

PARENT – STUDENT HANDBOOK

(Middle School: 6th-8th Grades)



St. Philip's School and Community Center
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School Website: www.stphilips1600.org
School Communication Source: www.FACTS/RenWeb

Dr. Shaunaisea Henderson, Middle School Director
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OVERVIEW

The vital institution is 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 1950's 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 develop community youth activities later 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 7th (8th grade in 23/24 school year), 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 dozens of programs to meet the needs of hundreds of children and their families. This includes a Food Pantry, an enrichment program, a senior citizens program, mentoring, an academic summer camp, legal clinics, and more.

In the tradition of the organization's founders, in the 1980s St. Philip's started a neighborhood revitalization entity that constructed numerous homes for families and even a unique "senior citizens village" within three blocks of the campus. Additionally, St. Philip's attracted *Habitat for Humanity*, which built 22 homes. But there is still work to do. Our challenge is not to keep this once thriving community a poverty-stricken one but to lift it out of the shadows of Dallas. St. Philip's true success will come when we see positive change as a direct result of educated children and youth, healthy families, and a safe, empowered community.

In the fall of 2010, St. Philip's completed a major expansion to the campus that allowed the organization to grow its capacity. The new building has doubled the size of our campus and included a 750-seat chapel, double gymnasium, and over a dozen new classrooms, many dedicated to St. Philip's Early Childhood program. Presently, revitalization continues with an art building relocated food pantry, a community park, and an emphasis on community economic development within our immediate area.

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



OUR VISION

Transforming the world by faith, education, and service.

OUR MISSION

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

OUR CORE VALUES

We believe in...

Demonstrating God's love for all people

Embracing everyone's potential to be extraordinary

Serving others with dignity

Teaching values, building character, and demanding integrity

Investing in positive community transformation

Nurturing self-confidence, individual sacrifice, and cultural awareness

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

OUR CREED

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

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THE GRADUATE PROFILE

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

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

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

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

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

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

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

The St. Philip's graduate has benefitted from St. Philip's impressive curriculum and educational programs that weave technology into the fabric of all instruction, offer diverse educational experiences, incorporate Project-Based Learning (PBL) across all grade levels, provide a platform



for individual and team academic competitions, nurtures natural artistic talents through the Performing and Fine Arts, and engages students in creative exploration.

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



PARENT DEFINED

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.



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

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

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](#)).

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
- *Month at a Glance (MAAG)* class messages and assignments for Middle School and Fine Arts Programs
- Google Classroom (3rd-8th 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)
- 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 & TEACHER COMMUNICATION

As outlined in the *Communication* section, the school provides various formats for communicating from school to home and home to school. You must talk with the person who is most knowledgeable and can take action regarding the subject matter for which you need support or guidance. When a matter of concern needs to be addressed, these guidelines should be followed to ensure your communication is received and a timely reply from the School is given.

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

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 all of the teachers. At this *Meet the Teacher* event, parents will turn in their child's school year-designated supplies.

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 expectations. This is an important meeting that provides essential information for the school year.

Report Card Conferences (Mandatory Attendance)

Parent-Teacher Report Card Conferences are generally held with the homeroom teacher or advisor. The parent may request that other teachers participate in the Parent-Teacher Report Card Conference, or the parent may schedule a separate meeting with the class subject teacher. **Both parents (with whom the child resides) are *required* to attend their child's Parent-Teacher Report Card Conferences.**

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 available conference schedules.

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

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.



Scheduling Parent & Teacher Meetings

Middle School students are assigned an advisor. 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 available conference schedules.

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 method given to you by the teacher. You must receive confirmation from the teacher about the meeting date and time.

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

Resolving a Matter

The need for resolution on a matter should be-

- first addressed with the specific teacher, if not resolved,
- then with the Middle School Director and/or Dean of Students, if not resolved at this phase,
- then finally with the Principal.

Unscheduled (Impromptu) Meetings

Please do not attempt to have unscheduled meetings with the teacher, Middle School Director, or Principal during morning or afternoon carpool, 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.

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.

Teacher Availability - Communication

When implementing serious disciplinary consequences, parents can expect communication from the teacher whenever serious consequences are being applied. The teacher's school day is structured with classroom instruction throughout each day, therefore, communication to the parent may not be issued until after the school day or teachers will respond to communication within two (2) school business days. If the teacher is on leave, contact the Division Leader.

Requesting a Parent & Middle School Director Meeting

If there is an unresolved issue **after** having initially met with the related staff or teacher, and secondly after having met the Middle School Director and Dean of Student & 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 a school-parent conference that supports the teacher's available conference schedules.

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 Middle School Director/Dean of Students & Family Affairs if not resolved at this phase,
- then finally with the Principal.

Meetings with the Perot Family Headmaster

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

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 Middle School Director and/or Dean of Students, if not resolved at this phase,
- then finally with the Principal.



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 students.

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 their:

- Birth Certificate
- Health Immunization Records

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

Re-enrollment

Students are automatically re-enrolled for the next school year. The two-week opt-out period will be shared with parents in January of each year. Eligibility requirements for continued enrollment include Citizenship/Harmony, Good Academic Standing, Financial Standing, Required Parent Attendance, and Student Attendance. The opt-out period begins on February 15th and closes last day of February (dates subject to change).

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 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.*

Invitation to Re-enroll:

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

The student who has received intense academic or behavioral support yet is resulting in little or no advancement and/or families that are not complying with the School's plan for their child's support, may not be eligible for re-enrollment. These students may be blocked from reenrolling pending a parent-school meeting. The purpose of the meeting will be to establish a plan for re-enrollment, retention, remediation, or referral to another school. *For more information, refer to the Student Support Services and Retention/Promotion sections.*

The school may retain a student without their parent's permission if the School believes retention is warranted based on the student's academic performance. Parents who feel their children have not met the School's academic standards can decide not to promote their child to the next grade. Regarding retention or promotion, parents must send a written notification to the school before the re-enrollment period ends.

There are other factors considered when offering an invitation for re-enrollment or blocking re-enrollment. Such factors may include but are not limited to noncompliance with provisions outlined in the Parent-Student Handbook, *Harmony/Communication* policy, attending mandatory meetings, excessive student absences, ongoing school violations, student behavior, and below-grade level academic performance, etc.

Registration Fees (*Refer to the Business / Finance Office section*)

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

Registration fees must be paid at the time of enrollment.

For participation in the **Before School Care and After School Care-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). *Refer to the Health section.*

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

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

All requests for records must be submitted directly to the Admissions Office. Teachers will not release student records, evaluation requests, letters of recommendation, or other documents directly to the parent or student. Parents must make 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 (*Refer to the Business / Finance Office section*)

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

On the student's last day, all withdrawal matters must be settled and approved by the 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), Athletics, 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.
- Enrollment in summer programming does not constitute admission to the school.

For other provisions regarding enrollment and re-enrollment, refer to other sections in this Handbook, including the Health, Business Office, Discipline, Promotion and Retention Agreements, etc.

Parents must adhere to the Agreement on the Application and Enrollment documents. Refer to the Agreement and Acknowledgement section in this Handbook.



St. PHILIP'S
SCHOOL & COMMUNITY CENTER

New Students Refer to the Student Support sections.



BUSINESS / FINANCE OFFICE

(Policies & Guidelines are Subject to Change)

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 assistance 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. As well, maintaining accurate and centralized records of donations is essential for establishing a precise audit trail and properly acknowledging the receipt of gifts of cash or property. An established procedure for receipt of funds protects the employee, parent, or friend from criminal liability in the event a donation is lost or stolen. 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 organizations 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.



BEFORE SCHOOL CARE (BSC) PROGRAM

St. Philip's offers a fee-based Before School Care (BSC) program for students each morning, providing a safe place for parents to drop 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

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.

- 6th grade and up begins from 4:15 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.

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.

MIDDLE SCHOOL DIVISION STRUCTURE

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

The Middle School Division consists of sixth through eighth-grade students. Our middle school program prepares our scholars to meet or exceed the highest academic standards while cultivating the strength of biblical character necessary to change this world and enrich their communities. Middle schoolers will experience a curriculum that empowers them to be courageous and collaborative servant leaders.

- Students will engage in a comprehensive, intentional course of study that prepares students for a college-preparatory high school.
- Our 6th through 8th graders will experience a curriculum that empowers them to be courageous and collaborative servant leaders. Scholars will interact with community partners and be immersed in an exploratory and challenging curriculum.
- The Performing and Fine Arts program will allow scholars to develop their artistic gifts, be innovative thinkers, and engage in active and purposeful learning.
- Our Entrepreneurship and Innovation focus will allow students to be curious and strategic problem solvers who test boundaries and develop solutions.
- Students will engage in complex learning tasks that expand their problem-solving skills, critical thinking, effective planning, and communication through our Leadership program. These skills will prepare them to be innovative in their thinking, Christ-centered in their beliefs, and empathetic in their decisions.
- As a project-based learning (PBL) school, students will identify, through research, a real-world problem (local to global), develop its solution using evidence to support the claim and present the solution through a multimedia approach based on a set of 21st-century tools.

