

# **PARENT – STUDENT HANDBOOK**

**Early Childhood / Lower School /  
Middle School Prep  
(PK2 through 5<sup>th</sup> Grade)**



**ST. PHILIP'S**  
SCHOOL & COMMUNITY CENTER

**St. Philip's School and Community Center  
1600 Pennsylvania Avenue  
Dallas, Texas 75215  
214-421-5221**

**School Website: [www.stphilips1600.org](http://www.stphilips1600.org)  
School Communication Source: [www.FACTS/RenWeb](http://www.FACTS/RenWeb)**

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



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St. PHILIP'S  
SCHOOL & COMMUNITY CENTER

## FACULTY ASSIGNMENTS FOR 2023-2024

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## OVERVIEW

The vital institution known today as St. Philip's School and Community Center (referred to as "St. Philip's" or "School") grew out of the prayers and commitment of a small congregation of mission-focused African-American Episcopalians over 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 280 children, ages PK2 through 8<sup>th</sup> 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!



## **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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## 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 life-long 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.



## ORGANIZATION STRUCTURE

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

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

The School and Community Center organization comprises numerous departments and divisions. An outline of the organizational structure and the personnel who can assist in specific responsibilities may be obtained from the office of the Perot Family Headmaster.

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

## SCHOOL COMMUNICATION

St. Philip's School and Community Center strive diligently to keep parents informed of school policies, activities, and events.

### **Official School Communication Sources**

Parent-School communication takes place regularly through many sources; such as, but not limited to:

- *FACTS/RenWeb* (school-wide official, primary communication information resource)
- *Week At a Glance (WAAG)* class messages and assignments for Pre-K 2- 5<sup>th</sup> Grade
- *Month at a Glance (MAAG)* class messages and assignments for Middle School and Fine Arts Programs
- Google Classroom (3<sup>rd</sup>-8<sup>th</sup> Grade)
- Seesaw (Pre-K 2 –2<sup>nd</sup> Grade)
- *Remind 101 App*, Parent Alerts (voice and text messaging) system
- *Principal's Video*
- Parent Liaison's *virtual connect meetings for parents*
- School's website ([www.stphilips1600.org](http://www.stphilips1600.org))
- This Parent-Student Handbook
- St. Philip's Admissions New Parent Presentation/Orientation Meetings
- August: Meet the Teacher/Back to School meetings
- Mandatory Parent-Teacher Report Card Conferences
- Quarterly Report Cards and Progress Narrative reports
- Announcements in the daily morning Chapel (including its [live-streaming service](#))
- Parent Student Association (PSA) scheduled meetings
- Parent & Teacher meetings (as scheduled)
- [1600 Magazine](#) ([link](#))
- [School's E-Newsletters](#), monthly
- *Pastries with the Principal* informational sessions
- *Dad's Dinner with the Doc* informational sessions
- Homeroom Parents (as designated by the school)
- Social Media: [Facebook](#), [Twitter](#), [Instagram](#), [YouTube](#)

### **Parent Unauthorized/Unofficial Communication**

Parents should not create or participate in unauthorized communication sources that may lead to disharmonious actions and erroneous information. The school has established official platforms to address school-related concerns. Parent concerns and school matters must be addressed through the school's established process.

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, and other



social networking sites. Unauthorized or unofficial communication sources are not authorized by the school and do not represent a means of school communication.

All parent communication must adhere to the guidelines of the Parent Responsibility Agreement and Harmony & Communication Agreement. Concerns or violations will be addressed by the designated school officials.

Failure to notice items posted, or failure to check Parent Alerts (voice and text messaging), *Remind App*, a grade-level Week at A Glance (WAAG) or Month At A Glance reports, Seesaw, your child's folder, FACTS/RenWeb emails or postings, or *Remind App* does not pardon responsibility to comply with school requirements.

### **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, discipline events, 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, authorized persons for pick up, student health records, etc., in this information system. It is the parent's responsibility to update accurate information in FACTS/Renweb, Remind, and class emergency contact records.

Generally, school information submitted through FACTS/Renweb is submitted to the email address listed in the student's correspondence tab and the custody tab.

Parents should review their email and spam/junk mail to ensure mail is not missed. Failure to maintain contact information, review emails, or text will not pardon the parent's responsibility to comply with school requirements or be informed about their child's academics.

For more, refer to the Parent Legal section.

### **Remind**

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. Parents must maintain accurate contact information with the school. All parents are required to maintain. Refer to other sections throughout this Handbook regarding Remind.

### **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.

### **Severe Weather Dismissal Communication**

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

### **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 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 are for the sole use of the school. The logos, insignia, and images may not be reproduced, duplicated, or altered without express written consent from the Communication Department. This includes but is not limited to the school logo in all its forms, athletic logos, Parent Student Association, Mission Moms, Dad's Clubs, Homeroom Parents, 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.

## PARENT LEGAL

### **Parent Defined**

The term “parent” is used to refer to the parent, parents, legal guardian, or other legally authorized people who have agreed to assume school-related responsibilities, or a legally authorized person standing in parental relation or lawful control for a student.

In cases of divorced parents, parental rights will be solely verified by a legal final court decree or order. The parent is required 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. Any exceptions must be approved by the school administrative leaders.

### **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 their contact information in the School's communication system (FACTS/Renweb). It is the responsibility of custodial parents to submit and maintain their 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 it is updated by the parent. 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 the academic records and other school-related information regarding their child.

If there is a court order specifying that there is to be no information given 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 not interpret or enforce or supervise a visitation schedule, school attendance, assigned responsibilities, or standards to meet the school's home academic support, providing additional resources for each home, or participation in academic excursion responsibilities. The school will seek to support the provisions outlined in the official court order or decree, which must be signed and dated by the Judge.



Custodial parents, blended family parents, guardians, and those related to the responsibility of 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.

### **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 call) the Admissions Director, Division Lead, and School Principal.

It is the parent's responsibility to obtain protections that may include an order prohibiting a parent (or person) from going to the school, 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**

If the school has cause to believe that a child under 18 years of age has been or may be abused or neglected (including physical injury, the substantial threat of harm, mental or emotional injury, or any kind of sexual contact or conduct), or that a child is a victim of a sexual offense including sex trafficking, the school make a report to the appropriate governmental agency, usually the *Texas Department of Family and Protective Services (DFPS)*.

Schools are required by governing laws and professional codes of ethics to report any form of child abuse, neglect, harm, or endangerment. Once a report is filed, the School may be required to





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

###

## PARENT COMMUNITY

There is no denying the immeasurable impact our parents play in 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. Many parents are excited to hear this and do not hesitate to comply with the required Parent Responsibility Agreement and Harmony & Communication Agreement which includes their commitment to being an ambassador for the school, partnering with the school and the teacher, and attending required activities.

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.

Our commitment to providing a quality private Christian school education to low- and moderate-income families continues to be an asset to St. Philip's. When other institutions may have not prioritized this demographic, St. Philip's continues to embrace and serve this vital part of our mission. It's what makes us more than a school but also a ministry committed to transforming the trajectory of entire families through the value and love of education and infusing commitment to serve the community.

Parental involvement is a major key to St. Philip's success as a school. Many of our parents willingly go above and beyond to leverage the St. Philip's School experience. Our parents often fill the role of ambassadors, volunteers, and advocates for St. Philip's School. They are often our best marketing tool, sharing their personal experiences with family, friends, co-workers, church members and even strangers.

### **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 is the "parental voice" to the school administration team. It also takes the initiative to encourage service, sharing of resources, and a "village" culture. 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 to identify programs and areas of need. The PSA works with the Principal, Parent Liaison, and other key school stakeholders.

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



Many of the on-campus parent programs include Fellowship Sunday, Pastries with the Principal, or designated events determined by the school. 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.

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.

### **Mandatory Parent Participation Agreement**

As a part of a parent's enrollment, parents commit to mandatory participation **in three (3)** of the school's designated mandatory events during the school year. These school-designated mandatory events include Parent School Association meetings, Parent University, and/or school-wide meetings with the Principal or Executive Director/Headmaster (such as Pastries with the Principal).

### **Parent Liaison**

The school offers direct support to parents through the Parent Liaison. The role of the Parent Liaison provides parents with the support needed to navigate the many programs and activities offered at St. Philip's. This position has played an integral part in helping to close the communication gap between the school and parents. Additionally, the Parent Liaison provides opportunities for parent engagement and family activities.

The Parent Liaison oversees a calendar of events by semester to provide families with relevant information in an organized document rather than multiple emails or Remind messages. Our Parent Liaison hosts Zoom meetings with parents to share upcoming events and answer pertinent questions.

### **Parent University**

The school seeks to expand parenting knowledge, skills, and abilities through our Parent University educational events. At a Parent University event, parents attend classes based on their child's grade level and receive sample lessons and ways to reinforce at home what is being taught and how it is being taught in the classroom. 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**

For provisions of the parent enrollment standards, parent agreement, and harmony policy and communication standards refer to the Parent Responsibility Agreement and Harmony & Communication section of this Handbook. A parent's enrollment is a commitment to comply with all the school's policies and agreements.



### **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 may include fingerprinting.

At the beginning of the school year, if parents will serving or volunteering, you are responsible for completing the background check documents for their background clearance. 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.

**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. Parents must provide the school with proof of passing the school's background check process. Failure to comply will result in the parent not participating in events.

Background check process questions or results should be directed to the Human Resources Department.

### **Parent Volunteer Opportunities**

Other school volunteer opportunities may include, but are not limited to: Annual Campaign Fund, Giving Day, Destiny Luncheon, Christmas Event, D.E.A.R., Community Advancement events, academic excursions, community outreach events, school-wide events, library services support, office tasks support, Morning Carpool duty, Homecoming Celebration, etc.

Participating in classroom events must be preapproved by the Principal's designee. For opportunities to volunteer, contact the Parent Liaison.

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 the Parent Liaison.

### **Parents on Campus**

Parents are encouraged to not congregate in areas that may hinder class instruction or general assemblies. Parents are encouraged to not congregate in the Before School Care areas, wait in classrooms, in the hallway, or around the reception front desk area.

### **Chapel/School Event Parent Attendance**

Chapel events are open to friends and families Mondays-Fridays, or designated school-wide events. Any changes in days and dates will be announced by the Principal's office or the Parent Liaison. Upon arrival, parents must follow the on-campus check-in process. Parents will wait in the designated waiting area.



### **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 schedule with the classroom teacher before volunteering in the classroom including D.E.A.R. Parents must have successfully passed a background check, refer to the Background Check section.

### **Parent Carpool Support**

Throughout the entire school year, all parents are scheduled to volunteer for Kiss and Ride (morning carpool duty) from arrival at 7:35 a.m. (starting at 7:40) to departure at 8:00 a.m. Lack of consistency in parent carpool support may result in modifications to the morning carpool.

### **Homeroom Parents**

The selection of homeroom parents must be approved by the Principal's office. The Parent Liaison will provide guidance and outline the duties of the homeroom parent. Parents must contact the teacher to discuss what are the needs, 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 Division Leader. Before serving, homeroom parents must pass the school's background check provisions (refer to the Background Check section). Homeroom parents may not establish standards or initiate programs without the prior approval of the Principal or Parent Liaison.

For More Important Parent Matters, refer to:

- *Parent Responsibility Agreement,*
- *Harmony and Communication Policy*
- *Background Check*

## PARENT & TEACHER COMMUNICATION

The school provides various formats for communicating from school to home and home to school. Parents are encouraged to visit with the school personnel who are most knowledgeable about their area of need, concern, and service. When a matter needs to be addressed, the following guidelines should be followed to ensure your communication is received and a timely reply from the school is given.

Persons other than the parents must be pre-approved by the school to participate in parent-teacher/school meetings.

### **Behavior, Discipline, and Academic Meetings**

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

### **Beginning of the Year - Meet the Teacher Event**

At the beginning of each academic year, parents will have the opportunity to attend a *Meet the Teacher* event to meet their child's teachers. This will be a grade-level class meeting, not a teacher-to-individual student-family meeting.

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

### **Report Card Parent Conferences (Mandatory Attendance)**

Parent-Teacher Report Card Conferences are generally held with the homeroom teacher or advisor. The parent may request that other teachers participate in the Parent-Teacher Report Conference or the parent may schedule a separate meeting with the class subject teacher.

- Failure to attend the **two (2) mandatory** Parent-Teacher Report Card Conferences may result in not being extended an invitation for re-enrollment to St. Philip's School and Community Center. Refer to the Parent Responsibility Agreement.
- **Both parents (with whom the child resides) are encouraged to attend their child's Parent-Teacher Report Card Conferences.** Refer to the Parent Responsibility Agreement section.

### **Multiple Meeting Schedules**

If parents are not in the same home, the parents are responsible for determining how they can harmoniously have a school-parent conference that supports the teacher's/leaders' available conference/planning schedules. Separate conferences may not always be feasible; however, every effort will be made to support varied schedules.



### **Scheduling Parent & Teacher Meetings**

Early Childhood (pk2 to Kinder) and Lower School (1<sup>st</sup> thru 3<sup>rd</sup>) have a homeroom teacher. Middle School Prep (4th & 5th grade) students are assigned an advisor.

Parents are encouraged to contact the student's homeroom teacher or advisor when they have a question or suggestion, need information, need clarification of a situation concerning classroom matters, your child's academics or social relations, emotional or behavioral matters, or need to resolve a matter or a related concern. Likewise, teachers are encouraged to notify parents if they have a concern or to tell parents about an outstanding academic accomplishment made by the student.

It is best to formally schedule a meeting by sending an email, contacting via school phone, or the preferred contact method given to the parent by the teacher.

### **Resolving a Matter**

When seeking to resolve a concern, parents should follow the protocols as outlined herein:

- First addressed with the specific teacher, if not resolved,
- then with the Division Leader and/or Dean of Students and Family Affairs, if not resolved at this phase,
- then finally with the Principal.

### **Unscheduled (Impromptu) Meetings**

Parents are encouraged to schedule teacher meetings. Scheduled meetings offer a platform for teachers to be attentive to the parent's needs and concerns. Unscheduled, impromptu meetings do not allow the teacher the proper focus, and the attention students need and hinder the instruction and supervision of students. Formally scheduling a parent-teacher meeting will allow the teacher to bring any necessary materials and arrange for a time to adequately meet with the parent.

Parents must not attempt to have unscheduled meetings with the teacher or Principal during morning or afternoon carpool tasks, in the hallway, during cafeteria duty, during instructional time (in any area), while the teacher is in transition with students, or during related times that would reduce direct attention to students or the school setting (such as general assemblies, academic excursions, Chapel, etc.).

### **Teacher Availability - Communication**

When implementing serious disciplinary consequences, parents can expect communication from the teacher whenever Disciplinary Actions 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. Teachers should respond to communication within two (2) school business days. If the teacher is on leave, contact the Division Leader.



### **Teacher's Response Time**

The teacher should reply within two (2) school business days. If the teacher does not reply within two (2) school business days, please consider the teacher may not have received your message; therefore, please follow through again and or send a written request for a parent-teacher meeting message in Remind or email. After two school business days of attempting to contact your child's teacher, you may contact the Division Leader.

### **Requesting a Parent & Principal Meeting**

If there is an unresolved issue **after** having initially met with the related staff or teacher, and secondly after having met the Division Leader and Dean of Students & Family Affairs, then finally a written or telephone request to meet with the Principal should be submitted directly to the Principal's Assistant.

The Principal or Principal's Assistant will reply within two (2) school business days. Please provide the details about the need for the meeting in your request for a meeting.

If parents are not in the same home, the parents are responsible for determining how they can harmoniously have one school-parent conference that supports the teacher's/leaders' available conference schedules.

### **Meetings with the Perot Family Headmaster**

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

When seeking to resolve a concern, parents should follow the protocols as outlined herein:

- First addressed with the specific teacher, if not resolved,
- then with the Division Leader and/or Dean of Students & Family Affairs, if not resolved at this phase,
- then finally with the Principal. The Principal will determine any additional protocols thereafter.

For more about school communication, refer to the *School Communication* section.





## ADMISSIONS / ENROLLMENT

(Policies and Guidelines are Subject to Change)

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

At St. Philip's, we are committed to cultivating a student body of confident, compassionate, and capable children excited about their future.

We admit families, not just the student.

### **Enrollment**

The enrollment process is not complete until all forms have been filed, and financial obligations are met. Parents are responsible for the full tuition for the year as outlined in their contracts, with no exceptions.

For enrollment procedures and requirements, visit the Admissions Office. All students are required to have valid certified copies of:

- Birth Certificate
- Health Immunization Records

A student folder and/or electronic data will be established and maintained on every student by the Admissions Office.

### **Re-enrollment**

Students are automatically re-enrolled for the following school year. The opt-out period will be shared with parents in January of each year. Eligibility requirements for continued enrollment include Citizenship/Harmony, Academic Standing, Financial Standing, Required Parent Attendance, and Student Attendance.

### **Registration Fees**

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

Registration fees must be paid at the time of enrollment.



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

### **Student Records (Refer to Health section)**

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

The School Medical Administrator and Admissions Director will closely monitor health records to ensure that they are complete and current. Students with health records that are not in compliance will be notified of non-compliance and adhere to guidelines to meet compliance immediately (non-compliance may affect enrollment status).

### **Release Of Records**

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

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

### **Withdrawing From School Or Being Released**

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

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

- Returning textbooks, school devices and equipment, and class resources to all teachers.
- Ensuring no outstanding library fines and all library resources have been returned.
- All school financial obligations through the Business/Finance Office or FACTS accounts have been met (such as restitution, tuition, Before School Care (BSC) and After School Care-Enrichment (ASC) fees paid, etc.).
- Accounts left unpaid will jeopardize a student's opportunity to be considered for re-enrollment or financial aid assistance.
- Parents withdrawing students during the summer months or after the eligible re-enrollment period has closed are not guaranteed a seat for the upcoming school year.
- Violation of the community center requirements.
- Other matters identified by the school and community center.



For other provisions regarding enrollment and re-enrollment, parents may need to visit with various school departments including but not limited to the Admissions Department, Business Office, Promotion and Retention policies, Student Support Services, etc.

Parents must adhere to their agreements on the Application and Enrollment documents. Refer to the Parent Responsibility Agreement and compliance acknowledgment sections in this Handbook.

## **BUSINESS / FINANCE OFFICE**

Active and responsive communication with the Business/Finance Office is essential.

The Business/Finance Office is here to assist with your account when or if needed. If the Business/Finance Office has an important message for you, they will call or email you. Please do not disregard their email. You must respond as appropriate when contacted by the Business/Finance Office no later than two (2) school business days. Failure to follow up with the Business/Finance Office may result in changes being processed to your account or enrollment status.

The Business/Finance establishes policies and procedures, coordinates financial matters, and assists with tuition matters in the following areas:

- ASC & BSC: Fees for Early Arrival And Late Pick Up
- Release Of Records Fees
- Payment through FACTS accounts
- Tuition Assistance
- Tuition Payment Policy
- Financial Assistance
- Unpaid Balances
- Tuition Protection Plans
- Penalty Fees
- Fines & Restitution Fees
- Graduation Financial Status
- Enrollment & Reenrollment Fees

The Business Office along with the Admissions Department has established policies, procedures, and guidelines to include but are not limited to financial status, tuition, fees, fines, penalties, release of records, and FACTS accounts. Parents are required to contact these departments and comply with these provisions.

## PHILANTHROPY OPERATIONS

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

### **Fundraising**

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

### **Solicitation of Funds**

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

### **Collection of Money/Funds**

All monies offered for the benefit of St. Philip's School operating expenses or programs must be processed through the Principal's Office and Business Offices. Any exceptions (including Parent Student Association, Community Advancement, Athletic Department, etc.,) must be approved in writing by the Principal's Office.

### **Funding Efforts**

Families are responsible for paying approximately half the costs of a St. Philip's education through regular annual tuition and fees. The remaining expenses must be raised annually through various fundraising efforts coordinated by the Office of Philanthropy and or the Principal's Office. These funds are raised by hosting one major event, grant writing, and soliciting support from individuals, corporations, foundations, and organization donors.

### **Family Annual Fund**

Donors need to know that our families, employees, and board members are participating collectively to reach the annual goal.



**Each year our goal is to have 100% participation from employees, board members, and St. Philip's school families. To make these efforts successful, it is expected that each family will participate in the FAMILY ANNUAL FUND and/or NORTH TEXAS GIVING DAY.**

All gift amounts are welcome and should be made or pledged on North Texas Giving Day or by the end of September. All gift amounts are welcome and should be made through the Family Annual Fund Drive, held each year in September. If making a gift over \$500, a family may also pledge in September and pay the amount over the school year to be completed in full by May 1.

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

**In addition to mandatory participation in the FAMILY ANNUAL FUND or NORTH TEXAS GIVING DAY, each family must contribute to at least one fundraising event coordinated by the Parent School Association (PSA).**

Participation includes volunteering or a monetary contribution made payable to a specific PSA-sponsored fundraiser. In September, the PSA committee will provide a schedule of activities and a list of volunteer opportunities.

