

Updated July 2020

* Policies in the SLES Reopening Plan, Return to Campus Update, and COVID-19 Response Plan override related sections of this handbook



SLES
ST. LUKE'S EPISCOPAL SCHOOL

Community Handbook

School administration reserves the right to amend and/or add policies to this document throughout the school year. In the event that a policy is adopted or changed, families will be appropriately notified before said policy takes effect.

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ABOUT US

CONTACT INFORMATION

15 St. Luke's Lane
San Antonio, TX 78209

Main School Office 210.826.0664
Direct Line (Voicemail) 210.832.9224 + extension
Office Fax 210.826.8520

| Name | Title | Ext | Email |
|-------------------|---|------------|-------------------------|
| Chelsea Collins | Head of School | 235 | ccollins@sles-sa.org |
| Christopher Duke | Assistant Head of School | 240 | cduke@sles-sa.org |
| Rosa Baker | Director of Finance | 237 | rmbaker@sles-sa.org |
| Zandra Cook | Director of Enrollment Management | 239 | zcook@sles-sa.org |
| Avery Gard | Director of Development | 233 | agard@sles-sa.org |
| Deb Isabelle | Administrative Assistant | 218 | disabelle@sles-sa.org |
| Linda Sledge | Administrative Assistant | 266 | lsledge@sles-sa.org |
| Linda Barron | Administrative Assistant – Reception | 232 | lbarron@sles-sa.org |
| Linda Richardson | School Nurse | 230 | lrichardson@sles-sa.org |
| Rachel Power | After School Care and Enrichment Supervisor | 229 | rpower@sles-sa.org |
| Candace Tolentino | Athletics Coordinator | 231 | ctolentino@sles-sa.org |

MISSION STATEMENT

St. Luke's Episcopal School is a Christian community dedicated to academic and personal excellence, lifelong learning, and service to others.

THE ST. LUKE'S WAY

As members of a Christian community, our conduct is guided by love and respect for God, our school, our neighbors, and ourselves. We demonstrate the St. Luke's Way through behavior that is courteous and cooperative.

NON-DISCRIMINATORY POLICY

St. Luke's Episcopal School admits qualified students of any race, color, or national and ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. St. Luke's does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies or financial aid programs, athletic and other school-administered programs. St. Luke's does not discriminate against any person in admission, employment, or otherwise because of race, color, religion, national origin, disability, gender, sexual orientation, or age in violation of existing state or federal law or regulations.

DIVERSITY AND EQUITY STATEMENT

St. Luke's welcomes diversity and respects differences in ethnic, cultural, and religious backgrounds; the languages we speak; our sexes, genders, and ages; the traditions we observe; the structures of our families; our financial and educational resources; and the special needs and gifts that we have. Welcoming people with diverse points of view and being sensitive to the interests and traditions of others emulates Christ-like principles of living and enhances the quality of the entire St. Luke's experience.

HONOR CODE

As a member of the St. Luke's Episcopal School community, I will be trustworthy, respectful, and honest. I will not lie, cheat, or steal, nor will I tolerate those who do.

ACADEMICS

REGULAR DAILY SCHEDULE

| | |
|------------|--|
| 7:30 a.m. | Morning carpool begins in the north parking lot |
| 7:50 a.m. | Early Care students dismissed to classrooms |
| 8:00 a.m. | School officially begins |
| 8:03 a.m. | Chapel service for 1st-8th grades |
| 8:30 a.m. | Chapel service for PK3-Kindergarten |
| 12:30 p.m. | PK3-PK4 dismissal (early childhood After School Care begins) |
| 3:15 p.m. | End of school day for K-8th. Carpool in north parking lot (After School Care available until 6:00 p.m.) |
| 3:20 p.m. | 4 th -8th Tutorials available until 4:00 p.m. |

*Special schedules may be used during special events or on early dismissal days.

EARLY ARRIVAL

Supervision is provided before school from 7:30 a.m. to 7:50 a.m. in the Parish Hall. If students arrive prior to 7:30 a.m., a parent or guardian must remain with them until the building is officially opened and appropriate supervision is in place on campus.

AFTER SCHOOL AND TUTORIAL

Tutorial is an extra help session available to all intermediate and middle level students Mondays-Thursdays from 3:15-4:00 p.m. Teachers may request or expect student attendance at these sessions. Students are encouraged to use tutorial on their own to complete homework, complete makeup work, and ask teachers for individual instruction.

Friday afternoon tutorials are available by request.

LATE AFTERNOON

If a parent is picking up their child after carpool, we ask that the parent park their car in the lot near the school entrance. Upon parent/guardian arrival in the Jones Lobby, office personnel will call tutorial rooms or After School Care to inform students that their ride has arrived.

Intermediate level students will move to After School Care following the end of their tutorial at 4:00 p.m. The only exception to this rule is for 5th grade student-athletes who are awaiting the start of a game/practice.

Middle level students present on campus from 3:15-4:00 p.m. must remain in the middle school for tutorial or study hall. From 4:00-6:00 p.m., middle school students who are still on campus must stay in the assigned room, until picked up in front of the Jones Lobby. *There is no charge for the use of this service during after school hours.*

Students using the extended study time may engage in one of three activities: work on school assignments, read books quietly, or relax quietly. Expectations for students using this space are as follows:

- All students attending must sign in and out on the provided sign-in sheet.
- Students may not go into any other rooms.
- All trash and recycling must be placed in the appropriate containers.
- Students must check out with the receptionist at the front desk before leaving.

Students who fail to meet these expectations will face disciplinary actions.

ATTENDANCE

Regular attendance at school is essential to the progress of our students. In an effort to ensure your child's fullest academic progress--and in keeping with the state of Texas' school attendance policy--student absences may not exceed 10 days per semester. Exceeding this limit may result in a loss of credit, probationary reenrollment, or ineligibility for reenrollment.

To keep parents informed about their child(ren)'s attendance record, our computer system automatically sends email notifications to parents when their child accrues 10 absences or an excessive number of tardies. In the event that a student misses 10 days of school, parents will be contacted to arrange a conference.

The timely arrival of students in the morning is similarly important. Students not present in their homeroom or advisory by 8:00 a.m. will be counted tardy.

ABSENCE FROM SCHOOL

In the event of an unplanned absence, we ask that parents notify the school no later than 8:00 a.m. Parents may call the office at 210-826-0664 or send an email to Linda Barron at lbarron@sles-sa.org.

St. Luke's students are expected to be at school for all scheduled school days. Please check the [school calendar](#) on our website when scheduling vacations or other events that may cause your child to be absent.

Students who are absent for a full day (or for more than 2.5 hours on any given day) may not be eligible to participate in co-curricular or extracurricular school events. This includes sports, clubs, dances, and other community activities.

St. Luke's does not differentiate between "excused" and "unexcused" absences or tardies. If a child's attendance or punctuality becomes a cause for concern (see above section), school administration will contact the parents to schedule a meeting.

Anticipated Absences

Parents who know that their child(ren) will miss school because of family trips, athletic events and/or religious holidays should notify teachers in advance. St. Luke's does not provide advance instructional materials to students who will be absent. Faculty will provide appropriate support to students who miss school, but they are not responsible for gaps in learning that may occur during elective extended absences.

Makeup Work

Students are required to make up all schoolwork missed due to an absence. As a general guideline, students will have the same number of days to complete the makeup work as the number of school days missed, plus one day. For example, a student who misses a Monday and Tuesday will have Wednesday, Thursday, and Friday to complete the missed work and will be expected to turn in all assignments by the start of class on Monday morning of the following week. Absences during projects or longer-term assignments may not extend due dates or assessment timing.

