school can't control all food items brought in. While this policy may place a burden on families without allergies, we seek to reduce the risk of **life-threatening allergic reactions** (anaphylaxis) in students with nut allergies.

Definition of "Nut":

A "nut" includes any of the following: Tree nuts (e.g., almonds, cashews, walnuts, hazelnuts, pecans, pistachios, macadamia nuts, etc.) Peanuts (although technically a legume), peanuts are included in this policy due to their high risk of cross-contamination with tree nuts.

Who:

This policy applies to all who come in contact with students and student eating areas.

Food Items:

- **All** food and snacks served to students may or may not be free from nuts or any nut-based ingredients; therefore, the student should be able to identify their known food allergens.
- Parents and students who have nut or food allergies are responsible for checking food labels carefully and avoiding any items that may contain nuts or related allergens.
- Nuts are discouraged.

Classroom and School Events:

For students who have been identified with medical documentation to have nut or food allergies, they will be offered alternative seating in the cafeteria or eating spaces to provide access to safe food areas.

Reporting Allergens:

- Anyone allergic to nuts (or any allergen) must provide an authorized, official medical report documenting the allergens and treatment plan to the Health Clinic on the 1st day of school.
- During other events (Before School, After School, Community Center Programming, extracurricular activities, sport events, academic excursions, etc), the parent is responsible for providing this required written report and **Allergy Action Plan** to the Health Clinic and any school event's supervising adults.
- *Say Something!:* Parents should teach their children when and how to confidently say something about their food or other allergies, know their allergens, know the symptoms, and know their treatment plan.

Medical Action:

Parents of allergic children are often required to:

- Submit a formal **Allergy Action Plan** written by the attending physician.
- Provide prescription medications like antihistamines or EpiPens with the action plan.
- Ensure their child has been formally trained by the attending physician on how to self-administer medication if appropriate.

LUNCH, SNACKS, DRINKS & MEALS

CONTACT YOUR GRADE-LEVEL DIRECTOR FOR MORE DETAILS.
CONTACT THE CHIEF EXPERIENCE OFFICER FOR DETAILS ON LUNCH & AFTER
SCHOOL CARE SNACKS.

The guidelines must be supported by parents.

Drinking Containers (required)

- ✓ Water is the **required** drink every day. Every student is required to bring water in the school-identified type containers.
- ✓ **All glass and can containers are prohibited!**
- ✓ All students are required to bring a reusable water bottle with a closed top (as identified by the school) to school each day for water consumption.
- ✓ Drinking containers that support the learning environment should be non-distracting, non-disruptive, non-spillable, top and non-spillable drinking dispenser, not easy to damage property or tech devices, insulated, easy to transport, and non-breakable. **Not water bottles!**
- ✓ All student products should be clearly labeled with the student's name. The school will not be responsible for the student's lost items or the student searching for items that are not labeled.

WATER CONTAINERS

Drinking containers that support the learning environment should be non-distractible, non-disruptive, non-spillable top and drinking dispenser, not easy to damage property, insulated, easy to transport, and non-breakable. **Not water bottles!**

Dehydration

Parents should ensure their child has the recommended drinking container to consume water each day to prevent dehydration. An appropriate amount of water consumption is imperative on P.E. days and outdoor recess days. This will help support a hydrated student to maintain focus, health, and receive uninterrupted instructional class time.

Food Deliveries (No exceptions)

- Food may not be delivered to the school for a child.
- Parents or anyone may not bring food for a child. This includes food delivery services.
- Food delivered by anyone will not be given to the child.
- Students without a lunch will be offered a school lunch.
- Students should not be checked out of school or leave campus for lunch with any family member or friend, etc.
- Parents are responsible for ensuring their child has a healthy lunch every day

Breakfast

- The school does not have a breakfast program.
- Students should have a balanced breakfast before they arrive in the morning.
- Parents must ensure their child has received a full, nutritious breakfast **before** entering the BSC program.
- Considering the extended time from BSC arrival time to lunchtime, parents should ensure the students come to school having eaten a fulfilling, healthy breakfast and bring a healthy snack.

Students without a Lunch or Snack

- **Neither the school nor employees are required or responsible for providing your child with a snack.**
- Students not participating in the lunch program must bring a healthy lunch.
- Ensuring that the child has breakfast, lunch, and snack is the responsibility of the parent, not the responsibility of the school, school personnel, or food service provider.
- Students without lunch will be offered a school lunch.
- Neither students nor employees are allowed to contact a parent to bring items to a student.

NON-PERMITTED, UNAPPROVED DRINKS

Sodas, high fructose or sugary drinks, energy drinks, coffee, or caffeine drinks of any kind are **not** permitted for EC through Middle School Prep students (PK3-5th)! Students will **not** be allowed to drink these items during the school day or school programs.

These drinks may not be concealed in drinking containers, thermos, etc.

Healthy Eating and Snacks

Allowing for a designated snack time is an option, not a requirement or right.

If a snack period is granted, it will be determined by the classroom teacher.

Research indicates that the sugar content of food consumed by young children must be limited and monitored. A nutritionally balanced lunch and snacks are strongly encouraged at St. Philip's School and Community Center.

- ✓ Students may **drink water, milk, or juice.**
- ✓ Students should NOT drink energy drinks, high-caffeine drinks, including coffee during the school day.
- ✓ 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 that the student can open independently.

- ✓ Some healthy food choices to consider are dried or fresh fruits such as apples, bananas, oranges, strawberries, and watermelon; raw vegetables such as carrots, celery, and broccoli; dairy products such as low-fat cheese, yogurt, and low-fat pudding; and whole-grain snacks such as crackers, cereal bars, baked chips. Additional details regarding healthy snacks and classroom guidelines can be provided by your child's healthcare provider.
- ✓ During lunch or during snack time, students should **not** eat donut-type or sugary pastries/cake items, foods high in fat, sugar content, greasy or spicy, hot chips, or other foods. **These items may be removed from the student, thus not being allowed to eat these items.**
- ✓ Parents must not provide their children with unhealthy drinks and foods to be consumed during the school day. Students participating in athletic programming may be granted modifications with the approval of the Athletic School Coach.
- ✓ **Sodas, high fructose or sugary drinks, energy drinks, coffee, or caffeine drinks** of any kind are **not** permitted for EC through Middle School Prep students – PK-3 through 5th grade. Students will **not** be allowed to drink these items during the school day. These drinks may **not be concealed** in drinking containers, thermos, etc.
- ✓ During designated times, students are allowed to have access to the school's water stations.
- ✓ Middle School students (6th - 8th grade only) may have modified healthy eating restrictions as approved by the Middle School Director.

Lunch Service

CONTACT THE SCHOOL'S CHIEF EXPERIENCE OFFICER ABOUT THE SCHOOL'S LUNCH SERVICE PROGRAMS.

An on-campus lunch service may provide St. Philip's students with a nutritious lunch each day. Parents who wish to have their children participate can obtain the guidelines from the Chief Experience Office or Admissions Office.

- ✓ The school does provide a lunch program for students who choose to participate.
- ✓ The lunch program does **not** support special dietary restrictions or honor special menus. If dietary instructions or food allergies, or specific preferences are desired, the parent must provide lunch and snacks each day for their child.
- ✓ Academic Excursions: Parents are responsible for making sure their child has lunch during academic excursions when required. The grade-level Director will provide details for excursions.

Lunch Period Guidelines:

- 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 designated eating area, 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 and require frequent corrections.
- When students are finished eating, they are responsible for leaving the floor area and table clean and for throwing away all trash.
- Guidelines will be established by each grade level and are subject to change.

Parents must refrain from texting, calling, or emailing students during the school day. In case of an emergency, parents must contact the student's grade level director or the classroom teacher or Dean.

Microwave

- **ONLY** Middle School students have access to a microwave to warm up their food.
- Students must adhere to the microwave use guidelines as established by the school.
- Middle School students may not warm up food for a non-middle school student.
- Employees may **NOT** warm a student's food, drink, or other edible items.

ASC Meal

Students enrolled in the ASC program are eligible to receive a healthy light meal and milk provided through a non-profit food program. Refer to the ASC section.

VENDING MACHINES (is a privilege, not a right):

Middle School students:

- May use the vending machines during their designated lunch period **only**.
- Students may not purchase sodas, high fructose, or sugary drinks during lunch; these can be purchased **after** 4:15 p.m.

All Other Grade Levels:

- All other students may use the vending machines **after** carpool, which is 4:15 pm. A teacher, school staff member, or the after-school coordinator or designee **must give permission and supervise the student** transitioning to and while at the vending machines.
- After 5:30 p.m., the vending machine is in a secured area and must only be accessed by a child **with adult supervision**.

No Student Cell Phones, Smart Watches, earbuds, or personal electronic devices, etc., are permitted at any time including Before School Care, After School Care, Excursions, and any school programming. Students should **not** be on an electronic device (including school device) to contact, text, phone, or email anyone. This does not include contacting teachers or faculty members.

PARTIES & CELEBRATIONS

Policy is subject to change.

CONTACT THE GRADE-LEVEL DIRECTOR FOR MORE DETAILS.

This is subject to differ by Division Levels. Consults with the Grade-Level Director.

Any exceptions or provisions not outlined in these guidelines must be pre-approved in writing by the grade-level Director.

For more about parties and events, you must comply with the guidelines listed in the General Standards section. Parties (Classroom, Birthdays, Holidays, Food-Refer to Other General Standards section)

Pre-Approved: Parents must **not** plan to have on-campus parties or other celebrations without the prior written approval of the Director. Parents must receive written approval from the Director with two school business days' notice. Failure to be preapproved may result in scheduling conflicts and the party will need to be canceled and rescheduled.

ALL parties are to be scheduled during the student's class lunch period ONLY. Such celebrations are limited to 15 minutes during the lunch period!

Graduation Ceremonies - Early Childhood:

St. Philip's School and Community Center has a long-standing tradition of hosting a formal graduation ceremony, including cap and gown pictures, at the culmination of the St. Philip's journey, which is now 8th grade.

While we do **not** host formal graduation ceremonies for our younger grades, we wholeheartedly believe in recognizing and celebrating early milestones. Our Early Childhood team is committed to honoring student growth in meaningful and age-appropriate ways. We continually seek to make these moments joyful and memorable for both students and their families.

Birthday Celebrations

The school's goal is to make every child feel accepted. We appreciate your cooperation regarding birthdays. It should be a fun, happy time for your child and their friends, but the feelings, diet restrictions, and food allergies of the other students must be considered.

Birthdays will be celebrated once a month,
on the last Friday of the month.
(Subject to Change)

***Birthday Celebrations are limited
to Sweet Treats and/ or Treat Bags
Only.***

To reach this goal, parents must support and comply with established guidelines:

Invitations:

- ✓ If you send invitations to the school, please invite **all students** in the advisory or the child's homeroom class section.
- ✓ 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, or any other non-school distribution process, including not being placed in the student's backpack.
- ✓ 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, or any other non-school distribution process, including not being placed in the student's backpack.
- ✓ Do **not** send birthday presents or party favors to school.
- ✓ The grade-level Director must approve parents to schedule to bring special treats for birthdays or at other events or times during the year.
- ✓ **No** delivery of flowers, balloon bouquets, food, or related items, etc., so as not to interrupt the educational process.
- ✓ **No** costume or cartoon characters or dress-up party goers are permitted. Character persons will be asked to leave or change clothes.

Classroom Events

All plans and details for class events must be reviewed and approved by the grade-level Director **before** being finalized by class homeroom parents.

Unscheduled or unapproved plans or events, including parties that may impede the learning process, will be rescheduled for another time or cancelled based on the instructional time and class schedule or school activities.

We request that parents support our **Christian environment** in their choices of providing treats and decorations. Items not supporting our Christian environment will be returned to the parent. No goblins, witches, scary pumpkins, sorcery-related items, etc.

Goody bags should not include hazardous objects and should be age-appropriate for all. Birthday Celebrations are limited to Sweet Treats and/ or Treat Bags Only. Nuts items are discouraged.

The school will **not permit** bouquets of balloons, animated characters, and other celebratory decorations to be maintained in the classrooms. These can be distracting to students' learning. Animated characters or dress-up characters will not be approved.

Party / Celebration Food, etc.:

- **NO** food, packaged treats/food, etc. will be permitted to be delivered, served, or at any time to students during before, during, or after school.
- Do **NOT** provide cakes, lunch, or food for the students. Only Treat Bags will be permitted.

###

OTHER SCHOOL GENERAL STANDARDS

Impromptu Or Unscheduled Actions or Observations

To ensure a safe, structured, and uninterrupted learning environment for all students and staff, this policy outlines the expectations regarding parent visits to classrooms and campus. This includes parent groups, those assisting with pre-approved, assigned volunteer support tasks.

On campus observations of students are not permitted.

- Parents are **not permitted to make impromptu visits** to classrooms or other areas of the campus during school hours.
- Parents may not enter or drop in on any classroom during instructional time or unannounced for any reason. This includes and is not limited to before or after chapel or school-wide events during the school day.
- All visits must be scheduled in advance through the appropriate administrative channels.
- Regardless of the reason, parents must not intervene even if students are transitioning.
- Student observations are **not permitted**. Observations interfere with assessments, special activities, or sensitive instruction, and the privacy of other students.

It is imperative for everyone to be considerate and respectful of safety, security, structure, and instructional time.

- **Minimizing Disruptions:** Unscheduled visits can interrupt the flow of instruction and distract students and teachers from their learning objectives.
- **Ensuring Safety and Security:** For the safety of all students and staff, it is essential to monitor and control campus access. Impromptu visits compromise established security protocols.
- **Respecting Classroom Boundaries:** Classrooms are professional learning environments. Unannounced visits may infringe on the privacy and focus of both students and educators.
- **Supporting Effective Communication:** Scheduled meetings allow staff to prepare and provide meaningful updates or address concerns in a respectful and productive manner.
- **Procedures:** Parents wishing to visit the teacher or Director must submit a request to the school office at least 24 hours in advance.
 - All visitors must check in at the front office and wear a visitor badge while on campus.

Class Placement / Teacher Assignment to Student

Determining the make-up of homerooms or student assignments is the shared responsibility of teachers and school administration. A parent may express their request for class placement or teacher assignment to the school principal. Beginning in first grade, students are no longer in a self-contained classroom; therefore, students are taught by both grade teachers and all specialized teachers.

Lost and Found

- The Lost and Found space is located in the designated area established by the school.
- Parents should email 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 items**: shoes, garments, backpacks, lunch items, binders, school charging cords, etc., to avoid lost articles not being returned to the rightful owners.
- All unclaimed items that remain for an extended 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.
- **Students are not permitted to roam the school unsupervised looking for lost items. Students roaming the school for any reason may result in corrective measures.**

ATTENDANCE (EXCUSED & UNEXCUSED)

Required Attendance-90% Of School Days

*The **90% rule** applies to both excused and unexcused absences. This means, students risk becoming ineligible to advance to the next grade level if they are not present 90% of the time regardless of whether the absence is excused or unexcused.*

This includes classroom attendance.

Parents: Refer to the Continuous Enrollment Agreement.

CONTACT THE ADMISSIONS DIRECTOR FOR MORE DETAILS.

Contact the Middle School (MS) Director for the MS division level's standards and processes.

Refer to Grading for Excused & Unexcused Attendance

- ✓ **Records**: Parents may review the daily attendance and tardy records in the FACTS/Renweb system.
- ✓ **Required**: ALL students are required to comply with the attendance policy and be on time. This is not an option. Attendance and tardiness will affect grades and consideration for continuous enrollment.
- ✓ **Contact**: Matters relating to excessive attendance, tardiness, and leaving early must be addressed with the Admissions Director and the grade-level Director.
- ✓ **Academics & Grades**: Absences from school or a class, for whatever reason, do not excuse a student from the obligation to complete all schoolwork. *Refer to Homework / Academic section, Grading section for more guidelines.*
- ✓ **Tardies & Absences**: Three (3) unexcused tardies equal one unexcused absence.
- ✓ **Healthcare**: Refer to the Health Care section regarding providing a return to school release with a healthcare provider's report.
- ✓ **Communication**: The parent (not the child) is responsible for communicating directly to the teacher about their child's attendance. This attendance includes
 - Tardies
 - Absences
 - Expected date of return to school
 - Early pickup (same as Early Release)

Excessive Absences or Tardies:

When there are excessive absences or tardies (whether excused or unexcused), the grade-level Director and/or Dean of Students might request a meeting with the family to implement a plan of action to:

- cease absences and/or tardies,
- assess the student's mastery of academic content,
- avoid a grade of *Incomplete*,
- support the student's academic progression; or
- obtain academic interventional support, if needed, which will be at the parent's expense.

It is imperative that the parent is proactive to address their child's attendance!

Excessive Absences – Communication Warning Notification/Alert

The FACTS/Renweb system may generate an automated notification for every three (3) absences (whether excused or unexcused).

Excused Absences

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

- Observance of a religious day
- Attendance at a documented healthcare appointment. Within two (2) school business days of the appointment, if within the report card period, parents must submit an official healthcare note for an absence or tardiness to be considered for excused absence status.
- Personal illness.
 - **If personal illness is absent for three (3) or more days, the parent must provide to the school an official, healthcare provider's *Return to School Note*. Refer to the Healthcare section for healthcare note guidelines.**
- Death of an immediate family member: parents, grandparents, and siblings. Any other family member must be preapproved for excused absence by the Principal or designee.
- Visiting a prospective high school for 9th grade enrollment only (number of visits is subject to change).
 - No more than two (2) visits during the 7th-grade year.
 - No more than three (3) visits during the 8th-grade year.
 - These visits must be preapproved by the Middle School Director and the Student Pathway Director.
 - A note from the prospective high school must be given to the Middle School Director for the absence to be excused.