### **Additional Ways to Give to St. Philip's**

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

1. ***Participate in an employee matching gift program.*** Simply inquire with your Human Resources department to see if your company has a matching gift program. If so, most companies will match your gifts of time and/or money to the school dollar for dollar. Many families can double their annual gifts this way.
2. ***Invite your employer to serve as a sponsor for the Destiny Award Luncheon.*** The luncheon is held annually in the spring. This is a wonderful opportunity to engage your co-workers or supervisors in the work St. Philip's does for the community of Dallas while also helping to raise needed funds for the school.

For more information, please visit the St. Philip's website or email the Philanthropy Team at [philanthropy@stphilips.com](mailto:philanthropy@stphilips.com).

## SCHOOL HOURS

Several studies have shown that school tardiness has an adverse impact on academic results. Tardy students receive fewer hours of instruction than students who are in class at the start of the school day. To establish patterns of responsible behavior at all ages, all students must arrive on time for the beginning of the school day, which includes D.E.A.R. (Drop Everything and Read) time, Social Emotional Learning (S.E.L.), daily chapel, and scheduled early morning sessions.

A consistent, structured home morning routine is very beneficial for children to be on time and ready for the school day. Parents should ensure children have breakfast each day and a consistent, appropriate bedtime on school nights.

### **Before School Care (BSC)**

Only students **enrolled** in BSC may enter the building in the morning beginning at 6:30 a.m. through the designated early morning drop-off entrance doors only. *See the BSC section for more details.*

### **After School Care-Enrichment (ASC)**

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

- Prekindergarten to 3<sup>rd</sup> grade begins at 3:30 p.m. to 5:30 p.m.
- 4<sup>th</sup> grade to 5<sup>th</sup> grade begins from 3:45 p.m. to 5:30 p.m.

### **Kiss and Ride Morning Carpool**

Begins at 7:40 a.m. Students should enter the building through the designated location for each division. The morning carpool ends at 8:00 a.m. Although the carpool ends at 8:00 a.m., students must be in their classroom at 8:00 sharp, therefore, parents are responsible for ensuring their child is dropped off in sufficient time for transition to the classroom.

### **Schedule for Pre-K through 3rd Grade**

The class day begins at 8:00 a.m. sharp. The class day ends at 3:30 p.m. Students not in the classroom at 8:00 a.m. sharp are tardy. Students not enrolled in BSC may arrive at school no earlier than 7:40 a.m.

### **Schedule for Fourth (4<sup>th</sup>) and 5<sup>th</sup> Grade School**

The class day begins at 8:00 a.m. sharp. The class day ends at 3:45 p.m. Students not in the classroom at 8:00 a.m. sharp are tardy. Students not enrolled in BSC may arrive at school no earlier than 7:40 a.m.

### **Detention Hours**

School day detention begins from 7:00 a.m. to 7:50 a.m. on a designated day of the week as assigned to the student. Students not in the designated location for detention at 7:00 sharp are tardy and subject to an additional day to serve detention. Saturday detention hours will be scheduled as determined by the Principal.



### **School-Wide Events**

Most school-wide events begin at 5:45 p.m. (Unless otherwise announced). The ASC program **is not available** for childcare during school-wide events.

### **No Access-Dismissal Access/Early Pick Up after 2:45 p.m.**

In the afternoon, the school building will be closed for access to all persons (including parents and families) beginning at 2:45 p.m. to allow for dismissal and the end-of-the-day transitions and does not reopen for access until 4:15 p.m. Only during direct supervised, extenuating circumstances/special events may entry be permitted. Persons in the building before 2:45 p.m. must remain under the supervision of school personnel.

Parents arriving early before the end of the school day must follow the Early Release guidelines in this Handbook. (Please refer to grading and class assignments policy.)



## LUNCH, SNACKS, DRINKS, & MEALS (refer to Parties section)

**We are not a nut-free campus.** However, identified students will be provided with a nut-free separate eating space. Parents are responsible for students with allergies reporting to all key school stakeholders the allergens of their child and providing the allergy medical plan. Students are discouraged from sharing food with one another.

### **Food Deliveries**

Food may not be delivered to the school for a child. Parents or anyone may not bring food for a child. Food delivered will not be given to the child. Students without lunch will be provided a school lunch. No exceptions.

### **Breakfast**

The school **does not have a breakfast program.** Students will not be permitted to bring and eat breakfast in the morning or during the morning school day. Parents are responsible for ensuring students have a healthy nutritious breakfast before arriving at school.

### **Healthy Eating and Snacks**

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

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, 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 the school day or before school students are discouraged from eating donut-type or sugary pastry items, items high in fat and sugar content, or greasy or spicy chips or foods. **Please refrain from sending unhealthy drinks and foods** for your child to consume during the school day including before school, during snacks, and during lunch times. Students may not be allowed to eat such foods during the instructional school day.

In some grades, students may be allowed to eat a snack. Each grade level will establish guidelines for whether or not snacks will be permitted, and if so the allotted time and process. Students must eat their snacks within the designated time.



Although we are not a nut-free campus, students will be provided with a nut-free space for students with allergies.

### **Vending Machines**

Middle School students only may use the vending machines during their designated lunch. All other students may use the vending machines **after** carpool (4:15 pm), and **not** before or during the school day. (Hours may be subject to change.)

### **Drinks**

Water is the **required** drink every day. Every student is required to bring water in the school-identified type containers.

**Do NOT Bring drinks high in sugar and caffeine such as energy drinks, sodas, etc.** Students may drink water, milk, or juice for lunch only **Sodas, high fructose or high sugary drinks, or caffeine drinks of any kind are not permitted.** These drinks may **not** be in drinking containers, thermoses, etc. Students are subject to not being permitted to drink these drinks but are allowed to have access to the school's water stations.

### **Drinking Containers (required)**

All students are required to bring a reusable water bottle with a closed top to school each day for water consumption. Water bottles that support the learning environment should be non-distractible, non-disruptive, non-spillable, not easy to damage property, insulated, easy to transport, and non-breakable.

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.

### **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, and health, and receive uninterrupted instructional class time.

### **ASC Meal**

Students enrolled in the ASC program are eligible to receive a healthy light meal provided through the North Texas Food Bank program. The meal is served at the beginning of the ASC program. Every ASC student will be offered a meal. Refer to the ASC section.

### **Lunch Service**

The school's lunch services are coordinated by the School's Chief Experience Officer. An on-campus lunch service may provide St. Philip's students with a nutritious, hot lunch each day. Parents who wish to have their children participate can obtain the guidelines from the Chief Experience Office or Admissions Office.



The School does provide a lunch program for students who elect to participate. The lunch program does not support 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.

### **Meals - Lunch**

St. Philip's School and Community Center does not offer a breakfast program. Students who bring their lunch to school are reminded that **glass containers are prohibited**. Students may not bring **canned foods or items that have sharp lids**. For these types of foods, we recommend parents dispense food in a sealed plastic container or thermos the student can open independently.

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. When students are finished eating, they are responsible for leaving the floor area and table clean and for throwing away all trash.

### **No Lunch or Snack**

Students not participating in the lunch program must bring a lunch. Providing lunch or a snack to the student is the responsibility of the parent not the responsibility of the School, school personnel, or catering service provider. Ongoing failure to provide your child with lunch will result in a notification from the Division Leader.

Parents are responsible for making sure their child has lunch during academic excursions when required.

### **Microwave**

Parents may not request that food be heated by school personnel. **School personnel will not heat food for students and will not grant permission for students to heat food.** Hot foods for younger students should be sent to school in a thermal-type container.



## **BEFORE SCHOOL CARE (BSC) PROGRAM**

**(Policies and Guidelines are Subject to Change)**

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.

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

### **BSC Hours & Entrance**

**Before School Care begins at 6:30 a.m. and ends at 7:40 a.m. only for students enrolled in the BSC program.** The BSC entrance will accept students through the designated entry doors. All other entry doors of the School will remain locked and families/students should not enter through any other door with their children.

**BSC parents must enter the building with their child and sign in their child.** Parents must **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, parents must follow these provisions.

### **BSC Breakfast Policy**

The BSC program does **not** offer breakfast nor is there a designated supervised area for children to eat breakfast. Students will not be allowed to eat during BSC. Parents must ensure their child has received a full nutritious breakfast before entering BSC. Considering their BSC arrival time to their lunchtime, students need to come to school having eaten a fulfilling breakfast.

### **Penalty Fee for As Needed for BSC**

St. Philip's does **not** offer a daily "drop-off" or "as-needed basis" Before School Care program. Students not enrolled in BSC but are routinely dropped off between 6:30 a.m. to 7:40 a.m. in the BSC program will be charged a designated fee for the non-enrolled child in the BSC program. This BSC penalty fee will not be overturned because the BSC service was utilized.

After two (2) drop-offs of non-enrolled BSC students, parents may be assessed the fee for the BSC program. If space is not available for the child to participate, the parent will, further action will be taken, including but not limited to an increase in drop-off penalty fee per occurrence, and other determinations made by the school.

Parents will be required to comply with the Business Office payment guidelines.

### **Disciplinary Matters-BSC**

The Discipline Policy outlined in this Parent-Student Handbook applies to the BSC Program. Disciplinary matters occurring in the BSC Program will be coordinated and reported to the parents by the BSC Coordinator. Ongoing infractions/incidents may result in a student being withdrawn from the BSC program. If a BSC student is withdrawn from BSC due to disciplinary matters, financial commitments must be addressed with the School's Business.



The parent is encouraged to ensure the BSC Coordinator is informed of any concerns in a timely manner.

### **Health Matters**

Parents are responsible for reporting, in writing, all health conditions, and allergens to the staff.

## AFTER SCHOOL CARE (ASC) PROGRAM

(Policies and Guidelines are Subject to Change)

The purpose of the ASC program is to support social, emotional, cognitive, and academic development, reduce risky behaviors, promote physical health, and provide a safe and supportive environment for children and youth. The ASC program provides a safe and supervised environment where students participate in programming that provides academic enrichment and cultural identification while enhancing social skills and exposure to unique opportunities.

The Community Program Specialists, under the direction of the Chief Community Advancement Officer, coordinate all programs, ASC personnel, events, scheduling, etc.

Only students **enrolled** in the ASC program may participate in ASC. Students not currently attending St. Philip's will enroll using the St. Philip's website. Enrollment is on an annual basis with an annual cost.

Time may be allotted (but not mandated) for students to complete homework. ASC is not a formal direct academic support setting for homework or tutorials (refer to the *Student Support Services section*).

*"After School Care-Enrichment Program (ASC) Policies and Procedures for Parents"* are provided to parents who have enrolled their children in the ASC program.

### **ASC Hours**

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

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

### **Fees-ASC** (contact the Business/Finance Office)

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

### **Penalty Fee:**

A late pick-up **penalty fee** is assessed at \$50 per occurrence based on the enrollment status. The parent's signature will serve as an acknowledgment for late pickup and an agreement for the late fee.

Students not enrolled in ASC, but who are transferred into the ASC program because the parent failed to pick them up at the required designated time from carpool, tutoring, extracurricular activity, etc., thus late, parents will be charged a late penalty fee of \$50 per occurrence.



Late pickups shall not exceed more than two (2) occasions. After two (2) occasions, the student will be automatically enrolled in the ASC program, if space is available. The Business Office will set up the payment process for the parents. If space is not available, further action will be taken due to late pickups, including but not limited to the student being removed from the after-school events and activities, an increase in late penalty fee per occurrence, and other determinations made by the school.

*Contact the Business/Finance Office section regarding the billing of penalty fees*

### **Drop-In After School Care-Enrichment-ASC**

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

### **Special School-Wide Events During After School**

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

No childcare service is provided for children who are not toilet trained or younger than two (2) years of age.

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 of \$50.00 being assessed.

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. Parents are not allowed to enroll their child in childcare and leave the campus but must participate in the school-wide event being offered.

Most school-wide events begin at 5:45 p.m. (**Unless otherwise noted**). 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.

### **Meals During ASC**

Upon enrollment in ASC, parents are responsible for ensuring dietary restrictions and allergies are reported in writing to the ASC personnel.



Students enrolled in the ASC program are eligible to receive a healthy light meal each day. The meal offered to every ASC student is served at the beginning of the ASC day. Students are not required to eat the meal offered. Parents are welcome to include an ASC light snack in their child's backpack instead of the school-offered snack. Food, drinks, and eating must comply with the same provisions outlined for the school day.

### **Disciplinary Matters in ASC**

The Discipline Policy outlined in this Parent-Student Handbook applies to the ASC Program. Disciplinary matters occurring in the ASC Program will be coordinated and reported to the parents by the ASC Coordinator. Due to the structure of the ASC schedule, some incidents may not be reported until after the ASC hours.

Ongoing infractions/incidents may result in a student being withdrawn from the ASC program. If an ASC student is withdrawn from ASC due to disciplinary matters, financial commitments must be addressed with the School's Business/Finance Office.

The parent is encouraged to ensure the ASC Coordinator is informed of any concerns promptly.

ASC Parent Meetings/Conferences may be held at the Community Advancement Director and ASC Coordinator's request.

### **Health Matters**

Parents are responsible for reporting, in writing, all health conditions, allergens, etc., to the ASC staff.



## 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. Hairstyles 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, age-appropriate earrings.
4. Make-up is not permitted.
5. No hats, caps, or bonnets 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 outerwear 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. Titans may wear any College/University apparel on Thursdays and special Fridays are Free Dress days.
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 outerwear 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 Levine's 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: Girls

- **PK2-PK3:** Black Mary Jane w/Velcro **NO TENNIS SHOES**
- **PK4 through 8<sup>th</sup> Grades:** Black and white or navy and white saddle oxford shoes are the only shoes that girls may wear.

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

- **White oxford (button down collar)** (shirt/blouse, long or short sleeved) School Plaid or Dark Blue – Jumper. (Skirts **may not** be worn)
- **\*Navy** modesty shorts must be worn underneath the 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 with St. Philip's emblem.

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

- **White** shirt/blouse, long or short sleeved with button-down collar
- School plaid - Jumper (Skirts **may not** be worn)
- **\*Navy** modesty shorts must be worn underneath the 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 with St. Philip's emblem.

#### **4th through 5th Grade Girls' Uniform**

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

#### **6<sup>th</sup>-8th Grade Girls' Uniform**

- Khaki- skirt only
- Red logo polo
- School plaid cross-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" Mondays.
- St. Philip's **Navy** cardigan or pullover sweater with St. Philip's emblem.

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

#### **Uniform Boys**

##### **Shoes: Boys**

- **PK2-PK3:** Black Leather-----Velcro NO **LACE UP SHOES**
- **PK4 – 8<sup>th</sup> Grades:** Boy's black lace-up shoe

#### **Pre-Kindergarten 2 – 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 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 (mandatory for K-6th grade)
- Baggy or “sagging” pants are not permitted
- Navy walking or knee-length shorts
- White shirt, long or short sleeved with button down collar
- Navy or black socks **only** with uniform shoes
- **No ankle socks or footies may be worn**
- Red cardigan or pullover sweater with St. Philip’s emblem.

### **6<sup>th</sup>-8<sup>th</sup> Grade Boys**

- Khaki pants
- Khaki knee-length shorts
- Red logo polo
- 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” Mondays.
- St. Philip’s **Navy** cardigan or pullover sweater with St. Philip’s emblem.

### **Physical Education Attire**

Girls and boys (K-8<sup>th</sup>) 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 [Squadlocker Spirit Shop](#). The [Squadlocker Spirit Shop](#) carries P. E. shorts, short-sleeved and long-sleeved shirts as well as sweatshirts and sweatpants (solid-colored compression shorts, no branding or logos must be visible) that are optional and can be worn underneath royal blue P.E. shorts). PK2-PK4 students **do not** purchase PE (Physical Education) uniforms. They will wear their sneakers with their official P.E. uniform.

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).

Students not complying with the P.E. uniform dress code must dress back into their official school uniform immediately after the P.E. class is completed. Uniform compliance is required. Uniform non-compliance may be reflected in their P.E. grade or homeroom grade and a meeting with the P.E. Coach and Admissions Director. Ongoing violations may be subject to disciplinary action.

### **Free & Special Dress Days**

- When a “Free & Special Dress Day(s)” is awarded, the attire must represent St. Philip’s Statement of Mission and Values. When students are awarded free dress days, while on field trips or field day, they must wear closed-toed shoes.
- Additional dress guidelines will be communicated at the time of “Free & Special Dress Day(s)”
- Students must wear closed-toe shoes at all times while on campus and on academic excursions. Crocs, slippers, sandals, 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, and violence about degrading and distracting statements.
- Outerwear that fits tightly such as biker shorts, compression shorts and pants, tights, jeggings, 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.
- The school may make modifications to a student's attire if deemed necessary to be appropriate. The school reserves the right to determine what is appropriate, modest, and discreet.
- Students must not wear 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 nor for any student that has difficulty undressing quickly as may be needed.

## HEALTH-MEDICAL

Provisions and policies are subject to change

Refer to the *Absence* section regarding excused absences.

The school has a healthcare provider who is responsible for the school health program and services provided for the students, including state-required vision, hearing, and spinal screenings. The Medical Administrator provides limited assessments for acute and chronic illness, offers basic healthcare to students in case of minor injury and acute or chronic health problems, and administers medication. The School Medical Administrator also educates students and staff on healthy habits, helps ensure the school environment is safe, monitors student medical records, and keeps track of student vaccination records.

**In matters involving health/medical, the school will only meet with the parents.**

The parent and student are encouraged to share concerns or problems relevant to their child's health with the School Medical Administrator. The School Medical Administrator can assist with information about specific health problems and may be able to help with locating or gaining access to healthcare facilities or provider resources. The School Medical Administrator will assist in providing recommendations, referrals, or resources for healthcare matters.

### **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 Health Clinic is open during the school day from 7:30 a.m. to 4 p.m.

### **Essentials:**

- The student may **not** have any medication (including inhalers, EpiPens, or allergy medications) in their possession during the school day or on academic excursions.
- All medications must be kept in the Health Clinic, with the required Authorization to Give Medicine forms.
- Nebulizer treatments may be performed in the clinic contingent upon permissive conditions.
- An updated Asthma Action Plan must be submitted and discussed with the Medical Administrator.

### **Telehealth (Subject to Change at any time)**

School-Based Telehealth is a service available at St. Philip's School through Children's Health Virtual Care. It connects a child at school, with the help of the School Medical Administrator, to a



medical provider via the newest video technology, and the latest healthcare technology. Healthcare providers at Children's Health can help treat many non-emergent medical conditions, including asthma, pink eye, and earaches, and can send prescriptions to your local pharmacy, if indicated. This is an optional service for parents who elect to participate, if the School Medical Administrator determines it is appropriate medical forms, including consent, must be submitted online. Verbal consent must also be obtained by the School Medical Administrator before each Telehealth visit. For more information about School-Based Telehealth or to fill out the enrollment form, please visit [www.childrens.com/schools](http://www.childrens.com/schools).

Parents are encouraged to seek the advice of their physician or other qualified healthcare providers with any questions they may have regarding a medical condition or care offered through the school's Health Clinic or Telehealth.

### **Health Records Compliance**

The School Medical Administrator and Admissions Director closely monitor medical records to ensure that they are complete and current. The parent's 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 in compliance immediately.

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

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.

### **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.

The School does not accommodate provisional enrollments; the school requires all applicants/students to be current on immunizations before visitations and acceptance. ***Students must remain current with immunizations at all times while enrolled at the School.*** 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 Health Services requires annual vision and hearing screenings for students who meet certain grade criteria. The School Medical Administrator or designated state-approved provider will conduct these screenings or parents may submit proper State of Texas documentation showing proof of this screening by a professional qualified examiner. A copy of the results of conducted screenings will be kept in the student's health file. If a student fails a screening conducted at school, or the School Medical Administrator has concerns regarding a performed screening, parents will be notified.

### **Spinal Screening Program**

Following the Texas Department of State Health Services Spinal Screening Program, spinal screenings are required for children to detect abnormal spinal curvature, and refer students for appropriate follow-up, if necessary. The State of Texas identifies required exams for girls aged 10 and age 12 (fall semesters of related age to grade) and boys at age 13 or 14 (fall semester of age to grade). 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. The School Medical Administrator or designated state-approved provider will ensure spinal screenings are performed according to the State of Texas standards.

### **Emergency Authorization**

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

### **Emergency Contacts**

Parents are encouraged to keep the teacher and School Medical Administrator informed of current work, cell, and home phone numbers, and any other means whereby they can be contacted during the school day or academic excursions. Emergencies can occur at any time. Your child's school must be able to reach parents and caregivers. If information changes during the school year, please are required to maintain the child's emergency contact information (cell, home, and emergency contact telephone numbers and email addresses) is updated with the teacher, School Medical Administrator, and in FACTS/RenWeb.