Parents or students should email teachers directly to request makeup work. Teachers will email related notes and handouts, or provide instructions for gathering required material if requests are made in a timely manner. Teachers will also be available during normal school and after school hours to work with students who may have missed school.

GRADING AND EVALUATION

PK3 & PK4 students will be assessed at the end of the second and fourth quarters using the following system:

- B Beginning skills or knowledge
- U Unsatisfactory proficiency in skills or knowledge
- D Developing proficiency in skills or knowledge
- S Secure in proficiency in skills or knowledge
- NI Skills not introduced during this assessment period

Kindergarten students will be assessed each nine weeks using the following system:

- B Beginning skills or knowledge
- U Unsatisfactory proficiency in skills or knowledge
- D Developing proficiency in skills or knowledge
- S Secure in proficiency in skills or knowledge
- NI Skills not introduced during this assessment period

First grade will be assessed each nine weeks using the following system:

- E Excellent
- S Satisfactory

N Needs Improvement

Second and third grade students will be assessed each nine weeks with a numeric grade for each subject:

A 90-100
B 80-89
C 70-79
F 69 and below

Specials classes in the elementary levels use the following letter grade system:

E Excellent
S Satisfactory
N Needs Improvement

Intermediate and middle level students will receive either a pass/fail or number grade for each course:

A 90-100
B 80-89
C 70-79
F 69 and below

Middle level student GPA calculations are based on 6th-8th grade semester averages in math, science, English, and history as well as foreign language averages in the 7th and 8th grades. PE and elective pass/fail grades are shown on report cards but are not used in this calculation.

GRADUATION REQUIREMENTS

To graduate from St. Luke's Episcopal School, a student must complete all prescribed courses prior to the start of 6th grade, and must meet the following requirements by the end of their 8th grade year:

- Three years of English, mathematics, science, and history
- Three years of physical education and/or St. Luke's in-school dance
- Two complete years of Latin or Spanish
- Service to St. Luke's and other local causes and communities as programmed and required by the school

ASSESSMENT POLICY

All core academic classes (math, science, English, history, and foreign language) will provide students with ample opportunity to display progress through major assignments in each marking period. Teachers will provide students appropriate notice when scheduling a test. No student will be asked to complete more than two major assessments (tests, major essays, projects) on a given day. Quizzes and honors option assignments are not included in this rule.

HOMEWORK

Homework is an opportunity for students to develop personal responsibility and autonomy and to reinforce skills being developed in the classroom. Our homework expectations align with the recommendations from the National Education Association, National Parent-Teacher Association, and other best practices:

- 1st grade: 10 minutes
- 2nd grade: 20 minutes
- 3rd grade: 30 minutes
- 4th grade: 40-50 minutes
- 5th grade: 40-50 minutes
- 6th grade: 60-70 minutes
- 7th grade: 60-80 minutes
- 8th grade: 60-90 minutes

These numbers are general benchmarks; some students will require more time, and others less than this targeted amount. Parents should keep teachers informed of any observations/concerns regarding their child(ren)'s homework completion.

In addition to assigned homework, students are expected to read every night. St. Luke's faculty will assist in selecting books and/or other reading materials for their students.

Students should expect to have practice work in most or all subject areas on a regular basis. Student homework assignments are designed to advance student learning and are not used as an opportunity to assess mastery.

Homework for preparation includes studying for tests, reading in advance of a class, researching for projects or papers, or practicing for events like declamation or chapel talks. Teachers do take this kind of work into account, but it is difficult to determine how much time an individual student should spend on preparation work. The answer to the question, "How much should my child study?" is a function of how well your child knows the material in advance of a study session and how efficient he/she is at reading, writing, and/or working on the computer. Teachers are aware that our students lead busy lives, but how an individual student (along with his or her family) allocates time to study is a matter of both ability and preference. For example, some students study for a test over a three to five day period of time (a practice we highly recommend) while other students do the majority of their studying the evening before an assessment (not recommended).

Homework entailing reading and/or other media consumption comprises the final type of homework. For reading assignments that will be discussed in class, our teachers consider the material and factor estimated reading times into homework load.

Elementary Level Homework

Homework at the elementary level is an opportunity for practice and reinforcement of previously introduced concepts. Regular homework helps students develop positive study skills and competent time management practices. Moreover, this is a pivotal time for parents to set expectations for their child(ren) about the study environment in which homework is completed.

Parents of elementary students should know what is going on with their child(ren)'s homework and should communicate with teachers about challenges encountered during homework completion.

Intermediate Level Homework

Homework at the intermediate level becomes more substantive. Individual practice can help students recognize gaps in understanding that can be addressed by the student and teacher. Parents at this level should know what is going on in their students' homework and should encourage students to seek out teacher assistance when needed.

Middle Level Homework

Homework for middle level students is designed to help students progress towards topic mastery. Teachers may request a student's presence during tutorial if the teacher identifies knowledge gaps that could make homework completion overly challenging. As we prepare these learners for the increased independence required for high school, middle level parents should avoid helping their students with homework.

Homework Responsibilities of Parents

Homework provides opportunities for practice and preparation. Timely and successful completion of this work is a part of each student's evaluation process. Thus, parents should not "re-teach" material to their child(ren). The best thing that a parent can do when a child experiences a pattern of difficulty with his/her homework is to communicate with the teacher.

Parents should help their children structure their homework environment and time allocation responsibly, but St. Luke's does not recommend that parents provide much assistance with the work itself. Encountering some struggle with homework is normal and is an important aspect of the learning process. Students benefit from persisting through more challenging topics as they work toward mastery. St. Luke's strongly recommends that homework be completed in a space with minimal visual or auditory distraction so that the child can focus on the work in front of him or her.

As partners in the education of our students, we welcome feedback from parents about their children's homework experience. If parents have any questions or concerns about homework, they should first communicate directly with the teacher.

Homework Responsibilities of Students

Students are ultimately responsible for the completion of homework assignments. We understand that circumstances occasionally prevent homework completion and simply ask that students (or parents of our younger learners) send a note or email to the teacher when these situations arise. If a teacher begins to notice a pattern of failure to complete homework, he or she will communicate with the student and parent about these concerns.

Homework Responsibilities of Teachers

St. Luke's teachers are responsible for estimating the length of time that a given homework assignment should take. There will be days when the homework load is higher than the benchmark,

and there will be days when the load is lower. This fluctuation is to be expected and teachers will make efforts to keep the variation within reasonable limits.

Teachers are also responsible for clearly communicating homework assignments and due dates. This will look different in a 2nd grade classroom than in a middle level classroom. Regardless, parents and students have the ability to reference homework assignments on a daily basis via ParentsWeb. Mistakes or miscommunications on the part of the teacher will not result in penalties for students.

Teachers are responsible for noting patterns of unsatisfactory homework completion. If such a situation arises, a teacher will reach out to the parent and/or advisor to assist the student in making adjustments to his or her homework practices.

Late Homework

Elementary Level

Parents of elementary students can expect late work to be addressed in a consistent, age-appropriate manner by teachers at each grade level. Expectations and policies specific to each grade level will be discussed with families during Parent Night.

Intermediate and Middle Levels

The intermediate and middle levels have grade-specific policies for late homework. Homework is considered late if it is incomplete or not turned in at the time designated by the teacher.

- 4th grade:
 - Maximum credit for late work is 80%.
 - Work not submitted within 48 hours of the assigned time will be counted as a zero.
- 5th grade:
 - Maximum credit for late work is 70%.
 - Work not submitted within 48 hours of the assigned time will be counted as a zero.
- 6th grade:
 - Maximum credit for late work is 60%.
 - Work not submitted within 24 hours of the assigned time will be counted as a zero.
- 7th and 8th grades:
 - Maximum credit for late work is 50%.
 - Work not submitted within 24 hours of the assigned time will be counted as a zero.