- A St. Philip's school-approved event requiring student participation (refer to the *School Event Absence* section).

School Event Attendance & Participation:

An off-campus St. Philip's 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 only St. Philip's scheduled academic excursions (field trips), activities, athletic or performing arts events, and the school philanthropic events where the student is directly involved.
- These absences must be pre-approved by the Grade-Level Director.
- Students are responsible for all classwork and assignments missed in these situations, and work must be turned in according to the *Attendance and Grade* policy sections.
- Middle School students may receive additional guidelines.

Appointments - Absences or Tardies & Grades

- The school urges parents to schedule healthcare or other appointments outside of school hours, if possible.
- If appointments must be scheduled during the school day, parents should seek to schedule appointments during **advisory or lunch periods or non-graded courses**.
- Sometimes, missing classes is unavoidable; therefore, missing the same class repetitively is discouraged since it will negatively impact the student's academic knowledge and the academic grade for the course.
- **Early pick-up or absences from the same class should be avoided or minimized.** Fourth grade and up receive grades in ALL subjects.. Excessive absences in specialized/elective classes will affect the student's grades.

Absences before 10 a.m. and after 12 noon

- Students not at school **by 10:00 a.m.** will be counted absent for the day.
- Students who **leave before noon** and do not return will be counted absent for the day.
- 4th grade and up attendance is recorded in each class (core and specialized classes).

Early Release/Pick Up No Later than 2:45 p.m.

- Refer to School Hours section.
- Student resources (homework, notices, behavior charts, etc.) for home are not prepared for release until 3:00 p.m. each day. Therefore, if your child leaves early, resources may not be provided to the child if they leave early.
- When picked up early, students in third (3rd) grade and up are **responsible** for getting any missed instruction, assignments, resources, or related matters.

Absences and Academic Grades

- Refer to the Attendance and Grading Sections.

Excused Absences and Missed Assignments

- Refer to the Grades & Attendance and Grading Sections.

Unexcused Absences

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

- **Disciplinary consequences** of removal from class, skipping class, or related missed class time due to discipline/behavior matters are all unexcused absences from a class or school (as assigned).
- Documentation from a **healthcare** provider is not submitted when noted as the cause of absence.
- Student not attending an **Academic Excursion** (unless due to a 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 behavior corrective measures).
- **Vacation**, family reunion, extended holidays, early pickup for **general purposes** (to be determined by the Director), and **extracurricular activities** (such as non-St. Philip's school sport events, competitions, tournaments, performances, etc.).
- **Personal matters**,
- **Funeral** for persons not in immediate family: parents, siblings, grandparents, guardians;
- traveling,
- **Lack of transportation**,
- **weather-related** (not an official school inclement weather day),
- **traffic** (not an official St. Philip's traffic alert exception),
- choosing b or preparing for an assessment,
- a **day off**, etc.

Converting Unexcused to Excused Absence

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) school days of the student's return) to the Admissions Director and the grade-level Director.

- **No** consideration will be given after the student has returned to school for more than three (3) days since the absence without a healthcare return to school note.

GRADES & ATTENDANCE (EXCUSED & UNEXCUSED)

CONTACT THE TEACHER AND/OR THE GRADE LEVEL DIRECTOR,
This is subject to differ by Division Levels. Consults with the Grade-Level Director.

Absences & Assignments:

- Do not call the school office, receptionist, etc. to request missed assignments.
- Do not call the school office, receptionist, Grade-Level Director, or teacher to obtain assignments or instruction prior to an absence or early release. Assignments will not be released early.
- Do not request a teacher to teach your child the instruction prior to an absence or after an absence. If needed, a parent can obtain a tutor for academic support.
- For available assignments, you must refer to the information provided on your child's *Week at a Glance*, *Month at a Glance*, Google Classroom, or other previously provided resource or learning platform by the teacher.
- Middle School Prep and Middle School students are responsible for meeting with their teachers to obtain all missed assignments/tasks. Meet with teachers during Study Hall, Advisory, or the related class.
- Lower School parents should support and coach their children in initiating, responsibility, and task management skills, on how to obtain missing instructions and assignments.
- **Upon return from an absence, it is the responsibility of the student to obtain and turn in missing assignments.**

EXCUSED ABSENCES

This is subject to differ by Division Levels. Consults with the Grade-Level Director.

School Event Absence

An off-campus event, which is initiated by the school and given prior approval by the Administration, is excused. This excused absence 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.
- These included Middle School high school visits (based on the number of allowed visits while in 6th or 7th grade year. Must be preapproved by the Middle School Director and the Student Pathway Director.

Students are responsible for all missed work, tests, quizzes, projects, assessments, etc., in these situations, and must be **turned in according to the *Excused Absences = 3 school class days* or as approved by the teacher.**

EXCUSED ABSENCES = 3 SCHOOL CLASS DAYS

For 3rd Grade, MSP & MS Students

THESE GUIDELINES ARE SUBJECT TO CHANGE PER GRADE LEVEL STANDARDS

The following is not for Quizzes, Test, Assessments, Presentations, or Projects

If the grading period ends before school class days after an absence, the student must submit the work before the end of the grading period.

*Extra Credit, Make-Up Work, Optional Assignment is **not** granted for any reason.*

- Work must be submitted **within 3 school days** upon returning to school regardless of the class rotational schedule.
- The student is responsible for meeting with the assigning teacher to gain instruction, direction, and assignments.
- The student is responsible for following all guidelines and turning in work.
- At the discretion of the teacher and the Grade Level Director, 70 may be the maximum earned grade a student may receive when submitting work on the 2nd or 3rd day.
- Failure to comply or submit work **after the 3rd day** will result in a grade of zero.
- Excused Absences: Must comply with submitting a medical provider's notice.



UNEXCUSED ABSENCES= To be made up in one (1) school day

For 3rd Grade, MSP & MS Students

THESE GUIDELINES ARE SUBJECT TO CHANGE PER GRADE LEVEL STANDARDS

The following is not for Quizzes, Test, Assessments, Presentations, or Projects

If the grading period ends before school class days after an absence, the student must submit the work before the end of the grading period.

*Extra Credit, Make-Up Work, Optional Assignment is **not** granted for any reason.*

- Missed Class Work-Unexcused Absence (makeup **within one school (1) day**, when approved by the teacher)
- Missed homework/assignments for an unexcused absence (**excluding** disciplinary consequences) may be made up by the next school day.
- When permitted by the teacher, failure to submit assignments to the teacher **within one (1) school day** may result in the highest *earned* grade of 70.
- For MSP & MS students, homework assignments must be turned into the teacher **within one (1) school day** regardless of the class rotational day.
- Any necessary modifications to this policy can be made at the teacher's discretion and Grade Level Director.

EXCUSED OR UNEXCUSED:

For Absence on dates for a Quiz/Test/Assessment/Project/Presentation, etc.

MUST BE COMPLETED ON THE 1ST DAY OF RETURN

For 3rd grade and up:

If the student misses the day of an announced **test/quiz/project/presentation**, etc., the student may be granted an opportunity to complete on the day of the 1st return to school, even if the class is not scheduled on the day of return.

- The student is responsible for scheduling a time with the assigned teacher to complete on the **first (1st) date of return**.
- Failure to complete on the **1st day** the student returns may result in a grade of zero (0).
- For MSP/MS this must be completed on the **1st day** of return, regardless of the class rotational day.
- Each teacher will determine if any exceptions will be granted.



UNEXCUSED ABSENCE due to DISCIPLINARY CONSEQUENCES (Refer to Disciplinary Consequences section)

Unexcused absence due to Disciplinary Consequences may include, but is not limited to the when a student is removed from the learning setting due to an infraction, suspension from school, etc.

- A student absent due to Disciplinary Consequences will not receive credit for homework or other assignments (including but not limited to class work, tests, quizzes, assessments, projects, etc.) that were assigned while the student was absent.
- Assignments assigned **BEFORE** the Disciplinary Consequence was given may be submitted for credit on the **first day** the student returns to school, whether that class is scheduled on the returning day or not.
- Test, quizzes, assessments, projects, and presentations assigned **BEFORE** the Disciplinary Consequence was given may be allowed solely at the discretion of each teacher and Grade Level Director. Must be submitted on the first day the student returns to class. The student may need to meet with the teacher to determine this due date.
- As a result of Disciplinary Consequences, academics or classroom instruction missed during the absences will not be made up, and no extra credit will be given during the grading period.

TARDIES & SKIPPING CLASS - ATTENDANCE

CONTACT THE ADMISSIONS DIRECTOR TO KNOW WHO TO CONTACT
Refer to the disciplinary consequences for tardiness/skipping class

Tardy Records: Daily attendance and tardy records are available to parents on the FACTS/Renweb system. Can be obtained from the Admissions Director.

Tardies

- Every student should arrive on time at school each day. Students are encouraged to arrive no later than 7:50 a.m. each day.
- Students who are not in the classroom at 8:00 sharp are tardy.
- If a student is in the school building at 8:00, but not in the classroom will be marked tardy.

***"A day without learning is a day wasted."** Albert Einstein*

Traffic or Weather Conditions, Tardies

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

Arriving Late - Transitional Tardies

Students arriving late at school are not permitted to roam the building for any reason. Students must transition directly to their classroom or Chapel. Students roaming the building or not in their designated locations may be subject to disciplinary action.

Arrival at School Reporting/Recording Tardies

- Three (3) unexcused tardies equal one unexcused absence.
- Every three (3) tardies in a term, the school's communication system will generate an automated notification for every three (3) tardies (whether excused or unexcused).

Tardy and Siblings

It is possible, for many reasons, that a sibling in one class can be marked tardy and the other not be marked tardy. A parent can 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, looking for lost items, socializing, etc).

Tardy for Detention

- Students serving Detention will report to the designated Before School entry location on the designated school day for Detention at 7:00 a.m. as assigned to the student.
- Students who are ten or more minutes tardy for detention will be required to receive further disciplinary consequences up to and including Out of School Suspension. This will be determined by the Dean of Students and the Grade-Level Director.

Unexcused Tardy

- Skipping Class for five (5) minutes or less (More than five (5) minutes is an absence from class)
- Late to Class without Prior Permission or School Personnel authorization
- Without Healthcare Provider Official Notice
- Loitering/Roaming including extended time in the restroom or at the drinking station.
- Untimely / Late, Transition to Class
- Unsubstantiated traffic conditions (unless approved school-wide (not a case-by-case option) by the Principal)

Tardy to Class During the School Day

- Student must obtain permission before leaving a classroom
- Student must have an official note from the teacher when the teacher was the reason a student was late to another class.
- Loitering/Roaming including extended time in the restroom or at the drinking station.
- Untimely / Late, Transition to Class
- Tardy Arrival to Schools, refer to Attendance.

Tardy to Class and Skipping Class Consequences to Class During School Day: Refer to the School Wide **Disciplinary Section** and/or the **Classroom's Consequences** for the consequences for students who whether one time or habitually or intentionally, routinely are tardy for more than five (5) minutes of class without permission will be considered for the consequences outlined.

ACADEMICS

CONTACT THE CURRICULUM DIRECTOR FOR MORE DETAILS
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ACADEMIC ASSESSMENTS

Assessment of student achievement at St. Philip's is ongoing 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 5th-grade students. The full assessment provides the faculty with a baseline portrayal of student competencies.

STANDARDIZED ASSESSMENT

The CTP 5 (an Education Records Bureau (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. Presentation and analyses of CTP 5 assessment results (comparing national, independent, and school norms) are provided to parents.

NWEA MAP

Students are administered the NWEA MAP at least two times per year. NWEA™ (Northwest Evaluation Association) is a research-based organization that precisely measures growth and proficiency using the MAP assessment. MAP® (Measures of Academic Progress) refers to tests given multiple times throughout the school year to measure your student's growth in a variety of subjects and provides insights to help tailor instruction specific to the student.

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

ST. PHILIP'S ACADEMIC READINESS COHORT (SPARC)

At St. Philip's School and Community Center, our purpose is to empower students to achieve academic excellence through a rigorous, college-preparatory curriculum rooted in unparalleled education, community, and faith. We are committed to meeting and exceeding grade-level expectations by providing differentiated instruction that challenges students at their individual levels of readiness.



Through our **SPARC (St. Philip's Academic Readiness Cohort)** model, students receive tailored instruction in reading and math that supports both on-grade-level mastery and above-grade-level acceleration. This approach ensures that every student is supported, challenged, and equipped with the skills and confidence needed for long-term academic success.

This approach was piloted by our middle school students, and we have seen significant success in 8th-grade high school acceptances, student self-esteem, and instructional effectiveness, demonstrating the impact of our rigorous and supportive academic model. The curriculum approach was developed based on data and feedback from parents, teachers, and other stakeholders. Students will remain in their homeroom classes and transition to their academic readiness courses for reading and math. All other classes will be with their grade-level peers.

Student placement is determined through a combination of assessment data, academic performance, and classroom observation. Our SPARC model is designed to support differentiated instruction in reading and math, ensuring that each student receives instruction that is aligned with their learning readiness.

Regardless of the academic placement, students may need additional intervention/tutoring.

For more information about SPARC, schedule a meeting with your Grade Level Director.

###

LIBRARY STANDARDS

Use of the school library is a privilege. To check out books from the library, the scholar must have their parent's permission.

Loan Periods for SPSCCC Students and Instructors

- Loan period: 2 weeks
- Maximum number of concurrent checkouts:
- Pre-K- Kindergarten: 1 book every other week
- 1st grade: 2 books every other week
- 2nd grade: 3 books every other week
- 3rd grade through 8th, 1 chapter book every other week
- All LS/MS Note: The LS/MS library strives to support each individual student and so offers a diverse collection that reflects the broad range of interests and reading levels of young people in this age group. We encourage families to take an active interest in their child's reading habits, and we are always happy to have a conversation about the books your student may be gravitating toward.

Professional Community

- Loan period: 3 weeks
- Maximum number of concurrent checkouts: None

Responsibility

Material checked out is the responsibility of the scholar. Fines or fees will be assessed for lost or misplaced items and to replace or repair damaged items.

Parents/guardians are responsible for items, fines, and fees on their scholar's library account.

Borrowing

Scholars may check out 1 book at a time for 2 weeks (14 days). All books must be returned to the secured book returns.

One is in the legacy hall in the drop box. The other is in the school library.

Renewing

Items may be renewed 1 time. The maximum duration a book may be checked out is 4 weeks (28 days).

Fines & Fees Overdue:

There are NO overdue fees assessed, but a scholar's account will be suspended until the book is returned. No items may be checked out when an account is suspended. If 28 days from the original checkout date have passed, the item will be considered lost, and fines/fees will apply.

Damaged or Lost: In the event a book has been damaged* beyond usual wear and tear, or has been lost, the parent will be responsible for paying for the book to be replaced. An email will be sent by the school librarian with a link to pay for the damaged or lost book. The scholar will not be able to check out any additional books until the charges have been paid. The Business Office will notify the student's financial responsible party of the payment process.

***Damaged items include, but are not limited to, water damage, permanent drawing or writing, excessively ripped pages, and irreparable damage to cover.**

###

GRADING AND REPORTING

CONTACT THE GRADE-LEVEL DIRECTOR FOR MORE DETAILS

NO Extra Credit

Purpose: To ensure fairness and consistency in the evaluation of student performance.

1. **No Extra Credit: Extra credit assignments will not be offered to students as a means to improve their grades.**
2. Grading Criteria: Grades will be based solely on the assessments, assignments, and participation outlined in the course syllabus.
3. Consistency: This policy applies to all courses and grade levels to maintain uniformity in grading practices.
4. Support: Students are encouraged to seek help through tutoring, study groups, and teacher office hours to improve their understanding and performance.

This policy promotes equity and ensures that all students are evaluated based on the same criteria.

Chapel Attendance & Grade

All students will receive a grade for Chapel or Bible Class.

Tardy students are not allowed the full benefit of participating in Chapel service with their class. All students are **required to attend the daily school chapel service or Bible Class**. Chapel attendance is not an option, it is required school attendance and participation.

For your child to gain the full meaning of chapel, he/she must arrive at school on time.

ALL parents are responsible for checking their child's academic status in FACTS/Renweb or the designated platform as shared by the teacher or Grade Level Director. There are many resources that will aid parents in knowing their child's academic progress.

Mid-quarter Progress Narrative Grade Reports (Lower School to Middle School)

Mid-quarter progress narrative grade reports are teacher-written narratives or comments on the student's performance that outline the student's specific success and recommendations for progress and provide a mid-quarter review of the student's grade. Mid-quarter progress narrative grade reports are released in the middle of the 1st and 3rd quarters.

Grading: Early Childhood –

All Early Childhood (EC) students will receive Term Progress Updates, which will include a brief narrative highlighting specific areas of focus or needs. These updates will replace traditional Progress Narratives.

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, and recommendations, to establish and assess goals for the year, and, more importantly, strategies for helping each student achieve his/her goals.

Mandatory Parent-Teacher Report Card Conferences are held **two times per year** for all students.

Parents who do not attend the mandatory Parent-Teacher Report Card Conferences are responsible for scheduling and attending the parent-teacher conference **within one week** of the established conference schedule dates.

MANDATORY COMMITMENTS

Report Cards will not be released until the parents attend the mandatory Parent-Teacher Report Card Conferences.

Failure to attend the two mandatory Parent-Teacher Report Card Conferences may result in consideration for not being extended an invitation for continuous enrollment.

Middle School Prep & Middle

School students are required to attend the first 5 to 7 minutes of each end-of-the-quarter conference with their parents and advisor.

Report Card Grade Reports

St. Philip's provides parents with report card grades **four times a year** (at the end of each quarter). 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.

Notification of Grades & Academic Status

To keep abreast of their students' grades, parents should review grades on the FACTS/RenWeb grading system at least every **two (2) weeks**.

