



Parent Handbook

2026–2027

St. Patrick's Episcopal Day School



ABOUT THIS HANDBOOK

This handbook is the Day School's latest version. It supersedes all previously-issued handbooks, manuals, and inconsistent verbal or written policies or statements about policies. The Day School reserves the right to change, modify, delete, or add to this handbook, including any of the policies contained in it, at any time, with or without notice. All such changes, modifications, deletions, or additions will be made in writing. No oral statement or communication may change any provision of this manual. The School reserves and maintains the right to implement and interpret all of its policies, including those set out in this manual, as it deems appropriate.

STATEMENT OF NON-DISCRIMINATION

In accordance with applicable laws and in the interest of being an effective, equitable, just, and inclusive community, St. Patrick's Episcopal Day School does not discriminate on the basis of race, color, national origin, religion, creed, gender or gender expression, sexual orientation, family status, economic status, age, or physical disability in the administration of its admission policies, financial aid programs, educational policies and programs, or other School-sponsored programs and activities, or in the hiring and terms of employment of faculty and staff. As an Episcopal parish day school, St. Patrick's gives special consideration in the admission process to active members of St. Patrick's Episcopal Church.



Dear Day School Families:

We offer this 2026-2027 Parent Handbook so that you have available, in one place, a range of information concerning the Day School community and our operating policies, procedures, and programs.

One document cannot adequately reflect the programmatic complexity of a dynamic institution. Like every thoughtful community, we rely on certain fundamental expectations to maintain a safe, productive, and joy-filled learning environment. This document outlines those expectations that we undertake together.

From time to time, supplemental information may be issued regarding updated procedures and policies in response to emergent needs. Information found here serves as only one means of communication. You may access this handbook, up-to-date calendars, and various forms online through the Parent Zone.

If you have any questions on how to update or access your family's contact information, please contact the Help Desk at help@stpatsdc.org.

We begin our 70th academic year from a place of remarkable strength—energized by beloved traditions, the promise of new opportunities, and the infinite value each member of our community brings. We are honored to share this special place with each of you.

Warmly,

Jalene Spain Thomas
Head of School

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INTRODUCTION

This Handbook provides detailed information about St. Patrick's Episcopal Day School ("the School"), including summaries of school policies, practices, academics, activities, and goals.

Please take the time to carefully review this Handbook, including reviewing relevant portions with your child(ren). It is important that families understand the School's expectations and policies, and that families know to whom they can direct their questions or concerns. Parents are expected to know and understand all information in this Handbook, as well as any information or regulations issued by the Day School.

Please understand that this Parent Handbook is intended only to highlight current policies, practices, and procedures. The policies and procedures set forth herein are intended as general guidelines—specific situations may call for handling a matter in a manner different from that described herein, depending upon the particular facts and nature of the situation. However, it would be nearly impossible to review every element of every policy, or every possible scenario and outcome. Rather, this Parent Handbook serves as a series of policy summaries to keep your family better informed.

The Parent Handbook is not intended to be a legal contract of any kind. In addition, circumstances will require that the policies, practices, and procedures described in the Parent Handbook may change from time to time. St. Patrick's reserves the right to modify or change any or all such policies, practices, and procedures in whole or in part, at any time, with or without notice.

St. Patrick's will make every attempt to give timely notice of substantive changes in policy. Should events beyond the Day School's reasonable control and that occur without its fault or negligence necessitate a closure, delay, or modification of its educational programs and activities, the family's obligations as outlined in this Parent Handbook, as set forth in the Enrollment Contract, and/or as otherwise established by St. Patrick's, shall continue. St. Patrick's shall not be liable for any failure, delay, or modification of its programs or activities. St. Patrick's reserves the right to make modifications to the academic year as necessary to account for any time lost due to any closure or delay. Possible events that could necessitate closure, delay, or modification as described above include but are not limited to, acts of nature, fire, pandemic, U.S., state, or local government restrictions, wars, and insurrections.

This Parent Handbook supersedes all prior policies (whether written or oral, expressed or implied) which in any way contradict with the policies herein.

However, this document is not intended to supersede any individual written agreement between you and St. Patrick's, or any applicable law. If you find that such a conflict or discrepancy exists, please contact the Head of School. This Parent Handbook is not intended to constitute a legal contract of any kind.

The Handbook is intended for the sole use of St. Patrick's Episcopal Day School's faculty, staff, students, and their families. Commercial use of this handbook is prohibited and permission for any other use must be secured from the Head of School's Office.

STATEMENTS OF MISSION AND PHILOSOPHY

MISSION STATEMENT

St. Patrick's Episcopal Day School strives to create a diverse and inclusive learning community of students, faculty and staff, and parents who recognize the infinite value of every individual as a child of God. We are committed to developing character, advancing human understanding, and promoting academic excellence to shape engaged citizens who live with integrity, empathy, and purpose.

STATEMENT OF PHILOSOPHY

St. Patrick's Episcopal Day School educates students from Age 3 through Grade 8. Believing that all of the individuals within the St. Patrick's community—teacher and learner, adult and young person—are active, growing, and changing, we work to challenge and support them in what we understand to be a lifelong process. In particular, we strive to create an atmosphere of trust and cooperation in which to nourish each student's growth toward personal integrity and a lifetime of service.

We encourage our students to extend their fascination with the world, to gain confidence about their roles in the world, and to understand the world more fully through others. We believe that when young people first enter school, they bring with them a deep interest in the world around them, a tremendous appetite for learning, and a real need to make sense of the world in the present, characteristics that we must engage across their time with us. As their world increasingly opens up to and embraces others in the learning community, we encourage them to work collaboratively as well as independently, to take other perspectives, and to understand and value the range of difference—of race, culture, creed, age, gender, and circumstance—that enriches humanity.

We recognize that all of our students benefit from the high standards of a varied, challenging academic program that expects each individual to take increasing responsibility for meeting those standards while also helping each individual to discover and to develop his or her own unique talents. Recognizing young people's wonderful enthusiasm for pursuing what interests them, we must shape the learning process in a manner that sparks fresh interest and reveals unrecognized gifts. By varying teaching styles and activities, we honor students' diverse learning styles. We encourage habits of diligence and perseverance, believing that a positive spirit of determination and appropriate risk-taking are essential to intellectual growth. We also recognize that we need not choose between being a warm, nurturing, joyful place—where students see that they are known, respected,

and loved—and one that sets challenging standards for students' academic work, for their sense of responsibility, and for their behavior.

We dedicate ourselves to each student's moral and spiritual growth, a commitment evident in an abiding concern for the quality of our shared life in this place and for service to the wider communities of which St. Patrick's is a part. As a parish day school, our relationship with St. Patrick's Episcopal Church is a central, distinguishing feature of our school life and the foundation of the system of values we embrace. At the same time, we recognize in students, families, faculty, and staff of other faith traditions sources of great richness and strength in our community. Through the lessons and experiences of religion classes, shared worship, varied opportunities to serve others, and attention to the quality of the relationships that shape young people's school lives, we believe that students can develop for themselves the values that will guide them in their lives beyond the School. A particular benefit of an Episcopal school education is learning that we are all part of something larger than ourselves. In recognition of the many gifts and opportunities with which we are blessed, we strive to cultivate grateful hearts and habits of service among all members of our community.

We commit ourselves to promoting each student's physical development, believing that lifelong habits of fitness, health, and wellness must be established early, with the proper education and support. Recognizing that solid foundations of knowledge and skills, as well as positive attitudes, are precursors to involvement and success in physical activities, we begin formal physical education classes in PK3/PK4 and add intramural and then interscholastic athletics in our Middle School. In these classes and during less-structured recess and playground times, students have opportunities to discover the joy of movement, the challenge of acquiring mastery, and the rewards of teamwork. Classroom instruction in health, nutrition, and decision-making also contributes to each student's ability to make healthy and responsible personal decisions.

St. Patrick's Episcopal Day School and the parish that brought the School to life fulfill their sense of purpose in the acceptance, the care, and the nurture of God's children. Through our efforts within a Christian community we enable young people of all races, creeds, and cultural backgrounds to achieve wholeness in their intellectual, social, emotional, moral and spiritual, and physical lives, in the present and well into the future.

MISSION STATEMENT FOR EQUITY, DIVERSITY, AND INCLUSION

The work of equity and justice must be at the heart of an Episcopal parish day school education. St. Patrick's Episcopal Day School's determination to promote equity and justice, diversity, and inclusion proceeds from two fundamental ideas: First, that every individual has infinite value as a child of God and, second, that we come to understand the world more fully through others. As such, our community is committed to exploring, understanding, and honoring the multiplicity of human experiences and identities that enrich our lives, including differences in belief, ethnicity, race, culture, country of origin, economic background, age, family configuration, sexual orientation, gender identity and expression, and ability. It is within a diverse and inclusive community that is welcoming and safe for all participants that we are best able to develop the skills necessary to be actively engaged and to thrive in an interconnected world, to understand other perspectives, to address bias, to oppose prejudice, and to promote justice.

SCHOOL CREED

We believe that all people are created in the image of God and so we are called Children of God.

*We believe that **Honesty, Responsibility, Kindness, and Respect** are essential to caring for ourselves, other people, and the world around us.*

SCHOOL SONG

The Light of St. Patrick's

Let the light shine before us; let the light shine within.

Let the light that is St. Patrick's bring us safely home again. May its glowing warmth surround us as the shore surrounds the sea. May the light that is St. Patrick's be a light for all to see.

THE ST. PATRICK'S WOLFHOUND

St. Patrick's proudly embraces the Irish Wolfhound as its mascot. For more than 2,000 years, these noble animals—known to the ancient Celts as *Cú* ("hound")—served as fearless warriors and hunters. So highly respected were they that the title *Cú* was bestowed upon great heroes and kings as a symbol of exceptional courage, strength, and loyalty.