Young people experiencing the rapid physical, intellectual, social, and emotional growth of pre-adolescence need an educational environment sensitive to their specific needs. The Middle School program 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 is guided by a team of teachers who work together to provide a stable and supportive atmosphere. The teachers meet to discuss the academic, social, emotional, and physical needs of each student and to develop strategies to help students deal with the many challenges of this stage of development.

The goal of the Middle School program is to provide the academic and social foundation needed to 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.

INSTRUCTIONAL OVERVIEW

ELAR Overview

St. Philip's Middle School is not a stopping point but the beginning to a bright future. In sixth and seventh grades, students take in information from a variety of sources: leveled readers, novels, poetry, plays, articles, etc. They continue to utilize the comprehension skills learned in previous grades, but they study materials more intensely for analysis.

ELAR 6th Grade

This course targets students' growth in the areas of reading, writing, listening, speaking, discussion, reflection, and viewing. Reading strategies, critical thinking skills, and vocabulary building comprise the main elements of reading instructions. Through fiction, nonfiction, and poetry reading, students will practice reading strategies and comprehension skills. The focus of writing will be on narrative, informational, and argumentative writing. The overall goal of the class is to increase the literacy and writing ability of the student. This year students will read and analyze a variety of texts covering a multitude of genres. Students will also progress through the writing process by planning, revising, editing, and publishing types of writing.

ELAR 7th Grade

English takes a Humanities approach and is designed to engage the student with the following themes as they relate to Texas history: coming of age, perseverance, courage, discrimination, immigration, and social justice while developing a continued love of reading, practicing various writing styles, and developing an appreciation of well-written responsible literature. Throughout the year, students will learn to read and think critically about literature as well as engage with a variety of genres, including novels, short stories, plays, and various works of non-fiction. The study of literature focuses on literary elements such as character development, author's purpose, elements of plot, comparison and contrast, author's purpose, and the use of non-fiction features. Students will create well-constructed writing pieces as they continually practice the writing process, grammar, and vocabulary with an emphasis on diverse sentence construction.

8 English I (General)

This course emphasizes the fundamental language skills of reading, writing, speaking, listening, thinking, viewing, and presenting. An emphasis on vocabulary and composition skills will be an on-going part of the program. The course includes studies of various literary genres: short story, poetry, novel, drama, and non-fiction. The development of critical reading and writing skills is a major emphasis of the course.

8 English I Pre-AP (College Board)



The English I Pre-AP course introduces students to the expectations of high school advanced academics coursework by exploring a variety of reading and writing experiences to foster critical thinking. One goal of this course is to foster independent learning and encourage in-depth exploration of the content through the analysis of a variety of texts. Students will study a variety of texts, both self-selected and assigned, to enrich and develop analysis skills. Students will write in a variety of modes including responses to literature, argumentative, informational, and narrative compositions. Critical thinking skills will be emphasized to prepare students for high school AP English coursework, or other high school English courses that can earn college credit.

Middle school is a culmination of all of the skills learned at St. Philip's. Students who progress from one division to the next and complete Middle School are equipped with the tools that are needed to excel. Reading, writing, spelling, grammar, and handwriting skills are the foundation of a great education and are necessary for student success.

Benchmark Word Study is utilized to practice spelling patterns, spelling rules, and vocabulary study. Vocabulary words are extracted from the assignments each week in an effort to increase word knowledge and diversify essay writing and written responses.

FINE ARTS OVERVIEW

The Middle School Fine Arts program will be scaffolded with the premise of arts as academics to support students' strengths. The ideal graduate of this arts program will have a strong foundation in the arts and an experienced curriculum that considers the emerging student-artist, and the advanced student-artist who is prepared for upper school and youth-centric professional performances. We partner with arts organizations both locally and nationally to provide students with access to real-time industry professionals. Three levels of advancement across the curriculum whereby 6th and 7th grade operate individually in the discipline, with 8th grade culminating into a multi-disciplinary experience.

Fine Arts Dance

- Spring/Fall Dance I- Principles of ballet, alignment, form, physical vocabulary, performance
- Spring/Fall Dance II- Advance principles of Ballet, beginning Afro-Modern

Fine Arts Music

Through sharing music from our culture and history as well as varied countries and ethnic groups, students can increase their connection to the world. This program encompasses many facets of music that allow for a well-rounded education through interdisciplinary connections. Students explore the elements of music through singing, reading, writing music, and playing melodic and non-melodic instruments. The students develop a critical awareness of various forms of the arts



and grow in the development of social, cultural, economic, environmental, and digital citizenship through music.

Music studies are cumulative, progressing in complexity from grade to grade, offering specific courses according to student interest. St. Philip's will offer courses such as

- Music Theory I
- Music Theory II,
- Music History,
- Choir,
- Instrumental Ensemble.

Through these courses students will have the opportunity to continue studies in Music Theory/Literacy, performance, music history, and cultural context; develop analysis, evaluation, and critique; and aesthetics as outlined in Texas Essential Knowledge and Skills (TEKS).

Fine Arts Theater

- Fall Theater I - Survey of Theater including history, dramatic works, stage techniques, and production procedures.
- Spring Acting I - Character and script analysis, ensemble work, and basic theater terminology. Emphasis on the body as the instrument utilizing the body, voice, and imagination.
- Fall Theater II- Emphasis on ensemble work, costuming, lighting, set design, stage management.
- Spring Acting II- Further training in character and script analysis, ensemble work, intensive voice, and diction.

Fine Arts Visual Art Elective

Visual art is taken on an elective basis, with a quarterly rotation. In alignment with the Art Texas Essential Knowledge and Skills (TEKS), students in 7th and 8th grade will explore visual art and self-expression through experimenting with various media.

Seventh and eighth-grade art instruction will be led not only by the art teacher but also by inviting resident master artists to lead workshops quarterly. Students will receive highly immersive instruction for their respective craft to further develop their artistic skills and awareness of the Principles of Design and fundamental art appreciation that were introduced in the upper years of the elementary school art training. These quarterly crafts should include painting, pottery/ceramics, sculpture/carving, printmaking, jewelry making, glass art, and fiber art, and how these artforms have been expressed throughout the world and times, individuals, cultures, and civilizations—and the times/society in which they lived--and thus relate and possibly incorporate this into their works of art.

6th Grade Visual Art

Students may take art as an elective once a week in a 3-hour class where they are encouraged to use their creativity to draw upon the skills they have mastered in the earlier grades. Emphasis will be on the Principles of Design. Students will choose art as an elective as applicable, which rotates each quarter.

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.

7th Grade Visual Art Focus

Seven-grade students will select their visual art form of choice for a given quarter. The art curriculum is geared toward classical training, with a heavy emphasis on art history in alignment with the humanities as well as STEM subjects. Students will learn about the role the Christian Church has had in the visual arts. Examples of artworks of the latter include illuminated manuscripts, bookmaking, Byzantine mosaics, stained glass, and famous painted and sculpted Renaissance artworks. Students will also learn about ancient Greek and Roman art and architecture. The curriculum includes various fiber art and basket weaving techniques as well, with an emphasis on African and African American crafts such as Gullah Sweetgrass baskets and patchwork quilts from the Gee's Bend, AL collective.

8th Grade Visual Art Focus

Visual art students will select their art form each quarter, this time with a broader world view of art and architecture from the Middle and Far East, Africa, Polynesia, and the Arctics. Covered are Islamic Geometric art and Ming Dynasty jewelry and pottery from China, Japanese Edo Period prints, Sub-Saharan art including but not limited to Benin bronze art, Igbo masks and batik textiles, and Zimbabwean stone sculptures. Pupils will gain familiarity with Oceanic Art such as the Rapa Nui, various decorative Polynesian art, and the meaning of "Mana," as well as Inuit bone and soapstone carvings and American Pacific Northwest aboriginal art. Students will also study the works of contemporary African-American artists such as Kara Walker and Kerry James Marshall.



HISTORY OVERVIEW

6th Grade World History/World Geography

In the sixth-grade curriculum, students learn about those people and events that ushered in the dawn of major Western and non-Western civilizations. Included are the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and of China. Throughout the entire year, students will recognize the unique and similar political, economic, geographic, and social structures of these world civilizations. Throughout these grade-six studies, students will be engaged in higher levels of critical thinking. Students should examine factors of continuity and change across time in the development of these civilizations, observing how major beliefs, social organization, and technological developments of an earlier era were carried through the centuries and have contributed to our own lives. Students will engage in comparative analyses across time and cultures. To make these studies relevant for today, students will develop an appreciation of the continuity of the human experience, the great debt we owe to those who came before us, and established the foundations on which modern civilizations rest, and the responsibilities we owe to those who will come after us.