Types of work that count as homework and count toward homework time benchmarks:

- Homework for practice and/or preparation
- Reading homework in preparation for a class activity

Types of work that might be completed at home but *do not* count toward homework time benchmarks:

- Research
- Long-term reading assignments
- Work toward completion of projects or papers
- Honors option assignments

GRADE REPORTS

Course gradebooks are available to parents and students in the intermediate and middle levels via [ParentsWeb](#) on our website. Grades are updated in the timeliest manner possible. Report cards are available at the end of each quarter through the ParentsWeb portal. Official school grade records only display semester and year long averages.

ACADEMIC INTEGRITY AND WRITING

All writing submitted by a student must be original. While students may use outside resources and appropriately paraphrase or quote the work of published authors, proper credit must be given. Failure to do so is a violation of the St. Luke's Honor Code. In an effort to help students fully understand plagiarism, the following statement is discussed at the start of the year and is revisited periodically.

This assignment contains only my own words and ideas. When I have paraphrased someone else's words or ideas, I have used completely original wording and correctly cited my source. When I have used someone else's exact words, I have used quotation marks properly and have correctly cited my source. I understand that any evidence of plagiarism will result in a "0."

PROCEDURES FOR ADDRESSING SEMESTER FAILURES

This section outlines the responsibilities of an intermediate or middle level student who has received one or more failing grades (<70%) in a core academic class for the fall and/or spring semester. The procedures that follow are not intended to be punishments. Rather, the goal of this policy is to ensure that all students entering a new course will have mastered the requisite knowledge and skills to advance successfully.

Students with One Failing Grade

A student receiving a failing grade in the fall semester will be required to:

- Attend office hours at least once a week with the teacher of the failed course and provide proof of attendance
- Keep a digital, weekly log of her/his grade in that course throughout the entirety of the spring semester
 - This digital document must be shared with the student's advisor and parent(s) on a weekly basis.
- **Pass the second semester of the course and attain a final average $\geq 70\%$**

If a student fails to meet one or more of these requirements, or if the student fails a course in the spring semester, he or she will be required to complete summer work for that class. This summer work will be determined by the teacher of the course and:

- Will be disseminated by the school in early summer
- Will culminate in early August with an assessment in which the student will have the opportunity to demonstrate that he or she has gained an acceptable level of mastery.
 - A grade of 70% or above will be accepted as evidence of mastery

Failure of a student to meet the above requirements may result in the creation of an academic contract, academic and/or co-curricular probation, or the student being unable to matriculate to the next grade level.

Students with Two or More Failing Grades

A student receiving two or more failing grades in the fall semester will be placed on academic and co-curricular probation. This is not intended as a punishment but rather to ensure that the student's primary focus is on academics. A student on probation will:

- Attend office hours at least once a week with each of the teachers of the failed courses and provide proof of attendance
- Keep a digital, weekly log of his/her grade in those courses throughout the entirety of the spring semester
 - This digital document must be shared with the student's advisor and parent(s) on a weekly basis.
- Potentially be suspended from all co-curricular activities through the midpoint of the 3rd academic quarter.
 - Athletic and extracurricular privileges may be earned back if the student has less than two failing grades at this point in time and if the student's teachers vouch for the student's improved performance in the failed classes.
- **The student must pass the second semester of the failed courses, and his/her final average in each of the classes must be $\geq 70\%$.**

If the student fails to meet one or more of the requirements above, or if the student fails two courses in the spring semester, he or she will be required to complete summer work for those classes. This summer work will be detailed by the teachers of the courses and:

- Will be disseminated by the school in early summer
- Will culminate in early August with an assessment in which the student will have the opportunity to demonstrate that he or she has gained an acceptable level of proficiency.
 - A grade of 70% or better will be accepted as evidence of proficiency.

Failure of a student to meet one or more of the above requirements may result in the student being unable to matriculate to the next grade at St. Luke's.

PROMOTION AND RETENTION

Early Childhood Level

Every child goes through stages of development in a unique and individual time frame. A variety of factors impact school readiness. Our early childhood students are promoted to the next level when they exhibit the emotional, social, physical and intellectual development that will allow success in the next grade level. If there are concerns about the promotion of a student, parents, teachers and the Assistant Head of School will meet to discuss the child's best interest.

Elementary Level

Students are promoted to the next grade level when they demonstrate curriculum mastery as well as satisfactory social and emotional progress. Classroom teachers and the Assistant Head of School will meet with parents of any student who does not meet the above standards to discuss the best interest of the child. Options such as retention, academic probation, counseling, or referral to another school may be considered.

Intermediate Level

Students are promoted to the next grade level when they demonstrate curriculum mastery as well as satisfactory social and emotional progress. Classroom teachers and the Assistant Head of School will meet with parents of any student who does not meet the above standards to discuss the best interest of the child. Options such as retention, academic probation, counseling, or referral to another school may be considered.

Middle Level

Middle level students must earn a passing final grade in each core subject to be promoted to the next grade level. Students who fail a course may still be promoted via the path outlined in the "Procedures for Addressing Semester Failures" section. All final decisions about student promotion and retention will be made by the school administration.

STANDARDIZED ASSESSMENT

The CPT assessment from ERB is given to students in the intermediate and middle levels. The purposes of administering this test are to track student performance over time and compare individual performance internally and nationally. After the spring testing event, the school will host an informational session to review school wide student progress for the year.

RECORD REQUESTS

St. Luke's administrative assistants receive all requests for school records. This includes transcript requests, confidential school reports, and teacher recommendations. Please call the school with any questions or email Linda Barron at lbarron@sles-sa.org. Transcripts will not be released unless financial obligations with the school have been met.

SERVICE LEARNING

Service learning is a school commitment aimed at integrating community service and personal reflection. An essential part of the mission of St. Luke's is "service to others." Our students should leave St. Luke's with both the knowledge and practical experience to be constructive agents of change in their communities.

St. Luke's offers all students, PK3-8th Grade, ample opportunity for service. Throughout the year, students engage in meaningful work that will benefit our local, national and international communities.

As our program grows, we will endeavor to connect service projects to specific curricular goals being pursued in our classrooms and vice versa. Making the adjustment to this augmented and programmatic approach to service has led us away from "service hours" requirements and towards a program where student service to the community will be scheduled by the school and will become more significant each year.

LEARNING DIFFERENCES AND DISABILITIES

St. Luke's is committed to offering a vigorous high school preparatory experience for all students. All members of our student community are expected to fulfill the same requirements to meet the standards set for graduation. Following professional assessment by educational testing specialists, students may qualify for learning accommodations based on the diagnosis of a learning difference or disability. St. Luke's staff reviews the results of this testing and works with families to outline a set of accommodations the school can implement. The school reserves the right to place limits on a diagnostician's recommendations.

After full review of a diagnostic report, the school creates a single-page Accommodations Summary. Qualification for accommodations is dependent on the school's receipt of a reputable diagnostic report that is three years old or less. As a student's testing results approach the three year mark, school staff will notify the family that updated testing is needed to continue offering accommodations.

Families and relevant faculty receive a copy of the Accommodations Summary. St. Luke's faculty are expected to honor all accommodations on these summary sheets. In the event that a family believes their child no longer needs certain accommodations, school administration will notify the teacher(s) and the accommodations can be temporarily or permanently suspended.