The Irish Wolfhound reflects many of the qualities we value as a school community. Renowned for their athleticism, intelligence, endurance, and gentle nature, they are fearless guardians who are deeply loyal to those they protect. As Joseph A. McAleenan wrote in 1920, the breed is "a giant in structure, a lamb in disposition, a lion in courage."

At St. Patrick's, the Wolfhound is more than our mascot—it represents the character we strive to cultivate in every student: strength with kindness, courage with humility, and unwavering loyalty to one another.

In Spring 2026, St. Patrick's proudly unveiled a new Wolfhound logo, created in partnership with our Middle School Logowear Club. Together, they reimagined a symbol that honors our rich heritage while reflecting the spirit of today's Wolfhounds.

Go, Wolfhounds!

VOLUNTEER LEADERSHIP

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INSTITUTIONAL ORGANIZATION

ST. PATRICK’S EPISCOPAL PARISH

St. Patrick’s Parish, founded more than 100 years ago to serve the Palisades, is one of the approximately 80 parishes in the Episcopal Diocese of Washington. The Parish relies completely on donations from parishioners and friends to fulfill God’s mission through worship, fellowship, pastoral care, Christian formation programs, and the maintenance of the property and facilities. In addition to the Day School, a ministry founded in 1956, St. Patrick’s has built a strong tradition of service to its members and neighbors. St. Patrick’s ongoing outreach endeavors include a partnership with the people of St. Etienne in Haiti, St. Philip’s Food Pantry in Anacostia, the Salvation Army Grate Patrol, So Others Might Eat (SOME), and Samaritan Ministry of Greater Washington.

The Rector and the Vestry, the representative board elected by the parishioners, share the responsibility of leading the Parish. The Episcopal Church is an inclusive faith community. Please stop by the Parish Office to learn more about parish ministries, visit stpatrickschurchdc.org, or call the church office at 202-342-2800.

DAY SCHOOL

The Day School was founded in 1956 as a parish school, operating classes at first for nursery school children in the church facilities. The addition of elementary grades began in 1967. The first Grade 6 graduated in 1974. In September 2002, St. Patrick’s completed the addition of Grades 7 and 8, and the first Grade 8 graduated in 2003.

The Day School is guided by a Board of Trustees, a standing committee of the Vestry with its own rules of organization. Chaired currently by Tiffany King P ’30, ’32, it includes representatives of the Church and Day School and current and past parents. The Board meets monthly from September through May. The Vestry and Rector delegate to the Board authority for the day-to-day operations of the School and the conduct of its business and financial affairs. The Head of the Day School is responsible for the administration of the program and policies set forth by the Board of Trustees.

The Day School and Church have separate budgets. The Day School-Church Coordinating Committee meets periodically to allocate shared costs and review other shared concerns.

CAMPUS AND FACILITIES

Early Childhood Division, Lower School, and Upper Elementary (Age 6 weeks-Grade 5) students attend school on a 5.5-acre campus, the Whitehaven Campus, comprising two parcels of land across from one another on Whitehaven Parkway, NW. On one site are the church and main Day School buildings and the younger children’s playgrounds. Across the street are the Gymnasium & Performance Center, located atop two levels of parking; the adjacent outdoor sports deck; a small playing field; and the older children’s playground. The main elementary school was built in 1977. The Early Childhood Division and current church building were completed in 1985. The three-story academic addition on the west end of the School building and the Gymnasium & Performance Center, along with an extensive renovation of existing Church and Day School space, were completed in 2001. Recent renovations have included new design and collaboration, and science labs, and redeveloped playgrounds.

Middle School (Grades 6-8) students attend classes on the MacArthur Campus at 4590 MacArthur Boulevard NW, which opened in the fall of 2017 about a half mile from the main

campus. The MacArthur Campus building features a mix of traditional and more flexible instructional spaces, including five classrooms, two science labs, a conference room, open learning clusters, a library, a music room, an art studio, and a dining room.

The 9.2-acre Foxhall Campus, a gift of the Friends of St. Patrick’s, is located a short walk from both of the other campuses just south of the intersection of Whitehaven Parkway and Foxhall Road, NW. The Foxhall Campus features St. Patrick’s regulation athletic field and a stadium with seating for 660 fans. Students use the field for physical education classes beginning in Grade 3 and for developmental and interscholastic athletics. The Day School Garden & Outdoor Learning Space, which opened in the fall of 2020, provides additional opportunities on the Foxhall Campus.

VISITORS

Visitors (including parents, childcare providers, or other family members of students) are required to comply with all of the Day School's health and safety protocols when visiting the campus. This includes but is not limited to any and all Day School buildings, fields, playgrounds, outdoor spaces, or other school property.

PARKING FOR PARENTS AND VISITORS

Whitehaven Campus

The Whitehaven Campus has three parking areas—two levels of parking beneath the Gymnasium & Performance Center, back-in diagonal spaces on the south side of upper Whitehaven Parkway, and the East Lot on the Foxhall Road end of the Church and Day School building—they are made available to different users.

Parents and visitors should park in available spaces in the East Lot or in the diagonal spaces (although the diagonal spaces closest to the School are specifically designated for faculty and staff with very young children, admission visitors, and two Auction bidders). Placing your carpool card on the dashboard will help identify your vehicle as a St. Patrick's car. Faculty and staff also use the diagonal spaces. All spaces in the gymnasium parking facility are assigned to members of faculty and staff. Parents should not seek spaces in the gymnasium facility except on certain special-event days. On those occasions, spaces will be set aside for parents and other visitors, and announcements regarding parking plans will appear in the weekly email newsletter, *HoundsTruth*.

Parking is also available across from the Whitehaven Campus on George Washington University's Mount Vernon Campus in their parking garage. The District restricts parking along the north side of Whitehaven Parkway between Foxhall Road and the gymnasium during school hours. Two-hour parking is available, but limited, on the north side of lower Whitehaven Parkway.

There is no parking in the School driveway, which is a fire lane. Parents who will be in the building briefly—to drop something off or to pick up a child, but not for a conference or any other purpose that could become more than a few minutes—should pull their car forward, as close to the top of the driveway as possible, and not leave it unattended for any period of time.

The back-in diagonal spaces on lower Whitehaven Parkway, adjacent to the Lab School, are for the use of faculty and staff of, and visitors to, that school and should not be used by members of the St. Patrick's community.

MacArthur Campus

All parents and other visitors to the MacArthur Campus must park in one of the building's two parking lots: The front parking lot, accessible from MacArthur Boulevard, or the rear parking lot, accessible from Elliott Place at permitted times or from the public alley. Even if all parking spaces are filled, please pull all the way into one of the lots and let the MacArthur Campus receptionist know that you have blocked someone in. We have pledged to contain our parking on a day-to-day basis in these parking lots. **Under no circumstances may a parent or other visitor park on MacArthur Boulevard, Elliott Place, Green Place, Clark Place, Q Street, or Potomac Avenue, whether in a legal space or not.**

Foxhall Campus

There is limited parking available at the athletic field on the Foxhall Campus. Therefore, parents and other visitors should plan to park in our diagonal spaces on upper Whitehaven Parkway and enjoy the short walk to the field. **Under no circumstances should anyone going to the Foxhall Campus field park in any of the neighborhoods adjacent to the field, including Colony Hill (Hoban Road and nearby streets), 1801 Foxhall, and Phillips Park.**

ACCESSING SCHOOL BUILDINGS

As part of our efforts to keep students, faculty and staff, parents, and other rightful visitors safe, St. Patrick's relies on the Raptor Technologies system to screen all parents, vendors, and other visitors to the Whitehaven Campus and MacArthur Campus. This visitor-management system searches sex-offender databases nationwide and then prints out a nametag for the individual once cleared. Participation in this screening process is a mandatory condition for entry to the School. Parents and other visitors must access either building through the main entrance and present a driver's license to the receptionist to initiate the search and obtain a visitor badge, which displays the date and the visitor's name, photo, and destination. All parents and other visitors should wear their nametags throughout their time in the building. On subsequent visits, parents can use the self-service kiosk to scan the barcode on their driver's license to obtain a visitor badge. **Parents should be sure to have their driver's licenses with them when they come to St. Patrick's.** Please note that Raptor only uses the visitor's name, birth date, and photo for comparison with sex offender databases; does not gather additional visitor data; and does not share the data with any outside organization. Parents should speak directly to the Head of School if they anticipate any difficulties with this protocol.

Whitehaven Campus

Parents should enter through the main Day School entrance. Once they have had their licenses scanned, as above, and received a visitor badge, the receptionist will buzz parents through the appropriate door off the main entrance. These doors, and internal security doors at two other important locations, restrict access to all classrooms and other school spaces. Security cameras are also located at certain points throughout the building. Parents and other visitors should not attempt to enter school spaces through the Church.

MacArthur Campus

Having parked in one of the two MacArthur Campus lots, presumably the front lot, parents and other visitors should proceed to the front entrance facing MacArthur Boulevard NW. The receptionist will monitor the secure door at that location and handle the sign-in process, as above.

SCHOOL ADMINISTRATIVE ORGANIZATION

SCHOOL STRUCTURE

The Day School comprises four divisions—Early Childhood, Lower School, Upper Elementary, and Middle School. The Early Childhood Division consists of the Infant-Toddler Center, two PK3 classes and two PK4 classes, the Lower School includes Kindergarten to Grade 3, Upper Elementary holds Grades 4 and 5, and the Middle School comprises Grades 6 to 8.

Working with the Head of School, the Administrative Team provides academic, operational, and strategic leadership for the Day School. Members include leaders from Academics, Advancement, Athletics, Auxiliary Programs, the Chaplaincy, Communications and Marketing, Enrollment Management, Finance and Operations, Health Services, Outplacement, and Equity, Diversity, and Inclusion.