7th Grade Economics/Government

In the seventh-grade curriculum, students are exposed to the world in which they live. The intent of the government domain is for students to begin to grasp the importance government plays in their everyday lives. The government/economics domain focuses on selected types of government found in the various areas in order to help students begin to understand the variety of governments in the world. The economics domain builds on the economic standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. This history domain focuses primarily on significant events in each region from the twentieth and twenty-first centuries. Students delve deeper into the government and understanding its role and how and citizen participation in the autocratic and democratic governments while describing the two predominant forms of democratic governments: parliamentary and presidential. This curriculum also explains the role of citizens in choosing leaders. Economic understanding helps students learn how to compare how traditional, command, and market economies answer the economic questions of what to produce, how to produce, and for whom to produce.

8th Grade African American Studies

This course focuses on helping students develop an understanding of the role and contributions of African Americans to the growth and development of the United States. This course is also designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview which will introduce the student to the study of the African and African American experiences.



St. PHILIP'S
SCHOOL & COMMUNITY CENTER

MATH OVERVIEW

Middle School exemplifies a heightened level of accountability and executive functioning skills. Fourth through seventh graders are expected and required to play an active role in their education. These requirements promote the sense of personal responsibility the school endeavors to instill in each student. The students are also afforded several opportunities to develop and strengthen their leadership skills through collaborative experiences.

The Middle School Math Program at St. Philip's seeks to provide the academic and social foundation needed to transition from an elementary school environment into a larger and more independent setting. The platform of the program strives to foster growing independence and accountability. In middle school, the curriculum focus shifts to the application of skills and concepts—how operations relate to each other, using variable expressions and formulas to represent real-world problems, and applying properties of numbers within a variety of problem-solving situations.

6th Math/Financial Literacy

The sixth grade Math and Personal Financial Literacy course is student-centered and uses a standards-based Common Core Curriculum and the Texas Essential of Knowledge and Skills (TEKS). The student applies mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor. The students learn how to compare the features and costs of a checking account and a debit card offered by different local financial institutions; distinguish between debit cards and credit cards; balance a check register that includes deposits, withdrawals, and transfers; explain why it is important to establish a positive credit history; describe the information in a credit report and how long it is retained; describe the value of credit reports to borrowers and to lenders; explain various methods to pay for college, including through savings, grants, scholarships, student loans, and work-study; and compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income.

7th Math

The Math 7 course focuses on the following areas of study: numeracy, proportionality, algebraic relationships, probability, and statistics. Students use mathematical concepts, algorithms, and properties to explore mathematical relationships and to describe increasingly complex situations.



7th Math Advanced

This Advanced Math 7 course focuses on the study of linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Students will extend these Pre-Algebra concepts and skills to be prepared for the Pre-AP Algebra I mathematics course in the eighth grade. Students must successfully complete this course to be considered for enrollment in the Pre-AP Algebra I course in 8th grade.

8th Math (General)

This course focuses on proportional reasoning, algebraic expressions, equations, linear relationships, foundations of functions, as well as measurement and data analysis. These concepts are a required pre-requisite for Algebra I, the next course in the on-level pathway.

8th Algebra I (College Board)

In Pre-AP Algebra 1, students develop a deep understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide powerful conceptual tools that students can use to make sense of their world through mathematics.

PHYSICAL EDUCATION (P.E) AND ATHLETICS OVERVIEW

Physical education and athletics become major elements of the middle school curriculum. The purpose of St. Philip's physical education and athletics is to develop attitudes, skills, and knowledge through the application of the principles and concepts of human movement and participating in competitive team sports. The goals of the St. Philip's middle school physical education and athletics program include the process of improved movement skills, physical fitness, and health. Along with creating an appreciation of and specialized knowledge of sports, understanding self through social interactions, and the appreciation of play and the use of leisure time. St. Philip's athletics also strives to foster highly competitive teams.

St. Philip's physical education and athletics programs seek to prepare each student to live effective and productive lives. When students develop their physical potential, they experience the outcomes of an efficient and fully functioning body. Equally important to fitness are the social, intellectual, emotional, and cultural responsibilities and understanding that develop through participation in athletics.

6th & 7th Grade Physical Education (PE)

Focus: Physical activity, sports, health, strategy

Team and individual sports/activities: Team building activities, soccer, flag football, baseball/softball, volleyball, basketball, alternative activities such as yoga and Tai Chi, tennis, weightlifting/resistance training, outdoor education, and aquatics.



Students learn: Advanced rules, advanced skills (drills), and refinement of manipulative skills in sports activities, positions, and sport/activity-specific strategies.

8th Grade Physical Education (PE)

Focus: First Aid, CPR (Adult & Pediatric Certification), Automated External Defibrillator (AED), fitness, physical activity, safety

Introduction to Fitness Center: Cardio machines, free weights, individual fitness prescriptions, upper and lower body weight machines, auxiliary equipment

Team and individual sports/activities: Team building activities, soccer, flag football, baseball/softball, volleyball, basketball, alternative activities such as yoga, Tai Chi, tennis, weightlifting/resistance training, outdoor education, and aquatics

Students learn Advanced rules, advanced skills (drills), and refinement of manipulative skills in sports activities, positions, and sport/activity-specific strategies.

Athletics Options

The goal of the athletics program will be to offer an in-house athletics program closely tied to the academic offering. Currently, St. Philip's athletic program resides with the Community Center programming and will remain with Community Center for the near future. The future athletic program will be offered for the 7th and 8th-grade athletes whose interest, dedication, and commitment to a particular sport are such that he/she would be actively participating and competing year-round, regardless of St. Philip's physical education requirements. It is not intended for the student experimenting with a sport for the first time, or the student who is not actively competing for St. Philip's in the specific activity for which the option is offered.

All athletic program applications will be evaluated carefully. This program is strictly reserved for 7th and 8th-grade athletes who exemplify a high level of commitment to their respective sport, also prior history will be a significant factor in determining the acceptance of an applicant. Proposed Team and Competitive Sports Offerings Fall Football Volleyball Cheer Winter Basketball Soccer Swimming Spring Baseball Softball Track & Field.

SCIENCE OVERVIEW

6th Grade Integrated Science Course Overview (Life Science, Earth Science, Physical Science, and Technology/Engineering)

Sixth-grade science is integrated. Students will focus on the study of living organisms such as plants, animals, and humans. They will also study the Earth's structures, properties, processes, and four and half billion years of biotic evolution. As they delve deeper into integrated science they will learn about physical science, which is the systematic study of the inorganic world, as distinct from the study of the organic world, which is the province of biological science. Through research and investigations, integrated science will also be taught in collaboration with technology and engineering based on the principles and theories of science.

7th Integrated Science (Earth & Physical Sciences)

Grade 7 science is interdisciplinary in nature; however, much of the content focuses on organisms and the environment. Content in this course includes (a) matter and energy, (b) Force, motion, and energy, (c) earth and space studies and (d) organisms and environments. Students will use computers for support to investigate scientific knowledge. Students will focus on the changes in Earth over time and analyze rock and fossil records. Natural selection and adaptations will be extensively studied with students using models, observations, simulations, and student-designed experiments to investigate how traits change over time. As they delve into physical science, students will expand their prior knowledge as they further probe into forces and motion, mechanical energy, electromagnetic forces, waves, and light. Students will use the scientific inquiry process to practice laboratory skills while making discoveries and connections with the text. Lastly, students will wrap up their science studies learning about humans and their place in the universe. The focus will specifically be on Earth and human activity. Through research and investigations, a look at the Sun-Earth-Moon System and exploration of the universe will require students to formulate hypotheses about how human activity affects the Earth. Projects and explorations in this course will require students to use inquiry-based learning skills to plan scientific investigations, collect evidence, and develop reasoning to support their conclusions or assertions.

8th Biology

This course is an introduction to high school biology. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students will learn how to describe how to collect data, use data to form conclusions, and apply their conclusions to larger biological concepts. Students will also develop an understanding of how changes in the design of experiments impact the validity and accuracy of their results. They will delve into biological concepts, processes, and models presented in written format. Analyze visual representations of biological concepts. Determine scientific questions and methods. Perform statistical tests and mathematical calculations and develop and justify scientific arguments using evidence.

I-Lab Overview

Students will continue to expand their focus on skills that are related to collaboration, communication, creativity, critical thinking, and resilience as set forth by the Texas Education Agency (TEA) STEM skills.