Some assignments may not be posted weekly, but posted according to the class/teacher's guidelines. For projects, tests, or other complex assignments, grades may take up to two weeks to post on FACTS/RenWeb.

MSP & MS Students Responsibilities: Are responsible for checking the grades and completion of assignments in Google Classroom. They must schedule an advisory meeting with their teachers during Advisory or Study Hall to know their academic status and get support as needed.

PK-3 TO KINDERGARTEN		
NA	NOT ASSESSED	<u>Not Assessed</u> : Skill was not assessed this quarter.
*B	BEGINNING	<u>Beginning</u> : Requires teacher assistance to perform a task.
D	DEVELOPING	<u>Developing</u> : Sometimes needs teacher assistance to perform the grade-level task; sometimes works independently to perform the task.
S	SECURE	<u>Secure</u> : Consistently applies the skill or concept correctly and independently.
<p>*School Year Cumulative Grade averaging “<u>Beginning</u>” may not have achieved grade-level standards for mastery of a core subject.</p> <p><u>The parent is required to schedule a meeting with the teacher when their child is approaching failing.</u></p>		

Grading: Early Childhood –

All Early Childhood (EC) students will receive Term Progress Updates, which will include a brief narrative highlighting specific areas of focus or needs. These updates will replace traditional Progress Narratives.

STUDENTS NOT ADVANCING OR NEEDING ACADEMIC INTERVENTION

During each term, **parents of students not advancing or needing academic intervention must schedule a time** to consult with the student’s Teacher, Director, or Dean of Students. Lack of academic or social-emotional development progress will be discussed with the parent, reflected in the Progress Report and Report Card, and notated on assignments, etc. An academic plan and process will be implemented to support students needing intervention. Parents must comply with and support academic intervention and support recommendations and plans.

1 ST AND 2 ND GRADE		
E	90-100	Excellent
S+	85-89	Satisfactory
S	80-84	
S-	70-79	
*NI	69 and below	*Needs Improvement (Failing)
<p>* School Year Cumulative Grade averaging <u>below 70 failed</u> to meet grade-level standards for mastery of a core subject. Refer to the Promotion and Retention and Reenrollment sections.</p> <p><u>The parent is required to schedule a meeting with the teacher when their child is approaching failing.</u></p>		

STUDENTS NOT ADVANCING OR NEEDING ACADEMIC INTERVENTION

During each term, **parents of students not advancing or needing academic intervention must schedule a time** to consult with the student's Teacher, Director, Dean of Students, and Curriculum Director. Lack of academic or social-emotional development progress will be discussed with the parent, reflected in the Progress Report and Report Card, and notated on assignments, etc. An academic plan and process will be implemented to support students needing intervention. Parents must comply with and support academic intervention and support recommendations and plans.

3 RD 4 TH & 5 TH 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/Failing
*D	62 – 67	
*D-	60 – 61	
*F	(Below 60)	
I	Incomplete	A portion of the coursework was not completed due to special circumstances, as determined and approved in a prior planned school-parent meeting
<p>* School Year Cumulative Grade averaging <i>below 70 failed to meet grade-level standards for mastery of a core subject. Refer to the Promotion and Retention and Reenrollment sections.</i></p> <p><u>The parent is required to schedule a meeting with the teacher when their child is approaching failing.</u></p>		

STUDENTS NOT ADVANCING OR NEEDING ACADEMIC INTERVENTION

During each term, **parents of students not advancing or needing academic intervention must schedule a time** to consult with the student's Teacher, Director, Dean of Students, and Curriculum Director. Lack of academic or social-emotional development progress will be discussed with the parent, reflected in the Progress Report and Report Card, and notated on assignments, etc. An academic plan and process will be implemented to support students needing intervention. Parents must comply with and support academic intervention and support recommendations and plans.

6 TH & 7 TH & 8 TH 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/Failing
D	62-67	
D-	60-61	
F	(Below 60)	
I	Incomplete	A portion of the coursework was not completed due to exceptional circumstances
* School Year Cumulative Grade averaging <u>below 70 failed</u> to meet grade-level standards for mastery of a core subject. Refer to the Promotion and Retention and Reenrollment sections. <u>A Teacher-Parent-School meeting is required.</u>		

STUDENTS NOT ADVANCING OR NEEDING ACADEMIC INTERVENTION

During each term, **parents of students not advancing or needing academic intervention, must schedule a time**, must schedule a time to consult with the student's Teacher, Director, Dean of Students, and Curriculum Director. Lack of academic or social-emotional development progress will be discussed with the parent, reflected in the Progress Report and Report Card, and notated on assignments, etc. An academic plan and process will be implemented to support students needing intervention. Parents must comply with and support academic intervention and support recommendations and plans.

HOMEWORK

CONTACT THE TEACHER ASSIGNING HOMEWORK FOR DETAILS OR PROCESSES.
Guidelines may vary per Division

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 that 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 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.

NO Extra Credit

Purpose: To ensure fairness and consistency in the evaluation of student performance.

1. **No Extra Credit: Extra credit assignments will not be offered to students as a means to improve their grades.**
2. Grading Criteria: Grades will be based solely on the assessments, assignments, and participation outlined in the course syllabus.
3. Consistency: This policy applies to all courses and grade levels to maintain uniformity in grading practices.
4. Support: Students are encouraged to seek help through tutoring, study groups, and teacher office hours to improve their understanding and performance.

This policy promotes equity and ensures that all students are evaluated based on the same criteria.

For grades **PK-3 through 3rd grade**, the parent is encouraged to support the child in developing independence and responsibility through establishing skills such as organization, time management, attention to detail, follow-through, and study skills. Parents must meet with the teacher and Dean of Students & Family Affairs for additional support for their child.

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 **ALL STUDENTS** should make arrangements with the appropriate teacher for academic help or tutoring recommendations.

Parents, if your child needs **academic intervention such as academic tutoring and or academic skills development (time management, study skills, etc.)**, meet with the teacher and Dean of Students & Family Affairs for the specific needs and a list of tutors.

Every class has homework standards and processes that meet content standards. Parents should review the classroom homework standards for more details.

Grades - Recording Homework and Classwork

Student grades are recorded in the school's grading system, FACTS/RenWeb, every two weeks of the due date for an assignment, test, quiz, project, etc. If graded work is not received on time, please inquire about the progress of the teacher via email.

Late, Incomplete (Missed) Homework or Classwork

The School is preparing students for success, so students must be 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.

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.

Assignments, whether classwork or homework, not turned in or is incomplete by the assigned due date are recorded as **Late or Incomplete** with a grade based on the teacher's grading process.

The student:

- **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, and classwork, and meeting deadlines for all academics.**
- **May be subject to Academic Detention (refer to the Academic Detention section).**
- **Any necessary modifications to this policy can be made at the teacher's discretion.**

Attending School-Wide Events & Homework

We require parents to attend a minimum of three (3) mandatory Parent School Association, Parent University, Pastries with the Principal, or other designated events/meetings as

(approved by the school). Failure to do so places the family outside of good standing and jeopardizes the invitation to re-enroll.

The completion of homework, assignments, or attending extracurricular activities etc., will not be an excusable reason for a parent not to attend a school-wide mandatory event.

Homework Due Date for School Wide Events:

Students in Pre–K through 5th grades whose parents attend required school-wide event meetings will **not** be assigned homework **to be due** the next day. Exception: If the project or assignment was scheduled far in advance of the due date, which will grant a sufficient amount of time for the student to have the assignment completed.

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

###

ACADEMIC DETENTION (for Behavior Detentions refer to Behavior section)

CONTACT THE ASSIGNING TEACHER FOR MORE DETAILS.

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.

Process:

- 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, in the same class**.
- At the discretion of the teacher, a student may be allowed additional time in Study Hall or another reasonable and practical time in the student's schedule to complete and turn in missed assignments.
- When the student fails to comply, the student will:
 - a) serve Academic Detention.
 - b) The teacher assigning detention will email the parent the details for detention assignment.
 - c) complete the assignment during detention for a **maximum grade of 70** on the completed, turned in assignment.

Failure to Attend or comply with Detention Requirement

- If the student is unable to serve the detention assignment, the parent is required to send an email to the assigning teacher no later than the day before that the student will not attend.
- Regardless of the reason for not attending, the student will be rescheduled for Academic Detention or may receive disciplinary action up to and including Out of School Suspension.
- Parents who do not support the assigned detention, are required to meet with the teacher and the Grade Level Director to discuss noncompliance or support.

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 (if not previously met) to have a mandatory meeting to include the parent, student, teacher, and or grade level director. This excessive number of Academic Detentions may result in an action plan parent – school meeting, and/or consideration for not continuing enrollment with St. Philip's School and Community Center.

Detention Loss of Privileges

Any student serving in the capacity of leadership including Student Council, Student Government, Ambassadors, Titans, and/or participating in St. Philip's programs and non-

St. Philip's special programs, sports or extracurricular activities (refer to Athletic Agreement), or any program who **serves three (3) or more ACADEMIC Detentions** in a school year, at the discretion and determination of the school, may be

- placed on **probation** from fulfilling those responsibilities for the grading term or next term, and/or
- lose the **privilege** for the remainder of the school year or the beginning of the next school year's grading period.

###

ACADEMIC PROBATION

CONTACT THE DEAN OF STUDENTS FOR THIS POLICY AND PROCESS.

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 required 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.

Approaching or At-Risk Academic Probation

When a student is approaching or at risk of being placed on Academic Probation or at the time the student has obtained unacceptable academic performance, a **mandatory Parent-Teacher-School Meeting is required**, if some form of academic communication has not been submitted.

Unacceptable Academic Performance (Failing):

Students earning unacceptable academic performance in **one (1) or more core classes** (ELAR, Mathematics, Science, Social Studies, or Advanced Placement, Pre-Advanced, and all classes for Middle School) constitute unacceptable academic performance and will be placed on Academic Probation status at the end of the

- mid-quarter progress narrative grade reporting period for at-risk of failing the term; and/or
- grading report card period for failing the term.

AVERAGE GRADE FOR PROBATION

Unacceptable academic performance for **Academic Probation** purposes is defined as, grades that are **below average** during a grading period (mid-term/progress grade reporting or report card grading period),

- **Of less than 70 in all subjects**, and
- **"Needs Improvement"** for 1st thru 2nd grade
- Early Childhood average assessment of "Beginning" or "Developing" in core content.

ACADEMIC SUPPORT IS REQUIRED

If a student is on an Academic Probation status or is at risk of failing a class, tutoring support is not an option; but required at the parent's expense beyond their tuition agreement.

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, ongoing **Mandatory Parent-Teacher-Student Support Team Meetings are required** to develop an ongoing plan for academic success. While on Academic Probation, the student and family must support and comply with an Academic Plan established by the school. A student who fails the course may not be considered for continuous enrollment.

Academic Probation Loss of Privileges:

Any student serving in the capacity of leadership, including Student Council, Student Government, Ambassadors, Titans, and/or participating in St. Philip's programs and non-St. Philip's special programs, sports, or extracurricular activities (refer to the programs' participation standards/agreement), or any program that has been identified as approaching or at risk or term grade of failing, at the discretion and determination of the school, may be

- placed on **probation** from fulfilling those responsibilities for the grading term or next term, and/or
- lose the **privilege** for the remainder of the school year or the beginning of the next school year's grading period.

###

8TH GRADE FAILING GRADE(S)

This policy provides a structured and supportive process for 8th grade students who are approaching failing a course and/or failing the 8th grade. The school seeks to be proactive and requires the parent to be supportive to ensure the student recovers academically and succeeds in their educational journey toward High School.

1. Notification

- It is imperative for the parents to track their child's academic standing/grades at all times with the student.
- The student is notified by teacher about the grades through student meetings, assignments in Study Hall, Advisory meetings, Google Classroom grades.
- Parents are notified through progress narratives, teacher to home emails, conversations, FACTS grade reports, etc.

2. Academic Plan

- **Development:** An Academic Recovery Plan (ARP) will be developed collaboratively by the student, parents, teachers, Middle School Director, Dean, and Student Pathway Director. **Components:** The ARP will include:
 - Specific areas of improvement
 - Targeted interventions and support (e.g., tutoring at parent's expense, detention for academic support, advisory and study hall intense support, etc.)
 - A timeline for achieving academic recovery
 - Ongoing parent and student progress monitoring and adjustments is required
 - The required Student-Parent ongoing review of their academic status, grades, assignments, etc.
 - Compliance with the requirements for Interventions and Support Needs

3. Interventions and Support

- **Educational or other Evaluation:** If it is determined the student needs to obtain a comprehensive psycho-educational evaluation, the parent must support the school to obtain needed evaluations by timeline established.
- **Academic Support:** Obtain identified tutoring or support per the guidelines established by the school. Any support will be at the parent's expense. This is not an option.
- **Probation Status:** Placement on Probation from extracurricular activities or programs that may hinder students ability to study, plan, organize, complete assignments, etc.

Failed the course status: After implementing the recovery plan and the student fails the course, a grade of fail will be indicated on the Report Card and Student Records. Under standard circumstances, in eight (8th) grade, the school does not retain students nor offer a summer recover program. The student may not be eligible to participate in graduation

ceremony and may not receive a Graduation Certificate. Extenuating circumstances will be reviewed by the Instructional Leadership Team.

###

ACADEMIC STANDING: FAILING A COURSE(S)

CONTACT THE DEAN OF STUDENTS FOR MORE DETAILS ABOUT THE POLICY AND PROCESS.
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All students should possess strong work ethics, good attendance, demonstrate initiative and motivation, and have a love of learning for success at St. Philip's School and Community Center. The curriculum or instruction, or assessments are **not** modified for any student, which also includes students with a Student Academic Intervention (SAI) Plan.

All students must master the school's grade-level skills that are necessary according to the criteria established by the school's standard curriculum.

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, developmental, and/or cognitive progressive history,
- e. Response to intervention,
- f. Educational evaluations, when applicable,
- g. Parent's support, commitment, and compliance, and
- h. Observation and review of the student by other faculty members and the SSS Team.

Failing a Course:

A student approaching failing or who has failed to master content in a core subject will follow the School's established process for intervention to determine the best academic plan.

Throughout the school year, parents of these identified students must comply with the academic, emotional, behavioral, or cognitive development recommendations given by the school. If there are life changes or circumstances that may be impeding learning or contributing to the student's failing grades, parents must communicate with the Grade Level Director and Dean to ensure we are all (parent and home) supporting the success of the student.

1. Notification

- It is imperative for the parents to track their child's academic standing/grades at all times with the student.
- The student is notified by the teacher about the grades through student meetings, assignments in the Study Hall, Advisory meetings, Google Classroom grades.
- Parents are notified through progress narratives, teacher-to-home emails and meeting conversations, FACTS grade reports, and at the end of the grading period.

2. Academic Plan

- **Development:** Students at-risk or approaching failing the course, an Academic Plan may be developed collaboratively by the student, parents, teachers, Grade Level Director, and Dean.
- **Components:** The Plan may include:
 - Specific areas of improvement
 - Targeted interventions and support (e.g., tutoring at parents' expense, detention for academic support, home room/advisory and grade level study hall, intense support, etc.)
 - A timeline to pass the course
 - Ongoing parent and student progress monitoring and adjustments is required
 - The required Student-Parent ongoing review of their academic status, grades, assignments, etc.
 - Student and parent compliance with the requirements for Interventions and Support Needs. This is not an option.

3. Interventions and Support

- **Educational or other Evaluation:** If it is determined that the student needs to obtain a comprehensive psycho-educational evaluation, the parent must obtain the recommended evaluations by timeline established. This may not be an option.
- **Academic Support:** Obtain identified tutoring or support per the guidelines established by the school. Any support will be at the parent's expense. This is not an option.
- **Probation Status:** Placement on Probation from extracurricular activities or programs that may hinder the student's ability to study, plan, organize, complete assignments,

Final Action:

When a student fails the course(s), the final grade will be notated on the Report Card and notated on the School Records that the student earned a failing grade.

Under standard circumstances, the school does not retain students. Therefore, continuous enrollment will be reconsidered by the school (refer to the parent's Continuous Enrollment Agreement). Additionally, the lack of parental support in this endeavor may be an indicator the school is not the best fit for the family, which may result in the family being recommended to consider to another school that can support their needs. The school will support the family in identifying another school that will meet their needs.

If a student passes the course at the end of the school term, the student will be required to receive ongoing support as outlined, academic tutoring support during the first term of the school year, and any other identified support needed thereafter. This will not be an option.

###

STUDENT SUPPORT SERVICES (SSS) - ACADEMICS

<p>CONTACT DEAN OF STUDENTS FOR MORE DETAILS. Guidelines are subject to change without prior notice.</p>
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St. Philip's School & Community Center seeks to support students of all learning needs. However, we are not a special education or learning disability school and do not have the equivalent fiscal, instructional, and human resources to support the varied needs of such diverse learners. Students needing special education, intense remedial academic or behavioral support, and services are best served at a school that offers their needed resources to support a child's needs.

These standards are essential for prospective families to consider before enrolling and choosing to maintain their enrollment.

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

Before enrolling or after enrolling, students with diagnosed learning differences or disabilities, the parent must contact the Dean of Students to discuss the best needs and support they will need for their child. This meeting will outline the school's available resources (human and fiscal), students' independent abilities to utilize resources, accommodations needed, feasibility, reasonable and practical support, etc., and whether the School can meet the needs of the student.

The parent is encouraged to discuss the student's current diagnostic report, which outlines the following:

- their child's complete results of the comprehensive psycho-educational evaluation,
- speech-language evaluation results,
- occupational therapy evaluation results,
- social, emotional/mental wellness behavior reports goals and results,
- any previous evaluation completed reports to include, but not limited to, 504/Individual Educational Plan/Admission Review Dismissal reports, Full Individual Educational Plan, Speech, etc., evaluation-related reports, etc.,
- attention deficit hyperactivity disorder (ADHD) or related medical conditions, and
- home and school accommodation, recommendations, and essential strategies needed for the child.