ADVANCEMENT

The Advancement Office & Parent Volunteer Center coordinates the Day School's fundraising and volunteer opportunities. The Advancement Office, in conjunction with parents and other constituent groups, engages in fundraising activities authorized by the Board of Trustees to help meet the operating, capital, and endowment needs of the School. In all of its programs and activities, the Advancement Office strives to achieve a proper balance among school needs, volunteer initiative, and donor participation. Fundraising accounts for approximately 7.5% of operating budget revenue.

The campaign in support of the Annual Fund begins in the fall and extends to the June 30 end of the school's fiscal year, although pledges are encouraged as early in the school year as possible. Each and every family is asked to contribute, recognizing the Annual Fund as the Day School's top philanthropic priority and making their first gift each year to this effort. Tuition does not cover the full cost of each child's

St. Patrick's education, and each gift to the Annual Fund helps to close the gap. The Annual Fund is a line item in the operating budget and represents the second-largest revenue stream after tuition dollars. Every gift is welcome. All gifts strengthen the School by showing broad support for the institution. The School encourages each family to participate in this important effort by contributing according to its financial capability. Donors with financial capacity are encouraged to make leadership gifts for annual, capital, and endowment needs.

In addition to the Annual Fund, capital campaigns, endowment initiatives, and planned giving, the Advancement Office coordinates the annual Fund-A-Scholar IDEALS Fundraiser, Family Fun Day, Book Fair, and constituency events including Green & White Night, Grandparents & Special Friends Visiting Day, and alumni and parents of alumni parties. The Advancement Office works closely with the Parents Association on Room Parent initiatives.

BUSINESS

The Business Office oversees all matters relating to the financial affairs and facilities of the School. The use of St. Patrick's buildings for various school or outside events, the care and maintenance of buildings and grounds, and all ordering of supplies and equipment fall within the purview of this office. Another major function of the Business Office is the administration of financial operations including issuance and collection of contracts and fees.

The tuition contract obligates parents for payment of the entire year's tuition, as stated therein. In the event a child is withdrawn from the School after the enrollment binding date May 1, at 4:00 pm, for any reason whatsoever, parents remain liable for the full annual tuition.

The Day School requires payment through Blackbaud Tuition Management. Enrollment in Blackbaud, each spring, is mandatory for the payment of both tuition and fees, regardless of the tuition payment plan selected. Blackbaud's automatic-pay program helps parents make timely payments and provides them with ready online access to their accounts.

The Day School assesses a late fee of \$100 per month per child to delinquent accounts. This fee is charged on the tenth day of each succeeding month after the date the full payment was due. All parents are billed prior to the date the payment is due.

We urge all parents to keep their accounts paid on a current basis. Repeated billing and checking with parents who are late place an expensive and unnecessary burden on the Day School. Parents who face unusual circumstances affecting their ability to meet obligations should call the Business Office to discuss possible arrangements.

According to Board of Trustees policy, **students whose accounts are not current will not be allowed to attend classes until their accounts are current or a payment schedule has been agreed upon. They also will forfeit their space for next year's class. At year's end, the School withholds report cards and final transcripts until all obligations are met (for example, all library books and classroom texts returned or paid for and financial accounts are paid in full.**

For new students enrolled prior to the 2026-2027 academic year, a student's tuition deposit will be refunded, as long as all financial obligations have been met.

At any time during the school year, please contact the Director of Enrollment Management immediately if you anticipate a change in plans affecting enrollment.

The School makes available the Dewar Tuition Refund Plan for those parents who are interested. Parents should note that this plan does not cover student withdrawal in the summer months between the enrollment binding date of May 1 and the beginning of the next school year. For more information about this plan, please contact the Business Office.

COMMUNICATION AND MARKETING

The Office of Communication and Marketing, in collaboration with the Advancement Office and the Office of Enrollment Management, is responsible for all internal and external communication for the Day School, including enrollment management support, public relations, and Day School electronic and print publications.

The Office of Communication oversees the content of the school's website, broadcast emails, social media, and print communications, including the weekly *HoundsTruth*, bi-weekly *HoundBytes*, and the yearly *St. Patrick's Press*, a magazine designed to engage and inform alumni, parents, and friends about Day School news, programs, and events.

ENROLLMENT MANAGEMENT

The Office of Enrollment Management is responsible for the full range of activities associated with the admission and enrollment of all students. These activities include scheduling parent tours, organizing student visits, organizing the financial aid process, and managing the re-enrollment process for returning students.

The admission process begins in the fall of the year preceding the anticipated enrollment. The application process requires teacher recommendation(s), transcripts, a visit to the School by the parents, and, at a later date, a visit by the applicant. There will be Admission Open Houses on Saturday, November 7, 2026, and Friday, January 8, 2027, at 9:30 am. Small group tours occur during the week beginning in October.

St. Patrick's has a September 1 birthday cutoff date for all admission applicants to PK3 (three years old), PK4 (four years old), and Kindergarten (five years old) classes. There are no exceptions to this cutoff date.

Admission decisions reflect the school's assessment of the individual candidate's preparation for the program to which the child is applying and its effort to enroll a well-balanced class. In order to foster community and commitment, the School extends special consideration to qualified PK3 and PK4 applicants in the categories identified below.

Special Consideration in Admission

Founded as a church school, St. Patrick's retains an extraordinary commitment to families within our parish and school community. That commitment finds expression in our strong endorsement of special consideration for qualified applicants to PK3 and PK4 who are children of active members of St. Patrick's Episcopal Church, children and siblings of St. Patrick's alumni, children of St. Patrick's faculty and staff, siblings of students currently enrolled at St. Patrick's and children enrolled in the Infant-Toddler Center. **Please note that special consideration does not apply to applicants for grades beyond PK4 or to applicants whose currently enrolled, non-Grade 8 sibling has made an application to another school for the following year.**

Finally, this special consideration is contingent on the submission of an application in mid-November, and supporting materials by early December.

Within the context of our policy of special consideration, however, the Office of Enrollment Management strives to construct classes that are balanced in terms of age, gender, racial and cultural background, socio-economic status, and other important factors that maintain the integrity of our educational program. Furthermore, St. Patrick's fulfills its institutional goals of diversity and inclusion through the active recruitment of families new to our community.

Therefore, if—and only if—the Office of Enrollment Management finds that there is a material conflict between the acceptance of all qualified special consideration candidates and achieving balanced classes and an inclusive school, some qualified candidates in the special consideration categories may not be offered spaces in any given admission season. The Office of Enrollment Management works closely with parents, providing the fullest available information and the earliest possible notification for such candidates in each admission year.

FINANCIAL AID PROGRAM

As part of its mission of equity and inclusion, St. Patrick's is committed to providing the opportunity for students from various economic circumstances to attend the Day School. All offers of admission are made based on applicants' qualifications and regardless of financial need. St. Patrick's offers only need-based financial aid to qualified students. There are no merit awards. Each year, the Board of Trustees designates funds for the Financial Aid Program. This year, about \$3 million in aid provides grants for approximately 23% of the student body.

St. Patrick's offers a wide range of grants each year to families of varying financial circumstances. Our Financial Aid Program has, for many years, assisted families with moderate to significant need. Financial assistance is available, based upon demonstrated need, for tuition, lunch, activity fees, tutoring, and Extended Day. Applications for financial aid are reviewed by the Financial Aid Committee.

St. Patrick's observes the Principles of Good Practice for Member Schools for Financial Aid Administration set forth by the National Association of Independent Schools (NAIS), the Association of Independent Maryland and D.C. Schools

(AIMS), and the Association of Independent Schools of Greater Washington (AISGW).

Process

Financial aid grants are reviewed each year. All families requesting financial assistance must file an application with Clarity Tuition as well as provide prior-year tax and income information. Clarity reviews a family's gross income and, to some extent, its net worth. These figures are balanced against taxes, educational expenses of other children, unusual debts, medical expenses, and other financial obligations. Using data drawn from the completed application, Clarity computes a parent contribution for each family that is, in turn, reported to St. Patrick's. The Financial Aid Committee uses the Clarity report as a guide for determining the amount of any financial aid grant.

Current and applicant families may access the Clarity financial aid application via the Clarity link on the financial aid tab under the St. Patrick's website's Tuition section. The deadline for current recipients of financial aid to submit a Clarity application and supporting documents is December 1. St. Patrick's families who are not currently receiving financial aid but who are applying for aid for the next school year must also submit that Clarity application and supporting documents by December 1. Grants to returning families are made during reenrollment, if all information is submitted to Clarity. If the Clarity file is complete, financial aid grants are made for new students at the time an offer of admission is made.

Parents must submit an application with Clarity along with all supporting tax documents on time in order to receive the fullest possible consideration of their request for financial assistance. A late request may not be included in the initial allotment of funds and, as such, may result in a considerable reduction in or loss of the grant due to the availability of funds.

Confidentiality

St. Patrick's believes strongly that the integrity and success of its Financial Aid Program rests on the confidentiality of financial information, including the financial aid grant a family receives and whether a family even receives a grant. St. Patrick's safeguards the confidentiality of all financial aid information supplied by applicants and does not publicly identify recipients of financial aid. Families should recognize that publicizing a grant in any way is in violation of school policy.

SPIRITUAL LIFE

The Day School's relationship with St. Patrick's Episcopal Church is a central, distinguishing feature of day-to-day school life and the foundation of the system of values we embrace. The education of our children is inspired by our church-school identity and reflects that identity with our commitment to children's moral and spiritual growth and to their participation in the values and service to others found at the heart of the Episcopal tradition. Firmly rooted in the Episcopal tradition, the Day School affirms and welcomes all faith traditions.

CHAPLAINCY

The Day School Chaplains represent a continuing pastoral presence in the School in a manner that is both loving and supportive. Through classroom teaching, chapels, community service, and caring conversation, the chaplains interact with students and families at important times of spiritual and moral formation. The chaplaincy of St. Patrick's provides a confidential and thoughtful support system for students, parents, and faculty and staff. St. Patrick's draws upon the skills of the chaplains and the Rector of St. Patrick's Parish, who is also available for consultation and pastoral care.

