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## **ACADEMIC PROGRESS REPORTING**

Report cards are issued every nine weeks. All report cards should be reviewed by the student and parent/guardian. Report card envelopes must be signed by the parent/guardian and returned to the homeroom teacher.

Progress reports are issued midway through each grading period. These reports reflect the student's current standing in each subject. The progress report slip must be signed by the parent/guardian and returned promptly to the homeroom teacher. Watch your monthly calendar for the dates when these reports will be sent home.

Teacher will periodically send test papers and other work home for parents to review, sign and return in the Thursday Folder. Students are responsible for giving these papers to parents and returning them the next day. Parents are responsible for checking with their student each week for this folder.

## **GRADING SCALE**

Kindergarten Achievement Code:

- M Mastered
- P Progressing
- N Needs Improvement
- Blank Not Applicable at this time

Grades One and Two Achievement and Conduct Codes:

- E Excellent
- G Good
- S Satisfactory
- N Needs Improvement

Grades Three, Four, Five, Six, Seven and Eight Achievement and Conduct Codes:

A+	100, 99	A	98, 97, 96	A-	95, 94
B+	93, 92, 91	B	90, 89, 88	B-	87, 86, 85
C+	84, 83, 82	C	81, 80, 79	C-	78, 77, 76
D+	75, 74	D	73, 72	D-	71, 70
F	69 and Below				

## **HONOR ROLL**

The High Honor Roll  
All grades 94 or Higher.

The Honor Roll  
Grades 85 or higher.

Honor Roll begins in 4<sup>th</sup> Grade.

Students who maintain a High Honor Roll status for each quarter will receive a High Honor Roll medal for academic excellence at the end of the year. Students who maintain an Honor Roll status for each quarter will receive an Honor Roll medal for academic excellence at the end of the year. Students who have a combination of High Honor Roll and Honor Roll status for all the quarters of the year will receive an Honor Roll for academic excellence at the end of the year.

A "D" in conduct in any subject will disqualify a student from being on the Honor Rolls. Certificates of achievement in scholarship and other forms of recognition are presented to deserving students at the end of the school year.

## **HOMEWORK**

Through regular homework, students review and drill material presented in class, memorize important information, read ahead in preparation for upcoming class and extend to new applications the concepts learned on class. Teachers will assign the type and amount of homework each deems appropriate for each subject matter. The length of time it takes to complete an assignment will vary from student to student. All students are expected to complete and turn in homework assignments timely. Students will record home assignments in their homework book. Parents should check this book for daily assignments, upcoming projects and tests. Students are responsible to check with teachers for assignments missed due to illness or excused absence.

## **TESTS**

Students will be tested periodically. Lower School Teachers generally try to schedule no more than two major tests on the same day. Middle School Teachers will assign tests at their discretion. Multiple tests in one day are a possibility so daily preparation is advisable. Students must arrange with the teacher to make up any test that the student may have missed due to illness or excused absence.

## **ACCEPTABLE USE OF COMPUTER TECHNOLOGY**

Access to the Internet by the students over the School's facilities is a privilege subject to revocation for violation of the following policy. The School requires that all students exercise reasonable and moral judgment in the use of the Internet connection available

through the School. Attached in the Addendum to this Handbook is a sample of the written agreement that must be executed by each student and at least one of the student's parents as a condition for using the Internet at the School. The failure to comply with the foregoing acceptable use policy can result in the suspension of Internet privileges, suspension or expulsion of student.

### **Appropriate Use**

The computer network at St. Philip School is to be used for authorized, educational purposes. Students are not to send or retrieve e-mail messages on the School's network. The School also prohibits the use of the Internet as well as all computers on the School network for all illegal activities, including but not limited to the transmission of threatening or obscene material

### **Plagiarism and Copyright Infringement**

Students will follow the guidelines for the citation of Internet resources and will adhere to established legal and ethical rules regulating the use, copying, and distribution of copyrighted material.

### **System Security**

Students are allowed to access only those elements of the network designed for their use. Students will not intentionally damage or alter shared system resources, including but not limited to files, settings, and passwords. Nor will they copy, distribute, or install software without the proper authorization.

### **Responsibility**

Students are expected to abide by the Acceptable Use Policy. St. Philip reserves the right to inspect, delete, and otherwise take appropriate actions to protect the integrity of the network and to ensure its proper use.

## **COMMUNICATION: PARENT/TEACHER/ADMINISTRATION**

### **Administration**

All administrative duties are handled through the office of the Principal with the approval and permission of the Pastor. Any business pertaining to teachers or students, to scholastic programs, or the like also originates in these offices. All messages for students or teachers are left in the school office. All visitors, including parents, must report to the School office and sign in before walking through the School. No one may enter or disturb any classroom for any reason during School hours without the permission of the Principal. This is essential for the safety of our students. It also insures that classroom instruction is not interrupted. Former students, although welcome to visit, must call the Principal several days ahead to schedule a date and should not plan to spend the entire day.

## **Parent/Teacher Conferences**

Parent/Teacher conferences are held to help the parents and teachers work together for the child's well being. Conferences are scheduled for all parents at least twice during the year – Fall and Spring. Other conferences may be arranged between the parents and teachers.

Conferences requested by parents with teachers are made by appointment through the office or through notes in advance to the teacher. This advance notice allows for scheduling and confirmation of the appointment. Teacher should not be contacted at home concerning School matters. It is expected that parents and teacher discuss School matters only with the parties involved or with the Principal.

Notes sent to School, for teachers or the Principal, should be in sealed envelopes.

The School attempts to meet the needs of each student; however some psychological, emotional, and educational needs require special attention. When recommendations concerning special needs are given by the teacher/Principal, parents are expected to follow these recommendations.

## **RETENTION (revised May, 2003)**

Retention should be used with caution and only after careful consideration.

The following policy is designed to identify a student's learning needs for academic success:

- At any time during the school year and preferably before the end of the first quarter, when a student is identified as being unsuccessful in his/her core subjects according to established indicators (academic performance, attendance records, observed relationship with faculty, staff, peers, etc.) the following steps will be taken:
- A Child Study Team will be formed. The team will be composed of the principal, parent(s)/guardian, core classroom teachers, school counselor, and other teachers as deemed necessary. Where possible, the team will also include a learning specialist, social worker and/or others involved in the child's education.
- The team will:
  1. Gather pertinent data. The data will include all factors and circumstances that influence student performance and well-being.
  2. Recommend psychological and other testing when appropriate.
  3. Consider all alternatives to grade-level retention.

4. Develop an Intervention Plan to identify a student's learning needs. The team will develop a series of expectations and appropriate instructional strategies for the student. The team will monitor progress to ensure the plan is effective, individualized, and adjusted as needed.
  5. Benchmark and document the student's progress at least every six (6) weeks after implementation of the Intervention Plan.
  6. Recommend no later than one (1) week after the completion of the third quarter of the school year an:
    - IPP - Individual Promotion Plan with Modification
    - IRP – Individual Retention Plan with Modification
- The decision to retain rests with the school principal. This decision will be forwarded to the parents/guardians and the Director of Schools. A copy of the decision will be retained in the student's cumulative file.

## **GRIEVANCE PROCEDURE**

A lack of proper communication is the basis for most problems between individuals. As problems develop, it is best to contact the person closest to the situation first. The following steps should be taken:

1. Parents are to consult with the respective teacher concerning any problems that may have come up in class.
2. Parents may consult with the Principal, a mutually agreed plan should be formatted.
3. After reasonable attempts have been made to resolve the problem with the principal, the parent may request to meet with the pastor.