Without the above-referenced data, the school will not be able to determine if support can be provided to the student with diagnosed needs; therefore, support may not be provided. The Dean of Students will consult with the Student Support Service Team members to determine if the school is able to provide reasonable and practical support for a student to experience success at St. Philip's School.

Standard Accommodations:

The following are reasonable and practical support that may be offered. The accommodations are also allowed by ERB – ISEE standards. The student's diagnostic report must explicitly outline these in the official diagnostic comprehensive psych-educational evaluation written report.

- ✓ **Time and half (1 ½)** on assessments/test. Time and half ends with the student indicates he/she has completed the assignment, test, etc. This does not include homework, projects, etc. due to allotted time factors are already considered. Students may be eligible to utilize available advisory or study hall time, if embedded within the student's schedule.
- ✓ **Breaks** Students will be eligible to take short breaks as determined to be needed and without the inappropriate misuse of time.
- ✓ **Calculator** Usage only if student is self-sufficient and proficient in operations (as determined by the school). Students approved for this accommodation may use a four-function calculator only during the test. It may only contain %, $\sqrt{}$, +/-, M-, M+, and MRC functions.
- ✓ **Computer for Essay** (with spellcheck), Usage only if student is self-sufficient and proficient in operations (as determined by the school).
- ✓ **Text to Speech** - Available on online tests and assignments only with the use of an audio reader. To be used with eligible approved school devices that includes compatible, free software, extensions, or APPs. Usage only if student is self-sufficient and proficient in operations (as determined by the school).
- ✓ **Speech to Text** – With eligible approved school devices that include compatible, free software, extensions, or APPs. Usage only if student is self-sufficient and proficient in operations (as determined by the school). Please note this accommodation is not available on Chromebooks at this time for the school's standardized ERB's CTP-5 assessment.
- ✓ **Reader** for paper assignments or test – Human resources to serve as readers are **not** reasonable and practical for daily paper assignments. This is not a daily available accommodation. Only during the school's standardized ERB's CTP-5 assessment will readers will be designated during that small group pull outs.
- ✓ **Small group pull outs**: Pull outs are only provided during the annual standardized ERB's CTP-5 assessments. Daily student or small group pull out support for accommodations are **not** available. Students may be eligible to utilize available advisory or study hall time, if embedded within the student's schedule.

PARENT SUPPORT

All recommendations, suggestions, accommodations or needed resources listed by the evaluation results may not be available or provided at St. Philip's School & Community Center.

Many services needed for the child may be at the parent's additional expense, which is over and beyond the parent's tuition agreement.

Comprehensive Psycho-Educational Diagnostic Evaluation

It is recommended students maintain diagnostic updates every three (3) years. A final comprehensive Psycho-Educational Evaluation should encompass but is not limited to the following:

- ✓ Assessments conducted and the scoring of each assessment;
- ✓ A diagnostic impression;
- ✓ Specific (not generic, a plethora of) recommendations for the student;
- ✓ Language Processing (auditory processing, receptive/expressive);
- ✓ Speech (articulation, pragmatics, etc.);
- ✓ Developmental Behaviors;
- ✓ Behavior and Emotional (such as BASC, ADHD, etc.)
- ✓ Cognitive functioning;
- ✓ Academic functioning (math, dyslexia, reading;
- ✓ Parent Observations and Assessments;
- ✓ Teacher Observations and Assessments;
- ✓ and be current within the last three (3) years.

The school's curriculum or instruction or assessments are not modified for any student, which also includes students with a Student Academic Intervention (SAI) Plan.

Professional Credentialed, Diagnostician Evaluator

This evaluation must be conducted by credentialed diagnostic professionals who are trained in psychological assessment, speech/language, etc., and have expertise in understanding the relationship between cognitive functioning and learning and school settings. This is not an option. A medical doctor's evaluation/assessment for ADHD must include a Teacher Assessment Tool and an action plan with recommended accommodations for home, the student, and the school.

Parents are responsible for any related expenses for obtaining recommended evaluations and or support services for their child.

Records and reports from the school will be submitted directly to the medical/diagnostic provider and not to the parent. Parents will be required to submit the provider's email address for submission. Parents will be required to complete the school's authorization to release and share information form to the providers

Referral for Support Services

The School does not offer the services of a designated special education resource support teacher, learning lab, speech, occupational therapy, ABA-related therapy, academic tutors, or resource push-in teachers. Therefore, the School may provide a list of service providers for parents to consider for services such as evaluations, dyslexia therapy, reading specialist, speech, occupational therapy, hearing, oral language (receptive and expressive), dysgraphia, dyscalculia (math specialist), mental health or behavioral wellness, or whatever is identified in the child's evaluation report.

The School does not endorse individuals or companies, but the referrals are solely for information and consideration for parents to assess if the provider meets their needs. Parents are responsible for any financial expenses for any and all related support services (including tutoring and diagnostic evaluations) beyond their tuition agreement.

Support Providers:

Outside providers may be eligible to support the students on campus, as determined by the school. On-campus support must follow school guidelines and standards for the least disruptive environment and setting, and meet school standards. This on-campus support is a privilege, not a right. Providers must be preapproved by the school. For outside service providers (including all tutors), standards and guidelines, contact the Dean.

The guidelines and details and processes for compliance with required or recommended tutoring must be obtained from the Dean of Students.

Any expenses incurred for related services are the full responsibility of the parent, beyond their tuition agreement.

Remedial / Interventional Tutoring

Tutoring is **not the completion of homework** due to the student's lack of time to complete, academic enrichment, or test-taking strategies.

Based on content assessments, the content teacher or the admission assessment may identify students who need remedial intervention.

New Student Academic Intervention Support

Some new students may be identified to receive academic or behavioral/mental wellness intervention (including tutoring) to give them the best possible opportunity for success. Identified parents must obtain tutoring immediately upon acceptance for enrollment at St. Philip's and if determined to be needed, throughout the school year.

NO Extra Credit

Purpose: To ensure fairness and consistency in the evaluation of student performance.

- 5. No Extra Credit: Extra credit assignments will not be offered to students as a means to improve their grades.**
6. Grading Criteria: Grades will be based solely on the assessments, assignments, and participation outlined in the course syllabus.
7. Consistency: This policy applies to all courses and grade levels to maintain uniformity in grading practices.
8. Support: Students are encouraged to seek help through tutoring, study groups, and teacher office hours to improve their understanding and performance.

This policy promotes equity and ensures that all students are evaluated based on the same criteria.

Academic Extra Help:

Students are encouraged to meet with their class teacher for extra help during their study hall or advisory period, or a designated time established by the teacher.

Academic Extra Help is not Extra Credit.

Middle School Prep & Middle School Students

Students having difficulty and needing extra help in a class are held responsible for meeting with the teacher and advisor. Students must take the initiative to meet with the teacher. Designated times are in the student's schedule to receive support from their teachers.

Best Fit Determinations

There are several reasons why a student (family) might not be a good fit for the School. Here are some common factors to consider; this is not an exhaustive list:

- If the School is not able to meet or support the varied needs (emotional, cognitive, academic abilities, special education, learning disabilities, etc.) of the student
- If the student is failing or approaching grade-level standards,
- The parent is non-compliant or non-supportive in school policies, agreements, or supporting the school with the success of the child's needs.
- If the parent chooses not to continue enrollment.
- After consulting with the school, the school may guide the parent in considerations to determine the best fit for the student's academic and social-emotional progress.

STUDENT SUPPORT & CONTINUOUS ENROLLMENT

The student who has received academic or behavioral support yet is resulting in little or no advancement/progress and or families are not complying with the school's plan for their child's support, may not be eligible for continuous enrollment.

Parents who feel their children have not met the school's academic standards can decide not to promote their child to the next grade. Regarding retention or promotion, parents must send a written notification to the school before the continuous enrollment period ends.

Contact your child's grade level Director and the Admissions Director to discuss academic or behavioral continuous enrollment .

- **Other Continuous Enrollment Reconsiderations:**

The admissions office will notify parents about other concerns regarding continuous enrollment reconsiderations, such as academic performance, behavior / disciplinary matters, attendance, mandatory parent conferences, mandatory parent meeting events, etc.

St. Philip's School & Community Center seeks to support students of all learning needs. However, we are not a school that offers special education, direct support for learning disabilities, or behavioral/emotional intervention. Although not a school specializing in learning disabilities, remedial support, special education, or emotional, or behavioral disorders, we desire to offer available, practical, and reasonable assistance for all students

###

STUDENT BEHAVIORAL – MENTAL WELLNESS SUPPORT

CONTACT THE SCHOOL COUNSELOR FOR MORE DETAILS

Behavior support encompasses, but is not limited to, **social-emotional learning, mental health, and behavioral** intervention guidance for the student and the family.

Changes in Behavior

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, parents are strongly encouraged to have a parent-school meeting with the classroom teacher, or Grade-Level Director, or School Counselor, or Dean of Students, or Medical Administrator as soon as possible.

Abrupt changes in a child's 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.

Referral for Support:

When a student engages in ongoing disruptive behavior, habitual misconduct, continuous school violations or non-compliance with rules and regulations, etc., the School may refer the student and family for support. A student may be referred to participate in on- or off-campus support services by the parent, the School Counselor/Student Pathway, Dean of Students, Medical Administrator, or Principal's designee. Behavior support services may include, but are not limited to:

- Social Emotional Learning (SEL) skill group sessions
- Brown Bag Social Emotional Learning (SEL) Lunch or ASC sessions
- Peer Mediation, as established
- Counseling (individual and/or family), (on or off campus) at parents' expense
- Group workshops conducted by trained professionals (on or off campus)
- Executive-function skills are the foundation for self-regulation and social-emotional competence.

Any expenses incurred for related services is the full responsibility of the parent, beyond their tuition agreement.

Behavior Action Plans (BAP) and Behavior Intervention/Improvement Plan (BIP), herein referred to as a *Behavior Plan*

The implementation of a *Behavior Plan* does not circumvent other disciplinary actions, including suspension or withdrawal from enrollment.

When deemed needed, a specialized *Behavior Plan* may be developed (as reasonable and practical for the school). As guided and developed by an outside professional source with the aid of the School Counselor and Dean of Students, a *Behavior Plan* may serve to curtail unacceptable behaviors thus reducing disciplinary actions.

- All students (including those with a Behavior Plan or pending a BIP or BAP status) must maintain a passing academic status and fulfill the school's behavior standards for promotion to the next grade or continuous enrollment.

The parent must support the child's attendance and participation in the Behavior Plan to address behavior or discipline concerns. The *Behavior Plan* may include for the student and for the family:

- behavior improvement targeted areas,
- goals and objectives of the *Behavior Plan*,
- responsibilities of the student, family, and teacher,
- timelines for measurable improvement, and
- recommendations for lack of progress by timeline.

On-Campus Service Providers

The school may consider service providers to provide on-campus services to students. Outside service providers may be permitted on campus to offer support as a privilege, not a right. Every year, the school must approve all service providers before they commit to serving on the School's campus. On-campus support provided by non-school providers must follow school guidelines and standards for the least disruptive environment, harmonious collaboration, and conducive setting and scheduling. All outside service providers must pass the school's background check process. At their expense, all persons serving students in this capacity must successfully pass the School's fingerprint background check. Third-party counseling services are at the parent's expense beyond the tuition agreement.

COUNSELING PROGRAM

CONTACT THE SCHOOL COUNSELOR FOR MORE DETAILS.

Encouraging The Whole Child

Our Counseling Program supports each child to help them develop a positive self-image, take personal responsibility, and acquire skills that enable them to be academically, socially, and emotionally successful. Our counselor interacts on an individual level with students, but also with groups.

Focus of the School Counselor

- Serve to implement strategies to encourage, motivate, and build the self-esteem of a child
- Help the student to reduce and eliminate conflict with others
- **The school counselor does not perform diagnostic assessments or provide a diagnosis.**
- **The school counselor does not provide ongoing, long-term sessions with students. Parents are responsible for acquiring and maintaining long-term counseling support for their child.**
- The school counselor may schedule one or more contacts (not ongoing) with a student to encourage, educate, and equip the student with strategies, intervention plan, and corrective actions to address areas identified.
- The school counselor will support and guide the school in making corrective and restorative disciplinary decisions.
- The school counselor may consult with the parent, teacher or Grade-Level Director, or the Dean of Students to determine how to best serve or make referrals or recommendations for the student.

Referrals and Scheduling

A parent, faculty members, or students can self-refer to visit with the school counselor. The school counselor will provide guidelines and process standards.

On-Campus Service Providers

Most long-term counseling or therapeutic services needs are referred to outside service providers. The school will meet with the parents to discuss the need for referral services.

Service providers may be considered to provide on-campus services to students. Outside service providers may be permitted on-campus to offer support as a privilege, not a right. Every year, the school must approve all service providers before they commit to serving on the School's campus. On-campus support provided by non-school providers must follow school guidelines and standards for the least disruptive environment, harmonious collaboration, and

conducive setting and scheduling. All outside service providers must pass the school's background check process. At their expense, all persons serving students in this capacity must successfully pass the School's fingerprint background check.

Social Emotional Learning (SEL)

The Second Step™ is a developmental and sequential curriculum designed to promote school and life success and prevent problem behaviors. Skills are reviewed and expanded on each year, gradually becoming more complex as students get older. This structured SEL curriculum is implemented in the classroom, in small groups for students, and in collaboration with faculty regarding student needs. The SEL includes topics such as healthy relationships, time management, organizational and study skills, stress management, bullying, relational aggression, anxiety, self-esteem, and problem-solving skills. Brain Builders taught throughout the SEL program focus on developing these skills by teaching children to pay attention, use memory, and manage behavior

###

LIVESCHOOL

A platform that empowers teachers to manage their classrooms effectively and reward positive student behavior. *LiveSchool* is a digital classroom management tool designed to facilitate communication between teachers, students, and parents. This tool promotes positive behavior and engagement in the classroom and throughout the school. It allows teachers to track student progress, share important updates, and implement behavior management strategies in real-time, fostering an interactive and supportive learning environment. With *Liveschool*, teachers can create a more structured classroom environment by implementing consistent behavior management practices that benefit all students.

This *Liveschool* tool will not replace the formal behavior reporting process through FACTS/Renweb. Infractions and consequences will be reported as outlined by the teacher's classroom rules and as outlined herein in the Behavior section.

Middle School will implement the *Liveschool* management tool. Lower school and Middle School Prep will gradually integrate *Liveschool* throughout the school year.

Responsive Classroom

A research-based approach to teaching that focuses on the **social-emotional growth** of students alongside their academic development. It's designed to create safe, joyful, and engaging classrooms where students feel respected and ready to learn. The key components implemented for students include:

- **Morning Meeting**
A daily routine where students and teachers greet each other, share news, and prepare for the day. It builds community and sets a positive tone.
- **Interactive Modeling**
Teachers show students exactly how to do things (like lining up or using materials), then students practice. This helps build independence and responsibility.
- **Logical Consequences**
Instead of punishment, students experience consequences that are respectful and directly related to their actions—helping them learn from mistakes.
- **Positive Teacher Language**
Teachers use words that encourage and support students, helping them feel capable and valued.

Expected Outcome of Responsive Classroom:

- **Increased Engagement:** Students are more motivated to learn when they feel safe, respected, and involved in decision-making.
- **Improved Focus:** Clear expectations and consistent routines help students concentrate better during lessons.
- **Higher Achievement:** A positive classroom climate supports deeper learning and better academic outcomes.
- **Stronger Relationships:** Students build trust and empathy through daily interactions like Morning Meetings and collaborative activities.
- **Better Self-Regulation:** They learn to manage emotions, make responsible choices, and resolve conflicts respectfully.

- **Confidence and Independence:** Practices like *Academic Choice* empower students to take ownership of their learning.
- **Sense of Belonging:** Every student feels seen, heard, and valued, which boosts self-esteem and participation.
- **Respectful Behavior:** Students learn to treat others with kindness and take responsibility for their actions.
- **Safe Learning Environment:** Predictable routines and logical consequences create a space where students feel secure and ready to learn.

###

TITANS

The Titan Recognition is an award that strives to recognize those exceptional students who meet expectations on a consistent and regular basis. Titans are nominated for a designated period. The Titan honor is awarded to any 3rd through 5th-grade student who is in good academic standing in all classes, with no grade below 70. *Refer to the Standards for Leaders section.* Our Titan's Titanments read that students exhibit the **10 Titanments at least 95% of the time.**

We all understand no one is perfect, but to become a Titan, the road they must travel is long and narrow to achieve the title. They very rarely take a hiatus from this near-perfect behavior. They value school and their study habits seriously; they exhibit a personal mission to succeed. Once a Titan, you are **not** always a Titan. Any student serving three (3) or more Academic Detentions in a school year or receiving disciplinary consequences may lose the privilege of being honored as a Titan. Titans are nominated on the following ten criteria by their teachers.

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 for all instructors and adults through actions and words
5. Follow classroom and school rules
6. Anticipate the next logical step and take the 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.
10. Exhibit on-task behavior

The faculty and staff of St. Philip's will elect worthy recipients. The selected recipient must receive a majority vote of 95 or more. Titans will be announced in Chapel service on designated dates.

Titan Dress Privileges (see *Dress Code & Uniform policy section*): Subject to change.