CHAPELS

As we gather weekly in worship to explore our core values and celebrate life together, Chapel plays a vital role in shaping the community. Chapel nurtures the spiritual growth of students and provides a place to raise the diverse voices in the community. Students and faculty and staff alike, including the Day School Chaplain, lead worship by reading scripture, offering prayers and reflections, and lifting voices in song.

Chapel provides an opportunity for students to grow as leaders in the community. In the Kindergarten-Grade 5 Chapel, Grade 3 students serve as acolytes and crucifers, Grade 4 students read the prayers, and Grade 5 students read scripture and act as an altar guild by assisting with leading and setting up for Chapel each week. Middle School students support each MacArthur Campus Chapel, from choosing music to writing homilies and prayers. In Chapel, we pray for our own needs and those of others, grieve and mourn losses, and celebrate blessings and individual birthdays. Students and faculty and staff attend Chapel, and parents are always welcome and encouraged to attend.

Each class attends Chapel once a week. PK3/PK4 Chapel is at 8:45 am on Thursdays in the Early Childhood Library.

Kindergarten-Grade 5 Chapel is at 8:30 am on Tuesdays in the Nave.

The Middle School Chapel is at 8:35 am on Fridays in the MacArthur Campus Music Room.

From time to time, individual Chapels are replaced by Kindergarten-Grade 8 Chapels or other special Chapels for various holidays and important celebrations in the church calendar and in the life of the School. These include the Opening Chapel, St. Francis Day, All Saints Day, Christmas Pageants, Epiphany, Martin Luther King Jr. Day, Ash Wednesday, St. Patrick's Day, Easter, our Chapel Honoring Faculty and Staff, and the Closing Chapel. When we have a special Chapel, we do not have our regular Kindergarten-5 or Middle School Chapels during that week. PK3/PK4 Chapels are not affected by these particular changes.

RELIGION CLASSES

Religious education is a life-long process through which the stories, traditions, rituals, and insights of a community of faith become integrated into every aspect of an individual's life. The goal of religious education at St. Patrick's is to introduce students to a life of faith, particularly as expressed in the Episcopal tradition, but also in other traditions, to develop an understanding of and respect for diverse people and cultures. At the heart of the religion curriculum are the essential themes of compassion, covenant, and service and central questions of What is the nature of the world?, What is a spiritual life?, and What is my relationship to others and to God? Classroom lessons encourage students to explore ideas freely, while providing an atmosphere that enables individuals to maintain their own religious views and personal values.

Religion classes begin in the Lower School. From Kindergarten to Grade 3, children learn about the stories of the Hebrew Scriptures and Christian Scriptures, as well as other faith traditions and celebrations across cultures and religions. They also explore the meaning of the basic principles of honesty, respect, responsibility, and kindness that comprise the School Creed. In Grade 4, these themes continue as students study Sacred Stories and Sacred Spaces and, in Grade 5, as students engage with Social Justice through Scripture and specific service-learning opportunities. In the Middle School, students study the six major world religions in Grades 6 and 7, then end their religious education at St. Patrick's by engaging in an in-depth Ethics course in Grade 8, which draws together many of the subject strands from previous years.

RELIGIOUS OBSERVANCES

The diversity of faith traditions represented in the students, families, and faculty and staff of St. Patrick's is a source of richness and strength in our community. As a result, St. Patrick's is determined to offer space and time for students and faculty and staff to comfortably and confidently practice their religion.

We recognize that observing religious traditions will, at times, require accommodations. The Day School will work with students and families to provide accommodations necessary to support religious observances that coincide with school days. Religious practices, such as attending special religious events, that keep students from attending school will be considered excused absences. Accommodations for students who fast and pray during the school day include providing designated alternative locations during lunch time and prayer space, if needed. Recognizing that fasting can affect a student's energy level, we will work with families to offer students who are fasting opportunities to take tests scheduled in the afternoon earlier in the day. Students who are fasting may be exempt from rigorous activity in PE or athletics.

The Day School recognizes the diversity across and within religious traditions and seeks to offer a flexible and caring response to the needs of our students. We encourage students and their families to speak with the Chaplain or the appropriate Division Head, homeroom teacher, or advisor about accommodations the Day School can make to support religious observances among members of the community.

SERVICE TO THE BROADER COMMUNITY

Children and adults in the St. Patrick's community are blessed with a bounty of talents, gifts, and opportunities. The fullest expression of gratitude for these blessings is found not just as each child and adult strives for individual excellence and responsibility, but also as each individual learns to respond to the needs of ever-widening communities, serving others, and contributing to building a better world. Therefore, the Day School has built into its basic philosophy a commitment to involving our students meaningfully in the lives of others in various communities that encompass their lives.

With our commitment to service as an integral part of our mission, community service becomes an important part of our students' lives. Our Director of Service Learning, working in collaboration with faculty and staff as well as the Parents Association's Vice President for Partnerships,

guides various forms of service for our Whitehaven Campus students that expand our understanding of community and foster a sense of fulfillment when contributing to, and learning from, the lives of others. Every grade level at St. Patrick's participates in the Salvation Army's Grate Patrol. Our PK3/PK4 and Kindergarten children make trail mix or bring vegetables from home to chop and cook for homemade soup, while our older students prepare sandwiches and cookies. The sandwiches and soup made at school are then picked up from the church kitchen by the Salvation Army's Grate Patrol van twice a month to feed those experiencing food insecurity and homelessness.

In the Middle School, service to the community is fostered through our Grade 7 service learning course, which combines the academic study of hunger, poverty, aging, disability, and homelessness with service at local agencies that address those issues in the community. Additionally, a Community Service Club seeks to teach responsible leadership on local, national, and global levels; to help students look outward at the world in which they live; and to organize and offer volunteer opportunities. Service projects, the focus of the service learning course, are selected based on the interests of the students, as well as the needs of the communities of which St. Patrick's is a part.

St. Patrick's students have worked with a variety of organizations seeking local, national, and international impact. They also plan and participate in one of our annual signature events. Gifts for Good is a holiday alternative gift fair, which raises awareness and funds across topics and areas of need. Examples include funds for education for all children, protecting endangered species, providing shelter for animals, supporting troops returning from conflict, and providing books for local children.

The Haiti Partnership Program

Since 1979, St. Patrick's Episcopal Church and Day School have been in partnership with St. Etienne, our sister church and school in the mountains southwest of Port-au-Prince. Over the years, the partnership has enabled students, faculty and staff, parents, and parishioners to become engaged in a variety of initiatives in support of St. Etienne. While civil unrest in Haiti has prevented recent visits, earlier trips have brought students, faculty and staff, and parishioners to St. Etienne to deepen the partnership, which students have supported by raising funds for school supplies, student uniforms, earthquake damage repair, and the lunch program. Other initiatives have focused on funding small businesses in Haiti. The establishment of the Haitian Connection, a group of faculty, staff, and students who have traveled to Haiti and open

to any students interested in supporting our work with St. Etienne, furthers this work of social entrepreneurship. Hoops for Haiti, a student basketball tournament held each spring, has become an important and enjoyable fundraising event.

Horizons Greater Washington

Part of a national network of independent schools and other educational institutions working closely with nearby public schools, Horizons Greater Washington is a summer-based intervention that helps economically disadvantaged students continue learning at a time when they might otherwise experience a decline in their academic development. St. Patrick's partners with several D.C. public schools,

The Bishop Walker School for Boys in SE Washington, and with fellow independent schools Maret and Norwood in the Washington-area public-private program. As a Horizons site school since 2009, St. Patrick's welcomes students to our campus for the six-week summer program; engages faculty and staff as administrators, teachers, and volunteers. Many Day School alumni return to serve as Program Support Staff (PSS). A fall event, Reach for the Stars, a gala evening for adults, provides the St. Patrick's community with an additional way to demonstrate its enthusiastic support for Horizons.

PUBLICATIONS

WEBSITE

The St. Patrick's website (www.stpatsdc.org) is the primary source of Day School information for current and prospective families, including news and activities, calendars, and any changes to the school schedule such as snow closings and delayed openings. The website also provides current families with access to the Parent Zone, which offers entry to a wealth of information.

The Parent Zone includes links to the following:

- Day School calendars (major dates, daily, monthly, sports);
- Blackbaud Student Information System, used to access report cards, teacher newsletter, and directories;
- Blackbaud Tuition Management, our platform for managing the payment of tuition and fees;
- reenrollment contracts; and
- the August Schools Portal, our platform for student health information.
- athletics schedules and other sports information;
- After-School Activities offerings;
- an archive of official schoolwide email messages

The Parent Zone can be accessed through the HoundNET Portals menu of the website.

Parents should update their contact and business information online whenever that information changes. If parents do not make these changes, they will not be reflected in all of the school's database systems.

The August Schools Portal provides secure online storage for student health records and forms. Once signed into August Schools, parents can update medical information and upload medical forms.

August Schools will also send out reminders to parents when information or forms need to be updated. For children enrolled in PK3/PK4, August Schools is the repository for documents required by the Office of the State Superintendent of Education (OSSE).

HOUNDSTRUTH

The Day School provides regular communication through the weekly *HoundsTruth*, which is emailed to parents every Sunday during the school year. Please read *HoundsTruth* carefully each week to stay informed about school events. Archived editions of *HoundsTruth* are also available on the Parent Zone portion of the Day School website, with each week's edition posted on Sunday.

HOUNDBYTES

This bi-weekly newsletter will contain a variety of articles and stories about recent events and activities that have been happening around our school. This publication will also be shared with our wider community—alumni, parents of alumni, grandparents, and other friends of the School.

ST. PATRICK'S PRESS

The *St. Patrick's Press* is published annually. This magazine—which includes feature articles on the School, updates on current activities, and alumni class notes—is distributed to current parents, alumni and parents of alumni, grandparents, and friends, and each issue is also available on the website.