St. Luke's faculty will not, under any circumstances, modify assignments or assessments for any student without an Accommodations Summary.

TUTORING

On occasion, St. Luke's faculty members provide supplemental tutoring for our students. St. Luke's does not allow faculty members to be paid by families for tutoring services to students currently in their classes. However, St. Luke's teachers may tutor students who are not currently enrolled in their classes. Tutoring is not permitted on campus during school hours (7:30 a.m.-4:00 p.m.).

COMMUNITY LIFE

ADVISORY (MIDDLE LEVEL)

St. Luke's advisory program is designed to ensure that every student has one special adult who knows him or her very well. Advisors are personal and academic mentors, role models, and advocates for their advisees. Additionally, advisors are the primary school contact for parents. The advisor's role is to advocate for and oversee the holistic experience of each student to ensure that he/she achieves maximal growth. Advisors are responsible for mentoring students, individually and as a group, and maintaining an open line of communication with our families.

ATHLETICS

St. Luke's Episcopal School (SLES) athletics are open to all students in grades 5th through 8th and foster the development of young athletes while recognizing the student's primary obligations to academics and citizenship in the community.

SLES is committed to creating a culture in which athletes, coaches, parents and fans work together to achieve our mission. We strive to provide a balanced program while teaching discipline, respect, and sportsmanship. All athletes are challenged to represent St. Luke's principles of scholarship, leadership, and citizenship.

At the beginning of each season, there is a parent meeting where families will be given a copy of the Athletic Handbook to read and sign. The handbook can also be found on the school's webpage.

BIRTHDAYS

St. Luke's joyfully celebrates our students' birthdays, and we welcome families to celebrate with us at certain times of the school day. St. Luke's has established the following set of guidelines to ensure that these occasions are celebrated in a responsible, safe, and fair manner:

- Students are invited forward during chapel for birthday blessings. Summer birthdays are acknowledged at the end of the school year.
- Parents may provide a small snack or dessert during lunch or recess for the student's entire grade level.
- Birthday banners may not be displayed.
- Balloon bouquets, flower bouquets, and singing telegrams should not be sent to students at school.
- Party invitations for birthdays may be sent home from school only when all students in the class receive an invitation. Otherwise, they should be distributed directly by the family outside of school.
- Locker decorations for birthdays are permitted. Decorations may not interfere with the functionality of the locker. All decorations must be removed by the end of the week (middle and intermediate levels only).

***CARPOOL**

Morning

Students are received in carpool lanes on the north side of the school by the 4th & 5th grade Safety Patrol and staff from 7:35-7:55 a.m. Parents wishing to escort their child(ren) into the school may park in the south parking lot (Olmos Basin side) and walk them up the hill to the school.

PK3-PK4 students are dismissed at the end of their school day at 12:30 p.m. Students ending their day are escorted to the Jones front lobby and loaded into cars. Students staying for After School Care and/or Enrichment are escorted to appropriate rooms by staff.

Afternoon

Elementary and early childhood carpool begins at 3:15pm and intermediate and middle level carpool begins at 3:20pm.

Students will be grouped by level during afternoon carpool. Adults entering the carpool lane will encounter middle level students first, followed by intermediate level students, with elementary and early childhood students waiting closest to the church. If more than one child is being picked up, the older student(s) will find their youngest traveling companion and wait together. Faculty and staff are present to supervise the carpool process.

CELL PHONES

Student cell phone use is not permitted during school hours (7:30 a.m. to 4:00 p.m.) unless a student is given specific permission by a faculty or staff member. Advisors and lead teachers will create an area where students can place phones before school each morning. The Assistant Head of School will hold any cell phone that is seen or heard during school hours.

From 4:00 to 6:00 p.m. cell phones may be on silent and used to contact parents regarding transportation. During this time, students should be present and attentive to their peers and homework rather than using their phones. Should students need to make a phone call during the day, they may only do so from the front lobby phone with permission from Linda Barron, Administrative Assistant.

CHAPEL SERVICES

First through eighth grade chapel services are conducted every morning at 8:03 a.m. Wednesday's chapel service is a 35-minute community Eucharist that is open to the entire St. Luke's Church and School community. Our PK3-K service is held Mondays-Thursdays, beginning at 8:30 a.m. Friday's service includes all students, PK3-8th grade. Family members are always welcome to join us for chapel services, but we encourage students to continue to sit with their classmates.

Students are expected to behave respectfully and attentively during chapel and assemblies. Backpacks and other personal items are not permitted in the sanctuary during chapel service.

CO-CURRICULAR ACTIVITIES AND CLUBS

Co-curricular activities at St. Luke's provide enrichment opportunities in areas of interest that may not be fully explored during the school day. Classes offered range from chess to the Sound of St. Luke's. For our older students, student organizations such as the Student Voice and National Junior Honor Society will continue to be club options along with various interest clubs sponsored by faculty members.

DANCES

St. Luke's hosts two middle level dances per year. These events are open to 6th, 7th, and 8th grade students from St. Luke's and other area middle schools. St. Luke's administrators work closely with Student Voice and Parent Council to organize these events. Details about dates and times are provided well in advance of the dances. The following dress code will be enforced: no bare midriffs, bare backs, bare shoulders, revealing necklines, or spaghetti straps. No overly short apparel, no less than mid-thigh. For boys, all shirts should have sleeves.

DECLAMATIONS AND CHAPEL TALKS

Declamation is a unique feature of the St. Luke's experience. Declamation provides practice in public speaking and lifelong appreciation of poetry and literary craft. Through their participation, students learn the elements of successful recitation: sufficient volume, voice inflection, proper speed and pauses, and good eye contact. Every student in the 1st-8th grades will offer at least one public declamation for their parents and/or peers over the course of this year. We will also have a special declamation day for non-English declamations during the spring semester. Community members are invited to support our declaimers.

Eighth grade students also write and prepare one original chapel talk to deliver before graduation. This talk is both a summative demonstration of the public speaking skills each student has acquired at St. Luke's and a personal reflection on the most meaningful aspect of the student's educational experience. Students submit their speeches to the chapel talk advisor at least one week before the assigned presentation date. The chapel talk advisor helps edit and revise the talk prior to the student addressing the larger community.

DRESS CODE

Overview

Students are responsible for wearing daily and dress uniforms as outlined in the Flynn O'Hara Uniform website and school uniform guide found on sles-sa.org. The following general guidelines are applicable to all levels from 8:00 a.m.- 4:00 p.m.:

- Clothing should be in good repair (no holes), clean, and appropriately sized.
- The overall hemline of skirts must fall no higher than a two inch measure of the front and back of the knee, measuring from the top of the kneecap.

- Students may wear solid white t-shirts or turtlenecks under clothing. Solid white or natural colored undergarments should be worn under white blouses.
- Boys' shirts must be tucked in.
- SLES's fleece jackets/sweaters are permitted inside the school building. Non-SLES outerwear items are not permitted to be worn inside the building during the school day.
- Commercial logos/external labels are not permitted on any item of clothing.
- Scouts may wear the Scout uniform on Scout meeting days.
- Appropriate jewelry items include watches, necklaces, and/or rings. For safety reasons, dangling earrings are not permitted. Facial and body piercings are not permitted.
- Hairstyles must not hamper vision or create a distraction. Hair must be kept clean, combed, out of the eyes, and of natural color.
- Students may wear reasonable and appropriate shades of nail polish.

Dress uniforms are worn by 4th through 8th grade students on days beginning with community eucharist and on other special days. PK3-3rd grade students do not wear a dress uniform. School uniforms must be purchased at Flynn O'Hara Uniforms (2108 Northwest Military, 210-247-4180) or from the St. Luke's Uniform Exchange; shoes are available at School Shoes Unlimited (2019 Vance Jackson, 210-734-9003).