- **Fridays:** Titans are given the privilege of having "free dress days" on Fridays. Guidelines must maintain the standards in the Uniform Dress Guidelines. On the free dress days, Titans must adhere to acceptable attire, with no exceptions (adhere to the Dress Code & Uniform policy).
 - **No school on Fridays:** If the school is closed on a Friday, the Titan Committee will determine the dress guidelines for that week.
- **Thursdays:** Titans may also wear College or University T-shirts/sweatshirts with their uniform pants (boys) or over their uniform top (girls).
- **During February only:** Fridays in February are normally reserved for school-wide African attire. Therefore, in February only, Thursdays will be college T-Shirts or free dress.

####

STANDARDS FOR LEADERS, REPRESENTATIVES, ATHLETICS

St. Philip's believes in educating the whole child by providing students with the opportunities to engage and unfold their natural curiosity, strengths, leadership skills, and abilities. St. Philip's offers a myriad of opportunities for all students to showcase their abilities, represent the school, and lead by example. Some of these representative roles are listed below, but not limited to these alone.

Expectations for Students in Various Leadership and Representative Roles

Student representatives, leaders, including those in representative roles, athletes, fine arts performers, etc., are expected to uphold the highest standards of behavior, integrity, and responsibility, just like all other students. As role models within the school community, they must demonstrate respect for school rules and values at all times.

Failure to meet these expectations or to represent the school appropriately will result in corrective measures. These may include being placed on **probation** in their roles, and further consequences may follow if behavior does not improve. Maintaining these standards ensures that student leadership remains a position of trust and honor.

In addition to the *Parent-Student Handbook*, each organized group has written standards and guidelines that they must commit to follow.

Student Council, Student Ambassadors, Student Government

Many opportunities for student involvement and leadership exist from 3rd grade through 8th grade. We believe that integrity, ethics and respect for the customs of the school and the law of the land are reasonable minimum expectations for all students. Members of the Student Council and Government are elected by their peers and, by accepting leadership roles, agree to represent the school both on and off campus.

Saints of the Week

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

TITANS Recognition

The Titan Award is one that strives to recognize students in grades 3 – 5th who embody characteristics of citizenship, trustworthiness, respect, responsibility, fairness, and caring. It is one of the highest honors that a St. Philip's student may achieve.

Fine Arts & Visual Performances

Fine arts performers—including students in music/band, choir, orchestra, theater, dance, and visual arts—represent the school in performances, competitions, and exhibitions. As public ambassadors of the school's culture and creativity, they are expected to demonstrate respectful behavior during rehearsals, performances, and events/excursions, show commitment, responsibility, and teamwork, and represent the school with pride and professionalism in all public appearances.

Athletics

Many opportunities are extended to students to serve as representatives in sports. Student athletes represent the school both on and off the field. Their behavior reflects not only on themselves but also on their team, coaches, and school community. Athletes demonstrate sportsmanship and respect during practices, games, and school activities; follow school rules and team guidelines.

###

ACADEMIC EXCURSIONS

CONTACT THE GRADE LEVEL DIRECTOR FOR MORE DETAILS.

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 overnight days.

All related matters regarding logistics, snacks/lunches, fees/cost, homework assignments, health conditions and treatments, etc., associated with the academic excursion will be communicated by the Grade Level Director.

Parents are responsible for making sure their child has lunch or the required funds to purchase lunch during Academic Excursions when required.

Cell Phones: Unless otherwise specifically specified, student cell phones and related electronic devices, including SmartWatches, and earbuds, are not allowed on school trips.

Grades

Students receive assignments for which they will earn cross-curricular grades. The teacher and grade level Director will establish and share academic excursion assignments, projects, and related standards.

A Privilege and not a Right

Students are to be orderly, mannerly, polite, and respectful at all times, and abide by the class standards and school policies. All children must display exemplary behavior while on all excursions.

All students are recommended to attend academic excursions.

Grades and assignments must be fully completed and submitted according to established classroom guidelines.

A behavior consequence may include a student not attending academic excursions. Students who exhibit ongoing, disruptive, defiant, or disobedient conduct may not be approved to attend or participate in the excursion. These identified students can lose the privilege to participate in these enriching experiences. If related fees have been prepaid, funds may not be able to be reimbursed. When practical and approved for some students to be able to attend designated Academic Excursions, an approved parent may be required to attend to serve as their child's direct chaperone. In such instances, the parent must abide by all school standards, pay fees, and adhere to Chaperone guidelines for their child.. Decisions on these matters are solely determined by the school.

Attendees

ALL parents or approved adult attendees 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.

Non-authorized enrolled parents or adults are not recommended to attend overnight Academic Excursions nor travel along with the school in a caravan, etc. Any exceptions will be preapproved by the school. 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 attendees may attend certain designated Academic excursions as approved by the Grade Level Director. Standard procedures and policies will be provided in such circumstances.

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

Guidelines for Academic Excursion Chaperones

The Principal and grade-level Director will establish guidelines for selecting chaperones. Those guidelines will be shared with attendees and parents during the orientation for the excursion. Chaperones must commit to being responsible, supportive, engaged, and adhere to the school's Core Values. This is working, serving assignment, not a vacation or free time.

The school will provide guidelines, policies, processes, and procedures for the standards and responsibilities of Chaperones.

Medical & Health Matters

Parents must consult with the Medical Administrator regarding all medicine, health, and mental wellness needs of a child for overnight trips.

No Student Cell Phones, Smart Watches, earbuds, or personal electronic devices, etc., are permitted at any time including Before School Care, After School Care, Excursions, and any school programming.

###

HIGH SCHOOL PLACEMENT

CONTACT THE STUDENT PATHWAY DIRECTOR
& MIDDLE SCHOOL DIRECTOR FOR MORE DETAILS.

SPSCC offers a high school placement program that partners with parents and empowers students to find their ideal fit for high school. Families learn about prospective schools during our High School Fair, where admission representatives from local schools visit SPSCC to showcase their programs. We encourage students to go a step further and spend a day at prospective schools to learn about curricula, meet current students and faculty, and hear about extracurricular activities.

In preparation for standardized tests required for admission to independent schools, based on available providers, we may offer an eight-week test-prep course to help students become comfortable with the testing process and learn time-management strategies. This personalized approach provides extensive support that leads to successful high school placement and prepares families for making college choices further down the road.

High School Admission Assessments for SAI Students

Parents of students taking the private school entry assessments must ensure their child meets the requirements and deadlines for the application. If a child currently receives student academic intervention (accommodations) at the School, the parent must meet the standards and deadlines to complete the required documentation for accommodations for the HS admission assessment.

For some private schools requiring the ISEE assessments, parents must follow the accommodation standards outlined on the website at [ISEE Accommodations for Families | ERBlearn.org](#). Parents should plan at least six months to a year in advance to apply for accommodations. To be eligible, the student's educational evaluation must be within the last three (3) years.

###

DISCIPLINARY STANDARDS

Contact the Dean of Students for more details.
The disciplinary section is subject to revisions without notice.
Consult with the Teacher for Classroom Disciplinary Consequences guidelines.

The terms violations and incidents are often used interchangeably.

Positive and appropriate behavior is essential for effective learning. Students must take responsibility for their actions and realize their 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 can 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 students, parents, and employees at all times.

Students and parents should:

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

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

- Parents are responsible to God for the education or training of their children, *"Train up a child in the way he should go and when he is old he will not depart from it."* -Proverbs 22:6. Parents must partner with the school to support the school's philosophy of discipline and disciplinary standards.
- Each student is to be treated with respect and given every opportunity to learn self-control and self-discipline.
- All members of the faculty, staff, and parents should be models of good behavior 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, disruptions, distractions, and disrespect.
- A distinction should always be made between the deed and the doer.
- Restorative discipline is important to the school; however, the school shall take disciplinary action when restoration does not yield positive transformation.
- Physical punishment such as spanking and shaking is forbidden at St. Philip's.
- Disruptive behavior, habitual misconduct, continuous school violations, or non-compliance with rules and regulations of the school will not be tolerated and will be addressed according to the Parent-Student Handbook.

- 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 non-compliance with rules and regulations of the school, whether by the student or parent/family, 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 Teacher, School Counselor, Grade-Level Director, Dean of Students, or supervising adult, to include Before School Care, After School Care, and related employees.

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.

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.

Tracking Behavior:

Behavior consequences do not begin anew each school year. Consequences for behavior carry over from one school year to the next. Students should be aware that behavioral consequences remain in effect beyond a single school year. The initiation of a new academic year does not nullify previously established behavioral consequences. However, the school seeks to impart restorative corrections and transformations to mitigate the negative impact of behavior notifications on a student's school records.

As the student consistently grows and families are supportive, the school seeks to ensure that behavior notifications on student records are used constructively, promoting growth, accountability, and fairness, while minimizing long-term negative consequences. With ongoing improvement, growth, and support, students can have behavior notifications reduced or removed after sustained positive behavior. The school will adhere to the governing agencies' requirements for retaining records of specific criminal conduct.

We believe every student deserves the chance to learn from their mistakes and grow. Our behavior documentation process is designed to support students, not label them. When the student seeks another school placement, the parent may request a meeting with the school to discuss the student's behavior records in consideration of the student's growth and positive behavior development. Any revision of records will be reviewed by the DRT, to assess fairness in the process of making amends and moving forward. Together, we can help every student succeed.

The school will recognize and document positive changes in behavior over time through the program systems in place, not limited to LiveSchool, awards, recognitions, recording successes, improvements, and growth.

Teacher Availability - Communication

When notifying the parent of an infraction resulting in disciplinary action, the school will make a good-faith effort to contact the parent via phone call before the end of the school. If a phone call is not feasible, the FACTS behavior notice will be submitted. 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.

- ❖ *In matters involving behavior, discipline and academics, the school will only meet with the parents, not family friends, extended family members, etc. The school's Instructional Leadership Team must approve any exceptions.*

Parental Support & Communication

We believe that parents bear the primary responsibility for teaching their children the 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 to achieve success.

Parents who want to discuss behavior or disciplinary matters should schedule a parent school conference with their child's Grade Level Director.

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.

There must be 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.

- ❖ *In matters involving behavior, discipline and academics, the school will only meet with the parents, not family friends, extended family members, etc. The school's Instructional Leadership Team must approve any exceptions.*

Parent Harmonious Actions:

Parents or family members of students are not allowed to and may not reprimand, interrogate, or harass another family's child or a family regarding school-related incidents or behavior concerns. Parents must immediately report known disciplinary concerns or behavior infractions/incidents to the grade-level Director or Dean of Students.

Parents in this section refer to those who are not serving as an official member of the school, such as the teacher, administrative staff, or support personnel role (including substitute teachers and tutors).

Violation of the standard may subject the parent to review by the Harmony Committee. Parents and family members must be supportive of and adhere to the *Harmony and Communication Parent Agreements*.

Disciplinary Review Team (DRT)

The DRT members may include the teacher, grade-level Director, and the Dean of Students. Disciplinary consequences imposed are at the initial discretion of the teacher based on their classroom rules; however, based on the frequency of behavior incidents and or the egregious actions, the incident may be reviewed by the DRT. The DRT may consult with the School Counselor.

The DRT is **not** required for all incidents. The DRT will support only on an *as-needed basis*; therefore, DRT will not review every infraction.

The DRT and School Counselor may serve in developing a *Behavior Plan* for a student.

Investigating Matters

- **On Campus:** Upon receiving reports of infractions/incidents that occur on campus or at a school-sponsored activity or that may occur off campus and are related to school, the matter will be taken seriously and will be investigated confidentially and promptly.
- **Off-Campus:** Infractions/incidents that occur outside school hours and away from school property or school-related functions may be investigated if reported to the school. The parents of involved students may also be notified. Any person to whom a complaint is made shall immediately advise the grade-level Director and or Dean of Students that a complaint has been made. As a result of the investigation, appropriate corrective action will be taken.
- **Questioning/Inquiries:** School personnel may question, investigate, and gather all the facts of infractions before reporting or informing parents of an incident. School personnel will investigate violations and interview students without prior notice to the parent or the consent of the parent to do so. During and after the investigation, the School personnel exercises this authority to maintain the safety and security of the school environment and to prevent the disruption of instructional programs.

Parents are not allowed to and may not reprimand, interrogate, or harass another family's child or a family while the child is in the school's care. Parents must immediately report known disciplinary concerns or behavior infractions/incidents to the student's teacher or Grade Level Director or Dean of Students.

- Any hindrances to the investigation will result in the highest disciplinary action being granted. Anyone hindering the investigation may be subject to additional school consequences, which will be determined by the school and or governing authorities.
- Video/Audio Monitoring: Video/audio equipment may also be used for safety purposes to monitor student behavior on the school campus. Use of recordings: Recordings shall be reviewed as needed by the principal or the principal's designee, and evidence of student misconduct shall be documented. A student found to be in violation of the school's policies and handbook shall be subject to appropriate discipline. Access to

Recordings: Video recordings obtained from surveillance cameras that contain images of students are school records. Video surveillance records will only be released to local law enforcement.

Reporting Infractions:

IF YOU SEE SOMETHING, THEN REPORT SOMETHING,

IF YOU HEAR SOMETHING, THEN REPORT SOMETHING,

IF YOU DO SOMETHING, THEN REPORT SOMETHING

- Everyone has a responsibility to report a suspected violation. This reporting includes students, parents, and faculty.
- Any person knowingly making false accusations will be subject to disciplinary action.
- There will be consequences for those who retaliate against students who report bullying, harassment, or any infraction.

Searches & Inspections

Students, while at school and 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 request students to comply with unannounced searches of school property occupied by the student. Students are encouraged to allow inspections of their belongings, including 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 in advance if conducted by the school. Governing authorities must adhere to their legal standards.

Contraband confiscated in searches shall not be returned to students, and when appropriate, as required by law, will be reported to governing authorities or to the parent. 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.

Physical Restraint

Authorized school personnel or security or police 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 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 to restore order or to impose disciplinary measures.

School Reporting Disciplinary Concerns & Infractions

Any infraction/incident whether listed in this policy or not (but, not limited to disruptive behavior, habitual misconduct, continuous school violations, or non-compliance to rules and regulations, etc.) can be reported or referred for Disciplinary Consequences to the Dean or student's grade level Director by any member of the school personnel such as a teacher, staff member, administrator, Before and After School Care worker, tutor, and designated school supporters.

- **Not Reported:** Not all disciplinary infractions will be reported through the school disciplinary communication system or classroom's reporting process as a FACTS Behavior Notice. Such reporting is at the discretion of the Director or Dean and may be based on mitigating disciplinary factors and the immediate improvement of the student.

*Whenever student behavior problems arise, there can be the temptation to focus on the disciplinary **process** rather than the actual **problem**. The goal of discipline is to correct and train students while protecting the overall safety and educational environment*

Every *minor* infraction may **not** warrant a written disciplinary Behavior Notice action through FACTS, but may be reported via FACTS email or documented through the classroom management system.

- *Not every minor infraction will be reported to the parent. Frequent, ongoing, non-correcting Infractions will be reported to the parent.*
- **Timeliness of Reporting:** If notifying the parent of an infraction resulting in a FACTS disciplinary Behavior Notice, the school will make a good faith effort to contact the parent via phone call before the end of the school. If a phone call is not feasible, the FACTS behavior notice will be submitted.

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. Grade-level classroom rules are subject to modification without prior notice to the parent.

Disciplinary Mitigating Factors

The type of Disciplinary Consequences implemented may depend, yet not be a requirement for determination, on the student's:

- developmental phase,
- disciplinary history,
- severity or magnitude of the infraction/incident, even if there is no disciplinary history,
- frequency of infractions/incidents,
- intent or lack of intent at the time the student engaged in the conduct,
- personal factual circumstances,
- overall behavior documentation or discipline record, and at
- the sole determination of the school, unless guided by governing agencies.

Provisions

- Consequences are not sequential; therefore, any consequence may precede another. Two or more consequences (not limited to the following) may be granted based on the severity and frequency of the infraction.
- Consequences are solely determined by school policy, and any of the following members: Grade Level Director, Dean, and Teacher: the Disciplinary Review Team.
- The school does not offer In-School-Suspension (ISS), this is not an optional consequence. Therefore, when a student is assigned an out-of-school suspension, parents must pick up the student within one hour of notification.
- Most minor classroom infractions' consequences are determined and reported by the Classroom Teacher as outlined in the class rules and standards. Thereafter, referred to Grade Level Director and or Dean. See Consequences Chart

BEHAVIOR VIOLATIONS/INFRCTIONS

Contact the Dean of Students for more details. Behavior section is subject to revisions without notice.
Consult with the Teacher for Classroom Disciplinary Consequences guidelines.

Refer to the Consequences and Infraction section.

Academic Integrity/Dishonesty

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 verbal or non-verbal communication between students during an examination or assignment, 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. Academic dishonesty includes the use of **artificial intelligence**-related sources.

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, the student's abilities, prior performance, or verified information from students.

- **Artificial Intelligence** is the use of artificial intelligence (AI) to generate or complete assignments is not approved unless stated in the instructions by the teacher. Students may not use AI tools (including calculators) for assignments unless directed by the teacher as included in the assignment.

The use of AI related tools to generate assignments when directed by the teacher to not do so is considered academic dishonesty. Refer to the Discipline section and the *Technology Agreement* regarding the use of Artificial Intelligence for academic purposes. AI is constantly changing. The school will adapt as existing AI tools evolve and new tools are introduced.

- **Students must produce their own, original work.**
 - **Students are required to submit *authentic* work.**
- **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 or obtaining another student's work to obtain answers. Letting someone else do your work or doing someone else's work. Making up data, sources, or citations. Falsifying results or research findings. Using calculators, apps, or websites that solve problems for you when not allowed. Having someone else complete your assignment or take a test for you. Logging into someone else's account to submit work. Use of smart watch (which are prohibited) or related electronic device.
- **Copying** refers to the act of duplicating any part of another student's work (including, but not limited to, plagiarism, assignments such as mathematics homework, lab reports,

vocabulary homework, and so on) and passing it off as one's own. Students may collaborate on assignments when permitted by the teacher for that assignment; however, in student collaboration, each student involved must be a participant in finding the answers for their assignment. Students who willingly email, text, or provide their work to another student to use will also be held responsible for their part in the infraction.