ADMISSION VIEWBOOK

The viewbook is designed for prospective families seeking information about the Day School. Because current parents are the best source of referrals, parents are encouraged to make use of this viewbook to introduce the School to friends and colleagues. Please contact the Office of Enrollment Management to obtain a copy of the viewbook.

CURRICULUM GUIDE

The Curriculum Guide on our website offers a detailed look at the subject content taught at each grade level. The guide provides parents with a view of the academic material presented within a grade as well as across grade levels.

WELCOME, NEW WOLFHOUSES

Welcome, New Wolfhounds is a comprehensive guide to life at St. Patrick's. It is shared on the New Parent Portal.

THE CLOVER

The Middle School arts magazine, *The Clover*, features literary and artistic creations by MacArthur Campus students and is edited by the Literary Magazine Club. It is published at the conclusion of the school year.

SCHOOL-WIDE POLICIES AND PROCEDURES

PARENT QUESTIONS AND CONCERNS

From time to time, a parent may have a question or concern regarding a situation at school. When this question or concern is about a child's experience, parents should take it directly to their child's homeroom teacher (in the ITC, PK3/PK4, Upper Elementary and Lower School, or advisor (in the Middle School). The teacher or advisor will be able either to directly address the question or concern or to advise the parent on the most effective line of communication. If the question or concern is about a specific teacher, an administrative issue, or an issue not related to a child's experience, parents should contact the appropriate Division Head. Parents should know that, in situations regarding teachers, the Division Head will seek to meet with the parent and the teacher together, always striving to keep lines of communication open. The Head of School would enter such conversations, as appropriate, after these initial conversations have taken place.

COMMUNICATION BETWEEN HOME AND SCHOOL

An effective home-school partnership is rooted in good communication between a child's parents and the School. Therefore, St. Patrick's understands and expects that teachers and parents will communicate with some frequency. The primary forms of communication between home and school are emails and phone calls. It is our expectation that faculty and staff will return messages from parents within 24 hours. Nonetheless, we also recognize that the timing of some communication may not lend itself to a prompt reply. Any phone messages or emails sent after the close of the school day may not be attended to until the following day. Similarly, phone messages and emails sent over the weekend or during a school holiday may not be returned until the following school day.

CUSTODY ISSUES AND SCHOOL ACCESS

Unless notified otherwise, the Day School will presume both parents are permitted to attend school activities and be provided with information and report cards with respect to their child. The School will also presume that both parents are entitled to be involved in their child's schooling, and both parents must agree and authorize a child's enrollment and/or withdrawal from a school.

Is it not the intention of the School to become involved in familial disputes. However, should custodial arrangements and school access as between the parents change, the School expects that both parents will inform the School of the change and any relevant restrictions with supporting

court orders or legal documentation, if requested. Information of this nature is kept strictly confidential.

STUDENT RECORDS

A student's cumulative record contains the original application for admission, copies of official correspondence between school and home, academic and disciplinary letters, grade reports, transcripts from other schools, and standardized test results. The school nurse maintains student health records separately and the Counseling department maintains learning evaluations separately. The School's administrators, teachers, and authorized staff members have access to student records as necessary to carry out their responsibilities.

POLICY ON INTERACTIONS BETWEEN EMPLOYEES, STUDENTS, AND THEIR FAMILIES

Employees are expected to be mindful of the fact that they either actually or may be perceived to occupy positions of authority over Day School students, and to that end, demonstrate good judgment in their actions and interactions with students and their families. At the same time, Day School families and any appointed caregivers are expected to interact with employees in a positive, collaborative, and constructive manner, in furtherance of the Day School's support of their child(ren).

The purpose of this policy is to establish a common set of expectations for communications and interactions between and among Day School employees, students, and their families. It is intended to promote a culture of safety and security. In the same manner that employees are expected to adhere to certain guidelines regarding their communications and interactions, families are asked to demonstrate respect for the expectations, and limitations, that the Day School has established for its employees in their communications and interactions.

APPROPRIATE INTERACTIONS BETWEEN EMPLOYEES AND STUDENTS

In order to ensure that the Day School is a safe environment for all students, the Day School has developed these guidelines regarding appropriate interactions between adults on campus and students. While this policy addresses the conduct of the School's employees, it is important to be aware of its application to other adults (volunteers and independent contractors spending time in our community).

All Day School employees are familiar with and are expected to comply with this Policy.

Nonetheless, to help ensure the safety of all students, it is imperative that students, their parents/guardians, and other members of the school community similarly understand the standards for appropriate interactions between adults on the Day School's campus and its students so that they can identify and report to the School when inappropriate conduct occurs. Families who are aware of conduct which violates the standards outlined below are expected to report such instances to the Head of School, so that appropriate action may be taken. Further still, families are expected to help support the School and its employees in maintaining these boundaries by refraining from requesting that an employee engage in any of the conduct outlined below.

Characteristics of Healthy Relationships with Students

Employees who foster positive relationships with students create a School environment which is more conducive to learning and meet students' developmental, emotional, and academic needs.

Healthy relationships are generally those where:

- Relationships where adults serve as mentors, and the student's growth and development are the central focus of interactions;
- Where adults recognize their responsibility for maintaining appropriate boundaries, even when the student pushes or challenges those boundaries, and;
- Relationships that are professionally connected, but not personal or intimate.

Guidelines for Interactions with Students

Be Observable and/or Interruptible. Employees should never be alone with a student in a non-public space, or behind a closed door. Similarly, coaches and other athletic staff should not be alone with a student when engaging in otherwise permitted physical contact, such as when teaching a skill.

It is understood that teachers may meet with their students for educational purposes outside of classroom time and that some of those meetings will involve one-on-one meetings. Any such private meeting with a student should, whenever possible, occur with the door open. If the circumstances require the door to be closed because additional privacy is needed, the meeting should be in a room with a window in the door that should remain uncovered and the door to the room should remain unlocked. Any electronic meeting, such as Zoom or Google Meets, should also be observable and interruptible. A supervisor or parent should be included on the calendar invite so they may stop in at any time.

Be a Professional, Not a Peer. As professionals, employees should avoid both treating students as though they are adults and behaving as those they are peers with students. While employees may be friendly with students, they are not the student's "friend."

Employees who are not trained to provide emotional counseling to students (exclusions being school clinicians, health educators) are prohibited from conversing with students about their sexual lives. No employee – regardless of whether they are trained to provide emotional counseling to students – , nor should they discuss their own romantic relationships or sexual encounters with students. Similarly, employees should refrain from discussing details about their personal lives, such as their social lives or health status, to students.

Inappropriate Physical Contact is Prohibited. Employees may never touch a student in a manner that is sexually explicit, for purposes of sexual gratification or that may otherwise constitute abuse (sexual or otherwise). Further, employees may never physically move, grab, or touch a student, or take something from a student, with aggression or because of frustration. This includes, but is by no means limited to, a complete prohibition on corporal punishment of any kind.

While dealing with young children who may require physical assistance in their daily endeavors (e.g., hand-holding), employees are instructed to be extremely thoughtful about personal space, boundaries, and appropriate contact. When engaging in physical contact with a child, employees are instructed to consider how they can adjust the situation to avoid any negative impingement on boundaries—or even the appearance of same. Even minor tweaks in physical conduct can have a major impact on both the feeling and appearance of safety, which protects both the employee and the student (e.g., consider the position of respective bodies during a hug and consider front-to-front hug alternatives, such as “side hugs,” pats on the back, high fives, and fist bumps). Refrain, where possible, from touching areas of the child's body that would otherwise be covered by a bathing suit or undergarments; this includes a prohibition on patting a child's bottom.

In addition to an employee's own self-awareness, employees must be aware that the needs of children may differ—if a child indicates, through words or otherwise, that an employee's presence or touch is imposing or uncomfortable, respect that student's needs and find a way to provide space, adjust the physical circumstances, and reinforce the feeling of safety and security and physical comfort for the child.

Avoid Engaging in Conduct which Demonstrates

Favoritism. Employees are instructed to avoid favoritism and the appearance of same by avoiding such individualized attention [e.g., gifts, favors, nicknames, or other actions which may single a child out as preferred (or, which may also run the risk of making that child feel uncomfortable)]. If there is any question about the appropriateness of a gift, the employee should seek guidance from their supervisor.

Prohibition on Drugs, Alcohol, and Sexual Materials. School employees may not provide alcohol or drugs, or any sexually explicit material to students, nor permit students to drink or use drugs in their presence, except when medications have been prescribed. In addition to being a violation of this policy, such conduct may also constitute a violation of the law.

Do Not Direct Students to Keep Secrets. Employees may not direct a student to keep a secret from or withhold information from their parents or any other employee. Similarly, employees should not agree to keep student secrets, especially regarding high-risk behaviors. Employees are not permitted to keep information the student discloses confidential. Any report of alcohol or drug use, harm to self or others, or other behavior that could result in unhealthy outcomes for the child, will be referred to our trained health professionals.

COMMUNICATION WITH STUDENTS AND THEIR FAMILIES

All communications between Day School employees, students, and their families are expected to be conducted via Day School channels, such as Day School email. Further guidance on specific communication mechanisms is below:

Email Communications between Students, Parents, and Employees:

Outside of in-person classroom communications, the primary method students and employees are expected to use to communicate is via email, i.e. to and from the student's and the employee's school-issued email address. Students should not use their personal email addresses to communicate with employees, nor should employees use their personal email addresses to communicate with students. Similarly, parents are asked to communicate with Day School employees about Day School matters using the employee's school-issued email address, and not their personal email address.

Text Messages:

School personnel are not permitted to communicate via text message with students. Students are not permitted to communicate via text message with School personnel.

Social Media:

The Day School prohibits online socializing between School personnel and current or former Day School students under the age of 18. Social media platforms include but are not limited to Facebook, Instagram, Twitter, Snapchat, TikTok, and other similar social media accounts. Regardless of the social media, gaming, or other digital platform, St. Patrick's views any such digital communication or interaction with students or former students under the age of 18 by members of the faculty, staff, and administration as inappropriate, given the boundary and liability issues inherent in that communication. Therefore, employees should not "friend," "follow" or otherwise engage with current students or former students under the age of 18 on personal social media accounts.