Jeans and T-Shirt Days

Students may wear jeans (not shorts) and a St. Luke's t-shirt or a regular school uniform on "jeans and T-shirt days." Jeans should be blue jeans or black and be made of denim. Jeans made of other materials (leggings, "jeggings", etc.) and colors are not permitted.

Dress Code Violations

Students are expected to adhere to the dress code. Consequences for dress code violations may proceed as follows:

1. Verbal warning and student reminder
2. Verbal warning and parent communication from school
3. Parent notification and loss of T-shirt and jeans day privilege
4. Middle and intermediate school students in violation will eat lunch in isolation.

In the case of repeated violations, school faculty or staff will contact parents for a conference.

HIGH SCHOOL PLACEMENT

St. Luke's is dedicated to helping our graduates in their decision making process for high school. Throughout the student's time in the middle level advisors, teachers, and administrators make notes on the student to help find the best educational setting for their high school experience. Once 8th grade begins there is a parent survey and meeting to go over the High School Placement Handbook and begin a focused partnership on helping the families choose the best high school for the student. SLES graduates are prepared for success in independent, magnet, public, and boarding school settings and we value the opportunity to partner with families to find the best fit for their students.

IN-SCHOOL DANCE

St. Luke's offers intermediate and middle level students the convenience of staying on campus to receive dance instruction by professional dance instructors. The in-school dance classes in lieu of PE. If there is a day when the dance class does not meet, dance students are required to attend PE class. Students interested in this opportunity will pay an additional fee each semester.

LOCKERS

Intermediate and middle level students at St. Luke's are issued lockers for books, binders, and personal items. Lockers are to be kept neat, organized, and closed. The school reserves the right to check/inspect lockers at any time. St. Luke's issues each student a small clip to keep lockers closed. Gym bags or sports equipment must be stored in gym lockers.

LOST AND FOUND

Misplaced items are placed in the Lost and Found, located behind the front desk at the school entrance.

Parents should please label all clothing, water bottles, etc. with the student's first and last names. If found items are labeled, they will be returned to the owner. Unlabeled and unclaimed articles are donated to the Uniform Exchange or given to charity at monthly intervals during the school year.

LUNCH

Student lunches are included in the tuition fee. Lunch menus are available on the school website. Parents and other family members are invited to join children for lunch for a \$8.00 fee. Lunch tickets may be purchased at the school reception desk in the Jones Lobby.

PK3 and PK4 students are served lunch from the school cafeteria in their rooms. Students are served family style. Lunch fees are included in annual tuition fee.

Students may bring lunches from home, but the routine delivery of food from restaurants is highly discouraged. If parents join their child(ren) at the designated guest tables and bring outside food, it must be for their child(ren) only.

Dining Procedures

Courtesy and good table manners are expected. Teachers review lunchroom procedures with students at the beginning of the school year. Students are not permitted to bring soda, caffeinated, or sugar-rich drinks on campus (excluding sporting events, dances, or other after-school events). Students with lunch duty will begin cleanup three to five minutes before the official end of lunch to ensure timely arrival to their next class.

OUTDOOR SCHOOL

Outdoor School is an additional learning opportunity for 4th-8th grade students. Classes spend three days off-site (one day for 4th grade students) in fellowship with their peers while learning about nature, themselves, and God. Students participate in activities designed to teach problem solving skills and build cohesion. Details about this event are shared with families in the weeks leading up to the event.

SCHOOL CLOSING DUE TO INCLEMENT WEATHER

Should weather conditions make it necessary for the school to close, such closing or delays in starting time will be announced via email, push notification, and local radio. Information about delayed starts and school closings will also be posted on the school website by 6:00 a.m. We will also follow any weather closures made by Alamo Heights ISD.

SNACKS

Snack schedules and procedures vary by grade level. The school provides snacks for PK3 – Kindergarten students. For special snacks, birthdays, and/or other special occasions, please consult with your classroom teacher regarding potential food allergies.

STUDENT VOICE

Student Voice is a leadership organization within the school comprised of student representatives from the 6th – 8th grades. Student Voice officers are elected by 5th, 6th, and 7th grade students in May, and grade level representatives' elections are held in August. All students are invited to run for office. Student Voice representatives are expected to exhibit our espoused values of scholarship, citizenship, and leadership.

TECHNOLOGY

Computer and Internet Usage - Terms and Conditions

1. **Responsible Use** - The purpose of using technology in our school is to support research and education by providing access to unique resources and the opportunity for collaborative work. The use of school computers and Internet service must be consistent with the educational objectives of St. Luke's Episcopal School and must comply with the rules of the organization. Transmission of any material in violation of school policy or any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets. Use for commercial or political activities or any use not related to St. Luke's Episcopal School is prohibited.
2. **Privileges** - The use of the Internet is a privilege, not a right, and inappropriate use may result in suspension or cancellation of those privileges. The system administrators will deem what is inappropriate use. Also, the system administrators may restrict Internet usage

of a specific user at any time as required. Completion of the work missed due to cancellation of Internet privileges by the school is the sole responsibility of the student. Late work is not excused when due to the cancellation of Internet privileges. Student access to the internet on school computers is turned off from 12:00 a.m.-6:00 a.m.

3. Damages/Liability- Users will be responsible for compensating the school for any losses, costs or damages incurred due to negligence or mistreatment of school computing equipment, including the cost of investigating such action. The school assumes no responsibility for any unauthorized charges or costs incurred by users while using school computers, devices, or the school network.
4. Network Etiquette - Users are expected to abide by the generally accepted rules of network etiquette including but not limited to behavior guided by the St. Luke's Way. These include but are not limited to the following:
 - A. Be polite. Never write abusive messages to others.
 - B. Use of appropriate language is required at all times.
 - C. Do not give out private information, personal addresses and phone numbers, or school address and phone number.
 - D. Note that email is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities.
 - E. The use of the network in a way that disrupts other users is prohibited.
 - F. All communication and information accessible via the network should be assumed to be private property.
 - G. Chat rooms are prohibited except in classroom-approved settings.
5. Warranties - St. Luke's makes no warranties of any kind, whether expressed or implied, for the service provided. St. Luke's will not be responsible for any damages suffered. This includes but is not limited to loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence and error or omissions of the user. Use of any information obtained via the Internet is at the user's own risk.
6. Securities - Security on any computer system is a high priority, especially when the system involves many users. Users are encouraged to identify security problems on the network and report them to the system administrator. Users will not demonstrate the problem to other users. Under no conditions should users provide passwords to another person or attempt to log on to the Internet as another person.
7. Vandalism - Any malicious attempt to harm or destroy the school's software or hardware, the data of another user, the Internet, or any agency connected to the Internet is prohibited. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, or changing online materials without permission.

8. Personal software - No software may be installed on any school computer without express permission of the school administration. Under no circumstances should a student copy software belonging to the school.
9. Filters - Filtering software is in use on all computers with access to the Internet. Although this software blocks or filters access to visual depictions or language that is obscene, pornographic or otherwise inappropriate, it is understood that there may be times when such material is not "caught". St. Luke's faculty and staff will, to the best of their ability, monitor students' use of the Internet in school and will take all reasonable measures to prevent access to inappropriate material on the Internet and World Wide Web.
10. Public Disclosures - Personal information such as complete names, addresses, telephone numbers, and identifiable photos should remain confidential when communicating on the system. No user may disclose, use, or disseminate personal identification information without authorization. Students encountering information or messages they deem dangerous or inappropriate on the web or when using electronic mail or direct communications should notify their teacher or other adult staff immediately. Chat rooms and direct electronic communications (Instant Message services) are not permitted on school networks unless expressly authorized.