### **Emergency Procedures**

All identified school personnel are trained in emergency procedures and are required to have current first aid and CPR certification within the first year of employment. In the event of a serious accident or illness requiring emergency care, the child's parent, guardian, or authorized person will be notified immediately. First aid shall be administered by the School Medical Administrator or a certified staff member. Emergency medical services will be contacted. In the event of such emergencies, the child will be transported to the nearest hospital, unless emergency medical professionals advise otherwise. If a child is transported to the hospital, his/her health summary and





permission for Health Care authorization will be sent along. Designated school personnel will accompany the child until the arrival of the parents, guardian, or authorized person. The parents/guardians will be held responsible for all expenses.

The School shall not be responsible for the costs of treating injuries or assume liability for any cost associated with an injury at school or any school-related function.

### **Illness or Injury Reports**

A 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.

### **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,
- Division Leader and/or Principal's Assistant,
- Food/Lunch Staff,
- Academic Excursion chaperones,
- BSC and ASC personnel, and
- maintained in the student's FACTS/RenWeb medical section.

Some other common restrictions may include no P.E. due to an injury or physical limitations or no outdoor recess due to respiratory conditions. In such cases, an official physician's or licensed health-care provider's note should be provided to the

- P.E. coach,
- Principal's designee,
- the child's teacher,
- BSC & ASC staff, and
- School Medical Administrator.

### **Allergies**

There is an increasing frequency and intensity of allergic reactions that impact students in the educational environment. **Parents of a student with a life-threatening allergy must provide the school with documentation from a licensed healthcare provider.** This information should include the specific allergy and medical requirements needed for the student, should be recorded in FACTS/RenWeb, and communicated to the student's teachers (including BSC and ASC personnel). 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.

### **Medications – Prescriptions (Rx)**

Students requiring prescription medication before the School Medical Administrator arrives should receive it from the parent **before they arrive** at school. Otherwise, please speak to the School Medical Administrator about administering the medicine. The only medication that is necessary for a child to remain in school will be given by the authorized School Medical Administrator, Principal or Principal's designee, Athletic staff, or designated chaperone during school hours and Academic Excursions. These medications must be prescribed by a licensed physician or dentist and dispensed by a registered pharmacist. A current, healthcare provider signed, and completed Authorization to Give Medicine form is required with each medication. **No expired medications will be accepted.**

**The School will not give your child “over-the-counter” medication** unless it is prescribed by a licensed physician and labeled by a licensed pharmacist with proper directions on an authorized, official healthcare prescription note or a current, healthcare provider signed, and completed Authorization to Give Medicine form

A signed **School's Authorization to Administer Medicine** permission form from the parent, filled out in its entirety and signed by the 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 medication is to be given.

Please give the Authorization to Administer Medicine form and properly labeled medication to the School Medical Administrator or Principal's designee. No exceptions may be made to the medication policy.

### **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, 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.

Related prescriptions should continue to be administered during academic excursions under the supervision of identified faculty members.

**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.** 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.

### **Stay at Home, Illness**

In consideration of your child, classmates, and school personnel, please keep your child home from school if he/she is ill or not feeling well. Providing rest at home will best comfort your child and facilitate a speedy recovery. Whenever there is doubt in your mind about sending your child to school, consult your child's doctor before doing so. Please call the school if your child has an infectious disease 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
- infectious conditions
- ringworm
- skin rash
- swollen gland
- nausea
- vomiting
- diarrhea
- 100.1<sup>0</sup>+ fever
- communicable disease

Your child must be free of these symptoms or illnesses (without the use of fever-reducing medication) for **24 hours before returning to school**. 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. The student exhibiting contagious symptoms may be isolated for this one hour.

### **Communicable Symptoms/Disease**

Any child who arrives at the school noticeably ill, with a rash, or with a fever will not be admitted for that day. If your child has a fever, you will be asked to immediately pick him/her up at the Health Clinic. Students must be free of fever and other symptoms for 24 hours (without the use of fever-reducing medication) before returning to school. Different return-to-school stipulations may apply for contagious illnesses such as the H1N1 virus or related communicable diseases. Different



return stipulations will apply for pandemic-related illnesses or diseases according to the established policies or governing agencies' standards.

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

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

### **Submitting 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.

### **Cleanliness**

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 parent. Hygiene matters may include but are not limited to the use of body wipes, deodorant, feminine sanitary needs, and dental care. 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.

### **Exams and Screenings**

Oftentimes, local healthcare providers will offer on-campus dental, vision, hearing, or speech-language exams for students at no 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.



### **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. Please 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.

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



## 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:** 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 can thrive in environments where they may be the minority, after leaving St. Philip's.

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

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

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

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

**Intellectually Driven:** The St. Philip's graduate receives a premiere educational experience and possesses a sincere life-long love of learning. Without ambiguity, St. Philip's makes known to its students and graduates its very high expectations for excellence. Parents are supported through our Parent University in their quest to ensure educational excellence for their children.

The St. Philip's graduate has benefitted from St. Philip's impressive curriculum and educational programs that weave technology into the fabric of all instruction, offer diverse educational



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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.

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

## OVERALL CURRICULUM OVERVIEW

Students at St. Philip's are classified as

- Early Childhood Level (Pre K2 – Kindergarten)
- Lower School Level (1st through 3rd grades)
- Middle School Prep (4th and 5th grades)
- Middle School (6<sup>th</sup> through 8<sup>th</sup> grades) Refer to the Middle School Handbook

The school curriculum allows for progression towards mastery of skills beginning at the Pre-K level. The curriculum document is delineated to indicate when introduction, reinforcement, and mastery of skills are expected in progress.

In some areas, such as mathematics, the subject matter is taught one year above grade level.

The routine and consistency of the daily class schedule reinforce learning objectives. The students settle into the classroom and begin the day with Social Emotional Learning (S.E.L.) and D.E.A.R. (Drop Everything and Read) time. D.E.A.R time is followed by a dynamic chapel service with the entire student body. The morning activities include reading and mathematics instruction, and Science and social studies are taught in the afternoon. Specialized classes (Music, Visual Art, Spanish, Technology, and P.E.) and visits to the Library and I-Lab are woven into the weekly schedule.

We facilitate long-term, student-designed projects (Project Based Learning-PBL) that promote active, inquiry-based learning. Students are guided through a process of questioning, challenging, and problem-solving real-world issues that are presented in the curriculum, forging tangible self-to-text connections. Take-home activities, research projects, and academic excursions (field trips) are important contributors to academic achievement. It extends the in-school curriculum and provides opportunities to practice skills and cement an understanding of big ideas.

All students receive deep instruction in mathematics, literature, writing, science, language, and history, instruction that is focused on the development of curiosity, independence, critical thinking, and the intellectual skills necessary for success in school and life.

Course overviews and scope and sequence guides are given to parents at the beginning of each school year.

### **Early Childhood**

St. Philip's has long emphasized the importance of early childhood education. Our program focuses on the development of the whole child, encompassing cognitive, physical, social, and emotional growth. Teachers are loving guides to learning as they create an environment where children are valued, and their unique personalities are nurtured. Although areas we intentionally design instruction rich in content, we equally value time for learning through play.





### **Lower School**

Lower School is a positive learning environment where all students are valued and cared for by highly qualified staff. Through an academically challenging program, students are exposed to a rich core curriculum which is enhanced by our Innovation lab, immersive cross-curricular academic excursions, performing arts, foreign language, and technology applications. The school believes in educating the whole child. The supportive atmosphere fosters emotional, social, and physical well-being, along with academic development.

### **Middle School Prep**

The academic program of the Middle School Prep is centered on a powerful faith in our students, a belief that they have the potential to achieve great things and that our job is to believe in them and prepare them for the journey. The foundation of the academic program of the Middle School Prep rests on a commitment to the benefits of a rich and robust academically sound curriculum model. The academic program of the Middle School Prep believes in the necessity of students encountering challenges in their preparation for high school. The opportunity to struggle and grow in a safe, supportive environment is critical to the development of essential qualities such as perseverance and resilience. This is also why we aim to teach students in their zone of proximal development.



## **SCHOOL DIVISION STRUCTURE**

### **EARLY CHILDHOOD (EC) DIVISION** **Pre-Kindergarten Two Through Kindergarten**

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

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

The routine and consistency of the daily class schedule reinforce learning objectives. The students settle into the classroom and begin the day with Social Emotional Learning (S.E.L.) and Drop Everything and Read (D.E.A.R.) time. D.E.A.R. time is followed by a dynamic chapel service with the entire student body. The morning activities include reading and mathematics instruction, and science and social studies are taught in the afternoon. Specialized classes are music, visual arts, Spanish, technology, I-Lab, library, and P.E.

Core academic content is delivered through interactive and small-group learning centers. Center time allows students to develop academic and socially age-appropriate milestones. Learning centers also allow faculty to further individualize instruction. A cross-curricular approach is used.

We facilitate long-term, student-designed projects (Project Based Learning-PBL) that promote active, inquiry-based learning. Students are guided through a process of questioning, challenging, and problem-solving real-world issues that are presented in the curriculum, forging tangible self-to-world connections. Early Childhood students are a part of the annual, schoolwide Service-Learning projects. Students thoroughly enjoy this activity as they are learning to be of service to others.

- Crafts, music, visual arts, and drama are incorporated to enhance and promote creativity and expression.
- The mathematics program introduces and reinforces basic mathematics skills that serve as a foundation on which more complex and abstract concepts can be built. The daily mathematics routine includes color and shape recognition, number recognition, and calendar exercises. Manipulatives, hands-on activities, interactive computer games, and repetitive exercises are used by each teacher to aid in the development of number sense skills.
- The reading program is designed to develop listening, vocabulary, comprehension, and writing skills. We introduce students to the alphabet, implement phonemic awareness exercises, and guide students through the reading process.



- The Science program encourages students to explore, ask questions, observe, and communicate during each stage of the scientific inquiry.
- In Social Studies, students learn about family traditions, communities, explorers, and the history of their ancestors.
- Technology is integrated into every facet of the program. Each classroom is equipped with interactive display technology boards. Every student has access to a school-issued technology device for engagement in instruction.
- Learning centers also allow faculty to further individualize instruction. A cross-curricular approach is used. Center time allows students to develop academic and socially age-appropriate milestones.
- Take-home activities, research projects, and academic excursions (field trips) are important contributors to academic achievement. It extends the in-school curriculum and provides opportunities to practice skills and cement an understanding of big ideas.



## **SCHOOL DIVISION STRUCTURE**

### **LOWER SCHOOL DIVISION**

**First Through Third Grade**

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

Lower School educates students in first through third grades. Each grade level is divided into two sections. In second and third grades, students move between two core subject teachers, one teaches math and science while the other teaches English, Language Arts, Reading (ELAR), and social studies. In addition to the core content areas, students travel to their specialized teachers for classes including Visual Art, Music, Performing Arts, Spanish, P.E. Library, ILab, and Technology.

Lower School is a time of tremendous growth and development. The program builds on the fundamental skills that were mastered while in the Early Childhood division by focusing on a greater understanding and broader practice of basic skills that help students develop independence. Hands-on lessons are encouraged to connect and solidify learning and are combined with traditional methods.

The learning environment differs from Early Childhood in that students receive more direct instruction. They are less mobile and are now required to produce work and other products independently. Critical thinking and problem-solving are encouraged through projects, technology, games, and activities.

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

Benchmark Literacy is used to teach and practice fundamental reading, writing, and comprehension skills. *Zaner-Bloser* is the resource utilized to teach handwriting and grammar. Novels are introduced in this division to enhance and apply the reading skills that have been learned. Additional language and communication skills are taught and integrated within the context of natural communication experiences and opportunities.

Lower School students begin the formal study of discovery-based science and math. *McGraw-Hill My Math* is the resource used to assist students in exploring problems to understand the fundamental processes of mathematics, logical thinking, and problem-solving. Math and manipulatives and other tools are used to move students from concrete to representational, and finally to the abstract level of learning.



The study of science is taught using *Pearson Interactive Science* and various hands-on experiences. Students are introduced to the scientific method and science process skills such as observing, classifying, estimating, predicting, and measuring through science experiments and activities.

Social Studies lessons are taught using *Studies Weekly*, trade books, various guest speakers, and academic excursions. There is a heavy emphasis on African-American history, culture, and contributions. It provides an increasingly complex lens through which students learn about their community and the world around them.

In addition to student games and activities, technology is incorporated through curriculum-based programs, instructional videos, and supplemental materials. St. Philip's has a one-to-one device policy.

### **1<sup>st</sup> – 3<sup>rd</sup> Assessments:**

Students complete a variety of assessments in each subject throughout the school year to assess learning and growth. These assessments are hands-on, tangible documents as well as online tests. Our standardized online assessments include the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) Reading and Math assessments which are utilized to measure student growth in the fall, winter, and spring. The CTP-5, a product of the Educational Record Bureau (ERB), is our end-of-year assessment that gauges Math and Reading progress. *WrAP*, the ERB's Writing Assessment Program is a supplemental assessment that measures writing ability and student growth from one year to the next.

### **Advisory for Third (3<sup>rd</sup>) Graders:**

St. Philip's has an advisory program that begins in 3rd grade. Advisory groups have activities during their allotted advisory time.

Advisory meetings provide an opportunity for the student to:

- learn and implement time management, organization, and study skills;
- identify and incorporate various supports for success, which may include, small group instruction, academic pull-out support, SEL lessons; and
- address wellness and social responsibility through Social Emotional Learning (SEL) instruction.



## **SCHOOL DIVISION STRUCTURE**

### **MIDDLE SCHOOL PREP DIVISION** **Fourth and Fifth Grade**

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

Young people experiencing the rapid physical, intellectual, social, and emotional growth of pre-adolescence need an educational environment sensitive to their specific needs. The Middle School Prep (4th & 5th grade) program has been carefully constructed to provide a curriculum that is challenging in a school community built on trust, leadership, and mutual respect. Each grade level in Middle School Prep (4th & 5th grade) is guided by a team of teachers who work together to provide a stable and supportive atmosphere. The teachers meet to discuss the academic, social, emotional, and physical needs of each student and to develop strategies to help students deal with the many challenges of this stage of development.

The goal of the Middle School Prep (4th & 5th grade) program is to provide the academic and social foundation needed to prepare students for the transition from an elementary school environment into a larger and more independent setting. The platform of the program strives to foster growing independence and accountability. Students are taught to be curious and seek knowledge through the many opportunities they have that transform them into curious, compassionate, creative, and confident individuals.

We facilitate long-term, student-designed projects (Project Based Learning-PBL) that promote active, inquiry-based learning. Students are guided through a process of questioning, challenging, and problem-solving real-world issues that are presented in the curriculum, forging tangible self-to-text connections.

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

Teachers work to ensure that lessons incorporate multiple intelligences and allow for creativity as well as oral and written expression. The program is enhanced through research projects, the infusion of Fine Arts and Technology within core class instruction, and team-building games and activities. Students gain a clear understanding that learning involves the interweaving of all content areas. This idea is made more concrete as the students engage in interdisciplinary projects. academic excursions (field trips) are a valuable learning tool and are incorporated within the Middle School Prep Program.

Middle School Prep exemplifies a heightened level of accountability. Fourth through fifth graders are expected and required to play an active role in their education. Middle School Prep students



have a full day of classes set on a block schedule. MS Prep students must attend the first 5 to 7 minutes of each end-of-the-quarter conference with their parents and advisor. These requirements promote a sense of personal responsibility the school endeavors to instill in each student. The students are also afforded many opportunities to develop and strengthen their leadership skills. Every student has access to a school-issued device for engagement in instruction. (*Refer to the Student Device Policy*)

### **Advisory for Middle School Prep**

St. Philip's has an advisory program that begins in 3rd grade. Advisory groups have activities during their allotted advisory time.

Advisory meetings provide an opportunity for the student to:

- learn and implement time management, organization, and study skills;
- identify and incorporate various supports for success, which may include, small group instruction, academic pull-out support, Social Emotional Learning (SEL) lessons; and
- address wellness and social responsibility through Social Emotional Learning (SEL) instruction.



## FINE ARTS DEPARTMENT OVERVIEW

The St. Philip's Fine Arts Department is comprised of Music, Theater, Visual Arts, and Dance. Fine Arts services students.

Scaffolded with the premise of “arts as academic,” we provide a solid foundation that builds from Pre-K2 –8<sup>th</sup> grade. The curriculum considers students in three tiers: the emerging student-artist, the proficient student-artist, and the advanced student-artist. These three stages within a student's development allow us to support their abilities in a way that is specific to them. We are then able to create pathways of success that allow students to track their growth and gain confidence. Fine Arts embraces the ideas of differing abilities, learning styles, and developmental needs of our students. Those who are advanced are given advanced techniques, skills, and opportunities to excel in their learning, while those who need additional support receive modified instruction.

All grade levels participate in a variety of school-wide productions throughout the year with major productions during Hispanic Heritage, Christmas, African-American Heritage, Destiny, Easter, and the Art Show. In May, we sponsor Arts and Recreation Month where each discipline presents culminating projects from the calendar year. These programs are geared towards multi-cultural programming with an emphasis on the African American diaspora.

Departmental meetings take place twice per month to review our events calendar, goals, and student performance. Our campus requires six Gifted and Talented professional development training hours for each calendar year, as well as the implementation of instructional differentiation during class time.

The Fine Arts Department provides various learning offerings outside of class time which include drama, dance, choir, and percussion clubs. These classes take place once a week for 90 minutes. We also facilitate off-campus performances and arts-learning excursions. Our campus utilizes Project Based Learning to bring lessons to life. Our year-end products require a community service component where students teach what they have learned to members of the community.

Our students utilize various learning management systems (LMS) programs that support in-class instruction. We are Google, Apple, and Microsoft partners for education. Most lessons, classroom communications, grades, and tests are given through Google Classroom.

As a department, our strength is strategic synergy. We pride ourselves on creating student-centric goals and implementing strategies that address key milestones within the life of the goal. We have developed the capacity for deep teamwork and cross-curricular collaborations. As a result, we can produce large-scale productions, often utilizing all grades in a single event. We intentionally use our instructional time as “gift-finding” sessions for students. Early childhood and lower school take art classes as a required part of their schedule, and many children walk through our doors with no interest in the arts. Our department has a keen eye for talent and takes care to open the eyes of students who may not have seen gifts in themselves. This methodology is the core of our departmental pride.





The Fine Arts department actively collaborates with arts organizations both locally and nationally to provide students with access to real-time industry professionals. There is a viable pipeline from our campus to other art schools that serve grades outside of our scope. To date, we have a 100% admittance rate of art students who have auditioned for arts programs both in middle and high school.

### **Dance- Fine Arts Overview**

There are two sections of dance that focus on alignment, form, physical vocabulary, and performance. Students receive instruction and can participate in after-school clubs.

### **Visual Art - Fine Arts Overview**

The Visual Art Program at St. Philip's School and Community Center offers an active, hands-on approach to learning about art that includes the introduction and skill development of 2-D and 3-D art media and techniques such as drawing, painting, printmaking, sculpture, pottery, and fiber art alongside art history. It is designed to provide holistic art experiences in a faith-based environment with an Afro-centric and global emphasis.

Elements of Art and/or the Principles of Design are integral parts of every lesson cast against a backdrop of classical art theory and coupled with multicultural insight. During art classes, students are continually developing dexterous skills and a variety of art techniques through individual as well as group projects. Throughout the year, students demonstrate what they have learned through art exhibitions and group projects.

All grade levels of students participate in art classes. Pre-K2 through Kindergarten take art once a week for 30 minutes with a focus on fine motor skills and creative exploration aligned with appropriate age abilities.

First through 5<sup>th</sup>-grade students have art once a week for 60 minutes where the Elements of Art are explored through various art exercises and media. Basic art history is emphasized.

During art classes, grade-level-appropriate illustrations of culture and history are used to enrich the experience of artistic understanding and creation so that students understand the importance of art in both modern and historical contexts. The art curriculum is built around learning a new vocabulary of artistic terms and the introduction of art-related professions.

Arts offers:

- A tactile and exploratory approach to learning
- Individualized approach: department caters to individual styles and abilities – a creative space for learning where children can further and/or hone their unique artistic interests.
- Enrichment through multicultural perspectives on art - promoting cross-cultural sensitivity and appreciation.
- Developmental skills: fine motor skill development and learning cooperation through group projects.



- Self-Expression - students will be able to use visual art as a means of nonverbal communication of emotions, and release.
- Cross-curricular work where art projects will incorporate relevant core subject concepts.

## PHYSICAL EDUCATION OVERVIEW

The goal of St. Philip's Physical Education (PE) program focuses on improving more than just physical wellness. The program aims to strengthen physical, social, mental, emotional, and spiritual health through movement, skills, team building, problem-solving, and positive thinking. Nutrition, and healthy lifestyles, including mindfulness, are essential components that are integrated into the PE program.