- **Miscellaneous Aid** refers to receiving assistance through artificial intelligence, websites, services, etc. that knowingly aid students in completing written assignments and related schoolwork. **Students should submit *authentic* work.**
- **Copyright Compliance**
Fair Use covers many school uses of copyrighted material, but it does not cover everything. If you aren't sure if something you are using qualifies as Fair Use, please talk to the school librarian for guidance, or read more about Fair Use at <https://www.copyright.gov/fair-use/more-info.html>. Refer to <https://www.copyright.gov/title17> for the most current information about U.S. copyright laws.
- **Plagiarism:** Using someone else's words, ideas, or work without giving credit.
- **Fabrication:** Making up data, sources, or information.
- **Collusion:** Helping someone else cheat or letting them copy your work.
- **Unauthorized Collaboration:** Working with others when the teacher said to work alone.
- **To be assessed by the school.** Academic Integrity concerns will be reviewed and determined by the school if violations have occurred.

ACADEMIC INTEGRITY/CHEATING/DISHONESTY CONSEQUENCES	
1st Violation	<ul style="list-style-type: none"> • A conversation with the teacher to understand what went wrong and why. • Solely at the teacher's discretion: Student may be allowed to retest or redo the assignment only on the same day for a grade no higher than 70. • Lunch Detention. • Formal FACTS email to the parent. • Required tutoring if in need of academic assistance. • A note in the student's behavior record (1st and only offense is not permanent).
2nd Violation	<ul style="list-style-type: none"> • A score of zero on the assignment or test (with a chance to redo it for a grade no higher than 50. Redo is solely at the teacher's discretion. • Removal from honors or leadership roles (e.g., Saint of the Week, Titan, Student Government or Student Council, representing the school in an event or program, Events/Sports/Programming, or other functions as determined by the school, etc.) • Meeting with teacher, parent, and Dean and or Director of the Division, or school counselor if needed. • Formal FACTS Behavior Demerit Notice to parent.

	<ul style="list-style-type: none"> • Ongoing tutoring is required if determined student needs academic assistance. At the parent's expense. • <i>Academic Integrity Agreement</i> to be fulfilled by the student.
3rd Violation	<ul style="list-style-type: none"> • Parent-school required meetings. • No opportunity to redo the assignment (earned a grade of zero). • Student will receive an earned course grade, but not greater than 70 in the course for the academic term in which dishonesty occurred. • Removal from honors or leadership roles (e.g., Saint of the Week, Student Government or Student Council, programming/sports, etc., representing the school in an event or program, Events/Sports/Programming, or other functions as determined by the school, etc.) • Formal FACTS Behavior Demerit Notice to parent.

BULLYING & CYBERBULLYING

DEFINED:

Bullying and Cyberbullying (As defined by the state of Texas Education Code, definition subject to revision.):

A single egregious/significant act or a pattern of acts by one or more students directed at another student that:

- **Exploits an imbalance of power** between the student perpetrator(s) and the student victim. 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.
- Involves **written or verbal expression**, expression through **electronic means**, or **physical conduct**.
- Has the effect or will have the effect of:
 - Physically harming a student,
 - Damaging a student's property,
 - Placing a student in reasonable fear of harm to their person or property;
- Is **severe, persistent, or pervasive** enough that it:
 - Creates an **intimidating, threatening, or abusive educational environment**,
 - **Materially and substantially disrupts** the educational process or the orderly operation of a classroom or school,
 - **Infringes on the rights** of the victim at school.

Bullying can include face-to-face or through other forms of verbal, written, or online communications, and includes, but is not limited to, the following actions:

1. **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.
2. **Physical** refers to hitting, kicking, shoving, pushing, restraining, or making obscene gestures to another student or destroying or damaging another's property.
3. **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.

Cyberbullying means **bullying** that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

- Cyber-bullying includes, but is not limited to:
- Sending or posting threatening, obscene, profane, embarrassing, or inflammatory messages;
- 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.

SCOPE

This includes, but is not limited to, when bullying happens:

- On school grounds: Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group.
- Off school grounds: At a school-approved activity, function, or event.
- When traveling: To or from school or a school activity, function, or event
- When using property or equipment provided by the school. However, done through the use of any electronic communication device, regardless of ownership, including those involving personal devices, resulting in behavior that **affects the school environment**, the school **has the authority and responsibility** to intervene..
- On or off school grounds: When the behavior has caused significant disruption to the learning environment or interfered with an individual's ability to learn.

REPORTING:

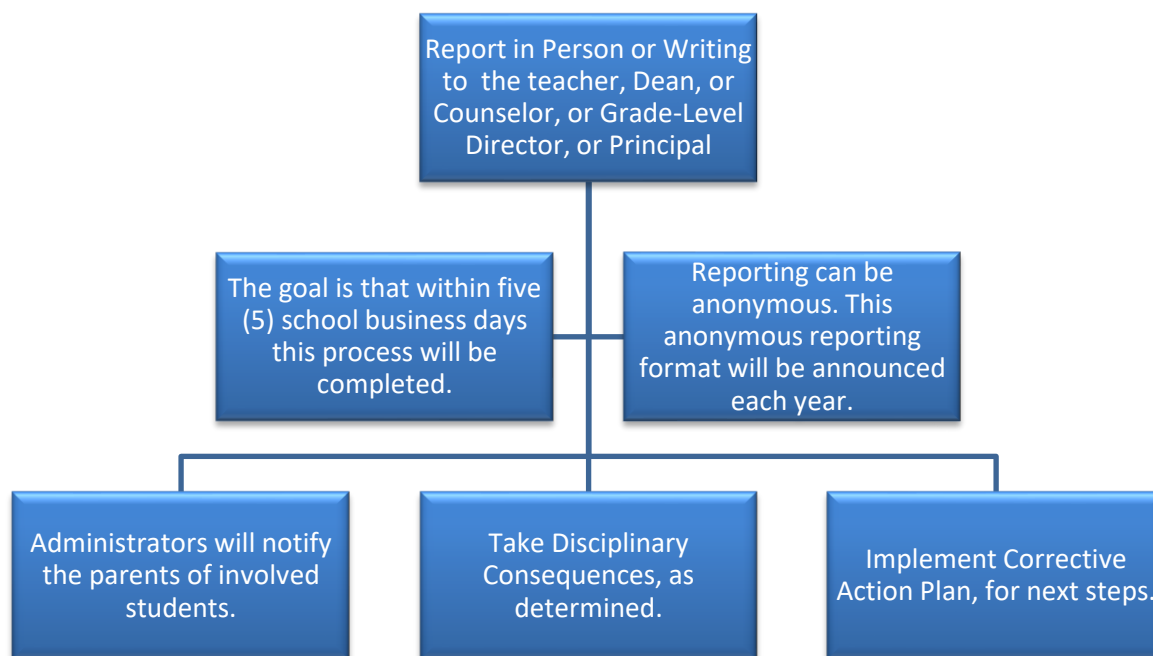
IF YOU SEE SOMETHING, THEN REPORT SOMETHING,

IF YOU HEAR SOMETHING, THEN REPORT SOMETHING,

IF YOU DO SOMETHING, THEN REPORT SOMETHING

- Everyone has a responsibility to report a suspected violation. This reporting includes students, parents, and faculty.
- Any person knowingly making false accusations of bullying will be subject to disciplinary action.
- There will be consequences for those who retaliate against students who report bullying.

Bullying, cyberbullying, or threats of bullying can be immediately reported as follows:



If cyberbullying occurs outside of school by a student or over social media or similar outlets and is reported to the Counselor and/or Dean of Students, the parent may be called in to discuss the issue, and students may be subject to Disciplinary Consequences.

Students who are bullied, cyberbullied, or harassed, and students who are aware of or witness, such as bystanders, should report the behavior to a trusted teacher, the Counselor, and/or the Dean of Students 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 Counselor and/or Dean of Students and or Principal.

Retaliation:

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

Parent Responsibility:

Cyberbullying often 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 parents of children enrolled at the school to immediately report such behavior to the Principal and/or School Counselor, and/or Dean of Students.

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.

###

Harmony Relationship due to Discipline / Behavior

Per the *Parent Responsibility Agreement & Harmony/Communication Policy* and *Continuous Enrollment Agreement*, 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 continuously enroll a student/family if the school concludes that violations of the *Parent Responsibility Agreement & Harmony/Communication Policy*, and *Continuous Enrollment Agreement* have occurred. Additionally, a family can be withdrawn due to non-compliance with the *Parent Responsibility Agreement and Harmony/Communication Policies, and Continuous Enrollment Agreement*.

Harassment

Refer to the Title IX Policy for more about Harassment.

Harassment (as defined by the state of Texas Education Code) means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating [or suggestive] 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 must immediately report the incident to either the Dean of Students or the Director of Human Resources.

It is important for each student to report any harassment or threats to the nearest teacher, Division Leader, Principal, or either the Dean of Students or the Director of Human Resources as soon as possible so school officials may take appropriate action.

Except as provided elsewhere in this part, no student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular program, training, or other education program or activity operated by St. Philip's School & Community Center.

If you have concerns about harassment, meet with the School Principal to express your concerns.

Hit List

Hit List (as defined by the state of Texas Education Code, subject to revision) means a list of people targeted to be harmed, using:

- (A) a firearm;
- (B) a knife; or
- (C) any other object [or the physical body] to be used with the intent to cause bodily harm.

Additionally, a **"hit list"** refers to any written, digital, or verbal communication that names individuals as targets of potential harm, regardless of whether a specific plan or intent is expressed. All evidence will be secured by the school. School administration, the Instructional Leadership Team, and parents of all will be notified immediately. The student making the threat will be secured and released to the parent until a threat assessment can be conducted by a trained and experienced threat assessment. An investigation will be conducted. As determined, governing agencies will be notified. Based on outcomes, disciplinary consequences will be administered.

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 written forms. Lying also includes, but is not limited to, forgery, the use of false identifications, or the spreading of unsubstantiated slanderous rumors about others.

Retaliation

Refer to Title IX Policy for more on Retaliation.

Retaliation is subject to the definition of governing state and federal authorities. It may include any revenge, intimidation, classwork, 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 against 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, Counselor, grade-level Director, and/or Dean of Students. The student's parents may make the report.

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 Consequences, up to and including expulsion.

Vandalism

Vandalism or destruction of property may include littering, graffiti, defacing, or damaging school property or the property of others. An investigation will be conducted. Based on the findings, the parent or the student causing the vandalism will be financially responsible, thus required to pay for the damages, repairs, and replacement. The student will be subject to disciplinary consequences. If mandatory reporting is required, the incident(s) will be reported to law enforcement.

TITLE IX POLICY

Nondiscrimination Disclosure

St. Philip's School and Community Center admits students of any race, color, national and ethnic origin, sex, gender, and sexual orientation to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. Similarly, St. Philip's admits qualified students with disabilities who can, with minor adjustments, be provided an appropriate education.

St. Philip's does not condemn, condone, or discriminate based on race, color, religion, sex, gender, sexual orientation, disability, or national and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. No student shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination based on a protected characteristic as established by applicable federal, state, or local law, under any academic, extracurricular program, training, or other education program or activity operated by St. Philip's School and Community Center.

St. Philip's Title IX and Nondiscrimination Coordinator is the Principal.

Nondiscrimination and Anti-Harassment Policy

St. Philip's School and Community Center (St. Philip's) is committed to an environment in which all individuals are treated with respect and dignity. Everyone has the right to work and learn in a professional atmosphere that promotes equal opportunities and prohibits unlawful discriminatory practices, including harassment. Therefore, St. Philip's expects that all relationships among persons in the school will be respectful and free of explicit bias, prejudice, and harassment.

The purpose of this policy is to prevent and address unlawful harassment, discrimination, and retaliation. St. Philip's will make every reasonable effort to ensure that all concerned are familiar with this policy and are aware that any complaint alleging a violation of the policy will be investigated and resolved appropriately.

Any parent or student who has questions or concerns about this policy should talk with the Title IX and Nondiscrimination Coordinator, the Principal, 214-421-5221.

Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the policies of St. Philip's prohibit discrimination and harassment based on sex, gender, sexual orientation, race, color, national origin, disability, and age in admissions, recruitment, financial assistance, employment, compensation, athletics, facilities, access to curriculum and course offerings, and counseling services.

Sexual harassment

Sexual harassment is not tolerated at St. Philip's. For this policy, "sexual harassment" is defined as unwelcome verbal, written, or physical conduct of a sexual nature or based on sex when: a) submission to such conduct is made either explicitly or implicitly a condition of aid, benefit, or service of the school, or b) such conduct is sufficiently severe, persistent, or pervasive as to effectively deny, limit, or interfere with the student's ability to participate in or benefit from the school's programs. Sexual assault, dating violence, domestic violence, and stalking based on sex are also prohibited forms of sexual harassment.

Harassment

Harassment based on any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal, written, or physical conduct that is based on an individual's race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age, disability, marital status, citizenship, genetic information, or any other characteristic protected by law, or that of his or her relatives, friends or associates, and that is sufficiently severe, persistent, or pervasive as to effectively deny, limit, or interfere with the student's ability to participate in or benefit from the school's programs.

Harassment is conduct that denigrates or shows hostility or aversion toward an individual based on a protected characteristic, such as epithets, slurs, and stereotyping; threatening, intimidating, or hostile acts; jokes, ridicule, and mockery; and written or graphic material shared at school or using school technology.

Retaliation

St. Philip's encourages reporting of all perceived incidents of discrimination or harassment. It is the policy of St. Philip's to investigate such reports promptly, equitably, and thoroughly. St. Philip's prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports.

Individuals and Conduct Covered

This policy applies to all applicants, parents, students, employees, volunteers, and contractors at school and any school-related activity.

Complaint Procedure

St. Philip's encourages reporting of all perceived incidents of discrimination, harassment, and retaliation, regardless of the offender's identity or position. Individuals who believe they have been the victims of conduct prohibited by this policy or believe they have witnessed such conduct should report to the Principal, the Title IX and Nondiscrimination Coordinator. If a student or parent reports such conduct to any staff member, that staff member must notify the Title IX and Nondiscrimination Coordinator.

St. Philip's encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving incidents of harassment and discrimination.

Any reported allegations of harassment, discrimination, or retaliation will be investigated promptly, equitably, and thoroughly. The Title IX and Nondiscrimination Coordinator will appoint an investigator. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Individuals alleged to have engaged in harassment, discrimination, or retaliation will be provided notice of the allegations and an opportunity to respond.

St. Philip's will maintain confidentiality throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action. Pending the conclusion of the investigation, St. Philip's will take reasonable steps to preserve equal access to the educational program, protect the safety of all parties, and deter harassment, which may include, without limitation, counseling, extensions of deadlines, modification of schedules, additional supervision of certain areas of campus, and no-contact directives.

The investigator will report factual findings, using a preponderance of the evidence standard, to the Title IX and Nondiscrimination Coordinator. The Title IX and Nondiscrimination Coordinator will make a determination with respect to whether the policy has been violated. Both parties will be notified of the outcome of the investigation.

Misconduct constituting harassment, discrimination, or retaliation will be dealt with appropriately. Responsive action may include, for example, educational programming, referral to counseling, or disciplinary action, including suspension or expulsion.

If a party to a complaint does not agree with its resolution, that party may appeal to St. Philip's executive director. Any appeal should be submitted within 10 business days of receipt of the notice of outcome.

False and malicious complaints of harassment, discrimination, or retaliation (as opposed to complaints that, even if erroneous, are made in good faith) may be the subject of appropriate disciplinary action.

###

PUBLIC DISPLAY OF AFFECTION

All students are expected to refrain from inappropriate public displays of affection while on school grounds or at school-sponsored or related activities. Being overly affectionate at school may be deemed to be offensive, generally in poor taste, and not age-appropriate behavior for students.

This policy serves to

- maintain a respectful, inclusive, and distraction-free learning environment;
- maintain a professional and respectful learning environment and personal boundaries;
- avoid making others uncomfortable;
- ensure that all students feel safe and focused on learning; and
- align with school policies and values.

This behavior includes, but is not limited to:

- Kissing,
- Prolonged hugging,
- Holding hands (in some contexts),
- Sitting on another student's lap,
- Intimate touching, caressing, or cuddling,
- Engaging in sexual behaviors/actions or suggestive sexual behaviors/actions
- Any behavior deemed inappropriate by school staff. The staff's discretion will be used to determine the appropriateness of behavior.

Acceptable Behavior

- Friendly greetings such as brief side-hugs or high-fives
- Respectful personal space in all interactions

Consequences for PDA infraction:

Offense	Consequence	Details (The following is subject to change as reviewed and solely determined by the Discipline Review Team (DRT). Corrective measures are handled by the DRT.
1st	Verbal Warning & Parent Notification	The student is reminded of the policy and asked to stop the behavior. Parent Telephone Conference is required. Email notation is made in the FACTS mail.
2nd	Parent Notification & School Meeting	A phone call and FACT Behavior Notification are sent to the parent. Student and parent are required to meet with the Dean and/or Counselor.
3rd	Morning Detention	The student will serve one Morning detention and complete a SEL behavior improvement assignment.