TUTORING

Teachers at all levels routinely provide extra support to students as needed; the expectation is that the classroom teacher is the first line of support. Students are encouraged to meet with teachers to ask questions, revise work, or to retake tests. Teachers often meet with students before or after school. There are instances, however, when students need more extensive individual help than can reasonably be offered by classroom teachers. In these cases, the School may recommend tutoring.

To avoid a conflict of interest or the appearance of such a conflict, teachers will not tutor students they currently teach in any subject area. (This section regards athletic training as a form of tutoring.) Teachers who work with virtually all students must obtain approval from the Head of School before entering into any tutoring or quasi-tutoring agreements, including athletic training. Teachers cannot tutor during regular hours of employment. All payment terms and collection are matters to be handled directly between the tutor and the parent. Since the Day School does not normally take part in this aspect of the tutoring arrangement, it accepts no responsibility with respect to payment terms and collection.

Any member of the faculty, staff, and administration who is tutoring a current Day School student or any other minor child must do so here at school, on weekdays during school hours ending at 6:00 pm, not in the student's home, and avoid any arrangement that has the member of the faculty, staff, and administration transporting the child in the employee's personal vehicle. They must also notify their Division Head/Supervisor of any tutoring relationships they have with Day School students. This section covers other comparable tutorial settings, such as individual athletic coaching.

OTHER SERVICES TO FAMILIES

All School personnel are expected to avoid any situation that may involve a conflict of interest between their personal

interests and the interests of the Day School. To that end, employees are not permitted to provide any other services to any student or the parent of any student, whether on a volunteer basis or for compensation. This includes services such as babysitting, pet-sitting, house-sitting, or providing other services to families, that are separate from their employment with the School.

Parents are asked to support the School in this policy and to avoid requesting that Day School employees serve as babysitters, pet-sitters, and house-sitters, or perform other services for them.

GUIDING PRINCIPLES FOR EQUITY

St. Patrick's has developed a set of principles to guide us in nurturing and supporting our inclusive learning community in all aspects of school life. It is our intention that these Guiding Principles should serve not just as a statement of conviction but also as a basis for evaluating our progress as an effective, equitable, just, and inclusive community.

1. Understanding: As a community of valued individuals, we celebrate our differences and appreciate our commonalities as children of God.

Areas of measurement:

- Our school environment—visually, aesthetically, programmatically, and in all other ways—represents, and is accessible to, all children.
- Our curriculum emphasizes the educational value of seeing issues from multiple points of view and fosters critical thinking about bias.
- Our curricular materials are up-to-date. They value difference in culture (including geographical and historical settings), religion, socio-economic status, family configuration, gender, sexual orientation, age, and physical and cognitive abilities.

2. Inclusion: An inclusive community is one that represents a diverse population, embracing people of varying ages, abilities, ethnicities, family configurations, genders, sexual orientations, races, religions, and socio-economic backgrounds. Each member of the St. Patrick's community is responsible for promoting equal access and equal respect in the school setting and in the greater St. Patrick's community.

Areas of measurement:

- Our school has admission policies and processes that promote inclusion.
- Our school actively seeks faculty and staff who come from diverse backgrounds.
- Our school reaches out to all parents and includes them in the life of the School in meaningful ways.
- Our school is a place that reflects and represents the diversity in our community and beyond.

3. Honesty: It is our ongoing responsibility to represent St. Patrick's accurately as we clarify who we are and who we want to be and to be aware of our own biases and prejudices.

Areas of measurement:

- Assessment is valued as a continuous process in the classroom and in the community and is recognized as a way to promote responsiveness to change.
- Assessment is included as a formal part of the faculty evaluation process.
- Ongoing education is a premise and a reality for faculty, administration, staff, parents, and Trustees.

TRANSGENDER AND NON-BINARY CHILDREN

St. Patrick's views as a strength the diversity reflected in our community, including religion, ethnicity, race, national origin, economic background, family configuration, sexual orientation, gender, and gender identity. As such, we want all students and families to feel welcome and appreciated, rooted in our recognition that every child is a child of God, with infinite value.

Transgender and non-binary children can be especially vulnerable in school and other social settings. Recognizing that vulnerability, St. Patrick's will work to support these students, to ensure that they are treated with dignity and respect, and to promote their well-being in all aspects of school life, free from discrimination, harassment, and bullying based on their gender identity and gender expression.

To that end, we will recognize the gender with which students consistently, insistently, and persistently identify and will call students by their chosen name and pronouns that correspond to their gender identity, based on conversations with any such student's family. Recognizing the crucial roles that schools play in helping young people make sense of the world around them, we have the opportunity, and the responsibility, to help lead the way to greater acceptance and inclusion for all young people, regardless of their gender identity.

Certainly, our hearts and minds need to be grounded in this mission and the challenges it offers. We will commit to accommodating the needs of transgender and non-binary children to the best of our abilities. Moving forward, we will continue to explore ways to make our facilities more inclusive.

DRUG, ALCOHOL, AND TOBACCO POLICIES

In the interest of providing our students, faculty and staff, and parents with the safest and healthiest environment possible, we have developed the following policies:

- No alcoholic beverages may be used on school property or at school-sponsored, off-campus events when children are present as invited guests.
- St. Patrick's is a smoke- and vaping-free environment. As such, no tobacco products or e-cigarettes are allowed to be used on campus.
- Use of illegal drugs is prohibited at all times.
- Students in possession of alcohol, tobacco, electronic cigarettes or similar devices, or illegal drugs will be suspended or expelled.

PHILOSOPHY OF DISCIPLINE

The Day School's philosophy regarding discipline is derived from its Mission Statement, Statement of Philosophy, and School Creed. The Mission Statement recognizes the infinite value of every participant as a child of God, thus encouraging all of us to embrace the infinite value that each member of the community—parent, teacher, and child—brings to St. Patrick's. The Statement of Philosophy sets forth our commitment to creating an "atmosphere of trust and cooperation in which to nourish each child's growth" and closes with the assertion that we fulfill our sense of purpose "in the acceptance, the care, and the nurture of God's children." Implicit in these guiding documents is a philosophy of discipline rooted in respect for the individual; in a nurturing approach to helping children become cooperative, caring, responsible members of an inclusive learning community; and in a commitment to each child's moral and spiritual growth.

While adult understanding of the Day School's philosophy of discipline flows primarily from the Mission Statement and Statement of Philosophy, the children's starting point is the School Creed. Our School Creed embraces four principles we believe are "essential to caring for ourselves, other people, and the world around us." These four principles—*Honesty*, *Responsibility*, *Kindness*, and *Respect*—direct and guide students' interactions with each other and with their teachers, teachers' interactions with their students, and teachers' interactions with each other and with parents. Together with the children, each teacher develops classroom rules that are founded on the principles of the School Creed and that shape and build caring and effective classroom communities in which learning can thrive. In keeping with our developmental approach to educating young children, teachers recognize and accept that children need varying levels of support in learning to follow rules, to learn in a group setting, and to take responsibility for their behavior.

Teachers implement appropriate, logical consequences—such as time out or loss of privileges—when children do not follow established classroom or wider school rules. Teachers may also involve the appropriate Division Head, a School Counselor,

and parents of those students whose behavior warrants closer guidance and more frequent monitoring through individual contracts, behavior plans, or daily or other periodic reporting to parents. Working closely with parents in a collaborative and trusting manner is particularly important when young people are having difficulty following established rules. If, after a series of positive interventions have taken place, the student's behavior does not change and remains disruptive to the learning environment, it may be necessary to consider excluding the child from the classroom or other activities until different strategies are implemented. In the case of severe, egregious, or persistent problems, a student may be counseled out. Such decisions are rare and involve the Head of School, the Division Head, the teacher, and the parents.

In certain situations, the School may take swift action to prevent possible harm to a community member or the community, including harm to self. The School's action will be as limited in scope and time as practicable to ensure that the rights, safety, and privacy of all involved are protected to the greatest extent possible. Such steps may include temporarily withdrawing particular students from school and/or school activities while conducting the investigation or requiring a mental health evaluation for a particular student.

POLICY AGAINST BULLYING

Bullying is any persistent, repeated, deliberate behavior or activity engaged in by one or more students against another causing fear, harm, or humiliation. Bullying can take many forms:

- Verbal bullying: Teasing, belittling, threatening, or name-calling;
- Physical bullying: Hitting, kicking, poking, shoving, or punching;
- Relational bullying: Excluding, shunning, isolating, spreading rumors, or making mean gestures; and
- Cyberbullying: Sending insulting, threatening, or cruel messages by electronic mail, text messaging, social networking sites, telephone, or any electronic device.

St. Patrick's expects all children to follow the principles of the School Creed, which states that "honesty, responsibility, kindness, and respect are essential to caring for ourselves, other people, and the world around us." Every student at St. Patrick's deserves to be treated with respect and kindness. Every student at St. Patrick's is expected to be honest in one's interactions with others and to take responsibility for one's own behavior. Every student at St. Patrick's has the right to learn and play in a safe environment—in the classroom, on the playground, in the hallways, or in any place within or outside the School buildings.

Bullying is always a serious offense, interfering with the right of

every student to a safe, caring, and supportive learning environment. Any student who engages in bullying as it is defined above will meet with the classroom teacher and the Division Head to discuss the alleged behavior and to determine the appropriate consequences for that behavior. Parents will be informed of the behavior and the consequences. If the behavior continues, the Division Head, classroom teacher, parents, school counselor and, when necessary, Head of School will meet with the student to devise an appropriate response that may include loss of privileges, a behavior plan, suspension from school, or expulsion.