The students begin to consciously learn and practice more complex physical movements which become routine. As students' gross motor skills improve, their ability to perform a variety of physical activities and tasks expands. From early childhood to middle school, students become confident in their spatial awareness and growing capabilities. Progressively, students refine their movements and strengthen their muscles to become more active and engaged participants in organized sports. The instructor guides students both individually and as a group to reinforce learned skills and apply them in competitive situations and team sports, more specifically using well-planned strategies.

Skills are introduced sequentially and methodically to provide repetition and advancement to growing bodies through developing balance, hand-eye coordination, foot-eye coordination, and gross and fine motor skills.

### **The Early Childhood**

EC program sets the foundation for following directions and class routines while using repetitive and predictable games to master locomotive and non-locomotive skills. Emphasis is placed on building social skills, working together as a group, and making associations using colors, shapes, letters, numbers, discovery, and movement.

Identifying emerging talents in every student creates a successful pathway that supports academic wellness and multiple disciplines. The program addresses the abilities, learning styles, and developmental needs of the students it serves through physical assessments that are conducted throughout each quarter. It also addresses the learning needs of students that are encouraged through more advanced forms of physical education; keeping students intrigued.

As part of our extracurricular activities and community service, the Project Based Learning curriculum is introduced during the middle or end of the school year. Interactive touch displays are used to help in teaching methods to add value to the educational program. Offering asynchronous learning, demonstrations and quality instruction go hand in hand to make the flow of teaching better. Although there is no standard curriculum, students are always assessed for effectiveness through active performance activities.

## FOREIGN LANGUAGE

### Spanish

The Spanish program at SPSCC uses a variety of instructional methods across all divisions to provide multiple approaches that accommodate all learning styles. The program follows current trends in academic pedagogy and second language acquisition principles through involvement in the American Council of Teachers of Foreign Languages (ACTFL) and their publications, both written and through ACTFL offerings for professional development.

Curriculum development in the Spanish program centers on exposure to basic vocabulary built around thematic units. Examples of units include color, numbers, home, plants, food, clothing, transportation, celebrations, and Afro-Latin America. By identifying similar sounds in the target language to the home language, using keywords and pictures to draw connections, and presenting opportunities to say unfamiliar words, students expand their understanding of the language.

Through listening, repetition, props, songs, and games, students become familiar with and use everyday Spanish vocabulary to augment their learning while practicing sounds and pronunciation in the target language. Additionally, through clear expectations, teacher models, timely academic feedback, guided practice, and individual/group responses, students gain confidence in their ability to use Spanish.



## CHAPEL

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

St. Philip's students will tell you we are a school where it is okay to pray and.....make an "A." We are privileged to be able to welcome God into our learning environment. We begin every day with a worship service that simply places focus on God's love for all people. Chapel informs our motivations, inspiration, discipline, and love for humanity. We unpack the parallel and tie it with God's Word.

Students understand and look forward to the daily chapel. Attentiveness and participation (age-appropriate) are expected. It's the official first class of the day and is included on mid-quarter progress reports and report cards with a grading scale of active participation. On Wednesday, students have the opportunity to share their talents and passions for music, dance, speaking, etc. while performing before the student body with Chapel Saints Time. This is a solo, group, or classroom performance.

St. Philip's Mission, Vision, and Core Values undergird the decision for daily Chapel. Our mission suggests our students are receiving a faith-based experience. Our vision advocates transforming the world by faith, and the Core Value, servant-heart refers to displaying Christ-like character. Chapel service also lends to the St. Philip's Graduate Profile tenant - Christ-centered.

Christian education is essential to the moral and spiritual development of each student. A selected minister, ordained clergy of an area parish, parent, or member of the chapel committee, leads our worship service. Students will often hear biblical messages that directly relate to the six character traits—trustworthiness, respect, responsibility, fairness, caring, and citizenship. The theme for Chapel on Tuesday is "Humanity Tuesday" focusing on Social Emotional Learning (SEL) skills.

Chapel is an intricate part of St. Philip's and aids in their destination for future leaders on the 'Student Pathway: EMPOWERMENT, RESPONSIBILITY, INDEPENDENCE, CHANGE-MAKERS!

*Saints of the Week and Birthday Blessings.* Student celebrations are recognized each week during Chapel.

### **Grades**

3<sup>rd</sup>- 5<sup>th</sup> grade students will receive a grade for Chapel. Tardy students are not allowed the full benefit of participating in Chapel service with their class, and this will be reflected in their Chapel grade.



## SCHOOL LIBRARY

The St. Philip's library strives to provide an outstanding learning environment for students, faculty, staff, and parents that creates opportunities to connect with literature. The library collection includes mentor texts, research materials, digital media, and ASLA (American School Libraries Association) curriculum. The St. Philip's library ranges from classic to current texts for a variety of ages. There are board books for pre-emergent readers, early readers, for kindergarten through 2<sup>nd</sup> grade students, and texts for young adult and adult readers. Our collection provides literature that promotes diversity, and culture, along with social and emotional wellness. The library texts are categorized into several areas: board books for our pre-school readers, easy fiction (early fiction) for readers in Lower School, mentor texts for classroom lessons, genre fiction for the Middle School Prep readers, and nonfiction for students to obtain research information.

The St. Philip's library uses the *Follett Destiny*, a web-based, library system as a material database. When selecting books, the librarian uses a variety of book lists from the TLA (Texas Library Association) which includes the *2x2 Reading List* for ages two through 2<sup>nd</sup> grade, The Bluebonnet Reading List for grades third through sixth. Each list includes books that are voted upon and recommended by librarians and students from all over the state of Texas.

Throughout the year, the St. Philip's library participates in school-wide Project Based Learning events and activities that encourage reading not only in English Language Arts, but also in subjects like math, science, social studies, and the fine arts. This collaboration is to pursue the thought that learning begins with reading and that reading is everywhere. Library lessons are based on cultural themes and holidays to emphasize diversity and inclusion, and SEL to promote good citizenship and behavior. Two Scholastic Book Fairs are held each school year. The featured books emulate the emphasis on SEL and diversity.

The St. Philip's Library coordinates and plans campus-wide events to increase literacy. These include the *Scholastic Book Fair*, the *March Madness* reading contest, and the *Bluebonnet Reading List* voting event in which students vote for the next Bluebonnet Award-winning book. In October, students participate in Storybook Character Day which is a celebration of literature and storybook characters. Students read books and then dress up as their favorite characters and present the story elements from their books.

### **Library Book Checkout Guidelines**

Early Childhood students will be permitted to check out one (1) book.

Grade 1 will be permitted to check out one (1) book

Grade 2 will be permitted to check out two (2) books

Grades 3<sup>rd</sup> thru 8<sup>th</sup> will be permitted to check out three (3) books

### **Renewing Materials**

Students may renew their book(s) as many times as needed if the book(s) have not been placed "on-hold."



### **Overdue Materials**

Materials are checked out for one week and are considered overdue if they are not returned or checked out for an additional week on their due date. Once a library item is overdue, students may not check out additional books until the overdue materials are returned, marked lost, or paid for.

Late notices will be sent home with students and reported to the teacher.

### **Lost Materials/Financial Penalty**

Lost or books that have not been returned will be reported to the Business Office for payment to be made by the parents. A financial penalty will be placed on the student's financial school records and a non-release of school records including report cards until all library fees have been paid. Parents will need to meet with the Business Office on financial matters.

### **Damaged Library Materials**

If a student has a damaged library book, please send the student and the book to the librarian. The Librarian will attempt to repair the damage to the book. If the item cannot be repaired, the student's parents will be charged a replacement fee through the Business Office. A financial penalty will be placed on the student's financial school records and a non-release of school records including report cards until all library fees have been paid. Parents will need to meet with the Business Office on financial matters.

### **Copyright Laws and Fair Usage**

See the Academic Integrity section for details on copyright laws and fair usage.

### **Food and Drinks**

Students may not eat or drink in the library at any time.



## **PARTIES & CELEBRATIONS**

**(Policies and Guidelines are Subject to Change)**

Any exceptions or provisions not outlined in these guidelines must be pre-approved in writing by the Division Leader.

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

Parents must not plan to have on-campus parties or other celebrations. Such events are scheduled by the school. Any event planned that does not follow school guidelines will result in the event being canceled.

### **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. To reach this goal, we have several guidelines:

- If you send invitations to the school, please invite **all students** to the advisory or child's homeroom class section. Please be considerate and respectful of the feelings of each child by not excluding them.
- Do **not** send birthday presents or party favors to school.
- Do **not** provide lunch for the students.
- All food must be preapproved in writing by the Division Leader. No exceptions.
- 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 being placed in the student's backpack. It is acceptable for a boy to bring invitations for all the boys and the same applies to girls.

Parents **must** be approved by the Division Leader to schedule to bring special treats for birthdays or at other events or times during the year. Delivery of or providing flowers, balloon bouquets, animated characters, clowns, etc., is prohibited.

### **Designated Approved Classroom Events**

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

We request that parents support our **Christian environment** and standards in their choices of providing treats and decorations. Items not supporting our Christian environment will be returned to the parent.





School approved event goodie bags should not include hazardous objects and should be age-appropriate for all. The School will not permit bouquets of balloons, non-St. Philip's visitors or animated characters, and other celebratory birthday decorations. to be maintained in the classrooms. These can be distracting to students' learning.

### **Party / Celebration Food**

The Division Leader, in advance of the implementation of a class project, must preapprove all food activities. Generally, the School discourages bringing home prepared food items due to food safety handling guidelines and health and food allergen restriction matters. Additionally, any food permitted must comply with the school's guidelines for food safety, handling, and serving considerations. Individually, prepackaged items are preferred. The school does not have space or a way to store food, maintain the required temperature, or serve certain types of items; therefore, do not bring such items.

The school seeks a standard of offering healthier snack foods while with great attempts to limit junk or non-nutritious food on campus to the students.

Parents must get approval from the Principal or Division Leader before delivering or sending any type of food or items.



## **ATTENDANCE**

**(Refer to Absences & Assignment section)**

**Refer to the Absences and the Absences & Assignment sections.**

**Contact the Admission Office regarding attendance and absence matters.**

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

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

Parents need to comply with the attendance and being on time guidelines, this is not an option.

### **Required Attendance-90% Of School Days**

Students are **required** to attend school 90 percent of the time school is offered. If the student does not meet this requirement, a Parent-School attendance meeting is **required** to discuss:

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

Refer to the Reenrollment section for more requirements.

### **Perfect Attendance**

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

Daily attendance and tardy records are available to parents on the School's communication system.

Concerns regarding attendance matters should be addressed to the Admissions Office.

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



## **ABSENCES**

**(Refer to Attendance and the Absences & Assignment sections)**

*“A day without learning is a day wasted.”*

**Refer to the Attendance and the Absences & Assignment sections.**

**Contact the Admission Office regarding attendance and absence matters.**

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

Regular, punctual attendance profoundly affects a child's success at school. Absences occur, but the students and their parents must work to ensure that absences happen as infrequently as possible and are truly unavoidable. For this reason, the School highly values attendance in the classroom and for other learning activities. St. Philip's requires students to attend school each day that instruction is provided. Absences from school, for whatever reason, do not excuse a student from the obligation to complete all schoolwork.

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

For students missing 18 or more days of school (9 absences in a semester), parents will be scheduled to have a meeting with the school and will be added to the reenrollment block list.

**Please Note: Six (6) tardies equal one absence.**

### **Excused Absences (Refer to Assignment section)**

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

- Observance of a religious day
- Attendance at a healthcare appointment (with a healthcare provider's official note)
- Personal illness (at three (3) or more days with a healthcare provider official note).
- Death of an immediate family member (parents, grandparents, siblings, other exceptions to be approved for excused absence by Principal or designee)

### **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 infractions are 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 consequences).
- Vacation, family reunion, extended holidays, personal matters, traveling, lack of transportation, weather (not an official school inclement weather day), traffic (not an official St. Philip's traffic alert exception), studying or completing a school project, a day off, etc.

### **Converting Unexcused to Excused**

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

### **Healthcare Notice for Absence**

Students who are **absent for three (3) or more days** because of illness, must bring a healthcare provider's official note upon 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 Admissions Department.** Otherwise, the absence may be considered unexcused.

### **Scheduling Appointments**

The School urges parents to schedule healthcare or other appointments outside of school hours, if possible. If appointments must be scheduled during the school day, parents should seek to schedule appointments during the student's advisory or lunch periods. Sometimes, missing classes is unavoidable, in which case missing the same class repetitively is discouraged.

Missed class assignments, assessments, etc., may not be able to be made up or rescheduled. As a result, a student's grade may be affected due to absences. Refer to related sections in this Handbook.

### **Early Release/Pick Up – No Later than 2:45 from Front Desk**

**Parents are encouraged to not pick up their children before the end of the day.** Class instruction extends through the end of the school day.

**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.**

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 on the early release or early pickup.

In the event of an emergency pick up/early release, to allow time to prepare your child for early release, the parent should make **direct contact** (do not send an email, text, or leave a voice message) classroom teacher to report the student will be picked up before 2:45 p.m. or send them directly to carpool. To avoid any delays or miscommunications, the teacher must acknowledge receipt of your notice to the child's teacher.

Parents must make direct contact with the classroom teacher **before 2:00 p.m.** when the student needs to go to carpool rather than After School Care-Enrichment or will be picked up before 2:45. Parents should not rely on their children to communicate student absences to the teacher. To avoid any delays or miscommunications, the teacher must acknowledge receipt of your notice. If you are not able to contact the teacher, contact the lead director of the division.

Missed class assignments, assessments, etc., may not be able to be made up or rescheduled. As a result, a student's grade may be affected due to absences.

#### **Excessive Absences – Communication Warning Notification/Alert**

The School's communication system will generate an automated notification for every three (3) absences (whether excused or unexcused). After receipt of the second (2<sup>nd</sup>) communication system notification of an absence (whether excused or unexcused), the Parent, Admissions Director, Division Leader, and/or Dean of Students may determine a need to meet to implement a plan of action to:

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

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

For students missing 18 or more days of school (9 absences in a semester), parents will be scheduled to have a meeting with the school and will be added to the reenrollment block list.

**Please Note: Six (6) tardies equal one absence.**



## ASSIGNMENTS RELATING TO ABSENCES

(Refer to Attendance and the Absences)

These policies are subject to Teacher Discretion

**Refer to the Attendance and Absences sections.**

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

Any missed schoolwork (including but not limited to projects, quizzes, assessments, tests, etc.) must be completed and returned within the grading period.

- The instruction or schoolwork missed is the responsibility of the Middle School Prep (4th & 5th grade) *student* to obtain from each teacher. Any necessary modifications to this policy can be made at the teacher's discretion.

For students in early childhood (EC) and lower school (LS), parents are responsible for working harmoniously with the teacher to obtain the missed assignments *after* the student returns to school.

All class assignments may be posted on FACTS/RenWeb, Google Classroom, listed on the *Week at a Glance (WAAG)*, or *Month at a Glance* and in designated areas determined by the teacher. Students and parents should check these resources **first** to obtain the missed assignments the student missed due to an absence.

**Do not call the school office, receptionist, etc.** to request missed assignments. This matter must be addressed with each one of the student's teachers.

- If an absence is preplanned, assignments **may not** be released before the absence. Any necessary modifications to this policy can be made at the teacher's discretion.

### Excessive Absences

If a student receives **three (3) or more absences** (**unexcused or excused**) within a term, the parent may be asked to meet with the teachers and or Division Leader. Refer to the *Required Attendance-90% Of School Days* section.

### EXCUSED ABSENCES AND MISSED ASSIGNMENTS (at the discretion of the Teacher):

#### Missed Class Work-Excused Absence- (makeup within 3 days)

- Classwork, homework, tests, etc., missed during an excused absence may be made up within three (3) school days of returning to school.
- It is the responsibility of the student to complete all missed assignments and return them to the teacher no more than three (3) school days upon returning to school (for an excused absence).



- For Middle School Prep (4th & 5th grade) students, assignments must be turned in to the teacher within three (3) school days regardless of the class rotational day.
- No makeup work or exceptions will be allowed after three (3) school days.
- Failure to comply with turning in missed homework will result in a **grade of zero**.
- A grade of INCOMPLETE will be determined by the classroom teacher and the Division Leader.

### **Excessive Absences Mandatory Parent-School or Teacher Meeting**

The meeting is essential when a student misses the core content of instruction within a grading period/term due to excessive excused absences. The **Parent-School or Teacher Meeting** for extended excused absences focus would be to:

- identify how academic support can be integrated during the student's absence so the student may master content (at the parent's expense if needed);
- assess the student's mastery of content, if feasible;
- discuss reenrollment Block status and provisions for reenrollment considerations; and
- avoid a grade of *Incomplete*, if feasible; and support the student's academic progression.

### **School Event Absence**

An off-campus event, which is initiated by the School may not be an option for student participation. Parents choosing to not permit their child to participate will result in a meeting with the Principal and essential members of the faculty. These include school-scheduled academic excursions (field trips), activities, and the school philanthropic events where the student is involved. Students are responsible for all classwork missed in these situations, and work must be turned in according to the *Absences and Assignment* section or as approved by the teacher.

### **Absence on Quiz/Test/Assessment Date (at the discretion of the Teacher)**

- If the student misses the day of an announced test/quiz, the student may be granted an opportunity to take the test or quiz on the day of return to school even if the class is not scheduled on the day of return.
- The student is responsible for making arrangements or scheduling a time to take the test/quiz on the first date of return.
- Failure to take the test/quiz/assessment on the day the student returns to school may result in a grade of zero (0).
- For Middle School Prep (4th & 5th grade) students, quizzes, tests, etc., must be taken on the day of return regardless of the class rotational day
- The Middle School Prep (4th & 5th grade) teacher will determine if any exceptions will be granted.



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## **UNEXCUSED ABSENCES** (at the discretion of the Teacher)

**Missed Class Work-Unexcused Absence** (makeup within **one school (1) day**, when approved by the teacher)

- Missed 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.
- Make-up and grading standards for missed assignments due to unexcused absences.
- For Middle School Prep (4th & 5th grade) students, assignments must be turned in to the teacher within one (1) day regardless of the class rotational day.
- The Middle School Prep (4th & 5th grade) teacher will determine if any exceptions will be granted).
- Any necessary modifications to this policy can be made at the teacher's discretion.

**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 period a student is removed from the learning setting, authorized to visit with an essential faculty member, suspension from school, removal from class, 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.,).
- Assignments assigned BEFORE the Disciplinary Consequence was given may be submitted for credit on the very day the student returns to school, whether that class is scheduled on the return day or not.
  - For assignments given BEFORE, the student is responsible for ensuring the assignments are properly submitted on the first day of return to school.
  - Tests, quizzes, assessments, and project presentations assigned BEFORE the Disciplinary Consequence was given may be allowed solely at the discretion of each teacher.
- 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 & ASSIGNMENTS

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

The school day goes smoothly when the students arrive with time to get organized before class begins. Students are encouraged to arrive no later than 7:40 a.m. each day.

St. Philip's has the awesome and blessed opportunity to offer our students a spirit-filled chapel service each morning. For your child to gain the full meaning of chapel, he/she must arrive at school on time. Chapel attendance is not an option, it is required school attendance and participation. Every student should arrive on time to school each day.

- **Students 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 he/she will be marked tardy.**
- **By 10 a.m. and BEFORE 12:** Students **not at school by 10:00 a.m.** or who leave before noon and do not return will be counted absent for the day.

### **Traffic or Weather Conditions, Tardies**

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

### **Arriving Late - Transitional Tardies**

Students arriving late to 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.

### **Early Childhood (EC) & Lower School (LS) Tardies**

EC students are tardy if they are not in their classrooms by 8:00 a.m. sharp. Although EC students transition to their classroom, if they are not in the classroom ready for class at 8:00 a.m. sharp, they will be recorded as tardy. EC students must be in their designated classroom at 8:00 a.m. sharp not transitioning in the parking lot or school building (whether with or without a parent).

Parents must support the school process for transitioning tardy students. Early Childhood students arriving **during Chapel** are tardy and **parents must:**

- enter through the main school front doors (under the direct supervision of their parents);
- supervise their child to use the restroom **before** entering the Chapel; and
- walk the student into the grade level designated area in Chapel or faculty supervision.

Non-compliance may result in a parent-EC Division Leader meeting.



### **Detention (Tardy)**

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 additional detention and or further disciplinary consequences up to and including Out of out-of-school suspension.

### **Unexcused Tardy**

- Skipping Class
- Late to Class without Prior Permission or School Personnel authorization
- Without Healthcare Provider Official Notice
- Roaming/Waiting in the Restroom
- Untimely / Late, Slow Transition to Class
- Unsubstantiated traffic conditions (unless approved school-wide (not a case-by-case option) by the Principal)

### **Skipping Class or Tardy to Class during School Day**

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

During the school day, a student must obtain permission before leaving a classroom or being late to class. Students who habitually or routinely miss/skip more than 15 minutes of class without permission will be considered for disciplinary action up to suspension.

### **Reporting/Recording Tardies**

It is possible, for many reasons, that a sibling in one class can be marked tardy and the other not be marked tardy. 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).