Students move towards advanced skills as follows:

Collaboration

- Work cooperatively with a team and with a variety of students
- Embrace others' differences
- Compromise

- Recognize the strengths and weaknesses of group members

Communication

- Communicate utilizing a variety of modes and tools
- Listen to others actively
- Summarize key points
- Comprehend written material
- Communicate effectively Verbal Communication
- Plan and execute oral presentations
- Pace presentations to communicate messages and ideas
- Understand cultural implications of communication Active Listening
- Summarize key points discussed Comprehends Written Material
- Offer feedback and critique to written materials and resources

Conveys Information in Writing

- Write using academic and/or professional terminology
- Communicate information effectively and accurately both formally and informally

Critical Thinking

- Use a problem-solving process to approach inquiry-based problems as well as design challenges Defend solutions to real-world problems Creativity and Innovation (creative thinking, design processes, innovative solutions)
- Contribute to cultural innovation
- Design products/processes in a variety of ways to create innovative solutions to problems using the engineering design process
- Willing to take risks to understand design products and processes in a variety of contexts

Adaptability and Resilience

- Proactive thinking and action, perseverance/grit, mindfulness, growth mindset
- Persevere and adjust to demands, prioritize, and change at different paces

Promptness and Time/Resource Management (timelines, resource prioritization, and utilization, utilization of individual strengths of team members)

- Adhere and adjust to time, timelines, and time-management
- Work independently with little to no supervision
- Maximize resources to save money or time
- Prioritize resources used based on the problem or challenge



SPANISH AND LATIN: FOREIGN LANGUAGES OVERVIEW

St. Philip's Foreign Language Middle School programs are designed in alignment with the Texas Essential Knowledge and Skills (TEKS) content standards. Students will be provided tutoring as supplemental educational opportunities for support in advancement.

The content is divided into three major groups: novice, intermediate, and advanced. To accommodate the advanced levels a decision will be made to fully implement incoming students from those who have advanced to higher proficiency levels. Each group is divided into two or three levels of proficiency. All the levels have these five content standards in common:

- Communication. Students will need to communicate in Spanish and Latin via speaking and/or writing. Students will engage in the process of understanding written and spoken Spanish as well as develop the skill that a significant portion of the English language is derived from Latin.
- Cultures. Students use learned Spanish and Latin to learn about cultures.
- Connections. Students will take their knowledge of Spanish and Latin and use it to acquire new knowledge about other subjects.
- Comparisons. Using native language and culture as a reference point, students will make comparisons to the Spanish language and Hispanic culture and the Latin language in the Roman culture.
- Communities. As lifelong learners, students take their learned Spanish and Latin and use them to participate in communities at home and around the world.
- Present. Students will present information in Spanish and/or Latin by conveying short messages in Spanish or Latin on everyday topics to listeners and readers.

Spanish Club will serve as an opportunity for students to practice conversational Spanish skills as well as utilize the language in more of an academic setting such as Spanish Geography Bee or Mathalons, etc.

TECHNOLOGY OVERVIEW

Students will work toward mastery and integration of the skills they've learned throughout St. Philip's School elementary grades. In earlier grades, technology instruction is designed to expose students to rudimentary technological concepts so they may tangibly understand and independently use the technology that surrounds them daily in an effective way. The scaffolded curriculum teaches an understanding of the roles and importance of both hardware and software and how to use them as tools for content creation, and online collaboration using learning management systems and leverages those acquired skills to complete tasks that 12 model real-world experiences. Technology usage is infused into all subject areas, so technical skills are practiced and reinforced regularly.

Beyond 6th grade, technology instruction will be completely project-based, having an end product for each semester, each project will be added to a portfolio website they will create to manage their personal online brand/presence.



Students in 7th grade will have an elective 1st semester, with a mandatory 7th Grade Technology course 2nd semester.

8th grade will have electives both semesters, along with the ability to be a part of the 8th Grade production team responsible for a bi-weekly broadcast of news for St. Philip's.

Mobile Game Design: Students will learn to design mobile gaming applications using the GameSalad app development platform. They will create design companies and follow the product design lifecycle to perfect a total game experience.

MS 3D Modeling and Design Students will design a working 3D mechanical model to specifications. They will learn to use code for the design phase and learn to prepare and use our 3D printers themselves.

Seventh Grade Applied Technology In the second semester of 7th grade, Technology will partner with Math and Science to design and create based on engineering principles. Initially, the challenge will be to design, build, brand, productize and create a market offering for the design and build a solar car. As the program evolves, the project may take on several iterations.

Filmmaking Students will engage in more advanced filmmaking, creating, and short films from inception to completion. Students will explore strategies for writing the script, storyboarding, casting, filming, creating a music score, and editing the production. The final product will be copyrighted and posted to the web for public consumption.

Computer Engineering/AI/Robotics Students begin by learning to build and program Raspberry Pi computers. The semester then delves into digital automation and artificial intelligence.

STUDENT PROGRAMMING & ACTIVITIES

(Policies and guidelines are subject to change.)

6TH- GRADE SPECIAL ACTIVITIES:

- Blazer Ceremony
- Leadership Opportunities (Buddy Reading)
- Student Government Association (SGA)
- Academic Excursions-Grand Canyon
- Student Ambassadors

7TH GRADE-ENTREPRENEURSHIP

Students are growing up in a world of rapidly evolving technology and complex global, environmental, and social issues. Entrepreneurship and innovation allow our students to be curious problem solvers and out-of-the-box thinkers who test boundaries and develop solutions. St. Philip's School and Community Center's Entrepreneur and Innovation course is a required course for 7th graders. Students will engage in academic research, media, robotics, digital arts, engineering, and multiple disciplines to solve complex problems plaguing our community, nation, and world. Students will engage in authentic learning through real-world experiences and learn the art of collaboration as they work in groups. They will spend the year developing as young entrepreneurs and creating business, marketing, and management plans. Students will receive an entrepreneur mentor that will coach them through their projects. The capstone project will be a presentation before a panel of entrepreneurs and participation in the reimagined Kidpreneur event.

- Kidpreneur Event
- Business Portfolio
- Student Leadership Opportunities

7th Grade Special Activities:

- Capstone Project- Kidpreneur
- Business Portfolio
- Student Leadership Opportunities
- Academic Excursion-Washington D.C. & Black Walk Street
- Student Government Association (SGA)
- Student Ambassadors

8TH GRADE-LEADERSHIP

The world needs leaders! Leadership courses have significant benefits for students who want to pursue careers in leadership and those who don't. All students can benefit from self-awareness, confidence, empathy, and effective communication. The Leadership course at St. Philip's School and Community Center is a required year-long course for 8th-grade students who develop those



skills and others. Students will engage in complex learning tasks that will expand their problem-solving skills, critical thinking, effective planning, and communication. These skills will prepare them to be innovative in their thinking, Christ-centered in their beliefs, and empathetic in their decisions.

As a project-based learning (PBL) school, students will identify, through research, a real-world problem (local to global), develop its solution using evidence to support the claim and present the solution through a multimedia approach based on a set of 21st-century tools. Students will participate in a capstone project and culminating academic excursion to Africa to exemplify leadership through service.

- Special Interest: Student Driven
- Student Volunteers in younger grades (additional responsibilities will be added)
- National Junior Honor Society

8th Grade-Leadership

- Student Leadership Opportunities
- Leadership Capstone Project
- Life After St. Philip's
- Independent School Entrance Exam (ISEE) Prep
- Academic Excursion- Servant Leadership- Africa
- Student Ambassadors
- Student Government Association (SGA)

OVERALL ACTIVITIES:

Advisory

Social and Emotional Learning (SEL)
Teacher and Student Retreat (Teambuilding)
Advisory and Student Conferencing

Chapel

Middle School Chapel
Student-led homilies (7th/8th grade)
Bible and Religious studies (7th/8th Grades)

Elective Courses

Fine Arts
Foreign Language: Spanish & Latin
Technology



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 2nd 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 2nd 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

Grades 6th thru 8th 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.

COUNSELING PROGRAMMING

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 licensed counselor interacts on an individual level with students, but also with groups.

Counseling

- 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. Consultation & Guidance
- Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success which includes the Life After St. Philip's (LASP) focus. SPSCC will offer a high school placement program that partners with parents and empowers students to find their ideal fit for the next level.

Social Emotional Learning (Refer to SEL section)

The main areas of focus are things like individual sessions with students and parents, social-emotional curricula in the classroom, small groups for students, parent education opportunities, community referrals, and collaboration with faculty regarding student needs.

Social-emotional learning includes topics such as healthy relationships, time management, organizational and study skills, stress management, bullying and relational aggression, anxiety, and self-esteem.



ADVISORY PROGRAMMING

The Middle School Advisory strives to enhance the growth and development of the whole student with a specific focus on issues of character. Through communication, participation, observation, and guidance, the advisor partners with the family to support the student in his/her growth and development.

The goal of advisory is to develop a relationship between the student and advisor in which the advisor can support, counsel, and mentor the student academically and socially. The advisor/advisee relationship aims to create an environment where students feel connected and belong to a supportive group of teachers and peers.

Students in Advisory will:

- Learn life skills they need throughout their middle school years and beyond.
- Become and stay organized on a daily, weekly, and monthly basis.
- Learn to work effectively with others.
- Learn self-regulation and self-awareness skills that align with and support the school's core values of Honor, Respect, and Compassion.