Younger students and parents should be aware of this policy even though they do not take St. Luke's computers to their homes. Regardless of student age, violations of this policy may lead to serious consequences, including loss of use privileges.

VISITORS

Parents and friends of the school are welcome to visit St. Luke's. As part of our security plan, all visitors must enter at the Jones Lobby entrance, check in at our front desk, and obtain a visitor's badge from the school office. The visitor's badge must be worn at all times while on campus. If the visitor is not recognized by school personnel, the school will call the family to verify. The school also reserves the right to make copies of any visitor's driver's license.

PARENT COMMITMENT

ADHERENCE TO SCHOOL RULES

The school expects parents to adhere to the policies, standards, and guidelines in this handbook. In signing an enrollment agreement, parents acknowledge that failure to abide by school policies may result in the termination of their child(ren)'s enrollment and the forfeiture of any tuition or fees paid.

The School may take all action necessary to ensure the operation of the School in all matters as it may apply to the Student. A positive and constructive relationship between the School and Parent or other adults interacting with the School and/or School community by virtue of their relationship with the Student is essential to the mission of the School. Thus, if the behavior, communication, or interaction on or off campus (including during School-sponsored events) of Parent or other adults interacting with the School and/or School community by virtue of their relationship with the Student is disruptive, intimidating, overly aggressive, or reflects a loss of confidence or serious disagreement with the School, including but not limited to disagreement with its policies, procedures, responsibilities, personnel, leadership or standards, or imperils accomplishment of its educational purpose or program, Parent understands and agrees that the School has the right to dismiss the Student and/or the Student's family from the School community. In addition, Parent understands and agrees that the School has the right to place restrictions on that party's involvement with or activity at the School, on School property, or at School-related events if the party engages in behavior that the School determines in its sole discretion to warrant such a restriction.

CAR SAFETY

Your child(ren)'s safety is our top priority. Texas state law prohibits the use of "all handheld devices in school zones," and we strongly encourage all individuals picking up children to remain off of both handheld and Bluetooth electronic equipment in our carpool area.

We request that parents stay in their cars at the carpool line. Faculty on duty will help the children out of their car seats.

All students must wear proper safety equipment (seat belts, booster seats, and car seats) while in a moving vehicle.

CHANGE OF CONTACT INFORMATION

It is imperative for St. Luke's to have your family's most current contact information on file. If you have a change in telephone number, home address, or email address, please email Linda Barron (lbarron@sles-sa.org) with current information as promptly as possible.

CHARITABLE GIVING

As with all independent schools, tuition does not cover the full cost of a St. Luke's education. The school relies on charitable contributions from current parents, grandparents, faculty and staff, alumni, alumni parents, foundations and organizations to bridge the financial gap and to keep tuition within the reach of as many families as possible. St. Luke's is a 501(c)(3) not-for-profit organization, and donations to the school are tax-deductible to the full extent of the law. The Director of Development administers a program to raise needed funds to deliver a cutting-edge education to each student.

Our development program raises funds through a combination of unrestricted donations, special events, and funds restricted to specific programs. The most important and first priority for each family's philanthropic dollars is The St. Luke's Fund. This perpetual fund is the major source of annual unrestricted giving and provides the greatest impact on the education of all children in the school.

One special event, Kaleidoscope, raises funds that are important to St. Luke's. Kaleidoscope is a fundraiser and friend-raiser that supports the general operating budget..

The St. Luke's Permanent Endowment Fund (PEF) is managed by a separate entity. The John E. Newman Memorial Endowment for Education supports professional development for teachers, staff, trustees, and even volunteers as they work and volunteer in support of the school. In addition, bequests from the Estates of Dorothy "Fritzi" Abbot and Maxine S. Thom support literacy, financial aid and general operating expenses. The PEF also manages The John R. Foster Service Scholarship Fund. Donations can be restricted to the PEF.

All gifts positively impact the school's ability to deliver the highest standard of education to St. Luke's scholars, citizens, and leaders and are deeply appreciated.

CONFIDENTIALITY

Family business is often personal and the school allows students and families to work through personal, disciplinary, or financial issues with the expectation of privacy. School administration will not, under any circumstances, disclose personal, disciplinary, or financial information about our families to individuals in the school, to third parties, or to other families. We appreciate parental cooperation in being similarly discreet if/when situations arise.

CUSTODY STATEMENT

St. Luke's requires current information regarding custodial rights and educational decisions as outlined in court documents for children with multiple households. Custodial records are kept confidential and remain in a locked file in the school office.

According to Texas Family Code 153.073, being awarded conservatorship of a child does not, by itself, interfere with the right of any other conservator to receive information related to the education of the child, to consult with school officials concerning the child's welfare and education

status, to attend school activities, or to be designated on the child's records as a person to be notified in case of emergency. These rights may only be modified by court order.

Financial Obligations

Parents are expected to pay all tuition, fees, and charges in a timely manner. The school will withhold report cards and/or transcripts until all financial obligations have been met and all library books have been returned. Students may re-enroll only when all financial obligations are met.

FUNDRAISING FOR OTHER ORGANIZATIONS

Requests from parents or students to conduct third party fundraising operations must be cleared through the Assistant Head of School.

PETS

Pets are not permitted on St. Luke's campus. Some of our community members have fears and/or allergies to certain animals, and we are committed to being a place where all in our community feel safe.

Pets are allowed to accompany families to and from school if they remain in a personal vehicle, but no pet should be walking on or off a leash near or inside campus buildings.

Exceptions to this policy include service animals and Blessing of the Pets.

TOILET TRAINING

All students (starting in PK3) are expected to be toilet trained prior to the start of school. A child is considered toilet trained when he or she uses the toilet independently, without being reminded to do so at regular intervals. If a student shows signs of not being toilet trained, parents may be asked to complete the toilet training process at home before returning to school.

COMMUNICATION IN THE SCHOOL

CONFERENCES

Conferences are held in early October and January for all levels. Parents will receive notice about conferences and instructions on how to select a conference period two to three weeks prior to conference day. At a minimum, conferences are held between a teacher and a student's parents. Adults will have the prerogative to have a private discussion at the end of a conference, but we encourage appropriate student participation and input from an early age. Intermediate and middle level students are required to attend their conferences.

PARENT-TEACHER COMMUNICATION

Communication between teachers and families is essential to the maintenance of our partnership, and St. Luke's teachers and advisors will communicate with families on a regular basis. When a parent contacts a school employee during the school week, the parent can expect to receive a reply within 24 hours. **St. Luke's administration respectfully asks that parents refrain from contacting faculty members via text message or calls to their personal phones.**

Classroom teachers will utilize the Seesaw program to allow parents to enjoy an inside look into the class. Videos, photos, and assignments will be posted routinely to allow parents to see what their students are experiencing and producing in the classroom.

PARENTSWEB AND STUDENTWEB

ParentsWeb serves as a resource and communication tool for the school's parents. This portal, accessible via a link in the upper right corner of the school website, keeps parents up-to-date on their children's grades, assignments, schedules, and report cards. Through the website and ParentsWeb, families can also view academic and school calendars. Also during the summer parents may request to submit or update directory, emergency, or health information for students.

The StudentWeb portal serves as a resource and communication tool for St. Luke's students. It is a valuable tool for the school to keep students up-to-date on their grades, assignments, schedules and report cards.