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

Daily attendance and tardy records are available to parents on the School's communication system.



## GRADING & REPORTING

**Refer to the Attendance, Absences, Assignments, and Tardy sections for more about grades.**

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

### **Chapel Grades**

3<sup>rd</sup>-5<sup>th</sup> grade students will receive a grade for Chapel. Tardy students are not allowed the full benefit of participating in Chapel service with their class, and this will be reflected in their Chapel grades. Participation and behavior are essential skills assessed for Chapel.

### **Mid-quarter Progress Narrative Grade Reports**

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 1<sup>st</sup> and 3<sup>rd</sup> quarters.

It is imperative for parents to thoroughly read and apply the recommendations listed in the progress narrative reports. A tutor's narrative reports may be included with the teachers' progress narrative or may be discussed during the 3<sup>rd</sup> quarter parent-teacher conference.

### **Report Card Grade Reports**

St. Philip's provides parents with report card grades **four times a year** (at the end of each quarter). During the 1<sup>st</sup> and 3<sup>rd</sup> grading periods, parents are required to attend two (2) mandatory Parent-Teacher Report Card Conferences to discuss student progress.

- Release of Report Cards: End of the Year report cards will not be released until the parents attend these two (2) mandatory Parent-Teacher Report Card Conferences.

The 2<sup>nd</sup> and 4<sup>th</sup> quarter grading period report cards will be delivered through FACTS/Renweb. Fourth (4<sup>th</sup>) 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**

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

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



Parents, if graded work is not received on time, please inquire about progress to the teacher via email or send a message.

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

###

## GRADING SCALE: Early Childhood

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

PK2 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><b>*School Year Cumulative Grade averaging “<i>Beginning</i>” may not have achieved grade-level standards for mastery of a core subject. Refer to the <i>Promotion and Retention and Reenrollment</i> sections.</b></p> <p style="text-align: center;"><b><u>A Teacher-Parent-School meeting is required.</u></b></p>		

## GRADING SCALE : 1<sup>st</sup> to 2<sup>nd</sup> GRADE

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

1 <sup>ST</sup> and 2 <sup>ND</sup> GRADE		
E	90-100	Excellent
S+	85-89	Satisfactory
S	80-84	
S-	70-79	
*NI	69 and below	Needs Improvement
<p><b>* 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.</b></p> <p style="text-align: center;"><b><u>A Teacher-Parent-School meeting is required.</u></b></p>		

## GRADING SCALE: 3<sup>rd</sup> & 4<sup>th</sup> & 5<sup>th</sup> GRADE

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

3 <sup>rd</sup> & 4 <sup>th</sup> & 5 <sup>th</sup> GRADING SCALE		
LETTER GRADE	NUMBER GRADE	CLASSIFICATION
A+	98 – 100	Excellent
A	92 – 97	
A-	90 – 91	
B+	88 – 89	Commendable
B	82 – 87	
B-	80 – 81	
C+	78 – 79	Satisfactory
C	72 – 77	
C-	70 – 71	
*D+	68 – 69	Difficulty
*D	62 – 67	
*D-	60 – 61	
*F	(Below 60)	
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><b>* 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></b></p> <p style="text-align: center;"><b><u>A Teacher-Parent-School meeting is required.</u></b></p>		



## ACADEMIC ASSESSMENTS

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

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.

Assessments are given to monitor student progress toward mastery of skills and to identify areas in the curriculum that may require an adjustment. Diagnostic math and ELAR assessments are administered at the beginning of the year, middle of the year, and again at the end of the school year for all PK4-5th grade students. Weekly spelling and vocabulary tests are derived from course materials and are administered to students. The results of these assessments are used to develop parameters for instructional delivery, track student progress, and inform teachers of possible needs to establish intervention resources for certain students.

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). Measures of Academic Progress (MAP) assessment is given at the beginning of the year, middle of the year, and end of the year to monitor student progress and make campus-wide instructional decisions based on student performance data.

Another assessment, the Educational Records Bureau's CTP 5 (Comprehensive Testing Program 5) is a rigorous assessment of student achievement in the areas of reading, listening, vocabulary, writing, mathematics, and verbal and quantitative reasoning. This assessment is only given once annually in late spring. It is an assessment that allows the school and families to understand student learning and to inform instruction. Students who have been diagnosed with learning differences are administered non-standard (untimed) tests, but over the same number of days as those testing by standard methods.

### **Assessment/Testing Scheduling:**

Each teacher will determine when assignments, tests/quizzes/, projects, PBL, etc. are scheduled. Middle School Prep (4th & 5th grade) may not have designated days for specific tasks.





## HOMework & CLASSWORK

**Refer to other sections in this Handbook regarding grades and assignments.**

**No extra credit** will be given as a result of an absence whether excused or unexcused or to allow for grade improvements. No exceptions.

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.

Homework is the **student's responsibility for Middle School Prep**. For grades Pk2 through 3<sup>rd</sup> 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 **3<sup>rd</sup> grade student** and **Middle School Prep School Student** should make arrangements with the appropriate teacher for academic help or tutoring. 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.

Parents if your EC, LS, or MSP child needs academic intervention such as academic tutoring and or academic skills development (time management, study skills, etc.), refer to the *Student Support Services* section and meet with the teacher and Dean of Students & Family Affairs.

### **Grades - Recording Homework and Classwork**

Student grades are recorded in the school's grading system, FACTS/RenWeb, often the following week 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.



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### **Late, Incomplete (Missed) Homework or Classwork (Lower School and Middle School Prep (4th & 5th grade))**

The School is preparing students for success in college and career, 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.

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 as communicated.

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 all of our 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.

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.

As determined by the Principal, homework assignments may not be due the next day for students participating in special curriculum or school-wide parent evening events. **Turning in or completing assignments will not be an excusable reason a parent does not attend a school-wide required event.**

Students in Middle School Prep (4th & 5th grade) may be required to turn in a project or homework the next day when it is assigned in advance of the school-wide event.

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

## ACADEMIC DETENTION

### 3<sup>RD</sup> THROUGH 5<sup>TH</sup> GRADES

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

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

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

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

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

The class teacher will issue an *Academic Detention Notice* at least three (3) days in advance of the date detention will be served through the FACTS/RenWeb communication system. The teacher will not only send the Academic Detention Notice but also inform the student of their detention.

The *Academic Detention Notice* will indicate the following:

- Why Academic Detention is being required,
- List the two missed assignments (or refer to the reported grading system),
- The due date of the missed assignments,
- The date detention is to be served,
- The time detention is to be served from 7:00 a.m. to 7:50 a.m.,
- The reporting place to arrive for detention will be the Before School Care entry location.

### **Failure to Attend Detention**

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



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### **Loss of Privileges**

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

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

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

## ACADEMIC PROBATION

### 1st THROUGH 5th GRADE

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

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

- Below average during a grading period (mid-term/progress grade reporting or report card grading period), less than 70 (3rd thru 5th grade), and "Needs Improvement" (1st thru 2nd grade).

### Approaching Academic Probation

When a student is approaching or at risk of being placed on Academic Probation or at the time the student has obtained unacceptable academic performance, the teacher may request a Parent-Teacher-School Meeting (and may include members of the Student Support Service Team) to:

- Identify the reasons for a student's unacceptable academic performance.
- Develop and implement an academic Student Support Plan to achieve satisfactory grade performance (including tutoring).
- Determine a course of action, including retention, if the student does not earn a passing grade.
- Discuss the outcome of failing a core course for the school year (*See Retention section*).
- Consider a student's academic achievement and learning abilities to be successful at school.
- Make recommendations that aid in the student's academic success.
- Outlined required actions of the parent and results for noncompliance

Parents are responsible for monitoring their child's grades to know if their child is approaching academic probation. Parents are encouraged to be proactive in scheduling parent-teacher meetings when the child's content grade average is reaching or has reached below 70.

### On Academic Probation

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

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

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

- Actively and earnestly receive academic tutoring in each course for the remaining term or the entire next term to obtain and maintain satisfactory academic performance. Tutoring



will be at the expense of the parent. *Refer to Student Support Services, tutoring section for details.*

- The probation period will continue throughout the quarter or the next grading period (whether mid-quarter progress narrative grade reporting period or report card grading period).
- At the discretion of the Teacher and/or Principal, a student may lose the privilege of serving in leadership, special programs, or receiving academic honors such as Student Council or Titans, and extra-curricular activities including St. Philip's programs and non-St. Philip's related such as athletics, dance, or any program that may impact time for studying after school.
- May lose eligibility for tuition financial assistance.

A student on Academic Probation who fails to achieve satisfactory grade performance by the next grading period may serve another Academic Probation period, subject to provisions listed in this section.

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

A student who fails the course will be subject to the provisions outlined in the *Promotion and Retention section* and may be placed on the school's Academic Block list and, thus may not be considered for re-enrollment.



## PROMOTION AND RETENTION

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

All St. Philip's students must master grade-level skills that are necessary according to the criteria established by the standard curriculum. Students in Pk4 through 5<sup>th</sup> grade must master St. Philip's School and Community Center's grade-level content to competently continue to the next grade level. The curriculum is not modified for any student, which also includes students with a Student Support Service (SSS) Plan.

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

- a. Academic (formative and summative) assessments,
- b. Standardized assessments,
- c. Student Support Services Team review,
- d. Academic and/or cognitive progressive history,
- e. A grade average of below 70,
- f. Response to intervention,
- g. Educational evaluations, when applicable,
- h. Parent support and commitment, and
- i. Observation and review of the student by other faculty members.

### **Prekindergarten**

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

### **1<sup>st</sup> through 5<sup>th</sup> grade**

First through fifth-grade students failing with a school year grade average of less than 70 in the core courses of mathematics, science, social studies, or ELAR (Literacy) and consideration of the above content mastery factors may be subject to St. Philip's grade level retention or recommendation for a referral or other considerations at the discretion of the School.

### **Considerations for Retention or Referral**

Any student demonstrating academic weaknesses and difficulty in mastering content will be required to demonstrate mastery of the St. Philip's grade-level academic content. Based on the identified needs of the student, the School may recommend the student comply with student



support services outlined in the *Student Support Services* section. Further considerations may include, but are not solely limited to, yet at the determination of the School:

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

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

### **Retention Recording**

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





## **ACADEMIC EXCURSIONS (Subject to change)**

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

### **A Privilege and not a Right.**

Children are to be orderly, mannerly, polite, respectful at all times, and abide by the class standards and school policies. All children must display exemplary behavior while on all excursions. Children who consistently misbehave in the classroom or on excursions will lose the privilege to participate in these enriching experiences. For some students, in certain grades, to be able to attend Academic Excursions, an approved parent may be asked to attend, at their expense, and be their child's direct chaperone. Parents choosing to not permit their child to participate will result in a meeting with the Principal and essential members of the faculty.

### **Transportation**

Children are transported to and from these trips in the school van, bus, or chartered bus. If needed, a vehicle with more seating capacity will be leased. All drivers must be licensed and insured, and pass a background check. Students are required to ride the School's transportation to and from the academic excursion. If a student does not return on the school's transportation source, the parent must sign a release form before the student is released to the authorized adult, with no exceptions.

### **Food**

All related matters regarding the logistics, snacks/lunches, fees/cost, homework assignments, etc., associated with academic excursion will be communicated by the class teacher. Parents are responsible for making sure their child has lunch or required funds to purchase lunch during Academic Excursions when required. Unless otherwise specifically specified, student cell phones and related devices are **not** allowed on school trips.

### ***Academic Excursion Experiences for PK3 through 5<sup>th</sup> Grade Students***

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

### ***PK2-Kindergarten***

There are no overnight academic excursions until students reach second grade. Early Childhood takes multiple field trips that are curriculum-based, to apply and relate lessons studied. Some places visited: Perot Museum, Crayola Experience, Ft. Worth/Dallas Zoo, Lego Land, Dallas Aquarium, Dallas Library, Dallas Children's Theater

### ***1st Grade***

Students learn about special people and places of interest in the city of Dallas and embark on visits to those places.



### ***2<sup>nd</sup> Grade***

The 2nd-grade students attend a 1 night, 2-day excursion at the Johnson Space Center in Houston. The students participate in hands-on, space center activities.

### ***3<sup>rd</sup> Grade***

The outdoor education program curriculum at Sky Ranch provides multiple learning tracks, including Science, History, and Team Building. The curriculum is designed to address the current standards. Content is delivered in specifically designed outdoor classrooms by entertaining and highly trained instructors. This trip extends the classroom lessons and explorations the students have engaged in all year.

### ***4<sup>th</sup> Grade Texas History Trip***

Students and teachers attend a two-day excursion to Austin and San Antonio to enrich their Texas History lessons. Students visit President Lyndon Baines Johnson's boyhood home, the Alamo, and several other locations.

### ***4<sup>th</sup> Grade Retreat***

Teachers and students travel to Wolf Run near McKinney Texas for a 2-night, 3-day retreat. As their first middle school experience, the purpose of the retreat is to promote team building and collaboration through pioneering activities.

### ***5<sup>th</sup> Grade Civil Rights Trip***

After a year-long study of the American Civil Rights Movement, the class travels to Alabama, Tennessee, and Georgia to allow them a deepened and more meaningful understanding of how this movement impacted the lives of all Americans.

### **Attendees**

Parents or approved adult attendees who have been requested to attend Academic Excursions must have a completed, satisfactory criminal history background check on file in the Human Resources (HR) Office. Any out-of-pocket expense for the academic excursion (field trip) for those attending must be paid by the parent by the determined deadline.

Parents, or other non-approved adults, **cannot** attend overnight Academic excursions nor travel along with the school in a caravan, etc., unless they have been requested to do so by school personnel. There are ***no exceptions***, St. Philip's students or St. Philip's siblings who are not in the class that is embarking upon the Academic Excursion **cannot** attend St. Philip's Academic Excursions. Approved parents or approved adult attendees may attend certain designated Academic excursions as approved by the homeroom teacher/advisors.

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



### **Guidelines for Academic Excursion Chaperones**

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

- Must pass a criminal background check before making arrangements to serve as a Chaperone (not an option). Refer to the *Background Check* section for more details.
- Required to be on active duty at all times during the trip and 24 hours each day for overnight trips – leaving the group is not permitted.
- Not allowed to bring other persons on the excursion or have guests from the area or the visiting city join the group for extended periods.
- Are required to eat with the group unless dietary reasons preclude it. Dietary issues should be presented beforehand.
- Are not allowed to permit the students to purchase or eat treats unless the full group has been granted the same opportunity.
- Are not allowed unscheduled souvenir shopping.
- Are required to stay with their supervisees/assigned students during shopping and at all times during the excursion.
- May be required to manage students' spending funds.
- Are required to adhere to the scheduled agenda – only the trip leader may make adjustments.
- Are not allowed to exceed the spending limits set for the trip for their children.
- Are not allowed to smoke, use profanity, or post pictures of children on any personal social media pages.
- If a child chooses to misbehave, that child should be given a warning that improvement is necessary. If the problem continues, please notify the classroom teacher or school personnel to handle the situation as deemed appropriate.
- Chaperones are responsible for the care of their student group from the time they are assigned until the time they return to school. This includes preloading, traveling, on-site, return travel, sleeping periods, and loading and unloading luggage.



## **ACADEMIC/SPECIAL PROGRAMS**

*(The following is not an exhaustive list.)*

### **TITANS**

Titan recognition strives to honor students in grades 3<sup>rd</sup> through 5<sup>th</sup> 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.

### **Math/Science Competition**

Students in grades 4<sup>th</sup>-7<sup>th</sup> participate, locally and state-wide, in the Texas Math and Science Coaches Association (TMSCA) math and science competition. The team develops mastery and competes against other students in categories such as mental math, number sense, calculator proficiency, and science concepts and skills. The Science concepts through 7<sup>th</sup> grade include topics such as Earth Science, Life Science, and Physical Science.

Students win trophies, medals, and ribbons for individual performance, as well as team performance. Students in grades 5 through 7 take the same exams but only compete against students in their grade level.

### **Early Childhood Students Learn through Fun**

Storybook Character Day features students who dress as their favorite storybook/nursery rhyme characters. - Valentine's Day Sock hop is another day for expressing love and gratitude. Each student is required to bring donations of canned goods for our Aunt Bette's Community Pantry.

### **1st Grade African American Heritage Program**

Each year in February, students participate in an assembly where they showcase famous African Americans through oral presentations. Parents are invited to witness the enlightening presentations.

### **Competitions and Other Opportunities**

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

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



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### **Praise Dance**

Students in Pk4 through 7<sup>th</sup> grades are invited to participate in St. Philip's Praise Dance. These students learn the ministry of dance while learning the biblical scriptures related to dance. They practice several times during the month and perform at various school-wide events such as Christmas Chapel, Easter Chapel, Grandparent's Day, and Graduation.

### **Saints of the Week**

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

### **Service Learning (Community Service)**

Service learning offers a unique opportunity for St. Philip's students from Pre-Kindergarten to 7<sup>th</sup> grade to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students learn about democracy and citizenship as well as becoming actively contributing citizens and community members through the service they perform. St. Philip's also solicits the help of parents to ensure the success of the various Service-Learning projects each year. We believe the projects reinforce the philosophy that "to whom much is given, much is required," and students leave St. Philip's knowing the importance of gratitude and service.

### **Student Council**

Student Council membership is one of the many opportunities for involvement and leadership at St. Philip's. The Student Council consists of 3rd through 5th-grade students who are elected by faculty members, staff members, and their peers. These leaders are required to be strong role models for younger students by exhibiting integrity, ethics, and respect for the customs of the school and the law of the land both on and off-campus. Student Council members must do the following:

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

### **Performing Arts Club (PAC)**

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



### **Others**

Destiny Luncheon, Admissions Review, Chapel Programs, Boy Scouts, Girl Scouts, Marimba Performers, Drummers, Annual North Texas Giving Day, and various other programs throughout the school year provide venues that allow St. Philip's students to showcase their knowledge, leadership abilities and God-given talents.

Various other academic and social clubs are added based on student voice and teacher sponsorships.

## OTHER GENERAL STANDARDS

### Student Class/Teacher Assignment/Placement

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

### Lost and Found (Refer to the Uniform Policy section)

The *Lost and Found* space is located in the designated area established by the School. A student's lost uniforms and backpacks will be placed in the *Lost and Found* designated areas.

Parents should send an email to the child's teachers/advisors to ask for their assistance in locating the lost items. It is the sole responsibility of the parent to ensure the child's **name is visibly written on the inside** of the child's shoes, garments, backpacks, lunch kits, binders, etc. to avoid lost articles not being returned to the rightful owners. Additionally, parents can support the efforts of students to be responsible for their items by instructing them on how to place their items in their backpack or P.E. bags. The School will **not** be responsible for maintaining identifying or returning lost items or items left anywhere on the School campus.

All unclaimed items that remain for an extended time **may be donated** to the Uniform Resale Store, PSA, community center, or another worthy cause.

During non-classroom, instructional time, the student may be allowed, only with the approval of their classroom teacher and **under direct supervision**, to search for their items. Students must not roam through the building unsupervised searching for lost items.

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

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

An excerpt from the St. Philip's Creed

We ask that parents NOT bring forgotten homework, projects, bags, or other items to school for their child. When they forget something and must do without it for that day, children learn quickly to take responsibility for their day-to-day school life, whether it's doing their homework and returning it to the appropriate place, returning library books on time, or bringing requested items such as lunch, PE items, projects, show and tell, etc. When items are brought to school, they may not be delivered to the child's teacher or classrooms. As a result, parents will be responsible for picking up the items from the front desk.

When directed by the Admissions Department, if you are bringing a school uniform to campus because your child is not dressed in the proper uniform or school attire or left it, please bring it and leave it at the front receptionist desk/Welcome Center. We will see that your child's belongings are delivered to them.



## THE TITAN AWARD

The Titan Award is an award that strives to recognize those exceptional students who meet expectations on a consistent and regular basis. Titans are nominated for a designated period.

Titan honor is awarded to any 3<sup>rd</sup> through 5<sup>th</sup>-grade student who is in good academic standing in all classes, with no grade below 70. 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 to 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 *Uniform policy section*):

- *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.
  - *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.

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## **STUDENT SUPPORT SERVICES (SSS)**

**(These provisions are subject to change)**

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

Prospective families with a child diagnosed with a learning difference or who has been recommended for an evaluation are strongly encouraged to meet with the Dean of Students & Family Affairs before completing an enrollment application to identify if the services and supports needed for their child are available at St. Philip's School and Community Center.

Through a team of instructional specialists, Student Support Services (SSS) focuses on two primary areas:

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

The aim is to:

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

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

### **SSS Team**

The SSS team coordinates services for students and families and guides teachers as they work with students and families needing support. The School's SSS Team members include the School Counselor/Student Pathway (Counseling), the Division Leads, and the Dean of Students & Family Services. The school's SSS Team members may seek assistance from outside agencies that specialize in the services needed.

The School does not offer the services of a designated special education resource support teacher, learning lab, or push-in teacher.