Advisors will:

- Serve as the contact for both faculty and parents/guardians.
- Communicate with parents/guardians regarding the progress of the student.
- Foster a sense of community within the grade level and the school.
- Facilitate advisory activities that promote character, team building, relationships, and fun.

Regularly, advisors will guide students on an “organize it” day in which the student and advisor look at the week ahead and go over essential time management, organizational skills, upcoming events, binder checks, etc. It is also a day for the student to organize his/her locker, binders, and prepare for the week. Some advisory times are reserved for grade-level meetings. Character and wellness activities, study hall, and service opportunities may be scheduled during advisory time as well.

HIGH SCHOOL PLACEMENT

Our Counseling Programming will be instrumental in supporting students for Life After St. Philip's (LASP). As our students approach middle school, their academic strengths, interests, learning styles, and gifts become defined. By eighth grade, they are ready to play an active role in choosing their next educational experience, and they don't have to do it alone.

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

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

Guidance

- Plans structured group lessons to deliver the guidance curriculum in accordance with students' developmental needs.
- Conducts structured group lessons to deliver the guidance curriculum, which includes the focus on Life After St. Philip's (LASP).
- Plans, monitors, and manages the student's educational development including provision of information regarding post-middle school opportunities.

Transitional Programming

- 6th to 7th Grade Miniseries: For Students & Parents
- 8th to High School Miniseries: For Students & Parents

SOCIAL-EMOTIONAL LEARNING (SEL)

The Second Step™ SEL curriculum provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem-solving. Second Step® offers nearly 200 advisory activities that can help give students a sense of belonging and build strong student-staff relationships.

Tools are available for administrators for embedding SEL concepts into school policies to sustain a culture of caring, learning, and achievement.

Self-Awareness

- Divide goals into manageable steps.
- Identify strategies to reach goals.
- Describe personal skills and interests one wants to develop.

Self-Management

- Predict possible responses to a range of emotions.
- List positive strategies for handling conflict.
- Communicate frustrations and anger appropriately.

Social Awareness

- Identify verbal, physical, and situational cues that indicate how others feel.
- Recognize that students learn differently.
- Demonstrate graciousness in winning and losing.

Relationship Skills

- Identify ways to build positive relationships with peers.
- Discuss stereotyping and its negative impact on others.
- Recognize the differences between positive and negative relationships.

Responsible Decision Making

- Participate effectively in class or group meetings to develop a sense of community.
- Identify ways you can help your school or community.
- Practice appropriate behavior that demonstrates self-respect and respect for others.



DRESS CODE AND SCHOOL UNIFORM

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

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

A. General Appearance

1. Neat, clean, and appropriate grooming for school will be encouraged and expected.
2. Hair styles and cuts should reflect good taste and be appropriate to the simplicity of the uniform. All hairstyles (natural and others) should be kept neat in appearance – in adherence to our standard of excellence in all areas.
3. Boys may not wear earrings. Girls may wear modest, age-appropriate earrings.
4. Make-up is not permitted.
5. No hats or 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 outer wear to be worn in the building.
8. College/University T-Shirts or sweatshirts may **only** be worn on Fridays with the St. Philip's uniform skirts, shirts, slacks, or shorts.
9. No body art (tattoos) will be allowed.
1. No gang symbols on books, bodies, bags, or other personal belongings are allowed.
2. Ambassadors, Eight Grade Class Representatives, Student Government, may wear any College/University apparel on Fridays that are Free Dress days.

B. Basic Guidelines

1. Students who come to school improperly dressed will be issued a Dress Code Violation as a warning for their 1st offense. The 2nd dress code violation will result in the student being sent to the Admissions Office and parents being contacted to bring the proper clothing to school. The 3rd dress code violation will require the student to be picked up by the parent/guardian and taken home for the remainder of the day.
2. No miscellaneous items shall be worn on, over, or under the uniform. Extra coats, jackets, and non-uniform sweaters must be removed and hung in designated areas. They may not be worn in the building (hallway, classroom, gym, or cafeteria) once the school day has begun. St. Philip's sweaters, crewneck sweatshirts, hoodies, and jackets are the only types of outer wear to be worn in the building.
3. Long pants are not acceptable for girls at any time.



4. St. Philip's plaid, red, white, or blue is the only acceptable color for hair accessories.
5. Uniform ties are to be worn on Mondays and special days.
6. The official uniform must be worn on Dress for Success Mondays. Boys should wear long pants and a uniform tie. Girls should wear dresses or skirts and a uniform tie. Middle School students must wear the Navy Blazer with St. Philip's emblem. No shorts or skorts may be worn on Mondays.
7. **November through March is winter weather. While there is no specific winter dress code, please be sure to dress your student wisely for the cold weather conditions.**

C. Official Uniform

The official uniform can be purchased at 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:

Emblem

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

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

MIDDLE SCHOOL UNIFORM GIRLS

Shoes - Girls

- NO TENNIS SHOES (See P.E. section)
- Black and white or navy and white saddle oxford shoes are the only shoes that girls may wear. The navy and white Ked tennis shoe is **not** acceptable.

6th-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.



St. PHILIP'S
SCHOOL & COMMUNITY CENTER

MIDDLE SCHOOL UNIFORM BOYS

Shoes – Boys

- Boys' black **lace-up** shoes only

Boys' Uniform

- Baggy or “sagging” pants are not permitted
- Black or brown leather belt
- **No ankle socks or footies may be worn**
- St. Philip's sweaters, crewneck sweatshirts, hoodies, and jackets are the only types of outerwear to be worn in the building.
- 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 a 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.
- St. Philip's sweaters, crewneck sweatshirts, hoodies, and jackets are the only types of outerwear to be worn in the building.

Physical Education Attire

Girls and boys may wear **royal blue**, cotton blend shorts and **gray** T-shirts with **an official St. Philip's logo**. The official P. E. uniforms can be purchased through the Spirit Shop. The Spirit Shop carries P. E. shorts, short-sleeved, and long-sleeved shirts as well as sweatshirts and sweatpants.

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

Boys and girls may bring any type of lace-up sneakers (no flashing sneakers) for P.E. However, they are only to be worn with the P.E. uniform. Sneakers with roller blades are not permitted (roller runners).

When students are in the official school uniform, the official uniform shoe must be worn.

Students are expected to wear their P.E. uniform attire to school on days that they have P.E. class.

Noncompliance with P.E. Uniform:

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.

Decorative designs, cartoon imagery, etc., socks are not to be worn, unless they are designated for a specialized dress day. Standard P.E. socks should be white or the school's official uniform color.

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

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

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

During non-classroom or instructional time, the student may be allowed, only with the approval of their classroom teacher and **under direct supervision**, to search for their items.

Dress Privileges (*Acceptable and modest/discreet standards are established by the school*)

Ambassadors are given the privilege of having "free dress days" (see *Uniform policy section*) on Fridays. They may also wear College or University T-shirts/sweatshirts with their uniform bottoms on Thursdays. For Ambassadors, during February only, Thursdays are college shirts or free dress.

On the free dress days, Ambassadors, Class Representatives, Student Government, must adhere to acceptable attire that represents the *Uniform Policy guidelines*. Shoes must be completely enclosed (no sandals or open-toe or Croc style or Bubble shoes). No caps, hoodies, or hats may be worn.

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

All clothes must be modest/discreet, not tight-fitting, or excessively or inappropriately short as determined by school officials. A shirt or blouse must cover the buttocks if leggings/jeggings-style pants are worn. Spandex attire is not permitted.

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

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

Hairstyles and cuts should reflect good taste and be appropriate to the simplicity of the uniform. If wearing locs or twist hairstyles, they must be kept clean and well-maintained at all times. Hair should be kept its natural (can only be grown) color. Colored extensions in braids or weaves (blue, red, pink, purple, green, yellow, etc.) are not permitted.

St. Philip's plaid, red, white, or blue is the **only acceptable** color for hair accessories for girls.



To support current cultural expressions of hair, St. Philip's will allow neatly kept braids, "ponytails," top knots, and bun styles. However, St. Philip's also reserves the right to request certain modest alterations be made for special events. Designs and images cut in the hairstyle (such as Mohawks, inappropriate symbols, logos, etc.,) is not permitted. All hairstyles should be kept neatly groomed in appearance – to adhere to our standard of excellence in all areas.

No hats, caps, or, hoodie coverings may be worn inside the building (exceptions are granted for school-approved special events). Adults are also asked to comply.

Uniform Dress Code Violations (*refer to Disciplinary section*)

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 1st 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.

HEALTH-MEDICAL

(Matters about COVID, protocols, etc, consult with the School Medical Administrator)

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.

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
- 100.1⁰+ 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.



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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.



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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.



CHAPEL

(Guidelines are subject to change)

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

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.