POLICY AGAINST HARASSMENT

St. Patrick's Episcopal Day School is committed to fostering in each child an understanding and acceptance of all human beings, without regard to gender, gender identity, race, color, national origin, personal appearance, sexual orientation, physical ability, age, religion, or any other personal or family trait, behavior, or belief. In addition, the School views as an important precept the maintenance of a learning environment that permits students of diverse backgrounds and characteristics to develop their unique potential.

Accordingly, the School will view as a serious disciplinary infraction any conduct by a student that is motivated by or relates to another student's gender, gender identity, race, color, national origin, personal appearance, sexual orientation, physical handicap, age, or religion, or any other personal or family trait, behavior, or belief, where such conduct has the purpose or effect of unreasonably interfering with that student's individual work performance or creating an intimidating, hostile, or offensive school environment. Indeed, any conduct, regardless of its motivation, that has such an effect on another student will be viewed as a violation of this policy. All allegations of such harassment will be thoroughly investigated by the Head of School and appropriate disciplinary action will be taken.

We expect all members of our school community—including parents, all appointed caregivers, and faculty and staff—to demonstrate conduct consistent with this policy.

REPORTING COMPLAINTS OF BULLYING OR HARASSMENT

If a student believes they have experienced bullying or harassment, has witnessed such behavior, is concerned about retaliation, or has relevant information about prohibited conduct, the student is urged to report the matter promptly (in person or in writing) to an administrator or faculty member with whom the student feels comfortable. If an administrator or faculty member receives such a complaint, they must immediately report this to the Head of School.

Parents or guardians who have relevant information concerning prohibited conduct are urged to immediately notify the Head of School.

The School cannot promise absolute confidentiality to those reporting prohibited conduct, as there may be a need to share information during an investigation or otherwise; however, the school will disclose such information with discretion, on a strict need-to-know basis.

False Complaints

All persons involved in a complaint or investigation should understand that false or exaggerated accusations can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all involved. Any person who knowingly makes a false accusation of misconduct or retaliation may be subject to disciplinary action.

Responding to Complaints

Any report that provides sufficient information about a possible incident of misconduct will result in follow-up. If the information provided in the report is insufficient to allow for meaningful and productive follow-up, an attempt will be made to learn more. Throughout, the School's goals are to ensure a safe and supportive school environment, to prevent repetition of misconduct, and to support all students involved.

If the initial report provides sufficient information, or if the School learns of sufficient information in its subsequent follow up, the Head of School will designate an individual who will conduct an impartial investigation. Such individual may be another School employee or, when necessary or appropriate, may be a third-party. The investigation may include, but is not limited to, interviews with the complainant(s), respondent(s), reporting person(s), and any other persons who may have relevant information, as well as gathering any documents, emails, text messages, or other information. Investigations will be as prompt and thorough as possible. In keeping with the School's values and guiding principles, investigators are committed to working with students and others in a respectful, compassionate manner. Throughout an investigation, efforts will be made to keep all parties informed, to the extent that confidentiality, impartiality, and the integrity of the investigation will allow.

Where an investigation concludes that a policy violation occurred, the administration will determine the appropriate consequences. Consequences may include disciplinary action, expulsion and/or other remedial action.

Notification to Parents/Guardians

The School will generally notify the parents/guardians of student complainant(s) and respondent(s) after a complaint has been filed, upon completion of the investigation, and when consequences have been determined. In all situations, the amount of information shared by the School may be limited by confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigatory processes.

POLICY AGAINST SEXUAL HARASSMENT, SEXUAL ASSAULT, AND DATING VIOLENCE

St. Patrick's Episcopal Day School does not tolerate sexual harassment, sexual assault, or dating violence (collectively referred to as "sexual misconduct"). Sexual misconduct in any manner or form is expressly prohibited. The Day School takes seriously all allegations. All reported or suspected occurrences of sexual misconduct will be promptly and thoroughly investigated. Where sexual misconduct has occurred, the School will take appropriate action. We expect all members of our school community—including parents, appointed caregivers, faculty, staff, and students—to demonstrate conduct consistent with this policy.

The Day School prohibits student-on-student sexual misconduct that occurs at school, during school events and activities regardless of their location, and during travel to and from school, school events, and activities. Student-on-student sexual misconduct may also include contact over social media that has an impact on student safety or performance in school.

The Day School also prohibits unwelcome conduct of a sexual nature of any School employee, contractor, volunteer, or agent of the School ("School personnel") toward a student that would reasonably cause the student to feel uncomfortable. These behaviors may include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. This policy applies to all actions that occur between School personnel and students, regardless of whether they occur on or off campus or during school hours.

Definitions

The terms "sexual harassment," "sexual assault," and "dating violence" are further defined below. However, it is important to understand that the Day School serves a range of students who are at different stages in their development, understanding, and awareness of these behaviors. When presented with conduct which may be categorized as one of the below, the Day School will also consider the age(s) of the students involved.

Specifically, and if younger children are involved, it may be necessary to determine the degree to which they are able to recognize that certain sexual conduct is that to which they can or should reasonably object and the degree to which they can articulate an objection. It may also be necessary to consider the degree to which younger children are engaging in common, age-appropriate behavior versus behavior which is problematic.

Sexual Harassment means any unwelcome or uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct of a sexual nature that can be reasonably predicted to:

- Place the victim in reasonable fear of physical harm to his or her person;
- Cause a substantial, detrimental effect to the victim's physical and/or mental health;
- Substantially interfere with the victim's academic performance or attendance at school; or
- Substantially interfere with the victim's ability to participate in, or benefit from, the services, activities, or privileges provided by the School.

Sexual Harassment includes unwilling and unwanted sexual attention, regardless of gender, from anyone with whom a person may interact in the course of attending the School or being present at school-sponsored activities.

Sexual Assault occurs when a person is forced or coerced into sexual activity without giving consent. Sexual activity includes, but is not limited to, rape and groping, touching or fondling, either directly or through the clothing of another's intimate areas.

Dating Violence means abusive or coercive behavior where a dating partner—or any person who is or has been involved in a sexual, romantic, or intimate relationship, whether casual, serious, or long-term, with another person—uses physical, emotional, economic, technological, or sexual abuse, and/or threats thereof, to exert power or control over a current or former dating partner.

REPORTING COMPLAINTS

Any community member, including School personnel, parents, or students, who believes they have been subjected to sexual misconduct, whether perpetrated by School personnel, parents or students, or who knows of or suspects the occurrence of such sexual misconduct harassment, is responsible for informing one's supervisor, the Head of School, the Chair of the Board of Trustees or, in the case of a student should report such information to the Head of School, School Counselor, or other faculty or staff member. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate for help. Parents or guardians of a student who is the target of sexual misconduct, or of a student who has witnessed or otherwise has relevant information about such misconduct, should immediately notify the Head of School. While the School does not prohibit anonymous reports, students and parents should understand that a report made anonymously makes it far more difficult to ascertain what occurred.

Student health and safety are more important than discipline. Therefore, in the instance of sexual misconduct, a student should not refrain from seeking help due to fear of discipline by the School. If a student violates another School rule when seeking help or otherwise drawing attention to the misconduct, the student may be granted sanctuary from discipline for the rule violation, depending on the circumstances and the nature of their role in the rule violation. A student who is the perpetrator of the sexual misconduct may not be granted sanctuary.

If the circumstances indicate that the alleged victim may be the victim of child abuse or child sexual abuse, the School will report the incident to the appropriate authorities including the Child and Family Services Agency, if appropriate, in accordance with the School's policy on mandatory reporting of child abuse. In such circumstances, and in an effort not to compromise the integrity of the law enforcement and child protective services investigation, the timing and manner of the school's investigation shall be coordinated with law enforcement and CFSA.

Responding to Complaints

When a complaint is brought to the attention of the Head of School, an assessment will be made to determine the initial steps appropriate to interrupt or stop the occurrence, prevent its recurrence, and address its effects. Responsive measures will be taken to protect the well-being of the students involved and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies such as increased supervision and stay-away mandates to prevent further misconduct, witness interference, and/or retaliation throughout the course of and after the investigation. Should an allegation be raised against an employee of the School, the School will consider the actions necessary to protect students, which may include placing an employee on leave pending the results of an investigation.

The Head of School, or any individual designated by the Head of School (including any third-party investigator) will conduct an impartial, fact-finding investigation of the complaint. This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged victim(s), alleged aggressor(s), and any other witnesses or parties who have information relevant to the alleged incident. The School expects that any student who is requested to participate in an investigation will do so, and will speak honestly. The School will provide information to complainants, and if appropriate, the School community, regarding the School's investigatory process.

Upon completion of the investigation, the Head of School will generally make the following determinations:

- Whether and to what extent the allegation of sexual misconduct is more likely than not to have happened.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services or advocacy organizations, should be offered to targets, aggressors, or family members of the affected students or targets.

The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior and may result in suspension, expulsion and/or any disciplinary action deemed appropriate by the School. In all cases, final decisions regarding the removal of a student from the school community, whether on a temporary or permanent basis, lie with the Head of School. All disciplinary decisions are final and not subject to appeal.

Should the School have reasonable cause to believe that an allegation of sexual misconduct against an employee did occur, the employee will be subject to immediate disciplinary action, including discharge.

Prohibition on Retaliation

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about sexual misconduct or cooperating in an investigation of such a complaint. Any individual who is found to have engaged in retaliation against a student for filing a complaint, or for participating in the investigation of a complaint, will be subject to disciplinary action.

Resources for Affected Students

Resources such as counseling or referral to appropriate services or advocacy organizations are available to all students—including the alleged aggressor(s) and the alleged target(s)—during and after an investigation.

The DC Victim Hotline is available 24/7 by telephone, text, or online chat. Through a partnership with the Mayor's Office of Victim Services and Justice Grants (OVSJG) and the National Center for Victims of Crime, the hotline provides comprehensive information, resources, and referrals in the District of Columbia. The DC Victim Hotline represents a collaboration of service providers in the District who are working to seamlessly connect victims of crime to free resources and to help them navigate the physical, financial, legal, and emotional repercussions of crime. To contact the Hotline, dial or text 1-844-4HELPDC (1-8dri-443-5732) or access the online chat at www.DCvictim.org/Chat.