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### **Type of SSS Provided or Referred to Other Agencies**

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

- Dyslexia language instruction referrals
- Social and Emotional Wellness
- Referrals for comprehensive psycho-educational evaluations, including ADHD
- Referrals for student and or family counseling support: behavior, social skills, grief, divorce care, emotional care/mental health, parenting skills, etc.
- Speech Therapy, Occupational Therapy, Assistive Learning Devices, and evaluations through private providers or Dallas Child Find (working with your local home school)
- Parent and Student Educational Resources and Workshops, Parent University
- Professional Development for educators to support the learning needs of all students
- Support for Life After St. Philip's (L.A.S.P.)
- On-campus support: On-campus support must follow school guidelines and standards for the least disruptive environment and setting. This on-campus support is a privilege, not a right, and is at the discretion of the school.

\*Please note there is a possibility of parental financial responsibility for these services.

### **Required Parent Involvement**

Parent involvement is required if your child participates in any SSS program. Parent involvement may include attending parent-teacher SSS Team conferences/meetings, obtaining counseling, attending other organization educational workshops/webinars, Parent University events, and other off-campus or on-campus parent events. Parents are responsible for any expenses, fees, costs, etc., associated with recommendations by the school.

### **SSS/SAI Non-compliance**

The student or parent that is non-compliant with the diagnostic educational evaluation, the SSS being offered, or fails to follow through with the School's recommendation or requirement to obtain and adhere to support is subject to the following, but not limited to:

- Receiving the failed grades earned.
- Reconsidering the SAI or Behavior Support Plan or any SSS Plan (Academic, Social/Emotional, Behavioral).
- Being released from receiving any available funding for the services being received, including reduction of the school's financial aid assistance.
- Being withdrawn from school or referred to another school may be able to meet the needs of the student.
- Implementing disciplinary action when related.
- Not being recommended for re-enrollment.



### **Release of Information**

There are times when professional providers must confer with school personnel regarding a particular student's needs about how to best serve the student. The SSS program may share sensitive, personal, and private information with persons who have a direct need to know to implement wellness and academic success.

The School respects the inherent rights and responsibilities of parents for their children. Recognizing this, federal, state, and local laws require that all interactions comply with all laws, policies, and ethical standards about confidentiality. Schools are required by state law and their professional code of ethics to report any form of child abuse or endangerment whether to self or others.

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

### **Medicine & Therapeutic Support**

Students who may receive some form of therapeutic or pharmaceutical support (including ADHD medicine) are encouraged to discuss these matters with the Dean of Students, School Medical Administrator, and related school personnel.

Students receiving ADHD and related medicines should continue to receive them during academic excursions.



## **SSS: ACADEMIC SUPPORT** **(These provisions are subject to change)**

### **Instructional Enrichment-Advanced Academics**

All students will receive small group support appropriate for their needs, whether advanced academics or reinforcement in mathematics and ELAR from their class teacher or other support members. This small group instruction is embedded in the school instructional schedule. This is not tutoring or intervention support (refer to the remedial interventional tutoring section).

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

Students with **diagnosed** learning disorders identified through a formal comprehensive educational evaluation are supported through a **Student Academic Intervention (SAI) plan**.

At the beginning of the school year or upon immediate completion of evaluation results, parent(s) should release to the school's Dean of Students & Family Affairs:

- their child's complete results of the comprehensive psycho-educational evaluation,
- speech-language evaluation,
- occupational therapy evaluation,
- social, emotional/mental wellness behavior reports,
- a previous school's 504/IEP/ARD-related reports,
- attention deficit hyperactivity disorder (ADHD) or related results.

The School will not provide the prescribed reasonable and practical support for a student's success without this essential data, which should include recommended accommodations and support needs. Upon receipt of the required data, a meeting will be held with the Dean of Students & Family Affairs and the parent to establish the student's **SAI Plan**.

Accommodations: Only SAI students may be eligible to receive identified and prescribed *reasonable* and *practical* accommodations per the comprehensive evaluation results received by the school's Dean of Students & Family Affairs. Accommodations do not change or modify the content of instruction, give the student an unfair advantage, or change the skills or knowledge that a test or assessment measures. The School may provide eligible reasonable and practical accommodations available. All recommendations listed by the evaluation results report may not be eligible at St. Philip's School & Community Center. Some services may need to be at the parent's expense.

The School does not *modify* the curriculum, instruction, assessments/test/quizzes, etc., or standards.

### **Dyslexia**

The School offers a dyslexia educational program coordinated by a licensed dyslexia therapist. The program is designed to teach the multisensory teaching approach to students diagnosed with



dyslexia. Depending on the student's skills and abilities and parental support, the length of time to complete the full dyslexia instruction curriculum could range from two to five years.

### **Other Support Services**

Services such as speech, occupational therapy, hearing, and language receptive and expressive, dysgraphia, mental wellness, etc., may be referred to the family's local educational agency, which may be the local home school. Although St. Philip's does not offer these specific services, the School can serve by helping refer parents to providers who can provide these services for their children. These providers may be eligible to support the students on-campus. On-campus support must follow school guidelines and standards for the least disruptive environment and setting. This on-campus support is a privilege, not a right. Please note there is a possibility of parental financial responsibility for these services.

### **Remedial / Interventional Tutoring**

Remedial tutoring is **not the completion of homework** due to a student's lack of time to complete, academic enrichment, or test-taking strategies, but focuses on the need to help the student meet standard grade-level benchmarks. Remedial or interventional instruction is provided to identify students who can benefit from intense remedial support. This instruction is for an established period to measure a student's response to intervention and to help develop a plan of action based on the response. Not all students receive remedial or interventional tutoring.

Based on content assessments, the content teacher or the admission assessment may identify students that need remedial intervention. After the beginning of the year assessment and during the first parent conference, teachers will communicate the needs of the students with the parents and will initiate the process with the Dean of Students & Family Affairs to help support parents in obtaining tutoring. Using data from the School's assessments an **Instructional Support Plan (ISP)** will be developed for the tutor to know what skills need to be remediated. The content teacher will keep the parent informed about the status of tutoring and the student's measure of growth status.

### **New Student Academic Intervention Support**

Some new students may be identified to receive academic intervention to give them the best possible opportunity for success. Parents must obtain tutoring immediately upon acceptance for enrollment at St. Philip's and if determined to be needed, throughout the school year. Tutoring should meet the standards outlined in this handbook.

Parents are encouraged to obtain executive function skill training for their Middle School Prep child. The emphasis of development should be on focus (selective, divided, and sustained attention), time management (planning and prioritizing), and organization.

### **Tutoring for Enrichment/Advanced Academics or Test Prep**

Parents may choose to obtain enrichment or advanced academic support for their children beyond the school day. This tutoring can be obtained and paid for by the parent. A referral list of tutors can be obtained from the Dean of Students & Family Affairs. All tutors/learning specialists must



comply with the School's tutoring guidelines, which can be obtained from the Dean of Students & Family Affairs.

### **Academic Extra Help**

Students are encouraged to meet with their class teacher for extra help during their study hall or advisory period or designated time established by the teacher. Middle School Prep (4th & 5th grade) 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.

If a parent deems their child needs extra help, the parent must discuss the concerns with the teacher. The request for extra help tutoring must meet the remedial or student academic intervention standard for eligible tutoring support. If not eligible, the parent can select, at their expense, a tutor from the School's list of recommended tutors from the Dean of Students & Family Affairs.

**No extra credit** will be given to allow for grade improvements. No exceptions.

### **Tutoring On Campus**

As much as possible, the School will attempt to provide tutoring in ways that prevent removal from specialized class instruction. However, tutoring will occur during specialized class times if the on-campus tutoring service is only available during those specialized class times.

If a student is on an Academic Probation status or is at risk of failing a class, tutoring support is not an option; therefore, tutoring must be received when the tutor is available to provide instruction.

The School will make every effort to not remove a student from a regularly scheduled core class for tutoring or other support services.

### **On-Campus Service Providers**

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. At their expense, all persons serving students in this capacity must successfully pass the School's fingerprint background check.

### **Tutors/Learning Specialist Guidelines**

Tutors and learning specialists must be highly skilled, trained, and experienced in the content being offered.

Tutors and support service providers serving on campus must meet the background requirements of St. Philip's School and Community Center.



Relatives, family friends, and parents are not recommended to serve as tutors of students identified to receive tutoring, whether recommended or required.

The parent is encouraged to consult with the Dean of Students & Family Affairs before selecting a tutor outside of the St. Philip's identified tutors. For a referral list of tutors/learning specialists contact the Dean of Students & Family Affairs or refer to the school's webpage or access the parent portal.

### **Tutor's Progress Narrative Report**

Any tutor providing academic support (whether it is enrichment or advancement or whether paid by the parent) should provide a progress narrative report on the student to the school's Dean of Students & Family Affairs.

In the case when the School requires remedial tutoring intervention and/or the student has an SAI Plan, the tutor must provide a progress narrative report by the end of each quarter. If tutoring is during the summer, a report must be submitted on the 1st day of August (no exceptions) or a date identified by the school.

For a tutor not affiliated with St. Philip's, the parent is responsible for ensuring the school receives the tutor's narrative report.

The purpose of the tutor's progress narrative report is to

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

A tutor's progress narrative report may be shared and discussed at the 3rd quarter parent-teacher conference. The content teacher will keep the parent informed about the status of tutoring and the student's measure of growth status as a result of the tutoring.

### **Summer Camps**

Most academic "camps" do not meet the standards needed for intense remediation and should not be selected by the parent if tutoring is required by the School. Parent(s) are encouraged to consult with the Dean of Students & Family Affairs before selecting a tutor to ensure the tutor receives and complies with the student's Tutoring Instructional Plan and meets the guidelines for a qualified tutor for remedial or interventional support.

### **Cost**

Tutoring and related fees and other related support services are at the expense of the parent. The parent is responsible for the financial expenses (including supplies) and for scheduling arrangements directly with the provider of services.



## **SSS: BEHAVIOR SUPPORT**

Behavior support encompasses, but is not limited to **social-emotional learning, mental health, and behavioral** guidance for the student and the family. Behavioral support service resources may be available on campus. These on-campus services are primarily short-term, temporary services aimed at facilitating more effective education and socialization of the student. These services are not intended as a substitute for a prescribed program of intervention or a comprehensive evaluation by an outside professional.

A student may be referred to participate in on- or off-campus support services by the parent, 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
- Play Therapy (as appropriate)
- Brown Bag Social Emotional Learning (SEL) Lunch or ASC sessions
- Peer Mediation
- Counseling (individual and/or family), (on or off campus)
- Group workshops conducted by trained professionals (on or off campus)
- Executive-function skills are the foundation for self-regulation and social-emotional competence.

On-campus support must follow school guidelines and standards for the least disruptive environment and setting. This on-campus support is a privilege, not a right.

### **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, please contact the classroom teacher, Division Leader, Dean of Students, and or School Counselor as soon as possible. Abrupt changes in routine can affect the child's academic work and social interaction with teachers and peers. It is helpful for us to know about important changes so we can extend a response appropriately with compassion.

### **Behavior and Behavior Intervention Plan (BIP)**

When a student engages in ongoing disruptive behavior, habitual misconduct, continuous school violations or non-compliance to rules and regulations, etc., the School may refer the student and family for support.

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

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



As guided and developed by an outside professional source with the aid of the School Counselor, a Behavior Improvement Plan (BIP) may serve to curtail unacceptable disciplinary actions. The parent must support the child's attendance and participation in the student support services and the BIP to address behavior or discipline concerns. *Refer to Discipline Section.*

### **On-Campus Service Providers**

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.



## **COUNSELING PROGRAMMING**

These provisions are subject to change

### **Encouraging The Whole Child**

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

### **Counseling (refer to Behavior Support Section)**

Uses accepted theories and effective techniques to provide individual and group developmental, preventive, remedial, and/or crisis counseling. Uses an effective process when referring students, parents, and/or others to special programs and services. The school counselor does not executive diagnostic assessments or provide a diagnosis.

### **On-Campus Service Providers**

Most counseling or therapeutic services are referred to outside service providers. 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.

## SOCIAL-EMOTIONAL LEARNING (SEL)

Through direct and intentional instruction Social-Emotional Learning (SEL) is taught to improve behaviors, attitudes, life skills, peer relationships, problem-solving, mental wellness, emotional intelligence, and academic success.

Utilizing the [\*Second Step\*](#)® program, students are educated, encouraged, and empowered to establish the six tenants of the [\*Graduate Profile\*](#). The *Second Step*® program aligns with the five major SEL competencies promoted by the Collaborative for Academic, Social, and Emotional Learning ([\*CASEL\*](#)):

- Self Awareness,
- Self Management,
- Social Awareness,
- Relationship Skills, and
- Responsible Decision Making.

The theme for Chapel on Tuesday is “Humanity Tuesday” focusing on SEL skills. Middle School Prep (4th & 5th grade) incorporates SEL during Advisory periods. Lower School integrates SEL on Tuesdays. In Early Childhood and Lower School, SEL is blended throughout the day on Tuesdays.

Early Childhood integrates the [\*Second Step\*](#)® curriculum with content from the *Frog Street*® resource. The *Frog Street*® places a special emphasis on social and emotional development using *Conscious Discipline*®, a comprehensive classroom, and a social-emotional component that creates a learning environment where children feel safe and loved.

In the classroom, skills and concepts are taught explicitly through short, daily activities as well as interwoven in content areas. The teachers

- explains a concept with words, pictures, video, and/or audio
- continues reinforcing the concept throughout the week through art, dance, song, role play,
- checks for understanding, and
- re-teaches where necessary.
- Students practice the concept through skill practice, group discussion, individual writing, or partner work.

## **DISCIPLINE POLICY (Pk2-5<sup>th</sup> Grade)**

*Subject to change to meet the changing needs of students*

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 both students and parents at all times.

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

The terms infractions, violations, and incidents are often used interchangeably.

Students 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:**

- Each student is to be treated with respect and given every opportunity to learn self-control and self-discipline.
- All members of the faculty and staff should be models of good manners for students to observe.
- Students should be taught to respect their teachers and all of the staff of St. Philip's.
- Teachers cannot teach and students cannot learn in an environment of disorder, confusion, and rudeness.
- A distinction should always be made between the deed and the doer. It is the deed that we dislike, not the child.
- Physical punishment such as spanking, hitting, and shaking is forbidden at St. Philip's.
- 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 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 School Counselor, Division Leader, and or Dean of Students.



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

### **Parental Support & Communication**

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

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.

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

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

### **Disciplinary Review Team (DRT)**

The DRT members are selected by the Principal and may include the classroom teacher, Division Leader, Counselor, and the Dean of Students (or appointees). Disciplinary consequences imputed are at the initial discretion of the teacher overseeing the discipline matter; however, may be reviewed by the DRT, as needed. The DRT will support only on an as-needed basis; thus will not review every infraction.

### **Grade-Level Classroom Rules**

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

### **Reporting & Referral**

Any infraction/incident whether listed in this policy or not (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 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. Most discipline matters will be reported by the classroom or the specialized teacher, but any egregious behavioral concerns may be referred to the Counselor, Division Leader, and or Dean of Students.

Based on the nature of the Disciplinary Consequence, an infraction/incident may be reported through the school's disciplinary behavior communication system by any of the following: the teacher, School Counselor, Dean of Students, or any identified member of the School.

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

### **Investigating Matters**

Upon receiving reports of infractions/incidents that occur on campus or at a school-sponsored activity or that may occur off campus and related to school, the matter will be taken seriously and will be investigated confidentially and promptly.

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 Division Leader and or Dean of Students that a complaint has been made. Appropriate corrective action will be taken.

Inquiries of students by school personnel may occur 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. School personnel exercise this authority to maintain the safety and security of the school environment and to prevent the disruption of instructional programs.

### **Parent Actions**

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 Division Leader. 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). Additionally, parents are not encouraged to contact other school family members or students to address an incident or behavior concern.

Parents must be supportive and adhere to the *Harmony and Communication Parent Agreements*.



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### **Disciplinary Mitigating Factors**

Disciplinary Consequences implemented may depend upon the student's:

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

The Discipline policy is subject to revisions for improvement.





## ACADEMIC INTEGRITY

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

Academic dishonesty is considered a serious infraction resulting in Disciplinary Consequences.

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

Refer to the Discipline section and the Technology Agreement regarding the use of Artificial Intelligence for academic purposes. 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 another student's work to obtain answers.

**Copying** refers to the act of duplicating any part of another student's work (including, but not limited to, plagiarism, assignments such as 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.



## **DISCIPLINE & GENERAL STANDARDS OVERVIEW**

*(Refer to Early Childhood Section for additional standards)*

### **Non-re-enrollment**

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

### **Absences**

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

### **Bullying**

Bullying (*as defined by the state of Texas Education Code*)

(A) means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements, and that:

- (i) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
- (ii) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- (iii) materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
- (iv) infringes on the rights of the victim at school; and

B) includes cyberbullying.

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

- **Verbal** refers to threatening, taunting, teasing, or ridiculing a student by saying (verbal or nonverbal) mean and derogatory things, such as calling her hurtful names
- **Physical** refers to hitting, kicking, shoving, pushing, restraining, or making obscene gestures to another student or destroying or damaging another's property



- **Relational/Social** refers to gossiping, spreading or starting rumors, defaming, rejecting, and encouraging others not to be someone's friend or to bully another person, harming one's group acceptance by excluding them from a school group or activity.

Each student needs to report any bullying or threats to the nearest teacher or either the Principal, School Counselor, and/or Dean of Students as soon as possible so school officials may take appropriate action.

**Cyberbullying** (Refer to *The Responsible Use Guidelines For Technology Agreement*)

*Cyberbullying (as defined by the state of Texas Education Code)* 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.

- (1) bullying that occurs on or is delivered to school property or the site of a school-sponsored or school-related activity on or off school property;
- (2) bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- (3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - (A) interferes with a student's educational opportunities; or
  - (B) substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Cyber-bullying includes, but is not limited to:

- Sending or posting threatening, obscene, profane, embarrassing, inflammatory
- Disrespectful messages, pictures, or videos to or about a student
- Impersonating another student online or misrepresenting one's identity to another
- Posting false or defamatory information about a student
- Making a personal attack against a student

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.

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, harassed, or retaliated, and students who are aware of or witness, such as bystanders, should report the behavior to a trusted teacher, the Counselor, and/or 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 and or Director of Human Resources.

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

### **Detention - School Discipline / Behavioral**

Detention - School Discipline / Behavior refers to matters related to discipline, not academics (*Refer to Academic Detention section*). Discipline / Behavior Detention will be served on the dates and times established by the Dean of Students. The number of school year Discipline / Behavior detentions will not exceed three (3) and may be a determining factor in not offering or extending the invitation for re-enrollment for future years.

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

Detentions are neither non-negotiable nor appealable.

### **Expulsion**

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

### **Harmony Relationship due to Discipline / Behavior**

Per the ***Parent Responsibility Agreement & Harmony/Communication Policy*** a positive working relationship between the school and parent is a key component to the student's success. The school reserves the right not to reenroll a student if the school concludes that violations of the ***Parent Responsibility Agreement & Harmony/Communication Policy*** have occurred. Additionally, a family can be withdrawn due to non-compliance with the Parent Responsibility Agreement and Harmony/Communication Policies.

### **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)* means a list of people targeted to be harmed, using:

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

### **Law Enforcement or Governing Agency**

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

### **Lying**

Lying is the communication, whether by expression or omission, of an untruth made with the intent to mislead. Lying may take the form of verbal, electronic, or 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.

### **Physical Restraint**

Authorized school personnel may, within the scope of the employee's duties, use and apply physical restraint to a student when it is reasonably believed to be necessary 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.

### **Removal from an Educational Setting**

Any school member may remove a student from class or educational setting for egregious behavior that violates school policies to maintain a safe, respectful environment for learning.



This is not an In-School Suspension. The student may be removed from the educational setting and placed in a safe, secure supervised area as deemed appropriate.

Depending on the incident and the frequency and history of the student's behavior may determine if parents are notified. Every incident of a student being removed from an educational setting will warrant contacting the parent.

School personnel shall implement appropriate Disciplinary Consequences that can reasonably be expected to improve the student's behavior before returning the student to the educational setting. If the student's behavior does not improve, school personnel shall employ alternative Disciplinary Consequences. If improvement is not made, the parent will be notified and additional Disciplinary Consequences will follow.

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

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

Out of Out-of-school suspension or removal from an educational setting *is a* disciplinary consequence, the parent is required to formally meet with the Counselor, Division Leader, and/or Dean of Students before the student returns to school. Failure of the parent to formally meet with the Counselor, Division Leader, and/or Dean of Students before returning the student to school may result in further disciplinary consequences.

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

### **Retaliation**

Retaliation 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 of a student might occur when a student receives threats from another student.



Any student who feels they are subjected to retaliation should report the retaliation to the teacher, the Principal, the Counselor, the Division Leader, or either the Dean of Students or the Director of Human Resources as soon as possible. The report may be made by the student's parents.