Middle School students will serve as leaders of the Middle School Chapel.

Middle School 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 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. Children must have a **nourishing 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*):

- Begins from 4:15 p.m. to 5:30 p.m.
- Extended Day: May be offered until 6:00 p.m. at an additional rate.

Kiss & Ride Morning Carpool

Begins at 7:40 a.m. and 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.

Hours

The class day begins at 8:00 a.m. sharp and ends at 4:00 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. Parents will receive notices from the student's teacher regarding detention matters (refer to the Detention section for more details).

School-Wide Events

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

No Access



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



LUNCH, SNACKS, & MEALS

(This policy is subject to change)

The school **does not have a breakfast program.**

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.

Before school or during lunch students are discouraged from eating donut-type or sugary pastry items, those high in fat, 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 and during lunch times.

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.

Students may drink water, milk, or juice. **Sodas, high fructose or sugary drinks, or caffeine drinks of any kind are not permitted. These drinks may not be in drinking containers, thermos, etc.** Students are subject to not being permitted to drink these drinks but are allowed to have access to the school's water stations.

Additional details regarding healthy snacks and classroom guidelines can be provided by your child's healthcare provider.

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

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.

Vending Machines

Middle School students only may use the vending machines during their designated lunch. They will not be allowed to purchase sodas, high fructose, or sugary drinks during lunch; those can be purchased after 4:15 p.m. All other students may use the vending machines after carpool (4:15pm) with a teacher/group leader or with permission.



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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 that 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.

Food deliveries of any type are not permitted at school, including in the cafeteria and classrooms.

No Lunch or Snack

Students not participating in the lunch program must bring a lunch. Providing lunch to the student is the responsibility of the parent not the responsibility of the School, school personnel, or catering service provider.

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

Microwave

Middle School students have access to a microwave to warm up their food during lunch. When warming up their lunch it should only take 2-3 minutes to heat up. The food must be heated in a plastic container and covered at all times. Students should never bring frozen or food that requires more than 3 minutes to warm up.



PARTIES & CELEBRATIONS

(This policy is 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 (*Classroom, Birthdays, Holidays, Food-Refer to Other General Standards section*)

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

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

Birthday Celebrations

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

Birthdays will be celebrated once a month, on the last Friday of the month.

To reach this goal, we have several guidelines:

- If you send invitations to school, please invite **all students** in the advisory or child's homeroom class section.
- Do **not** send birthday presents or party favors to school.
- Do NOT provide lunch for the students.

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. No delivery of flowers, balloon bouquets, etc., so as not to interrupt the educational process.

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. Please be considerate and respectful of the feelings of each child by not excluding them.



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

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

Goody 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 decorations to be maintained in the classrooms. These can be distracting to students' learning.

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

Party / Celebration Food *(This policy is subject to change)*

The Division Leader in advance of the implementation of a class project must approve **all** food activities. Generally, the School discourages children from bringing food due to students with food allergens or pandemic matters. Additionally, any food permitted must comply with the school's guidelines, pandemic standards, and related matters. Only ***pre-package*** desserts are permitted (cookies and cupcakes).



OTHER GENERAL STANDARDS

Class 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. Parents should send an email to the child's teachers/advisors to ask for their assistance in locating the lost items. It is the sole responsibility of the parent to ensure the child's **name is visibly written on the inside** of the child's shoes, garments, backpacks, lunch kits, binders, etc. to avoid lost articles not being returned to the rightful owners.

All unclaimed items that remain for an extended time **may be donated** to the Uniform Resale Store, PSA, community center, or another worthy cause. The School will **not** be responsible for maintaining or identifying lost items or items left anywhere on the School campus.

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

We ask that parents NOT bring forgotten homework, projects, books, bags, or other items to school for Middle School students. When they forget something and have to do without it for that day, students 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.

Only as 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, please bring it and leave it at the front receptionist desk/Welcome Center. The Admissions Department will see that your child's belongings are delivered to them.

Do not enter the Middle School classrooms during instructional time or unannounced.

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

"The consequences I will accept, for I made the choice."
An excerpt from the St. Philip's Creed



ATTENDANCE

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

“A day without learning is a day wasted.”

Regular, punctual attendance profoundly affects a child's success at school. Absences occur, but the student and his 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) unexcused tardies equal one unexcused absence.

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

Excused Absences

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

- Observance of a religious day
- Attendance at a healthcare appointment (with a healthcare provider 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 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 homeroom teacher or advisor and a copy to the school Medical Administrator.** 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 advisory or lunch periods. Sometimes, missing classes is unavoidable, in which case missing the same class repetitively is discouraged.

Early Release/Pick Up

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

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 3:00 p.m. or send them directly to carpool.



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. Parents should not rely on their children to communicate student absences to the teacher.

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 (2nd) communication system notification of an absence (whether excused or unexcused), the Parent and 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; 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.



ABSENCES & ASSIGNMENTS

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 are the responsibility of the Middle School *student* to obtain from each teacher. Any necessary modifications to this policy can be made at the teacher's discretion.

Middle School students are responsible for working harmoniously with the teacher to obtain the missed assignments *after* the student returns to school.

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

All class assignments may be posted on FACTS/RenWeb, Google Classroom, listed on the *Week at a Glance* (WAAG), 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.

EXCUSED ABSENCES and Missed Assignments:

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 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.
- Students turning in late assignments will receive a grade of 70% after the second day. No late assignments will be accepted on the third day and a grade of **zero**.



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Excessive Absences Mandatory Parent-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-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;
- 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 and given prior approval by the Administration, is not reflected on the report card, and will not be recorded as absent. These include school-scheduled academic excursions (field trips), activities, and the school philanthropic events where the student is involved. Students are responsible for all 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

- 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 students, quizzes, tests, etc., must be taken on the day of return regardless of the class rotational day
- The Middle School teacher will determine if any exceptions will be granted.

UNEXCUSED ABSENCES

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 students, assignments must be turned in to the teacher within one (1) day regardless of the class rotational day.
- The Middle School teacher will determine if any exceptions will be granted).
- Any necessary modifications to this policy can be made at the teacher's discretion.



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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 be visiting 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 returning 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.
 - Test, 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.

Excessive Absences

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



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 7:50 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 at 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. On some occasions, the classroom teacher may request tardy students transition to the classroom; however, the student will still 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.
- **Middle school student's grades will be affected when they miss a class due to being tardy or leaving early.**

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

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 reporting for Saturday detention will report at a specified location and at a specified time. Students that are ten or more minutes tardy for detention will be required to receive further disciplinary consequences up to and including Out of School Suspension.

Unexcused Tardy

- Skipping Class
- Late to Class without Prior Permission or School Personnel authorization
- Without Healthcare Provider Official Notice



- Loitering/Roaming
- Untimely / Late, Transition to Class
- Unsubstantiated traffic conditions (unless approved school-wide (not a case-by-case option) by the Principal)

Skipping Class or Tardy to Class during School Day

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

During the school day, a student must obtain permission before leaving a classroom or being late to class. Students who habitually or routinely miss/skip more than 15 minutes of class without permission will be considered for disciplinary action up to out of school 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.**
- **Every six (6) tardies in a term,** the School's communication system will generate an automated notification for every six (6) tardies (whether excused or unexcused).

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



ACADEMICS

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

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

St. Philips is proud to be a Project-Based Learning (PBL) campus. We facilitate long-term, student-designed projects 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.

Awards Assemblies *(Transitional Guidelines may be subject to Pandemic Protocol changes)*

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

At the end of the 2nd quarter:

- Middle School students are recognized for accomplishing A or A/B Honor Roll status.

At the end of the school year:

- In addition, an awards assembly is held for the Middle School students.
- Students receive awards in various subject areas based on their academic/creative performance.
- Refer to the *Perfect Attendance Award in the Attendance section*.

Throughout the year:

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



GRADING & REPORTING

Chapel Grades

Middle School 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.

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 1st and 3rd 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 3rd 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 1st and 3rd grading period, parents are required to attend two (2) mandatory Parent-Teacher Report Card Conferences to discuss student progress. End of the Year report cards will not be released until the parents attend these two (2) mandatory Parent-Teacher Report Card Conferences.

The 2nd and 4th quarter grading period report cards will be delivered through FACTS/Renweb. Fourth (4th) quarter grading period report cards will not be released until all school matters have been finalized with the parent, such as financial commitments, return of school items, attending mandatory meetings, etc.

Notification of Grades

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 guidelines. For projects, tests, or other complex assignments, grades may take up to two weeks to post on FACTS/RenWeb.

Students, if graded work is not received on time, please inquire about progress to the teacher during Advisory or schedule time to meet with the teacher.

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.