Offense	Consequence	Details (The following is subject to change as reviewed and solely determined by the Discipline Review Team (DRT). Corrective measures are handled by the DRT.
		The related past and current infractions are documented in the student's FACTS behavior record.
4th	Implementation of a Behavior Improvement Plan/Agreement	The student meets with the Dean, member(s) of the Disciplinary Review Team (DRT), School Counselor, and the parent. If the school determines a need, a Behavior Improvement Plan may be developed and implemented. All related financial expenses and obligations within the BIP must be met by the parents. Based on the severity of the behavior, the student may be suspended.
5th	Extended Disciplinary Actions	Non-compliance with the BIP to cease related behaviors, the student will be suspended for three days. If the parent and or student choose not to comply, the family may be encouraged to immediately find another educational setting, or the school may direct them in finding a better school fit, which is withdrawing or unenrolling at St. Philip's according to the Continuous Enrollment Parent Agreement.

###

CELL PHONE (TELEPHONE USE, SMARTWATCHES, ECD, ETC.)

Refer to other policies and standards outlined in this Handbook. A *Behavioral Interventional Flowchart or Plan for Consequences* is developed by the DRT.

Cell phones, smartwatches, earbuds, and electronic devices are **not** permitted to be used

- While on campus (at any time and any place) during the school day,
 - Before school,
 - After school,
 - At special school programming, rehearsals,
 - after-school student meetings, including planning meetings, school-wide events, Rites of Passage,
 - during academic excursions.
-
- ❖ Even if turned off, it may not be in the classroom, restroom, school day transitions, etc.
 - ❖ Students may not wear Smart Watches or use cell phones, earbuds, or other electronic communication devices (ECD) at school.
 - ❖ Must NOT be on the student, in their pockets, when transitioning.
 - ❖ Any cell phones (related electronic devices) must be turned off. Not on vibrate, not on silence, but off!
 - ❖ For Middle School students: any related device must be in the student's locker, **NOT** in the student's backpack or on person/body/etc.
 - ❖ For all other students: any related device must be in the backpack and not in transition throughout the school, unless transitioning home.

Making Phone Calls:

If a student needs to make a phone call to an authorized parent or pick up contact, after receiving permission to do so by their supervising teacher or an Instructional Leadership Team member, the student may use the classroom teacher's or supervised phone for emergency calls only. Students cannot be called out of class to accept calls. Students are not permitted to use any phone without permission and under supervision as stated.

Consideration-Custody Matters: Personal Transitions:

The School strongly recommends that students NOT bring their cell phones/electronic devices to school. If a parent needs to allow a child to bring a device to school related to guardianship or transition matters, or as determined by the school to be an acceptable related matter, this request must be submitted to the Grade Level Director and the Dean for preapproval. This consideration **must be preapproved** by the Grade Level Director and or Dean.

If preapproved, the device must remain turned off and in the student's backpack or locker **ONLY**. No exceptions! Setting the device to vibrate, no ring, or special low tones is **not** a substitute for having the device turned **off**. The time between classes or study halls is no exception to the rules.

The School shall not assume any responsibility for theft, loss, or damage of a cell phone or ECD, or unauthorized calls made on a cell phone, at the school, or any school-sanctioned activity (e.g., athletic events, Before School Care, After School Care, school-wide events, and performances).

Consequences & Infractions

The policies, processes, perimeters, and penalties of electronics are determined solely by the school. These consequences apply to all students regardless of any exceptions, contingencies, or special accommodations, which may only be granted by the Instructional Leadership Team members. The following consequences are subject to change.

1st offense: If any phone or smartwatch, earbuds, or related electronic device is discovered to be on the student's person, on the student's desk, or turned on during prohibited hours, it will be

- Device received/ turned into the Grade Level Director and or Dean, and placed in a sealed marked envelope until the end of the day.
- Only the student's parent can retrieve the device released by the Grade Level Director or Dean.
- The student will receive a behavior warning notice and LIVESCHOOL Demerit.

A **2nd offense** will result in the student

- not being allowed to bring the device back to school (no exceptions),
- device received by the school and returned to the parent only, and
- receive a formal disciplinary FACTS Behavior consequences to serve morning detention.

A **3rd offense** will include the consequences listed in 1st offense, 2nd offense, and a full-day suspension.

A **4th offense** will result in a parent-school meeting to determine the next consequences to include but not limited to noncompliance and support of the Parent Agreement. The device is received by the school and returned to the parents at the end of the school year.

Parents must refrain from texting, calling or emailing students during the school day. In case of an emergency, parents must contact student's grade level director, or the classroom teacher.

###

BEHAVIOR DETENTION (For Academic Detentions, Refer to Academic Section)

CONTACT THE ASSIGNING TEACHER FOR MORE DETAILS.

Behavior Detention is the supervised retention of a student beyond the regular school day. The purpose is to foster a positive and respectful learning environment by addressing and correcting inappropriate behaviors. The primary goals are to:

1. **Promote Accountability:** Encourage students to take responsibility for their actions and understand the impact of their behavior on themselves and others.
2. **Provide Support:** Offer guidance and support to help students develop better decision-making skills and coping strategies.
3. **Encourage Reflection:** Create opportunities for students to reflect on their behavior, understand the consequences, and make positive changes.
4. **Build Community:** Strengthen the school community by fostering mutual respect, understanding, and cooperation among students and staff.

Behavioral Detention is not In-School Suspension (ISS).
The school does not offer ISS.

Number of Behavior Detentions & Enrollment: The number of school-year Behavior Detentions will not exceed three (3). Students earning three (3) or more behavior detentions will result in a parent-school-student meeting, and the family is subject to not being considered for continuous enrollment.

Parental Action: Concerned and committed parents must partner with the school to ensure the behavioral success of their child and their continuous enrollment at St. Philip's School & Community Center. This is not an option.

Attending Assigned Behavior Detention

1. **Notification:**
 - The classroom teacher (or Director or Dean) will send a FACTS Behavior Notice of the incident/infraction and the consequences of Behavior Detention, which will include the detention date, 7 a.m. time, and the arrival location. A follow-up email may be sent.
2. **Attendance Requirement:**
 - Students are required to attend detention on the assigned date and start time without exception.
 - On-time: The student must arrive for detention at the designated time. Students not in the detention designated area within 10 minutes of the start time will be considered non-compliant, which will result in additional disciplinary consequences.
3. **Consequences for Non-Attendance or Tardies:**
 - **First Offense:** The student will be required to attend a make-up detention session and will receive a *Behavior Notice Warning*.
 - **Second Offense:** With an additional *Behavior Notice Warning*, the student may face disciplinary action to include attending two make-up detentions and lunch duty.

detention(s) to perform an identified work assignment, which will be determined by the school.

- **Continued Non-Compliance:** With an additional *Behavior Notice Action*, persistent failure to attend detention may result in more severe disciplinary actions, such as out-of-school suspension (OSS) or reenrollment hold for continuous enrollment.

4. **Documentation:**

- All instances of non-attendance and subsequent actions taken will be documented in the student's disciplinary record in FACTS as *Behavior Notice Warning or Behavior Action*.

###

TYPE A – INFRACTIONS & CONSEQUENCE

(The following is subject to change at the discretion of the school.)

<i>Infractions</i>	<i>Consequences</i>
<ul style="list-style-type: none"> ✓ <i>Not limited to the following minor, frequent infractions.</i> ✓ <i>Other behavior infractions may be classified as Type A that are not listed herein; therefore, this is not an exhaustive listing of infractions.</i> 	<p><i>Consequences may NOT be sequential as listed in the 1st thru 6th listings. The school reserves the right to assign consequences based on varying circumstances.</i></p> <p><i>The final decisions for consequences are the sole determination and discretion of the school.</i></p>
<ul style="list-style-type: none"> • Minor disrespect to students or staff members (this does not include physical actions or contact) • Minor, yet frequent, prohibiting or intentionally hindering others from participating in an activity or instruction <ul style="list-style-type: none"> ○ Ongoing related behaviors refer to Type B Consequences • Minor, yet frequent, disruption to classroom instruction or other school programming, disruptions include challenges with self-regulation, tantrums/emotional outbursts, excessive talking, and non-corrective behaviors <ul style="list-style-type: none"> ○ Ongoing related behaviors refer to Type B Consequences • All other minor social disruptive, disobedient, or defiant actions • Profanity • Lying or lying to get oneself out of trouble • If physical harm occurred to another student, move to Type B Infractions. • Failing to be in one's assigned place (including but not limited to loitering, excessive time in the restroom or water station, excessive transitioning time, exclusive/secluded areas, etc.). • Violation of Vending Machine policy • Violation of school policies and procedures for safety and security 	<ul style="list-style-type: none"> • <u>1st, 2nd. Offense (By Classroom Teacher):</u> Adhere to Classroom Consequences; • Reteach and model corrective behaviors; <p><u>3rd Offense (By Classroom Teacher):</u></p> <ul style="list-style-type: none"> • Follow Classroom Consequences; • Reteach and model corrective behaviors; • Modified Recess with physically engaging activities; • Phone call and follow-up email to parent; • Inform Grade-Level Director <p><u>4th Offense (Classroom Teacher Refers student to Grade Level Director or Dean):</u></p> <ul style="list-style-type: none"> • Student meets with Grade Level Director and/or Dean; • Phone call to Parent • FACTS Behavior Notification Assigning Detention with SEL Behavior Improvement Assigned Tasks: <ul style="list-style-type: none"> ○ (Lunch Detention for EC, and ○ Morning Detention for LS thru • LiveSchool Demerit, where applicable by grade; • On-Campus Community Service support as feasible. <p><u>5th Offense (By Grade-Level Director):</u></p> <ul style="list-style-type: none"> • May include one of all consequences in 1st thru 4th Offense. • Lunch Behavior Detention for EC students with SEL Behavior Improvement Assignment

<p>measures that are not criminal in nature.</p> <ul style="list-style-type: none"> • Stealing from another or school property (not subject to governing authorities); and/or the possession of stolen property • Intentional violation of known established school rules and procedures • Intentional failure to report school policy violations...<i>See Something Say Something</i> • Restroom Violations • Failure to comply with homework, classwork, and related academic standards • Misuse of equipment, property, elevators, supplies, etc. • Engaging in non-school-related computer games during school hours, including Before School Care and After School Care, and supervised School-wide events or programs. • Use of computer devices for non-school, non-authorized, improper, or inappropriate use. • Minor infractions not listed. 	<ul style="list-style-type: none"> • Morning Behavior Detention for LS and up grades. with SEL Behavior Improvement Assignment • Modified attendance or cannot attend academic excursion(s) (field trips), classroom functions, etc., (or attend with an approved parent) • Behavior Notification to Parent via Parent FACTS email (include Director and Dean) <p><u>6th Offense (Teacher Refers Student to Grade Level Director and/or Dean):</u></p> <ul style="list-style-type: none"> • Required Parent-School Meeting; • Formal Behavior Notification thru FACTS. • One Full Day School Suspension (unexcused absence and ineligible for academic assignments given during suspension, see policy) • Leadership/Representative 30-Day Probation or Removal (Determined by School Leaders) • These same Type A ongoing behaviors now escalate to Type B infractions due to the frequency and noncorrective behavior. • See Type B consequences to be administered.
<ul style="list-style-type: none"> • Toilet Training 	<ul style="list-style-type: none"> • Refer to Toilet Training Policy
<ul style="list-style-type: none"> • Excessive tardiness (to class or school) 	<ul style="list-style-type: none"> • Refer to Tardy Policy and classroom consequences.
<ul style="list-style-type: none"> • Academic At Risk 	<ul style="list-style-type: none"> • Refer to Homework, Grades, and Student Support Services sections.
<ul style="list-style-type: none"> • Dress Code & Uniform 	<ul style="list-style-type: none"> • Refer to Dress Code & Uniform Policy

TYPE B – INFRACTIONS & CONSEQUENCE (The following is subject to change at the discretion of the school.)	
Infractions	Consequences
<p><i>These infractions are no longer “minor” in nature but ongoing, severe, more aggressive, intentional, and progressive.</i></p>	<p><i>Initial reporting is by the Classroom Teacher. The Teacher provides referring data to the Grade Level Director and/or Dean.</i></p> <p><i>These consequences target students who may be at risk of developing more serious behavioral issues and aim to provide them with the interventional skills and support they need to correct unacceptable actions for their success.</i></p> <p><i>The final decisions for consequences are the sole determination and discretion of the school.</i></p>
<ul style="list-style-type: none"> • Ongoing, increasingly severe, and non-corrective violations of Type A infractions • Repeated, non-corrective, chronic, egregious tantrums, emotional outbursts, rude, disrespectful, degrading, defiant, disobedient, disruptive behavior that prevents/impedes teaching and learning • Ongoing severe/egregious, and non-corrective behaviors of belittling, put-downs, or mean-spirited, vulgarities, profanity, or threatening others • Failure to follow directions, disobedience, leading to the disruption or harm of self or others • Intentional physical aggression, mutual fighting, kicking, slap boxing, etc., whether provoked or not provoked • Aggressive behavior; e.g., physical contact, intentional hitting, pushing, shoving, or horseplay or rough housing. This may not be deemed as fighting. • Fighting, intimidation, and/or violent behavior (Imputing disciplinary consequences for the student acting in self-defense will be taken into consideration; however, may <i>not</i> be exempt from consequences). • Intentionally biting or placing bodily fluids on another or within the school’s 	<p><u>(Teacher Refers Student to Grade Level Director and/or Dean):</u></p> <p>School will investigate all matters. Anyone hindering the investigation may be subject to additional school consequences, which will be determined by the school and or governing authorities.</p> <p>The consequences listed in Type A, may be appropriate to repeat as a consequence in Type B. Additionally, the following consequences apply for Type B infractions:</p> <p><u>1st Offense:</u></p> <ul style="list-style-type: none"> • Notify Parent via phone call (If reporting to a governing agency, the timeliness of notification to parents may be determined by the governing authorities.). • Once all facts have been gathered, send a formal Behavior Notification thru FACTS. • Required Parent-School Meeting; • If not previously placed on probation, leaders, representatives, etc., will be placed on probation or removed (refer to Representatives, Leadership, and Athlete standards)

<p>property (may be subject to governing authorities).</p>	<ul style="list-style-type: none"> • Two to three full school days of suspension for the occurrence. The number of days suspended will be based on the investigative findings determining the intent and egregious actions. Not to exceed the number of behavior suspensions. • If deemed appropriate and supportive of corrective behaviors, a Behavior Improvement Plan may be developed and implemented, depending on the infraction. <p><u>2nd Offense:</u></p> <ul style="list-style-type: none"> • As required, any inappropriate items will be retrieved by the school and returned to the parent or governing authorities. • If deemed appropriate and supportive of corrective behaviors, a Behavior Improvement Plan may be developed and implemented, depending on the infraction. • Removal from all leadership and related representation of the school, including school athletics, etc. • Up to five full days of suspension. <p><u>3rd Offense:</u> Consideration for expulsion, withdrawal, or nonreenrollment or non-continuous enrollment</p> <p><u>Additional Consequences:</u> In addition to 1st & 2nd Offenses the following will be instituted, as deemed applicable:</p> <ul style="list-style-type: none"> • Matters of health concern <i>might</i> be reviewed by the Medical Administrator or referred to the student's medical/health care providers (at the expense of the parent) • Financial restitution for repairs or replacement of damage to school property • The damage to another student's property will not be the responsibility of the school. • Based on infraction, reported to governing authorities.
<ul style="list-style-type: none"> • Indecent exposure or touching private/personal body areas of self or others • Intentionally inappropriately touching or fondling oneself or others • Committed an offensive or obscene act • Sexual or vulgar gestures or conversations • Engaging in sexual behaviors/actions or suggestive sexual behaviors/actions • Attempted to cause or caused damage to school property or private property • Possessing or using tobacco, nicotine products, or nicotine delivery systems 	

	<i>Severe, non-corrective, or non-responsive to consequences and lack of support efforts of the school, may result in expulsion or withdrawal, or non-continuous enrollment.</i>
Attendance, Tardies, Grade Violations	Refer to Policy & Consequences
Dress Code and Uniform Violations	Refer to Policy & Consequences
Non-Compliance with Health Standards	Refer to Policy & Consequences
Bullying, Cyberbullying, Harassment	Refer to Policy & Consequences
School's Technology/Device	Refer to Policy & Consequences
Cell Phone and related electronic violations	Refer to Policy & Consequences
Academic Integrity – Cheating, AI (Chat GPT or any form of artificial intelligence etc.).	Refer to Policy & Consequences
Public Display of Affection (PDA)	Refer to Policy & Consequences
Parent Violations & Non-Support	Refer to 1) Parent Agreement, 2) Communication & Harmony Agreement, and 3) related policy provisions.
Council, Representatives, Athletes, etc	Refer to Policy & Consequences

TYPE C – INFRACTIONS & CONSEQUENCE

(The following is subject to change at the discretion of the school)

Infractions	Consequences
<p><i>These infractions are severe, more egregious, aggressive, intentional, and progressive. Due to criminal standards, some infractions may be subject to the governing authorities.</i></p>	<p><u>(Teacher Refers Student to Grade Level Director and/or Dean):</u></p> <p><i>The final decisions for consequences are the sole determination and discretion of the school.</i></p>
<ul style="list-style-type: none"> • Repeated violations of the school/classroom rules • Ongoing violation of the School’s Discipline & General Standards • Ongoing Academic Integrity (refer to Academic Integrity section) • Fire setting or falsely activating a fire alarm • Causing a major disruption to the atmosphere of order and safety in the school • Causing major damage, destruction, vandalism, or graffiti to school property or private property • Any form of Bullying; Cyberbullying. • A written, digital, behavioral, or verbally expressed or implied type of List or a Hit List that negatively targets others or property. See policy. • Harassment See policy. • Possessing an imitation firearm or other weapon, including explosives, is a criminal offense • Behavior that defames, degrades, or is derogatory towards others, and St. Philip’s School & Community Center or its employees. • Caused, attempted to cause, or threatened to cause physical injury • Egregious Sexual Misconduct or suggestive sexual behaviors/actions (Sexual behaviors including Type B). Egregious inappropriate sexual behaviors or suggestive sexual behaviors/actions, even with self or others • Behavior dangerous to students and staff, potentially leading to disruption or harm to self or others • Aids or abets the infliction or attempted infliction of physical injury on another person • Parent ongoing harmony or parent responsibility agreement violations • Recording (audio or video) or photographing another person without their expressed permission 	<p>School will investigate all matters. Anyone hindering the investigation may be subject to additional school consequences, which will be determined by the school and or governing authorities.</p> <p>The consequences listed in Type B, may be appropriate to repeat as a consequence in Type C. Additionally, the following consequences apply for Type C infractions:</p> <p><u>One offense:</u></p> <ul style="list-style-type: none"> • Notify Parent via phone call (If reporting to a governing agency, the timeliness of notification to parents may be determined by the governing authorities.). • Student may be suspended while infraction is being investigated. • Reported to governing authorities. • Once all facts have been gathered, send a formal Behavior Notification thru FACTS. • Required Parent-School Meeting to develop a Behavior Improvement Plan based on findings suggesting student should remain enrolled.