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

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.

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

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

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

### **Suspension**

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





Suspension from the school will be the decision of the Counselor, Division Leader, and/or Dean of Students and may or may not include consideration from the DRT. Suspension may be for one or more full school business days for a period not to exceed three (3) consecutive school business days.

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

### **Suspension Notification:**

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

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

In the Disciplinary Notice, the parent will be notified of the student's reason for the suspension and the requirements, if any, for reinstatement, which is to be determined by the Counselor, Division Leader, and/or Dean of Students. Students who have been imputed a suspension may be required to have a reinstatement meeting with the Division Leader and Dean of Students and their parents before the student is returned to school.

During the suspension, the student will not be allowed to participate in any school or community center activity, or community center athletic function, whether on-campus or off-campus, without the written permission of the Counselor, Division Leader, and/or Dean of Students. The student will lose the privilege of being a Titan or representing the school in any other school event, or leadership roles for the month suspended or the next month, whichever is greater in duration, or be removed from the position as determined by the Dean of Students and may or may not include consideration from the DRT.

During the suspension, making up tests, quizzes, assessments, and projects are at the sole discretion of each assigning teacher. It is the sole responsibility of the Middle School Prep (4th & 5th grade) student to obtain, complete, and turn in all homework and classwork missed when permitted by the assigning teacher. Refer to the *Homework and Classwork section*

### **Suspensions are unexcused absences.**

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





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### **Telephone Use (Smart Watches, Cell Phones, ECD, etc.)**

After receiving permission, students may use the classroom teacher's classroom phone for emergency calls only. Students cannot be called out of class to accept calls. Students may not wear Smart Watches or use cell phones or other electronic communication devices (ECD) at school. The School strongly recommends that students NOT bring their cell phones to school. If a student elects to bring a cell phone to school, the device must remain turned off and in the student's backpack. Setting the cell phone or ECD to vibrate, no ring, or special high octave ring tones are not a substitute for having the device turned off. The time between classes or study halls is no exception to the rules.

If a phone is discovered to be on the student's person, on the student's desk, or turned on during prohibited hours it will be confiscated, turned in to the principal, and placed in a sealed envelope until the end of the day. Only the student's parent can get the cell phone released from the principal. School key stakeholders reserve the right to inspect the contents of the phone if confiscated.

A second offense will result in the student not being allowed to bring the cell phone back to school. 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).

Recording (audio or video) or photographing another person without their expressed permission.

Unless otherwise specifically specified, cell phones and related devices are not allowed on school trips.

### **Vandalism**

Vandalism is subject to the definition of governing state and federal authorities. Vandalism or Destruction of Property may include littering, defacing, or damaging school property or the property of others. The parent or the student's financially responsible persons will be required to pay for damages. The student will be subject to Disciplinary Consequences. When appropriate, the incident (s) may be reported to law enforcement.

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

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



- fails to support and comply with the school's recommendations for professional support services, and academic and behavior strategies.

### **Withdrawal or Expulsion Process**

When a student is being recommended for withdrawal or imputing expulsion, the Counselor, Division Leader, and/or Dean of Students, with support from the DRT, will investigate the findings. While investigating, the student may be placed in Out of School Suspension (OSS).

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

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

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

### **Withdrawal during Expulsion Process**

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

### **Appeal of Expulsion**

Expulsions are the only appealable Disciplinary Consequence. The parent may submit a request to appeal the expulsion to the Principal. It is the sole discretion of the Principal whether expulsions can be appealed for review by the Perot Family Headmaster.

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

This appeal process is as follows

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



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



## **DISCIPLINARY CONSEQUENCES-LS & MS PREP** *(Related to 1<sup>st</sup> thru 5<sup>th</sup> Grade Students)*

The Discipline policy is subject to revision for improvement.

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

### **Disciplinary Review Team (DRT)**

The DRT members are selected by the Principal and may include the classroom teacher, Division Leader, Counselor, and the Dean of Students. Disciplinary consequences imputed are at the initial discretion of the teacher overseeing the discipline matter; however, may be reviewed by the DRT, as needed. The DRT will support only on an as-needed basis; thus, will not review every infraction. The school reserves the right to determine which matters will be reviewed by the DRT.

This Disciplinary Consequence section governs 1<sup>st</sup> through 5<sup>th</sup>-grade students only. Disciplinary Consequence is a standard of penalties imputed for infractions or inappropriate behaviors. **Disciplinary Consequences are not sequential**; therefore, any Disciplinary Consequence may precede another. The School reserves the right to determine the appropriate Disciplinary Consequence (excluding those determined by governmental agencies). The School reserves the right to act according to the nature of the student's behavior and the severity of the offense (on a case-by-case basis) to impute Disciplinary Consequences that may result in reporting to governing agencies, when required by law, and or receive immediate suspension or expulsion at the discretion of the Counselor, Division Leader and/or Dean of Students.

Disciplinary Consequences may be assigned, depending on extenuating circumstances. A student may receive more than one Disciplinary Consequence. Consequences not listed may be determined by the reporting teacher or administrator or classroom rules.

PARENTS MAY OR MAY NOT BE INFORMED via personal contact (phone call, campus visit, etc.) before a formal written notice is sent home.

Every infraction does **not** warrant written disciplinary action but should result in providing corrective measures to eliminate unacceptable behaviors.

The following list of Disciplinary Consequences is **not all-inclusive** and is not in sequential order:

- Verbal corrective feedback.
- Opportunity for describing, modeling, and practicing correct forms of appropriate behavior.
- Verbal or written apology of the student committing the infraction.
- Teacher and student conference.
- Telephone call to Parents. Document Behavior in class records (no formal action may be needed)

- Student documents and signs classroom **Behavior Chart or Titan Chart** (grade level appropriate).
- Modified Recess Time includes physical exercise or movement that will promote stress/tension release, allow students to meditate on how to correct their inappropriate actions, and regain self-control during this time.
- Telephone Call to Parents. Second infraction telephone call and follow up with a FACTS/Renweb email communication (not Disciplinary Behavior Notice)
- Suspension of student privileges or leadership positions.
- Assigned to Detention due to discipline/behavior matters.
- Assigned to Detention due to academic matters.
- Formal written disciplinary notice in the school's communication system.
- Removal from an Educational Setting (Refer to Discipline and General Standards Overview section). Limited Class Time Out is the removal of a child for a short time from a situation in which the child is misbehaving and has not responded to other discipline techniques.
- On-campus community service assignment (without earning community service hours); may include, but is not limited to, school beautification (indoor or outdoor) projects, campus betterment, teacher or administrative assistance support, or related task.
- Parent-Teacher Discipline Conference may include the Counselor, Division Leader, and/or Dean of Students, and when deemed necessary may include the student.
- Not attending academic excursions (field trips), classroom functions, etc.
- Attending academic excursions (field trips), classroom functions, etc., with required attendance and direct supervision of a parent or approved caregiver (grade appropriate).
- Grade change to reflect academic dishonesty.
- Confiscation of contraband or of items (including cell phones) that disrupt the educational process
- Development and compliance with a Behavior Improvement Plan (BIP).
- Parent to obtain and comply with professional parenting, mental health, or related support, as deemed appropriate and at the financial expense of the parent or responsible parties.
- Referral for a student to participate in and comply with on-campus (when available) or off-campus student support service; to include, but not limited to mental health, social skills, play therapy, etc., at the financial expense of the parent or responsible parties.
- Referral to an appropriate agency or program including mental, emotional, or related programs at the financial expense of the parent or responsible parties.
- Referral for a comprehensive educational psychological, psychosocial, emotional, or behavioral health assessment at the financial expense of the parent or responsible parties.
- Required participation in educational workshops on developing social skills, emotional health, management, replacement behaviors, etc., at the financial expense of the parent or responsible parties.
- Loss of financial aid support due to ongoing discipline infractions and non-compliance with school policies.
- Restorative practices such as restitution, payment, or other action intended to repair damages or loss of property (at the financial expense of the parent or responsible parties).
- Expulsions are the only appealable Disciplinary Consequence.

## DISCIPLINE CONDUCT- **LS & MS PREP: TYPE A** (Related to 1<sup>st</sup> thru 5<sup>th</sup> Grade Students)

<b>TYPE “A” Refer to the “Disciplinary Consequences” section. Consequences are not sequential;</b> therefore, any Consequence may precede another. (Two or more actions (not limited to the following) may be granted based on the severity of the infraction as determined by classroom or school policy or DRT)		
Restorative Measures may vary based on the circumstances. At the discretion of classroom teacher (Refer to recommended classroom behavior or school considerations).	Based on the infraction and the ongoing conduct, consequences may be determined by the DRT or Classroom Teacher.	Parent-Teacher-School Meeting, teacher discretion.

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

- Skipping class
- Tardiness (refer to Tardy Policy)
- Failure to comply consistently with homework, classwork, and related academic standards
- Littering
- Gambling
- Minor disrespect to students or staff members
- Failure to follow directions, share, or respond to school personnel requests
- Prohibiting others from participating in an activity
- Minor class disruption
- Non-productive behavior for academic progress
- Minor aggressive behavior (e.g. pushing and shoving in line)
- Failing to be in one's assigned place on school premises
- Riding the elevator without permission
- Repeated annoying behavior or negative or vulgar gestures
- Lying to get oneself out of trouble
- Lying
- Academic Integrity (refer to Academic Integrity section)
- Minor violation of school rules regarding technology use (refer to Technology policy)
- Using school computers, telephones, cell phones, or other electronic equipment or devices without appropriate permission
- Misuse of technology (i.e. inappropriate use of computers, etc.). School key stakeholders reserve the right to inspect the contents of the phone if confiscated.
- Use of cell phone or personal device during the school day including Before School Care and After School Care and supervised school-wide events or programs. Phones will be confiscated along with additional consequences (refer to telephone use policy).



- 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.
- Laptops or tech devices should not be used as text messaging devices. Students should not text/message other students or family members during class hours.
- **Uniform Dress Code Violations:** Students who come to school improperly dressed will be sent to the Admissions Office. The Admissions Office will issue a Dress Code Violation, as follows:
  - The 1<sup>st</sup> offense will be issued a Dress Code Violation as a warning
  - 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.

## DISCIPLINE CONDUCT- LS & MS PREP: TYPE B (Related to 1<sup>st</sup> thru 5<sup>th</sup> Grade Students)

<b>TYPE “B” Refer to the “Disciplinary Consequences” section. Consequences are not sequential;</b> therefore, any Consequence may precede another. (Two or more actions (not limited to the following) may be granted based on the severity of the infraction as determined by classroom or school policy or DRT)			
Restorative Measures may vary based on the circumstances. At the discretion of the classroom teacher (Refer to recommended classroom behavior or school considerations).	A progression of Type A above, as warranted, with or without detention.	Based on the infraction and the ongoing conduct, consequences may be determined by the DRT or Classroom Teacher.	On 30-day probation (or school year removal) from receiving the honor of a school leadership position, including Titan, Student Council, Peer Mediation, performances, and other functions of the school, etc.

- Repetitive, ongoing Type A infractions/incidents
- Excessive tardiness (refer to Tardy Policy)
- Uniform violations-(refer to Admission and Uniform Standards) four or more, the student must be immediately picked up by parents and returned home
- Academic integrity violations (refer to Academic Integrity section)
- Failure to comply with homework, classwork, and related academic standards
- Attempted to cause damage to school property or private property
- Horseplay or roughhousing, reckless or unsafe behavior
- Rude, disrespectful, disruptive behavior
- Egregious tantrums/emotional outbursts
- Use of cell phone or personal device during the school day including Before School Care and After School Care and supervised School-wide events or programs (3<sup>rd</sup> offense) – Phones will be confiscated along with additional consequences (refer to telephone use policy).
- Recording (audio or video) or photographing another person without their expressed permission
- Repeated chronic behavior that creates an environment preventing teaching and learning
- The false activation of a fire alarm
- Lack of parent harmony
- Parent ongoing harmony or parent responsibility agreement violations
- Fails to support and comply with disciplinary consequences and/or policy
- Defiant, oppositional, rebellious conduct
- Failure to follow directions potentially leads to the disruption or harm of self or others
- Disruption of school activities
- Mutual fighting
- Fighting, intimidation, and/or violent behavior (Imputing disciplinary consequences for student acting in self-defense will be taken into consideration)
- Aggressive biting, intentional spitting, or placing body fluids on others





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- Stealing
- Possession of stolen property
- Committed an offensive or obscene act
- Engaging in habitual profanity and vulgarity
- Possessing or using tobacco, nicotine products, or nicotine delivery systems
- Failure to report school policy violations
- Pornography or sexually inappropriate material
- Intentionally inappropriately touching or fondling self or others
- Indecent exposing oneself
- Engaging in sexual behaviors/actions or suggestive sexual behaviors/actions
- Bullying and harassment as outlined in this policy or state standards
- Failure to comply with toilet training policy (subject to being withdrawn, refer to Toilet Training section)

**DISCIPLINE CONDUCT- LS & MS PREP: TYPE C**  
(Related to 1<sup>st</sup> thru 5<sup>th</sup> Grade Students)

**TYPE “C” Refer to the “Disciplinary Consequences” section. Consequences are not sequential;** therefore, any Consequence may precede another. (Two or more actions (not limited to the following) may be granted based on the severity of the infraction as determined by classroom or school policy or DRT)

Restorative Measures Referral for interventional support, Parent/Family required intervention support, and if warranted a BIP.	Consequence (may include various actions) as determined by the DRT or faculty/staff.	Ongoing parent- school meetings to support and implement restorative measures, if reasonable and in the best interest of school.	Ineligible for Re- enrollment or immediate expulsion or withdrawal.
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- Repetitive, ongoing, egregious Type A and or Type B infractions/incidents
- Repeated violations of the School/classroom rules
- Violation of School’s Discipline & General Standards
- Academic Integrity (refer to Academic Integrity section)
- Fire setting
- Causing a major disruption to the atmosphere of order and safety in the school
- Ongoing violations of cell phone or personal device use (after 3<sup>rd</sup> infraction)
- Causing damage to school property or private property
- Bullying
- Cyberbullying
- Hit List
- Harassment
- Possessed an imitation firearm or other weapon, including explosives
- Behavior that discredits St. Philip’s School & Community Center or employees
- Caused, attempted to cause, or threatened to cause physical injury
- Egregious Sexual Misconduct or suggestive sexual behaviors/actions
- Behavior dangerous to students and staff potentially leading to disruption or harm of 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
- Inappropriate Sexual Behaviors or suggestive sexual behaviors/actions with self or others
- Recording (audio or video) or photographing another person without their expressed permission

**DISCIPLINE CONDUCT- LS & MS PREP: TYPE D**  
(Related to 1<sup>st</sup> thru 5<sup>th</sup> Grade Students)

<b>TYPE “D” CONSEQUENCES</b> Disciplinary Consequences are not sequential; therefore, any Disciplinary Consequence may precede another. (Two or more actions (not limited to the following) may be granted based on the severity of the infraction as determined by classroom or school policy or DRT)					
Restorative Measures – Required support, Parent/Family Student required interventional support, if warranted and reasonable a formal comprehensive BIP.	Suspension	Consequence (may include various actions) may be determined by the DRT or faculty/staff.	Ineligible for Re- enrollment.	Withdrawal or Expulsion	Reported to Governing Agencies /Authorities

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

- Repetitive, ongoing, egregious Type A or Type B and or Type C infractions/incidents
- Repeated violations of the School/classroom rules
- Violation of School’s Discipline & General Standards
- 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, substance, assault, 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 of firearm or weapons or explosives
- 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 under the influence of an alcoholic beverage or intoxicant or controlled substance
- Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, drug illegal or illegal
- Unlawfully possessed, took, administered, or under the influence of any controlled substance
- Made terrorist threats against school officials or school property or others or both
- Theft or burglary
- Sexual acts (criminal or not)
- Assault or battery on any school employee or student or adult
- Repeated violation of the school’s Discipline policy



## **DISCIPLINE POLICY: EARLY CHILDHOOD PK<sub>2</sub> THRU KINDERGARTEN**

*(For more information, refer to the School General Disciplinary Policy section)*

The Early Childhood Discipline policy is subject to revision for improvement.

Discipline policies and procedures for the Early Childhood (EC) Division are an extension of the General School Disciplinary Policy (refer to that section). For purposes of the EC Division, Discipline Policy pertains to Pk2 through Kindergarten students.

In EC, student recognition is daily and weekly for academic achievements, behavior accomplishments, and social relationship attainments. Each grade has an established reward and behavior monitoring system. Behavioral expectations vary per grade following the child's developmental stages. Regardless of age or grade, ongoing disruptive behavior, habitual misconduct, or continuous non-compliance to rules and regulations of the School, a student will be subject to disciplinary action.

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

### **EC Behavior System**

Each EC grade level will establish positive incentives and discipline consequence behavior systems. The EC behavior system serves to

- incorporate good social-emotional learning (SEL) teaching practices,
- establish restorative discipline practices,
- effective classroom management strategies,
- encourage social-emotional wellness,
- development of social skills,
- provide positive and proactive parent-teacher communication,
- hold students accountable and responsible for their actions,
- reinforcement of constructive actions, and
- eliminate undesirable behaviors.

Components of the Behavior System are

- (a) Individual Behavior, and
- (b) Classroom Behavior.

The guidelines of the Behavior System will be shared with parents during the beginning of the year class orientation and reviewed during the Parent-Teacher Report Card Conferences.

### **Individual Behavior**

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



### **Classroom Behavior**

Each EC class will have a classroom behavior system that is an immediate visual monitor of the class and individual's successes and behaviors that warrant correction. Administration and procedures for classroom behavior charts are at the discretion of each classroom teacher. The class guidelines may be based on the percentage of highest and lowest performance-based factors on the behavior system. The classroom behavior system is to

- establish clear expectations,
- offer immediate feedback,
- transform unacceptable actions into acceptable
- acknowledge and reward the positives,
- serve as daily, weekly, and monthly behavior status reports,
- encourage students to excel, and
- monitor their behavior success.

### **Recording & Reporting**

Guidelines for recording and reporting behavior are outlined in the general school Discipline Policy. Additionally, for EC, reporting to parents may include, but is not limited to or may always apply:

- in class or school restorative practices,
- a phone call,
- student class communication system,
- student behavior chart,
- class Week at a Glance (WAAG) report, and or
- written communication through FACTS, the school's communication system.

### **Disciplinary Consequences For Early Childhood**

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

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



## **DISCIPLINE CONSEQUENCES: EARLY CHILDHOOD (EC)**

The following infractions will be addressed through progressive formal disciplinary consequences, when appropriate and practical. Although consequences seek to be progressive, consequences are not sequential; therefore, any disciplinary consequence may precede another, when warranted based on disciplinary factors. Disciplinary consequences are not limited to those listed in this section. The school reserves the right to determine the disciplinary consequence to be enforced.

The EC Infractions by levels and Disciplinary Consequences by levels are not all-inclusive. Other Disciplinary Consequences may be assigned, depending on extenuating circumstances. An early childhood student may receive **more than one Disciplinary Consequence** for a single incident.

**More severe accountability and discipline measures will be imposed on those students who engage in a pattern of persistent misconduct or egregious behaviors. Some one-time behavior incidents reviewed by the EC Division Leader and the teacher and other key school stakeholders may warrant referral for specific social, emotional, and behavioral support, or immediate suspension, or in some cases expulsion or recommendation for withdrawal.**

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

All other provisions of the school's Discipline Policy apply to EC, where applicable and when practical.

The following section applies to the EC division only. An early childhood student may receive more than one Disciplinary Consequence for a single incident.