ROLES OF PARENTS, ADMINISTRATORS, AND THE BOARD

The partnership between school and parents functions best when the distinct roles of the Board, administrators, and parents are clearly articulated and maintained. A parent's role is to support the school by bringing children to school "ready to learn" (well-rested, nourished, and on-time), upholding school policies, volunteering, and participating in philanthropy. The role of the Administrative Team is the day-to-day management of the school, including decisions about curriculum and personnel. The Board's role is to preserve the school's mission, to set its strategic direction, to oversee finances, and to hire and evaluate the Head of School.

TEACHER REQUESTS

St. Luke's administration is responsible for the finalizing of class lists. The primary goal of this process is to create well-balanced groups and consider the relative strengths and needs of the individual students in each class. Therefore, St. Luke's does not accept requests for teachers. If you have specific information regarding your child(ren) that will help us understand his/her strengths and/or needs, we take this information into account when placing your child(ren) for the following year.

ROLES OF TEACHERS AND ADVISORS (INTERMEDIATE AND MIDDLE LEVELS)

Faculty and staff at SLES serve as teachers or lead teachers/advisors, or in a dual capacity. St. Luke's students see many teachers throughout the course of a given week. This makes the lead teacher/advisor-advisee relationship very important. The roles of teacher and advisor are related, but they are marked by different responsibilities with regard to student relationships. In his/her role as a teacher, a faculty member at SLES is primarily charged with the delivery of a portion of our academic program. In this capacity, teachers are expected to model the St. Luke's Way and promote collegial interactions among the student body, but teachers are not always ideally positioned to form deep personal bonds with their 40-80 students. In the middle level, we understand that this is a significant change from an elementary model where a student will primarily work with one homeroom teacher; this reality is one of the main reasons for having a lead teacher model and advisory program.

We strongly believe that every student at SLES should have one special adult in the school who knows him or her extremely well, and our advisory program is designed to guarantee that every student has a consistent adult advocate and confidante. In his or her role as a lead teacher/ advisor, a staff member at St. Luke's makes a commitment to keep a "finger on the pulse" of each advisee. The primary responsibilities of an advisor are to know what is happening in the lives of his/her smaller group of students, to serve as an advocate for each of his/her advisees, and to serve as the primary source of communication between the school and the family in matters related to the overall experience of the student.

Ultimately, the goal of the advisory program is to provide all students with the support they need to reach their full personal and academic potential.

Advisor/Lead Teacher Communication

The primary role of an advisor or lead teacher at SLES is to provide every student with a stable adult figure who knows him or her well and who takes an active interest in his or her life. For this reason, most incoming and outgoing advisory/lead teacher communications deal with "big picture" personal and academic issues related to his/her specific students.

Parent Communication

St. Luke's parents are encouraged to seek out their lead teacher/advisor as a first point of contact with the school. When possible, we strongly encourage parents to empower their child(ren) to play an active role in this communication.

If you have a question, compliment, or concern about any of the following topics, you should communicate directly with a specific classroom teacher:

- Positive feedback about you or your child(ren)'s experience with a class and/or teacher
- A specific assignment or assessment (including the posting of assignments)
- A specific set of classroom expectations
- Grade(s) in a specific class
- Thoughts about how your child is performing and/or behaving in a specific class
- Tips and advice for success in a specific class
- Clarification on disciplinary action taken in a specific class

If you have a question, compliment, or concern about any of these topics, you should communicate directly with your child's advisor or lead teacher:

- Positive feedback about you or your child's experience with advisory
- Feedback on your child(ren)'s general disposition, social connectedness, and/or overall academic performance
- Information about events in your child(ren)'s life outside of the school that may have an impact on his/her attitude, behavior, and/or general disposition
- A desire to have a meeting with multiple classroom teachers
- Feedback about your child(ren)'s overall experience at SLES

For questions, compliments, or concerns about any of these topics, you should communicate directly with the Assistant Head of School:

- Positive experiences you are having with a specific teacher and/or advisor
- Serious discipline and/or honor scenarios
- Unresolved communications/interactions with classroom teachers or advisors
- Level-specific programming
- Assembly, scheduling, lockers, curriculum, etc.
- Grade-specific events
- Dances, parties, etc.
- Service learning activities and/or opportunities
- Confidential topics or issues related to your child(ren)'s physical, mental, and/or emotional well-being
- Complimentary or constructive thoughts about level-specific programming or functions

Student Communication

If students have questions, compliments, or concerns about any of the following topics, they should communicate directly with the teacher of the class:

- A specific incident that occurred in a class
- Expectations, due dates, or clarification on course assignments

- Studying practices or strategies for a specific class
- A grade on a test, project, paper, or any other piece of work submitted for grading
- A classmate who is distracting or bothering him/her in a specific class
- Questions or concerns about a group assignment

If students have questions, compliments, or concerns about any of the following topics, they should communicate their thoughts directly to their advisor or lead teacher:

- Questions or advice about schedules, including elective course selection
- Feeling sad or discouraged or need to talk to someone about thoughts and feelings
- Having a great day and want someone to give you a high-five
- Frustration that performance is not meeting personal expectations and/or effort level
- Advice about how to talk to a teacher/adult
 - This can include asking advisors to facilitate conversations with other adults
- Advice about how to resolve conflicts with peers
- Questions about school rules

If students have questions, compliments, or concerns about any of the following topics, they should communicate their thoughts directly to the Assistant Head of School:

- Highly confidential matters
- Service learning activities and/or opportunities
- Evidence of a classmate violating the Honor Code
- Assembly
- Special events

DISCIPLINE

GUIDING PRINCIPLES

St. Luke's offers students a high quality education in a safe, healthy and supportive environment where students are asked to make responsible, moral choices. To accomplish this, *we insist that our students respect the dignity, rights, beliefs and property of all members of the St. Luke's community.*

The school expects the full cooperation of parents/guardians in all aspects of the student's educational life at St. Luke's.

Students will be apprised of the behavioral expectations required to function successfully in their classrooms. To this end, students, teachers, and administrators work together to create and sustain specific expectations. Expectations and consequences will be posted in each room so students can refer to them when necessary.

The majority of disciplinary action takes place in the classroom. When a student's behavior is disruptive to the class, the teacher will address the situation with immediacy and with the appropriate level of response. Consequences will be developmentally appropriate and include minor consequences like loss of privileges, or more serious consequences like in-school suspension or dismissal from the school. In certain situations, school administration may require professional counseling for a student to remain eligible for reenrollment.

Responsibilities of Students

As members of the St. Luke's community, students are expected to live by the St. Luke's Way. Student responsibilities for achieving a positive and productive learning environment at school and at school-related activities include:

1. Displaying respect for themselves and others
2. Following school rules
3. Respecting the school and church facility
4. Attending all classes daily and on time
5. Being prepared for each class with appropriate materials and assignments
6. Being properly attired

Responsibilities of Teachers

Teachers are also expected to model the St. Luke's Way. Specific responsibilities of teachers for achieving a positive and productive learning environment at school or at school-related activities include:

1. Actively supporting the philosophy and mission statement of the school
2. Setting the stage for good student discipline by being in regular attendance and punctual

3. Maintaining an orderly classroom atmosphere conducive to learning
4. Establishing rapport and an effective working relationship with parents, students and other staff members
5. Using discipline techniques recognized in the below sections

BULLYING

St. Luke's takes allegations of bullying very seriously. At times, students may exhibit aggressive or inappropriate behaviors that are contrary to the St. Luke's Way, but that do not necessarily constitute bullying. St. Luke's defines bullying as a set of behaviors or actions that are:

- Unwanted and/or aggressive,
- Involve a real or perceived power imbalance, AND
- Are repeated over time or have the potential to be repeated over time

Bullying includes actions such as making threats, spreading rumors, physical or verbal attacks, and purposeful exclusion. In the event that you and/or your child believe that these behaviors are occurring, it is imperative that you bring this to the Assistant Head of School's attention immediately. It is at the discretion of the school administration to make a final judgment regarding consequences.