MIDDLE SCHOOL GRADE GRADING SYSTEM

6 th to 8 th GRADING SCALE		
LETTER GRADE	NUMBER GRADE	CLASSIFICATION
A+	98 – 100	Excellent
A	92 – 97	
A-	90 – 91	
B+	88 – 89	Commendable
B	82 – 87	
B-	80 – 81	
C+	78 – 79	Satisfactory
C	72 – 77	
C-	70 – 71	
D+	68 – 69	Difficulty
D	62 – 67	
D-	60 – 61	
F	(Below 60)	
I	Incomplete	A portion of the coursework was not completed due to special circumstances.
Grades <u>below 70</u> <u>failed</u> to meet grade-level standards for mastery of the subject. <u>A Teacher-Parent meeting is required.</u>		



MANDATORY PARENT-TEACHER REPORT CARD CONFERENCES

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

Both parents in the home (with whom the child resides) are *required* to attend their child's Parent-Teacher Report Card Conferences.

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

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

Parents who do not attend the mandatory Parent-Teacher Report Card Conferences are responsible for scheduling and attending the parent-teacher conference **within one week** of the established conference schedule dates. A parent's failure to comply will result in a written notification of failure to comply.

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



ACADEMIC ASSESSMENTS

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

Regular quizzes, projects, and tests creatively infuse computer-based, research, and multimedia work. Weekly spelling and vocabulary tests are derived from course materials and are administered to students.

Baseline and benchmark assessments are administered at the beginning, middle, and end of the year for all kindergarten through fifth-grade students. The full assessment provides the faculty with a baseline portrayal of student competencies.

The CTP 5 ([an Education Records Bureau \(ERB\) Resource](#)) is a rigorous assessment of student achievement in the areas of reading, listening, vocabulary, writing, mathematics, and verbal and quantitative reasoning. It is an assessment that allows the school and families to understand student learning and to inform instruction. Presentation and analyses of CTP 5 assessment results (comparing national, independent, and school norms) are provided to parents.

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

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



HOMEWORK & CLASSWORK

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

We believe that meaningful home study is a necessary part of each student's educational program and that it should be related to the educational philosophy and goals of the school. Homework is defined as out-of-class preparation in a given subject area 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 development and reinforcement of the school's instructional objectives. The assignment of homework should be regular and reasonable, and it is encouraged when it contributes to the child's education through individual work, responsibility, completion of projects, and the establishment of good study habits.

The completion of homework assignments will be recorded by the teacher and included in the evaluation of the student's progress.

Homework is the **student's responsibility!** The student is encouraged to develop independence and responsibility through establishing skills such as organization, time management, attention to detail, follow-through, and study skills.

Difficulty with Homework

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

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

Attending School-Wide Events & Homework

We require all of our parents to attend a minimum of three (3) mandatory Parent School Association, Parent University, or Pastries with the Principal meetings. Failure to do so places the family outside of good standing and jeopardizes the invitation to re-enroll.

Middle School students whose parents attend required school-wide event meetings may be assigned homework **to be due** the next day. This is solely at the teacher's discretion.

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



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

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

Scheduling:

Each teacher will determine when assignments, tests/quizzes/, projects, PBL, etc. are scheduled. Middle School may not have designated days for specific tasks.

Grades - Recording Homework and Classwork

Most often student grades are recorded in the school's grading system, FACTS/RenWeb, the following week of the due date for an assignment, test, quiz, project, etc., unless otherwise stated by the teacher. If graded work is not received on time, please inquire about the progress of the teacher via email.

Late, Incomplete (Missed) Homework or Classwork

The School is preparing students for success 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:

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



ACADEMIC DETENTION

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

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

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

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

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

The class teacher will issue an *Academic Detention Notice* at least three (3) days in advance of the date detention will be served through the FACTS/Ren Web communication system. The teacher will not only send the Academic Detention Notice but 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.,
- Reporting place to arrive for detention, which 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 Ambassador.

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

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.

Approaching Academic Probation

When a student is approaching or at risk of being placed on Academic Probation or at the time student has obtained unacceptable academic performance, the teacher might request a Parent-Teacher-Student 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 parents. *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 honor such as Student Council or Ambassadors, 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 will serve another Academic Probation period, subject to provisions listed in this section.

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

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

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 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 the 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 designated 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 Pandemic Protocols)

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.

Students 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, 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 to the school on the school provided transportation source, the parent must sign a release form before the student is released to the authorized adult, with no exceptions.

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

A Privilege and not a Right.

Students 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.

Students who consistently misbehave in the classroom or on excursions will lose the privilege to participate in these enriching experiences. For some students to be able to attend Academic Excursions, an approved parent may be asked to attend, at their expense, and be their child's direct chaperone.

Attendees

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

Parents, or other non-approved adults, **cannot** attend overnight Academic excursions nor travel along with the school in a caravan, etc., with **no exceptions**. Non-St. Philip's students or St. Philip's siblings not in the class **cannot** attend St. Philip's Academic Excursions. Approved parents or approved adult 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 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 planning 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 people 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 adjust.
- 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.)

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

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

Rites of Passage

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

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

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

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 opportunity to demonstrate mastery of specific skills. Students are challenged to think critically and creatively, exhibiting much more than knowledge and comprehension. These School competitions and opportunities include but are not limited to:

- Mathematics/Science Team Competition
- Oratorical Contest (school-wide)
- Science Fair or Invention Convention
- Spelling Bee

Praise Dance



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Students by grade division 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.

Ambassadors

The SPSCC Student Ambassador Program is an honorary group of students in grades 6-8 who will represent the school at special events on campus and in the community. They seek to enhance prospective students' knowledge about the SPSCC student experience. Students will demonstrate leadership potential, communication skills, and high academic standards. The standards to identify Ambassadors will be set by the school's key stakeholders and communicated to parents and students at the beginning of the school year.

Service Learning (Community Service)

Service learning offers a unique opportunity for St. Philip's to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform. St. Philip's will solicit the help of parents to ensure the success of the various Service-Learning projects each year.

Performing Arts Club (PAC)

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

Others

The Destiny, 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 and talents.

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



STUDENT SUPPORT SERVICES (SSS)

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.



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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

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 certified academic language therapist or 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.



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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. 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



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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. 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)

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, advisor, 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 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 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



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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.



DISCIPLINARY STANDARDS

(The Discipline policy is subject to revisions for improvement.)

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 the parent 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 Division Leader, Dean of Students, and the School Counselor.



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. 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 parents at the beginning of the year. Grade-level classroom rules are subject to modification without prior notice to the parent.

Reporting & Referral

Any infraction/incident whether listed in this policy or not (not limited to disruptive behavior, habitual misconduct, continuous school violations or 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



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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 identified member of the School associated with the matter.

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 Principal, Division Lead, or Dean of Students that a complaint has been made. Appropriate corrective action will be taken. a

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 School Principal. Parents in this section refer to those that are not serving as an official member of the school, such as the teacher, administrative staff, or support personnel role (including substitute teachers and tutors). Additionally, parents are strongly encouraged to not contact other school family members or students to address an incident or behavior concern.

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

Disciplinary Mitigating Factors

Disciplinary Consequences implemented may depend upon the student's:

- developmental phase,
- disciplinary history,



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- 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.



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

(Also, Refer to IX Policy)

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 (Refer to IX Policy)

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.

It is important for each student to report any bullying or threats to the nearest teacher or either the Principal and/or 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 cyber-bullying occurs outside of school by a student or over social media or similar outlets and is reported to the Counselor and/or Dean of Students the parent may be called in to discuss the issue, and students may be subject to Disciplinary Consequences.

Students who are bullied, cyberbullied, or harassed, and students who are aware of or witness, such as bystanders, should report the behavior to a trusted teacher, the Counselor, and/or Dean of Students as soon as possible so that it can be addressed. A parent who believes their child has been



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the target of bullying shall report the offense to the Counselor and/or Dean of Students and or Principal.

The school will not tolerate bullying, which includes cyber-bullying, 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 maybe 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 and non-appealable.

Expulsion

Refer to Withdrawal/Expulsion section for 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 (Refer to IX Policy)

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 Principal and/or School Counselor, and/or Dean of Students.



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It is important for each student to report any harassment or threats to the nearest teacher or either the Principal and/or School Counselor, and/or Dean of Students as soon as possible so school officials may take appropriate action.

St. Philip's School & Community Center is steadfast in our commitment to having a safe environment based upon mutual respect for all students entrusted in our care. We also recognize our important role as educators to demonstrate to both our students and the community that we value all individuals equally while rejecting all forms of bigotry, hateful rhetoric, and hateful actions. We are committed to every student every day. We will not waver from that commitment.

If you have concerns about harassment, meet with the 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 form. Lying also includes, but is not limited to, forgery, the use of false identifications, or spreading 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.



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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 parents 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 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, Counselor, Division Leader, and/or Dean of Students. 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.



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

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

Suspension

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

Suspension from the school will be the decision of the 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 parents 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 in the 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 an Ambassador 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 assigned teacher. It is the sole responsibility of the Middle School student to obtain, complete, and turn in all homework and classwork missed when permitted by the assigning teacher. Refer to the *Homework and Classwork section*.