<p><b>Early Childhood</b> <b><u>TYPE A Infractions</u></b></p>	<p><b>Early Childhood</b> <b><u>TYPE A Consequences,</u></b></p>
<p><i>Upon not responding to corrective measures, for</i></p> <ul style="list-style-type: none"> <li>● Repeatedly being disobedient or not following directives</li> <li>● Talking back, arguing with adults</li> <li>● Hindering others from completing their work</li> <li>● Verbally rude, shouting, screaming, hollering</li> <li>● Repeated annoying behavior or negative gestures toward others</li> <li>● Rebellious, defiant, disruptive behaviors</li> <li>● Stealing</li> <li>● Lying</li> <li>● Possession of cell phone</li> <li>● Uniform Violations (refer to Admissions &amp; Uniform sections)</li> </ul>	<p>not sequential, but based on previous corrective measures taken</p> <p><u>One or more of the following consequences:</u></p> <ul style="list-style-type: none"> <li>● Restorative discipline practices</li> <li>● Verbal corrective feedback</li> <li>● Documentation in the student's behavior system</li> <li>● Describing, modeling, and practicing correct forms of appropriate behavior.</li> <li>● Verbal apology from the student</li> <li>● Written disciplinary notice</li> <li>● Teacher and student conference with school key stakeholders</li> <li>● Modified Recess Time</li> <li>● Limited Class Time Out</li> <li>● Parent-Teacher and/or EC Division Leader Behavior Discipline Conference</li> </ul>

<p style="text-align: center;"><b><u>Early Childhood</u></b> <b><u>LEVEL 2 Infractions</u></b></p> <p><i>Ongoing Disorderly &amp; Disruptive Behavior, but not limited to:</i></p> <ul style="list-style-type: none"> <li>● Pushing/shoving, hitting, aggressive roughness</li> <li>● Use of profanity</li> <li>● Disrupting the learning and instructional setting</li> <li>● Difficulty with self-control or impulsivity, blurts out, excessive moving about</li> <li>● Repeated lying, cheating, or stealing</li> <li>● Egregious tantrums/emotional outbursts, anger, frustration</li> <li>● Bullying, cyberbullying, harassing, teasing, or distressing others</li> <li>● Use of cell phones/Smart Watches or electronic personal devices during the school day including Before School Care and After School Care and supervised School-wide events or programs–Phones will be confiscated along with additional consequences.</li> <li>● Uniform Violations (refer to Admissions &amp; Uniform sections)</li> </ul>	<p style="text-align: center;"><b><u>Early Childhood</u></b> <b><u>LEVEL 2 Consequences</u></b> not sequential, but based on previous corrective measures taken.</p> <p><u>One or more of the following consequences when the student is not responsive to consistent proactive classroom and teacher discipline methods:</u></p> <ul style="list-style-type: none"> <li>● Parent-Teacher Behavior Discipline Conference to establish a Behavior Action Plan (BAP), when warranted</li> <li>● Suspension</li> <li>● Required parent supervision on academic excursions, school events, etc.</li> <li>● Limited participation in school events, programs, etc.</li> <li>● Required referral for counseling, therapy, or related student support services for student and or parent</li> <li>● Not recommended for re-enrollment</li> </ul>
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<p><b>Early Childhood</b> <b><u>LEVEL 3 Infractions:</u></b></p>	<p><b>Early Childhood</b> <b><u>LEVEL 3 Consequences</u></b></p>
<p><i>Ongoing Aggressive or Injurious/Harmful &amp; Seriously Dangerous or Violent Behavior, that may often be persistent and worsening, but not limited to:</i></p> <ul style="list-style-type: none"> <li>● Inappropriate use of the school's technology, including surfing and observing pornographic or related sites</li> <li>● Indecent exposure or touching private/personal body areas</li> <li>● Intentionally inappropriately touching or fondling self or others</li> <li>● Suggestive sexual behaviors or actions</li> <li>● Physical Fighting, aggressive hitting</li> <li>● Aggressive biting, intentional spitting, or placing body fluids on others</li> <li>● Ongoing oppositional defiant, rebellious</li> <li>● Destruction of property of the school or others</li> <li>● Hostile</li> <li>● Possession or use of weapons including explosives and firearms</li> <li>● Not toilet trained (Refer to policy)</li> <li>● Repeated violations of the School/classroom rules</li> <li>● Violation of School's Discipline &amp; General Standards</li> </ul>	<p><i>not sequential, but based on previous corrective measures taken</i></p> <ul style="list-style-type: none"> <li>● Parent-Teacher Conference</li> <li>● Suspension</li> <li>● Depending on the severity of the incident, expulsion or recommend immediate withdrawal (tuition reimbursement is not granted)</li> <li>● Parent supervision is required on academic excursions, school events, etc.; if pandemic concerns, a student cannot attend</li> <li>● Referral for counseling, therapy, or related student support services for student and or parent</li> <li>● Not considered for re-enrollment</li> </ul>

## TOILET (POTTY) TRAINED POLICY

In compliance with 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.

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

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 “*accident*” or 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 undergarments up 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 or changing of clothes.

### **Reporting Protocol:**

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

- The teacher will notify the Early Childhood Division Leader. The teacher will document the incident and the school's behavior incident FACTS/Renweb system. The Early Childhood Division Leader will have a formal meeting with the parents.
- The Afterschool Care staff will notify the ASC Coordinator. The ASC Coordinator will document the incident and 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 area is on the matter
- School & 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.
  - If the parent will be contacted and is required to come and change the student or pick the student up from school. 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.

### **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.

- After the first incident: The Early Childhood Division Leader, homeroom teacher, (and Afterschool personnel, if warranted), and the parent will have a required meeting the day of or the next scheduled school business day. The outcome of the meeting is to:
  - 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, and
  - serve as a formal notice that future incidents will result in the student's withdrawal from enrollment until the child has been completely trained.
- After the second incident: A required meeting with the school other 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.



## OPERATIONS & SAFETY

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

Building / 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.

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

### **Crisis Action Plans/Emergency Operations Plans**

These Plans are written with the explicit intent to protect and sustain life, reduce emotional trauma, assist in emotional recovery from trauma, and minimize personal injury and damage to the school. The Plans are designed to assist teachers and staff in preparing for emergencies, managing response efforts, maintaining a safe school environment, and restoring the learning and teaching environment after a crisis. Designated school personnel are identified to be the School's First Responders.

### **Fire Drills/Emergency/Evacuation Drills**

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

### **Pest Management Plan**

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

### **Meeting Room Requests**

If parents anticipate requesting the use of school meeting rooms, a room request form must be completed and forwarded to Facility Operations or the Chief Experience Officer. All requests must be submitted at least **two weeks in advance** before the planned event. Please note that submission



of a room request does not guarantee the use of a specific room. Rooms may not be requested for birthday parties or events during the school day.

### **Building Access** *(subject to changes)*

The School is an access-controlled campus, with the doors kept electronically locked. The only entrance in the building is the Life Center, front main entrance doors (located on the access road facing I-45).

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

### **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, emergency drill, or for a time approved by school personnel (such as before school care enters through the Snyder gym).

Non-school personnel should **not open the doors or allow anyone to enter the buildings through any door** without the direct approval of school personnel. Ongoing violators are subject to receiving a Violation Notice.

### **Check-In & ID Badges**

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

Every parent or visitor entering the building must check in at the 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 wear a current school-issued ID badge during the entire 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.

### **Visiting the School**

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

School visits benefit both you and your student, and we encourage you to visit adhering to school visitation guidelines.



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

- Make arrangements in advance with your child's teacher.
- For parent-teacher or related meetings, please schedule these meetings.
- Please do not have impromptu meetings in the hallway, after chapel or school assemblies, during the transition, or during class time. *Refer to School Organization Structure and Parent-Teacher Meeting sections.*

Visits to individual classrooms during instructional time may be permitted only with prior approval of the Division Leader or Principal's designee.

Sign out at the front receptionist desk / Welcome Center before you leave the school grounds. If you pick up your child before the end of the school day, you are **required** to sign the **student out in the Early Release Sign-out** book located at the front receptionist desk.

### **Dropping Off Items**

We ask that parents NOT bring forgotten homework, projects, bags, or other items to school for their child. When they forget something and must do without it for that day, children learn quickly to take responsibility for their day-to-day school life, whether it's doing their homework and returning it to the appropriate place, returning library books on time, or bringing requested items such as lunch, PE items, projects, show and tell, etc. When items are brought to school, they may not be delivered to the child or teacher, or classrooms. As a result, parents will be responsible for picking up the items from the front desk.

Food may not be delivered to the school for a child. Parents may not bring food for a child. Students without lunch will be provided a school lunch. No exceptions.

If you are bringing a school uniform to campus because your child is not dressed in the proper uniform or school attire or left it, please bring it and leave it at the front receptionist desk/Welcome Center. We will see that your child's belongings are delivered to them.

Do not enter the child's classroom during instructional time or unannounced.

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

### **Dismissal Access no later than 2:45**

In the afternoon, the school building will be closed for access to all persons (including parents and families) beginning at 2:45 p.m. to allow for dismissal and the end-of-the-day transitions and does not reopen for access until 4:15 p.m. Only during direct supervised, extenuating circumstances/special events may entry be permitted. Persons in the building before 2:45 p.m. must remain under the supervision of school personnel. Refer to the *Parking* section for more.



### **People In the Building**

For the safety and security of all, loitering, roaming, or congregating throughout the building is prohibited. Students must remain in designated areas as directed by school personnel.

Parents and visitors are encouraged to not congregate in areas that may hinder class instruction or general assemblies or support a disharmonious atmosphere. In the mornings, parents may go directly to the Worsham Chapel or the designated waiting area to wait for Chapel to begin. Parents are encouraged to not congregate in the Before School Care areas, wait in classrooms, in the hallway, nor around the reception front desk/ Welcome Center area.

### **Child-Care Center Minimum Standards**

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

## CARPOOL

While in carpool, all policies remain in effect for all students and parents. Parents/guardians must remain in the car **at all times**. ALL drivers must adhere to the carpool drop-off, pick-up, and parking guidelines, including designated parking spaces, speed limits, and driving directions. Failure to do so will result in a parent responsibility agreement and harmony violation notice to the parent. Violations of Carpool Policy will be subject to receiving a Violation Notice. Ongoing violators will be subject to violating the *Parent Responsibility Agreement & Harmony/Communication Policy*.

### CARPOOL & PARKING DO'S AND DON'TS

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

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

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

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

**DO** pick up your children on time. Adhere to the School's dismissal guidelines.

**DO** have your child organized and ready to exit the car quickly on the School building side of the car.

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

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

**DO NOT** move the safety traffic cones or signage to access parking spaces

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

**DO NOT** use cell phones or any other distracting devices while driving in carpool. Cell phone use is strictly prohibited in the carpool line.

**DO NOT** arrive late!

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

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

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

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

**DO** buckle your child in the proper safety seat.

**DO** watch out for the safety of all.

**DO** remain patient, polite, and Christ-like





## 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 t.

### **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.



St. PHILIP'S  
SCHOOL & COMMUNITY CENTER

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.

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## STUDENT AND PARENT DEVICE CONTRACT

St. Philip's School and Community Center is committed to preparing our students for the 21st-century global society. To that end, we are providing a **Microsoft Surface Go 3** to students with the goals of:

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

### **Student Device Expectations and Guidelines**

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

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.
- Consider your Student Device like a pile of cash. Students are responsible for keeping track of their 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.
- 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 beverage spills on keyboards. To avoid these issues:
  - Do not place anything on the keyboard before closing the lid (i.e. pen, pencil, disks).

- Always carry the Student Devices 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.
- If students notice that something is wrong with the device, they are expected to report to a teacher immediately.
- Students will not take photos or record videos of any persons unless they have the specific consent of a teacher and all persons in the photo or video.
- Families will be financially responsible for the repair or replacement of 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 is below (fees are subject to change).
  - **Microsoft Surface GO 2 - \$350 USD**
  - **Microsoft Surface Pen (stylus) - \$85 USD**
  - **Surface Pro Type Cover (keyboard) - \$85 USD.**
- Students should not carry Student Devices while the screen is open.
- Student Devices must remain free of any writing, drawing, stickers, or labels that are not the property of the School. Students must keep their device clean and must not touch the screen with anything(e.g., finger, pen, pencil, etc.) other than approved computer screen cleaners.
- Do not place books or other items on top of the device. Make sure nothing is between the screen and keyboard when the Student Device is shut closed.
- Only use the device for schoolwork. You must sign in to 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 their 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 concerning 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. Refer to the **Library** section for specific details regarding copyright laws and fair usage.
- The use of the Student Devices will not breach the Technology and Acceptable Use Policy.

### **Digital Citizenship**

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

Sources:

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

<https://resources.finalsite.net/images/v1561563708/ucfisdorg/fii7s13cv2mvogcfwbaw/2019-20StudentDevicesGuidelinesandContract.pdf>

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

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

### **Communication with Students**

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

### **Inappropriate Behavior\***

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

- Users may not attempt to disable or bypass the School content filter, including the use of wireless internet cards or personal hotspots.
- Users may not install unauthorized network access points or other connections that may not effectively integrate with existing infrastructure.
- Users may not launch denial of service attacks using personal or work technology, or hack or engage in behavior that attacks the network or internet access.
- Users may not illegally access or manipulate the information of a private database/system such as grade books and other student information systems.
- Users may not send, save, view, forward, or create harassing or offensive content/messages. The School's policies against harassment, bullying, and discrimination 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.

### **RESPONSIBLE USE TECHNOLOGY** **ACKNOWLEDGMENT AND AGREEMENT**

I have read and will abide by these **Responsible Use Guidelines**. I understand that if I fail to comply with these Guidelines, I will be subject to appropriate disciplinary consequences which could include suspension of my user account(s) and network access as well as other disciplinary/legal action including but not limited to: 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 annual 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 in the *Responsible Use Guidelines for Technology*.**





## PARENT RESPONSIBILITY AGREEMENT

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

**I will:**

- Attend all mandatory Parent-Teacher Report Card Conferences and I understand that they are mandatory. Failure to attend may result in my child's dismissal or non-re-enrollment. (Middle School Prep (4th & 5th grade) students must attend the conference.).
- Monitor my child's academic, social, and emotional progress and will communicate with the teacher as needed. In matters involving discipline, academics, or health, the school will only meet with parents.
- Maintain communications with my child 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*, *Dinner with the Doc*, and other *designated events identified by 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, Parent School Association meetings, Parent University, *Pastries with the Principal*, and other events reported on the school calendar or other communication sources.
- 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, checking my child's backpack/folder, the Remind App 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. Arrange your child's healthcare or other 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 and hygiene 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 and Communication Policy***.

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

**I will:**

- Volunteer for school events and extracurricular activities.
- Commit to giving to the Family Annual Fund/North Texas Giving Day.
- Participate in the Parent Student Association school fundraising event.
- Commit to inviting at least one (1) family to a St. Philip's School event to support our recruitment efforts.
- Commit to engaging in the community advancement 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.
- Adhere to the ***Parent Responsibility Agreement & Harmony and Communication Policy***.

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 which 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.

## HARMONY & COMMUNICATION POLICY

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

*I care for you; I respect you. If I don't, why should another?*

*-excerpt from St. Philip's Creed*

It is expected that all St. Philip's community members (including parents/caretakers, students, visitors, volunteers, administrators, staff, faculty, or other stakeholders) maintain a culture and atmosphere of harmony. Incidents, 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 including media, disrespectful, 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 is to be manifested in the content of what we write and especially restrained by what we say to each other or about our fellow children of God. Our tone, timing, temperance, and appropriate place are vital to serving as guideposts to govern our communications and maintain harmony among the St. Philip's School community.

Failure to comply with the ***Parent Responsibility Agreement & Harmony/Communication Policy*** 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 which 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 discipline, academics, or health, the school will only meet with parents.

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.

*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**



## 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.

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 child.

## AGREEMENT AND ACKNOWLEDGEMENT

The parent's enrollment or re-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.

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### **FACULTY ASSIGNMENTS FOR 2023-2024**

NAME	POSITION	EDUCATION	YEARS AT SPSCC	ROOM/OFFICE LOCATION
<b>Kellee Murrell</b>	<b>George T. Lee Principal</b>	<b>BA History Education, MA School Administration</b>	<b>9</b>	<b>Principal's Office</b>
Kristy Burrell	Principal's Assistant	Medical Law&Ethics Certification	5	Principal's Office
<b>Sheila Abio</b>	<b>Hunt Family Director of Early Childhood</b>	<b>BA Psychology, MS Counseling Psychology, MA Educational Leadership</b>	<b>1*</b>	<b>EC Wing/118</b>
Toyota Morrison	Pre-K 2	BA Psychology, Children/Adolescent	24	112
Sydney Winston	Pre-K 3	BFA Fine Arts	1*	114
Michelle Carey	Pre-K 3	B.M. Music Pre Certification	3	113
Tameika Booker Wallace	Pre-K 4	BA Early Childhood Education	7	119
Latrease Berry	Pre-K 4	BA Child Development/Family Studies	2	121
Constance Thomas	Pre- K4	Pending 12/2025: AD Early Childhood Education	8	120
Nykia Singletary	Kindergarten	BA Urban Education	1*	116
Lawanda Williamson	Kindergarten	BA and MA- Early Childhood Education	6	117
Cynthia Wright	Kindergarten	BA Education	8	115
Alma Fletcher	Teacher Assistant	BA Religious Education	2	varies
<b>Jacquelyn Andrews</b>	<b>LS/MS Prep Director</b>	<b>BS Home Economics ME Early Childhood</b>		<b>ILT Room</b>
Angela Young	1 <sup>st</sup> Grade Math/Science	BA Early Childhood Education, MA Education	2	309



St. PHILIP'S  
SCHOOL & COMMUNITY CENTER

NAME	POSITION	EDUCATION	YEARS AT SPSCC	ROOM/OFFICE LOCATION
Natonya Conner	1 <sup>st</sup> Grade ELAR/Social Studies	BS Early Childhood Studies, MA Curriculum and Instruction	2	310
Rhenett Ingram	2 <sup>nd</sup> Grade Math and Science	BA Elementary Education, MA Professional Development	2	303
Brittney Henry	2 <sup>nd</sup> Grade ELAR/SS	BA English	3	304
Victoria Brooks	3 <sup>rd</sup> Grade Math/Science	BA Psychology/Sociology	2	301
Cristelle Gilmore	3 <sup>rd</sup> Grade ELAR/SS	BA Sociology	3	300
Valeria Dupree	4 <sup>th</sup> ELAR/Social Studies	BA English Education	10	208
Lincoln Morgan	4 <sup>th</sup> Math/Science	BA Youth & Comm. Studies/African Amer. Studies	3	209
Tresa Reynolds	5 <sup>th</sup> and 6 <sup>th</sup> ELAR/Writing	BA Business Admin, M.Ed. Educational Admin	4	212
Leisa Booker	Librarian	BS Elem.Education, MS Reading, MS Library Science	3	Library
<b>Shaunaisea Henderson</b>	<b>Middle School Director</b>	<b>BA English/History, MA Secondary Education Ed.D Education</b>	<b>3</b>	<b>ILT Room</b>
Kamela Currin	5 <sup>th</sup> -8 <sup>th</sup> Science	BS Nutrition, MBA Business Administration	1*	216
Christopher Francois	5 <sup>th</sup> and 6 <sup>th</sup> Math/7 <sup>th</sup> Bible/6 <sup>th</sup> Financial Literacy	BS Kinesiology	4	210
Regina Durley	7 <sup>th</sup> and 8 <sup>th</sup> Math	BS Communications	1*	Portable Bldg.
Chelsy Payne	7 <sup>th</sup> and 8 <sup>th</sup> ELAR/Writing	BA Liberal Arts (Journalism) MS Psychology	3	Portable Bldg.
Hailey Brisby	5 <sup>th</sup> -8 <sup>th</sup> Social Studies	BS Political Science	1*	215



St. PHILIP'S  
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NAME	POSITION	EDUCATION	YEARS AT SPSCC	ROOM/OFFICE LOCATION
Donavan Smith	Counselor/Student Pathway/Athletic Director	BS Accounting, MA Clinical Mental Health Counseling	8	217
<b>Alicia Holmes</b>	<b>Fine Arts and Specialized Courses Director/Theater Arts/8<sup>th</sup> Leadership</b>	Earning BA Filming, 2025	10	<b>ILT Room</b>
Casey Bruce	Physical Education	BA -Sport Psychology	1*	123
Rachel Martin	Music	BA Music Education, M. Ed. Curriculum/Instruction	8	110
Jorge Guevara	Spanish 1 <sup>st</sup> -8 <sup>th</sup> Grades	BA-Math	1*	213
Annimea Horne	Early Childhood Spanish/Early Childhood PE	BA Criminal Justice	4	123
Gina Lalena	Latin 5 <sup>th</sup> -8 <sup>th</sup> /6 <sup>th</sup> World History	BA English Literature MA History MLS Law	2	214
<b>Tamasha Govan</b>	<b>Curriculum Director/STEM Department</b>	<b>BA Interdisciplinary Studies, MA Education/Math Instruction</b>	<b>8</b>	<b>ILT Room</b>
Tia Stevens	Director of Innovation and Science/7 <sup>th</sup> Grade Entrepreneurship	BA Natural Science MA Elementary Education	17	111
Menkiti Rice	Instructional Technology Specialist K-8 <sup>th</sup> Grades	BA Chemical Engineering	8	207
<b>Ramona Bailey</b>	<b>Dean of Students and Family Affairs</b>	<b>BBA. HR and Risk Management, M.Ed Learning Therapy and Education LDT-Licensed Dyslexia Therapist</b>	<b>19</b>	<b>ILT Room</b>
Adrienne Freeney	Medical Health Administrator	Associates Applied Science Medical Assisting	1*	Clinic/203



St. PHILIP'S  
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NAME	POSITION	EDUCATION	YEARS AT SPSCC	ROOM/OFFICE LOCATION
<b>Darnetta Forteau</b>	<b>Admissions Director</b>	Master of Science in Mental Health and Wellness	<b>2</b>	<b>Admissions Offices</b>
Tosheia Smith	Admissions Coordinator	Associate in Social Work	9	Admissions Office
Ametria Maryland	Parent Liaison	M.A. Educational Leadership	8	Admissions Office

1\* indicates the teacher was hired in August 2023.