<ul style="list-style-type: none"> • 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 • Caused, attempted to cause, threatened to cause, or participated in an act of hate violence • Committed or attempted to commit a criminal act, including firearms or explosive devices, a substance, assault, or controlled substances • Severe or pervasive physical, verbal, or written act(s) (bullying) directed toward one or more students or school personnel, including using an electronic device or means • Use and or possession of a firearm or weapons, or explosives, or a related apparatus used for harm • Possessed, sold, or otherwise furnished any knife, explosive, gun, weapon, or other dangerous objects • Unlawfully possessed, offered, arranged, or negotiated to sell or deliver, or sold, furnished, used, or was 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 was under the influence of any controlled substance • Made terrorist threats against school officials or school property or others or both • Theft or burglary • Assault or battery on any school employee, or student, or adult • Repeated violation of the school's Discipline policy 	<ul style="list-style-type: none"> • Removed from Leadership roles (refer to the Representatives, Leadership, and Athlete standards) • Student may be suspended up to five (5) days, which includes days of investigation. • May not be considered for reenrollment. <p>Parent Harmony Violations: Refer to the Harmony Committee.</p> <p><u>2nd offense</u> (most type C infractions do not support ongoing enrollment):</p> <ul style="list-style-type: none"> • Per the DRT review, if the student should not continue enrollment, the school will begin the expulsion process. • The Continuous Enrollment Agreement will be considered for non-enrollment or encourage withdrawal.
Technology. School Devices, Internet, etc.	Refer to Tech & Device Policy

TOILET (POTTY) INCIDENTS

CONTACT THE EARLY CHILDHOOD DIRECTOR OR AFTER-SCHOOL CARE COORDINATOR FOR MORE DETAILS.

In compliance with the governing agency, the health and safety of the student body demand that by the age a child is eligible to attend St. Philip's School & Community Center, they are required to be completely toilet trained. It is the requirement that all students be independently toilet-trained upon the start of the school year. Upon admission to St. Philip's, all students must be independent in taking care of all their bathroom needs, including changing clothes independently.

The school has established procedures for the restroom schedule,

Specifically stated:

- Students must be able to independently recognize the need to use the toilet and get to the toilet on time without having an incident.
- The school does not and will not aid in toilet training. 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 wear traditional underwear to school, **not pull-ups** or other absorbent undergarments.
- Students must be able to put clothing on and down on their own.
- Students must handle their hygiene needs independently, including managing their clothing, toileting, remarkable cleanup, and washing hands.
- School personnel will **not** handle a student's bodily waste.

Reporting Protocol:

If a student violates this policy, the following protocol will occur:

- The teacher will notify the Early Childhood Director or the ASC Coordinator. The teacher will document the incident and the school's behavior incident and notify the parent. The Director will have a formal meeting with the parents.
- The Afterschool Care staff will notify the ASC Coordinator. The ASC Coordinator will document the incident in the school's behavior incident FACTS/Renweb system. The ASC Coordinator will have a formal meeting with the parents.

Cleanup Actions:

- Parents must reply within one hour of contact to take immediate action to ensure their child is clean and the building area is clean, and the child has a change of clothes.
- School or ASC staff will direct the student to independently clean up the area and their body and change into clean clothes.
- The parents are responsible for ensuring the student always has a full set of clothing, including the school's uniform, available in the classroom.
- The student will place their soiled clothing items in a plastic container/bag to return home.

- If the student cannot independently clean and change into clean clothes, the parent will be contacted and is required to come and change the student or pick the student up from school.
- All Early Childhood (EC) students are required to always have an extra set of their full uniform in their classrooms.

Assessment and Enforcement

We do understand that young students may have toilet “*accidents*”; however, after evaluating the circumstances, **ongoing incidents are not “*accidents*” and thus not acceptable.** Any health condition or emotional matter (whether diagnosed or not) that may be a contributing factor should be addressed with the child’s healthcare provider, and information shared with the school’s healthcare clinic staff.

- **After the third (3) incident:** The Early Childhood Director, homeroom teacher, (and

Afterschool personnel, if warranted), and the parent will have a required meeting on the day of or the next scheduled school business day. The outcome of the meeting is to:

In consideration of safety and hygiene, parents or their approved representative (listed in the FACTS/Renweb system) must come to the school immediately within one hour of the school’s call or contact.

- assess and identify any school factors that may be contributing to the incident,

- discuss the student’s readiness for school and determine if the student may continue enrollment for the remainder of the school year,
- develop an action plan for the family to implement for the child to ensure no further potty incidents occur at school, or
- serve as a formal notice that future incidents may result in the student’s withdrawal from enrollment until the child has been completely trained.

Essential faculty members and the parent will review the circumstances and or move forward with withdrawing the student from enrollment at the school. With the student’s withdrawal, financial commitments must be fulfilled in compliance with parent responsibility agreements and enrollment policies.

Same school year consideration for being accepted for enrollment is contingent on the child being completely trained, class availability, the family’s compliance with school policies, financial commitments, and other matters identified by the School.

Withdrawal/Unenrolled:

This policy relates to the entire school day (including Before School Care and After School Care) for continued enrollment. Students not meeting this requirement at the beginning of the school year enrollment may be rescinded, and admission will be reevaluated for the following school year. All tuition paid will be non-refundable.

SAFETY & SECURITY

CONTACT THE CHIEF EXPERIENCE OFFICER FOR MORE DETAILS

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

- **Crisis Action Plans/Emergency Operations Plans:** Contact Chief Experience Officer for processes.
- **Fire Drills/Emergency/Evacuation Drills:** Contact Chief Experience Officer for processes.
- **Parking Lot & Carpool:** Contact the Chief Experience Officer for violations and safety, and the Principal for processes.

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, whether it is an emergency, an emergency drill, or for a time approved by school personnel.

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 and person age 18 and over entering the building must complete the check process at the receptionist's office or Welcome Center, 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 or Welcome Center staff and must wear a current school-issued ID

badge during the visit. For parents, 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 Welcome Center immediately to obtain a badge.
- All parents and visitors are expected to demonstrate the highest standards of courtesy and conduct.
- Disruptive or disharmonious behavior will not be permitted.
- Sign out at the front receptionist desk / Welcome Center before you leave the school grounds.

Visiting the School

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 made without prior notice. School visits benefit both you and your student, and we encourage you to visit, according to the provisions outlined by the school.

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

- Plan in advance with your child's teacher.
- For parent-teacher or related meetings, please schedule these meetings and have them acknowledged and approved by the teacher before you attend
- Please do not have impromptu meetings in the hallway, during the transition, during class time, after chapel, or when the teacher is directly supervising students. Refer to the School Organization Structure and Parent-Teacher Meeting sections.

Visits to individual classrooms during instructional time are permitted only with prior approval of the grade-level Director or Principal's designee.

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 process with the front receptionist. You must adhere to the guidelines for Early Release in this handbook.

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 not to remain in designated areas but are congregating or roaming throughout the school may be subject to disciplinary consequences.

Parents and visitors are encouraged not to congregate in areas that may hinder class instruction or general assemblies or support a disharmonious atmosphere. Parents are encouraged not to congregate in the Before School Care areas, wait in classrooms, in the hallway, or around the reception front desk/ Welcome Center area. Visitor or Parent badges must be worn at all times while in the building.

Restroom Guidelines

For safety and security matters, the school has established rules for the use of the classrooms and general public area restrooms. Restroom signage designates restrooms to be used by children or adults.

These designations are for use during the day and after school events.

Adults who supervise their children in a restroom must do so only in the approved designated areas, which should not include being with a child who is not their child.

###

STUDENT AND PARENT DEVICE CONTRACT

CONTACT THE CHIEF EXPERIENCE OFFICER FOR MORE DETAILS & PROCESS.

Student and Parent Device Contract

St. Philip's School and Community Center is committed to preparing our students for a 21st-century global society. To that end, we provide the students with school devices; hereafter referred to as “**Student Device**”, to students enrolled in the school 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

Student Device Expectations and Guidelines

The use of school-supplied Student Devices at St. Philip's School and Community Center (herein referred to as “SPSCC”) is a **privilege** that comes with **responsibility**. Student Device computers are assigned to students enrolled at SPSCC to enhance learning. Student Devices are to be returned in the same condition as received, at the conclusion of the school year, or when requested by any SPSCC official. An expected amount of normal wear and tear is acceptable and will be determined by SPSCC with each device. SPSCC guidelines for Acceptable Use of Technology apply to all students and staff using Student Devices, regardless of physical location. Inappropriate use or neglect of a Student Device, case, sleeve, charger, keyboard, the Internet, web-based tools, and/or any installed software could result in the loss of Student Device privileges and/or further consequences. **Loss of privileges will not change classroom expectations and/or assignment completion.**

Expectations for the Use of Student Devices

Every student is responsible for the appropriate use of his or her Student Device 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 Student Device is to be used for educational purposes only.

- Student Devices are to remain at school and are not to be taken home at this time (6th - 8th grade students are permitted to take their devices home).
- Consider your Student Device like a pile of cash. Students are responsible for keeping track of the Student Device 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 (if applicable).
- 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 Student Devices are cracked casing, cracked screens, frayed charger cables, and damage to the keyboards. To avoid these issues:
 - Do not place anything on the keyboard before closing the lid (i.e. pen, pencil, disks).
 - Always carry the Student Device 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 Student Device.
- DO NOT use anything to wedge under the keys or pluck the keys off of the keyboard.
- DO NOT leave the Student Device open and unattended.
- Students should not carry Student Devices while the screen is open.
- If students notice that something is wrong with the device, they are expected to report to a teacher immediately.
- Families will be financially responsible for the repair or replacement of damaged, stolen, or abused hardware or materials. The responsibility will be less than the retail cost of each component depending on the level of damage. In addition, students will be subject to disciplinary action as determined by SPSCC officials.
- The replacement cost for each component can be obtained from the Chief Experience Officer Candance Conerly.

These items are optional and available for purchase. It is highly encouraged to purchase these items as they are being made available to prevent damage based on incidents mentioned in this contract.

- Students will not take photos or record videos of any persons unless they have the specific consent of a teacher and all persons in the photos or videos.
- Student Devices must remain free of any writing, drawing, stickers or labels not provided by the school. Students must keep their device clean and must not use anything (e.g., finger, pen, pencil, etc.) to clean it 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 Student Device is shut closed.
- Only use the device for schoolwork. You must sign into your school-issued Google education account. No other accounts (Google or otherwise) may be accessed on the school-issued Student Devices 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 Student Devices. SPSCC reserves the right to perform periodic checks and/or reviews of Internet site visits.
- Students are not permitted to remove the Student Device from the stphilips1600.org domain.
- Technology, including but not limited to the Student Device 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 shortcuts 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 Student Device will not breach the Technology and Acceptable Use Policy found in the St. Philip's School and Community Center 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.

Go Guardian

- When and how does GoGuardian operate?

GoGuardian's web-based services operate when a student is signed in to their school-managed account while using a supported device (i.e., when a student is logged into their school email address). St. Philip's School and Community Center will be utilizing GoGuardian on all Lower to Middle School campus-issued devices.

St. Philip's School and Community Center helps protect your child during school hours. A school session indicator (school house icon) appears in the student's browser when GoGuardian is active to help students understand when GoGuardian is "on".

- What are the school's responsibilities?

St. Philip's School and Community Center selected GoGuardian services to help our students stay safer and more focused online. We will continue to work with students during class time to help teach them digital responsibility and safety. Additionally, we will train teachers about

how to operate GoGuardian and about our policies and procedures to help protect student privacy.

- What are my parental/guardian and child's responsibilities?

We ask that students use their school-managed accounts and devices for educational school purposes ONLY at ALL times. Refer to the St. Philip's School and Community Center's Acceptable Use Policy for devices.

When a student is off campus, parents are responsible for supervising internet access and usage. We encourage you to discuss rules for appropriate internet usage with your child and reinforce lessons of digital citizenship and safety with him or her.

- How does GoGuardian help protect my child's privacy?

To help your child remain focused and safe online, GoGuardian collects certain personally identifiable information about your child. GoGuardian has consulted with privacy experts, participates in privacy organizations, is a proud signatory of the [2020 Student Privacy Pledge](#), and has been awarded certifications by [iKeepSafe](#) for complying with both Family Education Rights and Privacy Act and California student privacy laws (which have served as a model for many other states' student privacy laws). For more detailed information about GoGuardian, you may visit GoGuardian's [website](#), [Trust & Privacy Center](#), GoGuardian's [Product Privacy Policy](#), and GoGuardian's [COPPA Notice and Disclosure Form](#).

- St. Philip's School and Community Center cannot be held accountable for any information that is retrieved via our network.

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 against 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 Educator, School's Chief Experience Officer, 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.

Governing authorities may be notified when laws may have been violated regarding technology, internet, cyberspace, etc.

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: being withdrawn/expulsion, 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.

Through the continuous enrollment agreement, 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.

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-re-enrollment. (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 these related matters the school will only meet with the parents, not family friends, extended family members, etc. The school's Instructional Leadership Team must approve any exceptions.*
- Maintain communications with my child about his/her involvement with all school assignments and activities. (i.e., folder, 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 Pastries 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, Pastries 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, Remind daily of 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 daily to make the most of the educational opportunities the school provides. Arranging your child's doctor's appointments after school hours.
- Discuss 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.

- 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, pick-up contacts, and any circumstances that affect the welfare and the safety of the child.
- Adhere to the Parent Responsibility Agreement & Harmony/Communication Policy and *Continuous Enrollment Agreement*.

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 engaging 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 (to include media outlets) environment that negatively impacts the school or its employees (as determined by the school).
- Maintain a positive and non-disruptive attitude and manner during all school-related events and communications.
- Be respectful and cooperate with the school concerning all decisions affecting the student.
- Continued enrollment of a student is contingent upon the parents and child abiding by school policies, procedures, agreements, rules, and the decisions of the administration.
- At the school's discretion, parental behavior of a parent that impedes the school's ability to meet its educational objectives or makes 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 noncompliance with the school's policies and or actions of the parent or other legally responsible adult.
- Adhere to the Parent Responsibility Agreement & Harmony/Communication Policy and *Continuous Enrollment Agreement*.

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 do not, 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, whether written or verbal/nonverbal, that could be perceived as disharmonious include - but are not limited to - inappropriate, harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, public comments to including media, disrespect, gossiping, or humiliating or degrading interactions.

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 are 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 serving 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, and *Continuous Enrollment Agreement* will result in a review by the 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 that impedes the school's ability to meet its educational objectives or makes 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 the parent or other legally responsible adult.

In matters involving behavior, discipline, social/emotional wellness, and academics, the school will only meet with the parents, not family friends, extended family members, etc. The school's Instructional Leadership Team must approve any exceptions.

To report or submit facts about a disharmonious incident or concern must be submitted in writing to the Dean of Students and Family Affairs. A Harmony Review Team will obtain and review data, hold meetings, and recommend action to be taken.

ENROLLMENT/CONTINUOUS ENROLLMENT AGREEMENT

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

In enrolling my child, I am committing that his/her education is and will remain a priority.

I, as a 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.

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 or teachers will respond to communication within two (2) school business days. When you need to contact teachers, please remember that teachers will be communicating with many students as well as other parents and that communication should be essential, succinct, and self-aware.

STATEMENT OF COMPLIANCE

This Statement of Compliance is for the student and the parent(s) to acknowledge that they agree to adhere to the Parent-Student Handbook.

In the event of change due to a pandemic, 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.

During virtual learning, 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 videos, online, or learning 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 on 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 or online learning platforms. You acknowledge and represent that you have read and 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.

AGREEMENT AND ACKNOWLEDGEMENT

The parent's enrollment or continuous enrollment of their child(ren) at St. Philip's School and Community Center is their acknowledgment 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.

HANDBOOK & AGREEMENTS

In compliance with the Continuous Enrollment Agreement, it is required that the parent and the student know and at all times follow the school rules, procedures, policies, and/or regulations contained in any handbook or other published document and agree to be bound and abide by the terms, provisions, obligations, and requirements thereof, including the St. Philip's School Statement of Faith, which encompasses the Creed, Statement of Faith, the Doctrinal Statement of Faith, and the Morality Statement of Faith.

Parents and students understand they must comply and follow all of the rules, procedures, policies, and/or regulations set out in these various handbooks and/or other documents, such handbooks and/or other documents are not contracts, nor are they intended to be so construed. The school reserves the right to modify and/or amend the contents of any handbook and/or other published document at any time during the year.

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FACULTY ASSIGNMENTS FOR 2025-2026

Refer to the school's website or contact the Human Resources Director for the Faculty Directory.

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