BITING (EARLY CHILDHOOD)

Biting is a typical behavior exhibited by toddlers. Yet, it is not uncommon for 3 and/or 4 years olds to have a biting incident. All biting incidents on school grounds will be communicated via phone call to the parents of all children involved. Should the biting continue, parents will meet with the Assistant Head of School to discuss outside resources. The goal is to help the family determine what triggers the behavior and seek ways to ensure that the behavior does not continue at school.

EARLY CHILDHOOD LEVEL

Responses to inappropriate student actions or behaviors in the early childhood level will be addressed as follows:

1. The student will be redirected by the teacher and/or moved to another place in the classroom.
2. The teacher and student will have a private discussion. The teacher will email the parents explaining the child's choice in behavior. A copy of the email will also be sent to the Assistant Head of School.
3. If a student is sent to meet with the Assistant Head of School, parents will receive a phone call from both child and Assistant Head of School.
4. Should actions or behaviors continue, the Assistant Head of School will meet with parents and child to discuss future options.

ELEMENTARY, INTERMEDIATE, AND MIDDLE LEVEL

Responses to inappropriate student actions or behaviors in the elementary, and intermediate middle level will be addressed as follows:

Phase 1: (between the student, teacher, and Discipline Coordinator)

1. The student will be redirected by the teacher. This could involve moving the student to another seat in class, calling attention to the behavior, standing near the disruptive student, and/or making eye contact.
2. The teacher will have a private, one-on-one conversation with the student about his or her behavior.
3. The student will sign the discipline book in the class where the inappropriate behavior continues to occur.
4. The teacher will refer the student to the Discipline Coordinator for assignment to lunch detentions. (maximum of 3 lunch detentions in a school year)

Phase 2: (between the student, parent, teacher, and Discipline Coordinator)

5. The teacher will refer the student to the Discipline Coordinator where the parents are contacted, a behavior contract is put in place, and an assignment to morning and after school detention is given. (maximum of 3 detentions in a school year)

Phase 3: (between the student, parent, teacher, Discipline Coordinator, and Assistant Head of School)

6. The teacher will refer the student to the Discipline Coordinator for a meeting with parents and the Assistant Head of School. At this time, ISS will be assigned. (maximum of 2 ISS days in a school year)

Phase 4: (between the student, parent, teacher, Discipline Coordinator, Assistant Head of School, and Head of School)

7. The teacher will refer the student to the Discipline Coordinator for a meeting with parents, Assistant Head of School, and Head of School. At this time it will be determined if another educational environment would be better for the student.

Lunch Detention

Students serving lunch detentions will be required to spend their lunch period separated from their peers in the Discipline Coordinator's room. They will participate in an activity to reflect and react to their behaviors and consequences.

In-School Suspension (ISS)

ISS is assigned to students who persistently disregard classroom rules or other violations of school policies. Students who are serving an ISS will not be allowed to attend co-

curricular events, including athletic practices and games. Students are responsible for bringing schoolwork or reading to ISS. Students will NOT be allowed to access their lockers during the day. Eating except at lunchtime, which is served in ISS, sleeping and talking are not permitted. Cell phones are not allowed.

SERIOUS OFFENSES

The following actions will result in immediate referral to the Assistant Head of School and Head of School and may be cause for separation from the school. If he or she deems it necessary, the Head of School reserves the right to assign a consequence other than dismissal that may not be listed in the sections above.

- Assault on a fellow student or a member of the faculty/staff
- Possession of a firearm or weapon
- Distribution of and/or possession of drugs or alcohol
- Under the influence of drugs or alcohol

HEALTH AND WELLNESS

CLINIC & MEDICATIONS

Clinic

The St. Luke's Clinic is committed to using evidence-based best practices to promote student health and academic success. The clinic provides basic medical care, including first aid, medication administration and care coordination in chronic disease case management. These

roles are executed by our school nurse and other designated staff to create a healthy and safe school environment, while collaboratively communicating with parents, teachers and staff. Additionally, the clinic will be responsible for planning and executing preventive health and wellness lessons to complement classroom instruction.

Parents will be notified by telephone in all cases of serious injury or illness. Parents will be asked to pick up their child as quickly as possible if the child is ill and unable to remain at school.

Fever

Students with a supposed fever will have their temperature checked in the school clinic. If their measured temperature is elevated, we will wait 15 minutes and check again. Any student presenting with a temperature over 100 degrees F must be picked up from school as quickly as possible.

To aid in preventing the spread of sickness in the school, any student sent or kept home due to fever cannot return to school until he or she has been fever-free for 24 hours without the use of fever-reducing medications.

Medications

Medications (prescription or over-the-counter) must be stored with and administered by the school. All medications will be kept in the school clinic or with school chaperones during field trips (including Outdoor School). Children are not permitted to carry their own medications for self-administration while under school supervision.

- All medication is to be brought to and kept in the clinic.
- All prescription medications must be provided by the parent in original containers and must be accompanied by a signed medication form. Medication will be administered only in accordance with label directions and if a medication form is on file in the school clinic.
- Any change in prescription dosage requires documentation from the student's physician, and the parent must update the school's medication form in the secure Magnus Health Portal in RENWEB.
- New for the 2018-19 school year, the St. Luke's Clinic will be able to administer over-the-counter medications, provided by the school. If you would like to grant permission for your child to receive these medications, please select the applicable medications and electronically sign the form through our secure Magnus Health Portal in RENWEB.

IMMUNIZATION

Up-to-date immunization records are required for all students prior to the first day of school. Please submit the student's immunization form through our secure Magnus Health Portal in RENWEB, outlining the month, day and year of each vaccine administered by the physician.

The school's policy follows the requirements set forth by the Texas State Board of Health. The 2018-19 Texas Minimum State Vaccine Requirements for Students in Grades K-12 and for Students in Pre-Kindergarten Facilities can be found on the Department of State Health Services (DHS) Immunization website at www.ImmunizeTexas.com. Thank you for your dedication to keeping SLES students healthy and well.

Families with children who are not fully immunized according to Texas State Law must submit a signed copy of the St. Luke's Immunization Exemption Agreement prior to the first day of school. For more information about the exemption, contact the school nurse.

Effective June 1, 2020

Every student enrolled in St. Luke's Episcopal School shall be immunized against vaccine-preventable diseases in accordance with the immunization schedule adopted by the Texas Department of State Health Services.

Attendance at St. Luke's Episcopal School is contingent on students being current on all required immunizations. Prior to the first day of school, all students must present a valid written evidence from their treating physician (M.D. or D.O.), reflecting that all required immunizations have been received.

The only exception to the foregoing requirement is a medical exemption signed by the student's treating physician (M.D. or D.O.). All students requesting a medical exemption must provide valid written evidence reflecting the medical basis for the requested exemption. The affidavit for health reasons is only valid for one year at a time.

St. Luke's Episcopal School does not consider conscience-based exemptions.

Please contact the Health Office at 210.492.3553 if you have any questions.

Statement from the Texas Attorney General

"Conscientious objections or waivers, which may be permissible for attendance in public schools, do not qualify as an exemption in Private Schools. A private school that does not accept state funds is not required to accept for enrollment a child who has received an exemption for the immunizations required by the Texas Health and Safety Code.(Atty. Gen. OP GA – 0420)."