Suspension is unexcused absences.

Suspension is neither non-negotiable nor appealable. Any concerns regarding the suspension may be presented to the principal.

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

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:

- 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 parents within three (3) school business days (when practical) of the infraction. The parents 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 parents 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 at the parent's request the 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 parents 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 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.



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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

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.

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.

The following list of Disciplinary Consequences is **not all-inclusive** and is not in sequential order:

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.

- 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 TYPE A

TYPE “A” 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 may vary based on the circumstances. At the discretion of classroom teacher (Refer to recommended classroom behavior or the Disciplinary Consequences section.	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, or other electronic equipment or devices without appropriate permission
- Misuse of technology (i.e. inappropriate use of computers, “smartwatches”). 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 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 1st 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 TYPE B

TYPE “B”: 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 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 or Disciplinary Consequences as listed in this section.	Based on the infraction and the ongoing conduct, consequences may be determined by the DRT or Classroom Teacher.	Probation (or school year removal) from receiving the honor of a school leadership position, including government 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 (3rd 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 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
- Stealing
- Possession of stolen property



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- 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 TYPE C

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 the school.	Ineligible for Re- enrollment or immediate expulsion or withdrawal.

- 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
- Uniform violations- (refer to Admission and Uniform 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 3rd 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 the harm of self or others
- Aids or abets the infliction or attempted infliction of physical injury on another person
- Parent ongoing harmony or Parent 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 TYPE D

TYPE “D” 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)					
Suspension	Consequence determined by the DRT or faculty/staff. Refer to pages 108-109.	Ineligible for Re-enrollment	Expulsion	Reported to Governing Agencies /Authorities	Removal from serving or ineligible to serve in a school leadership position, including Ambassador, Student Council, Peer Mediation, performances, and other representatives of the school, etc.

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 school’s Discipline policy



PARENT SCHOOL ASSOCIATION (PSA) & PARENT SUPPORT

(Refer to Parent Agreement & Harmony/Communication Policy)

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



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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*

Logos and Images Use Policy (*Refer to Communication section*)



OPERATIONS & SAFETY

(Policies subject to changes during construction and COVID Protocols)

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



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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.

Only as 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, please bring it and leave it at the front receptionist desk/Welcome Center. The Admissions Department 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.



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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, and preventing, reporting, and responding to abuse and neglect of children. Texas Abuse and Neglect Hotline is <https://www.txabusehotline.org/>, 1-800-252-5400.



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



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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.

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.



CARPOOL

(Subject to change due to a pandemic or construction)

While in carpool, all policies remain in effect for all students and parents. Parents/guardians must remain in the car **at all times**.

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!



STUDENT AND PARENT DEVICE CONTRACT

St. Philip's School and Community Center is committed to preparing our students for a 21st century global society. To that end, we are providing a **Microsoft Surface Laptop Go** (students 6th-8th) hereafter referred to as "**Student Device**," to students enrolled in the school with the goals of:

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

Student Device Expectations and Guidelines

The use of school-supplied 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 Device Computers

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.

- Sixth-Eighth grade students are permitted to take their devices home.
- Consider your Student Device like a pile of cash. Students are responsible for keeping track of the Student Device and taking precautions to keep it safe. Make certain the device is stored properly after each use.
- 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 cases, cracked screens, frayed charger cables, and damage to the keyboards. To avoid these issues:
 - Do not place anything on the keyboard before closing the lid (i.e., pen, pencil, flash drive)

- Always carry the Student Device by the attached handle, or within a provided case/cover.
- Attach the power cord and/or USB devices carefully, slowly, and properly. **NEVER** yank or pull any device in a hurry or unsafely.
- Do not eat or drink while using your Student Device.
- **DO NOT** use anything to wedge under the keys or pluck the keys off of the keyboard.
- If students notice that something is wrong with the device, they are expected to report it to a teacher immediately.
- Students will not take photos or record videos of any person/persons unless they have the specific consent of a teacher and all the people in the photos or videos.
- 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.
 - **Microsoft Surface Laptop GO - \$500 USD**
 - **Microsoft Surface Laptop GO Cover- \$70 USD**
 - **Microsoft Surface Laptop GO Carrying Case - \$40 USD (*optional*)**
- Students should not carry Students Devices while the screen is open.
- Student Devices must remain free of writing, drawing, stickers or labels not provided by the school. Students must keep their device clean and must not use anything (e.g., finger, pen, pencil, etc.) to clean it other than approved computer screen cleaners.
- **DO NOT** place books or other items on top of the device. Make sure nothing is between the screen and keyboard when the Student Device is shut closed.
- Only use the device for schoolwork. You must sign into your school-issued Google education account. No other accounts (Google or otherwise) may be accessed on the school-issued Student Devices at any time.
- Students should never share their account passwords with anyone outside of parents or any 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 and regard to email content such as using appropriate language that is not abusing, 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 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.

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, 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/ucfsdorg/fii7sl3cv2mvogcfwbaw/2019-20ChromebookGuidelinesandContract.pdf>

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

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

Communication 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 usage 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 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 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. Arranging 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.

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

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

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

Faculty Assignments for 2023-2024

NAME	POSITION	EDUCATION	YEARS AT SPSCC	ROOM/OFFICE LOCATION
Kellee Murrell	George T. Lee Principal	BA History Education, MA School Administration	9	Principal's Office
Kristy Burrell	Principal's Assistant	Medical Law&Ethics Certification	5	Principal's Office
Sheila Abio	Hunt Family Director of Early Childhood	BA Psychology, MS Counseling Psychology, MA Educational Leadership	1*	EC Wing/118
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
Jacquelyn Andrews	LS/MS Prep Director	BS Home Economics ME Early Childhood		ILT Room
Angela Young	1 st 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 st Grade ELAR/Social Studies	BS Early Childhood Studies, MA Curriculum and Instruction	2	310
Rhenett Ingram	2 nd Grade Math and Science	BA Elementary Education, MA Professional Development	2	303
Brittney Henry	2 nd Grade ELAR/SS	BA English	3	304
Victoria Brooks	3 rd Grade Math/Science	BA Psychology/Sociology	2	301
Cristelle Gilmore	3 rd Grade ELAR/SS	BA Sociology	3	300
Valeria Dupree	4 th ELAR/Social Studies	BA English Education	10	208
Lincoln Morgan	4 th Math/Science	BA Youth & Comm. Studies/African Amer. Studies	3	209
Tresa Reynolds	5 th and 6 th ELAR/Writing	BA Business Admin, M.Ed. Educational Admin	4	212
Leisa Booker	Librarian	BS Elem.Education, MS Reading, MS Library Science	3	Library
Shaunaisea Henderson	Middle School Director	BA English/History, MA Secondary Education Ed.D Education	3	ILT Room
Kamela Currin	5 th -8 th Science	BS Nutrition, MBA Business Administration	1*	216
Christopher Francois	5 th and 6 th Math/7 th Bible/6 th Financial Literacy	BS Kinesiology	4	210
Regina Durley	7 th and 8 th Math	BS Communications	1*	Portable Bldg.
Chelsy Payne	7 th and 8 th ELAR/Writing	BA Liberal Arts (Journalism) MS Psychology	3	Portable Bldg.
Hailey Brisby	5 th -8 th Social Studies	BS Political Science	1*	215



St. PHILIP'S
SCHOOL & COMMUNITY CENTER

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
Alicia Holmes	Fine Arts and Specialized Courses Director/Theater Arts/8th Leadership	Earning BA Filming, 2025	10	ILT Room
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 st -8 th Grades	BA-Math	1*	213
Annimea Horne	Early Childhood Spanish/Early Childhood PE	BA Criminal Justice	4	123
Gina Lalena	Latin 5 th -8 th /6 th World History	BA English Literature MA History MLS Law	2	214
Tamasha Govan	Curriculum Director/STEM Department	BA Interdisciplinary Studies, MA Education/Math Instruction	8	ILT Room
Tia Stevens	Director of Innovation and Science/7 th Grade Entrepreneurship	BA Natural Science MA Elementary Education	17	111
Menkiti Rice	Instructional Technology Specialist K-8 th Grades	BA Chemical Engineering	8	207
Ramona Bailey	Dean of Students and Family Affairs	BBA. HR and Risk Management, M.Ed Learning Therapy and Education LDT-Licensed Dyslexia Therapist	19	ILT Room
Adrienne Freeney	Medical Health Administrator	Associates Applied Science Medical Assisting	1*	Clinic/203



St. PHILIP'S
SCHOOL & COMMUNITY CENTER

NAME	POSITION	EDUCATION	YEARS AT SPSCC	ROOM/OFFICE LOCATION
Darnetta Forteau	Admissions Director	Master of Science in Mental Health and Wellness	2	Admissions Offices
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.