Please consult the following for lists of appropriate resources, services, and information for students and families affected by student-on-student acts of sexual harassment, sexual assault, and dating violence.

- [Department of Behavioral Health's \(DBH\) Behavioral Resource Directory](#);
- [MPD's Sexual Assault Resources List](#);
- [MPD's Victim Specialists Unit](#); and
- [OSSE's Supporting Mental Health in Schools Resources List](#)

POLICY REGARDING DEHUMANIZING LANGUAGE, IMAGERY, OR GESTURES

Language powerfully shapes the context of our world and how we express ourselves, communicate with one another, and share ideas. Words, imagery, and gestures can also be used to demean, to intimidate, to marginalize, and even to dehumanize. We are committed to fostering a caring and supportive learning environment in which every member of our community feels valued, safe, encouraged, and empowered. At St. Patrick's, it is never appropriate that words, imagery, or gestures be used to demean, to intimidate, to marginalize, or to dehumanize, nor should we use words or imagery that can have that effect, regardless of our intent. These word, imagery, and gestures can harm the entire community.

St. Patrick's Mission Statement asserts that we recognize the infinite value of every individual as a child of God. Our school community works hard to understand and to affirm important aspects of each community member's identity, including belief, ethnicity, race, culture, country of origin, economic background, age, family configuration, sexual orientation, gender identity and expression, and ability. It is with this determination in mind that we established this Policy Regarding Dehumanizing Language, Imagery, or Gestures.

The Purpose of This Policy Is:

- to outline prohibited conduct with respect to the use of dehumanizing language, imagery, or gestures,
- to provide a mechanism for community members to report incidents of dehumanizing language, imagery, or gestures and the investigation of such incidents,
- to provide support for individuals or groups harmed by such incidents,
- to educate individuals responsible for such incidents regarding the impact of their behavior, and
- to restore the community following such incidents.

In that light, this policy is intended to complement, but not replace, any other Day School policies regarding the prohibition of discrimination, bullying or harassment, and retaliation, including but not limited to those policies contained in the Faculty and Staff Handbook, the Parent Directory and Handbook, and the Student Handbook.

What Are Dehumanizing Language, Imagery, or Gestures?

Dehumanizing language, imagery, or gestures target individuals or groups based on one or more aspects of their identity and then depicts those individuals or members of that group as "lesser than," criminal, animal, or even evil. The use of dehumanizing language, imagery, or gestures is antithetical to our mission at St. Patrick's, as using them diminishes the other and conveys a belief that the targeted individual is not worthy of dignity and respect, not human and, indeed, not a child of God.

Use of Dehumanizing Language, Imagery, or Gestures

Members of the St. Patrick's community are expected to refrain from using dehumanizing language, imagery, or gestures rooted in an individual's or a group's race, color, religion, national origin, sex, age, personal appearance, sexual orientation, gender identity or expression, familial status, political affiliation, source of income, or disability. This includes the creation, distribution, or threat, to distribute sexual or intimate images of any other student, employee, or community member without the consent, including images that have been altered or created (e.g., deepfakes, AI, other technologies) ("Intimate Images"). Such conduct violates the School's policies prohibiting sexual harassment and shall be subject to disciplinary action, up to and including expulsion. Students should be aware that intentional non-consensual disclosure of intimate images also violates federal law.

Anyone who experiences an incident of dehumanizing language, imagery, or gestures—either as the subject of such language or imagery or as a witness to it—is encouraged to report the incident to an appropriate Senior Administrator, individuals who include the Head of School and the Assistant Head of School for Equity, Diversity, and Inclusion.

We understand that it may be necessary to explain the use of dehumanizing language, imagery, or gestures as part of an educational lesson. However, it will never be appropriate to use such language, imagery, or gestures within the lesson. Any such lesson will explain the use of such language or imagery as central to the themes of identity and human behavior, and

teachers will provide appropriate context and support to respect and honor the experience of every member of a particular instructional group as well as our wider community, coordinating as necessary with families, Division Heads, and the Assistant Head of School for Equity, Diversity, and Inclusion. Teachers who have any questions about whether content is appropriate to be used in their lessons are expected to first consult with their Division Head before creating a lesson plan.

Responses to the Use of Dehumanizing Language, Imagery, or Gestures

Once a Senior Administrator receives a report of an incident involving dehumanizing language, imagery, or gestures, that individual shall convene a group that includes the Head of School, the Associate Head of School, the Assistant Head of School for Equity, Diversity, and Inclusion, the appropriate Division Head or Department Head. This group, chaired by the Head of School, will investigate any such report, including conversation with all reported parties. Based on this investigation, the administrative group will identify appropriate strategies for response and resolution, which may differ based on the nature of the incident.

Please note that, during the period of investigation, the administrative group may choose to suspend the individual reported to have violated this Policy— whether a student or a member of the faculty, staff, and administration—as fact-finding proceeds.

Generally speaking, the primary response and resolution strategies include educational interventions, counseling and/ or pastoral support, and the deployment of other supportive resources, as necessary. Possible responses and resolutions may include, but are not limited to:

- Individual or Group Meetings with Individuals Affected by the Incident: Confidential meetings to gather more information and support individuals or groups.
- Education: Alternative learning days to offer opportunities for reflection and study for an individual to gain a better understanding of the impact of one's words or actions on others and to make a plan for restoring the community.
- Informal Resolution: Strategies for informal mediation through restorative justice or dialogue approaches.
- Prevention and Outreach: Individual and/ or classroom, grade level, Division, and/ or schoolwide efforts, as appropriate, to increase knowledge and awareness concerning harmful language, imagery, or gestures through training and other supports.
- Expulsion/Termination: The suspension or expulsion of a student or the suspension or termination of a member of the faculty, staff, and administration.

As a school community, St. Patrick's is committed to creating a learning environment in which everyone feels valued and safe—in our language, known, loved, and respected. As a community of learners, we can all benefit from listening and attending to the perspectives and feelings of other members of our community. To that end, our response to incidents of dehumanizing language, imagery, or gestures will be to provide space for community members who have offended or hurt others or who have otherwise acted in a manner contrary to this policy to learn about and understand the effects of their actions on others and, with that knowledge, continue as positive members of the community. However, depending on the nature of the conduct reported, including its severity and/ or pervasiveness, it should be clear to all members of the community that violations of this Policy Regarding Dehumanizing Language, Imagery, or Gestures may result in disciplinary action up to, and including, expulsion (for students) and termination of employment (for employees).

We expect all members of our community to demonstrate conduct consistent with this policy.

TECHNOLOGY AND INTERNET USE POLICY

St. Patrick's is an institution that teaches and encourages the informed, responsible, and safe use of computers and related technology. It is also a location for extensive use by children of that technology, including access to the Internet. At the same time that our educational program provides young people with increased knowledge, skills, and opportunities in the use of technology, we must also educate them in the role of personal responsibility and keep them safe from others who use that technology in irresponsible, and even dangerous, ways. While we cannot monitor internet use off-campus, we do recognize that the effects of internet use beyond school premises can be seen and felt at school.

Whenever the off-campus use of technology and/ or the internet by a student or group of students makes a student or group of students feel uncomfortable, threatened, or unsafe at school, such use will be viewed as a violation of St. Patrick's Policy Against Bullying, Policy Against Harassment, and/ or Policy Regarding Dehumanizing Language, Imagery, or Gestures, as well as our Technology Use Agreement.

Our efforts to achieve these goals include deployment of an internet filter to substantially reduce the possibility that a child will encounter inappropriate material in one's use of the internet. However, parents should recognize that internet filters do have limitations. That is, filters do not provide absolute guards against objectionable material, so that children may encounter such material even when a filter is in operation. Recognizing those limitations, we bolster the use of

an effective, widely used internet filter with teacher supervision of internet use and a clear statement of responsible student behaviors with respect to the use of technology and the internet. Good judgment, an essential feature of safe and responsible internet use as it is of other human activities, will remain a quality that students can develop and apply in their use of technology at St. Patrick's and at home.

Students use school-provided devices or purchase devices from an authorized St. Patrick's vendor. Students are expected to care for the device in accordance with elements of the School Creed: Honesty & Responsibility. Students must sign the Technology Use Agreement prior to receiving a device. Parents must also sign an acknowledgment that they understand the Day School's technology policies. Younger students use iPads and generally do not take them home. Beginning in Grade 4, students use Chromebooks to enhance their learning. Rising Grade 5 students purchase their own Chromebook from a vendor that is authorized by the Day School. The vendor provides an order kiosk for a Chromebook bundle that includes the device, charger, Google license, and a warranty that covers the device through Grade 8. At the end of the school year, students take their device home for the summer break. Students are only allowed to use the Chromebook offered by the Day School's vendor. Students in other grades use school-provided iPads and Chromebooks.

St. Patrick's has created three age-appropriate versions of a Technology Use Agreement—one each for Kindergarten and Grade 1, Grades 2 and 3, and Grades 4 to 8—to provide a shared context for the safe and responsible use of computers and related technology and of the internet. Students are expected to use school-provided devices in conjunction with the relevant technology Use Agreement in order for students to have continued access to technology at St. Patrick's.

By using a school-managed device, students agree to provisions in the relevant Technology Use Agreements (Grade 2 & 3 and Grade 4 to 8), which is available on the website, stipulates that failure to abide by its provisions may result in a student's loss of the privilege of using computers and other technology and other sanctions as appropriate.

The Day School's efforts to promote the informed, responsible, and safe use of computers and related technology will be successful only with similar efforts on the part of parents. Parents should be aware of, and knowledgeable about, the manner in which their children are using computers and related technologies, including cell phones. Such use includes electronic mail, text messaging, social networking sites, and other activities that connect them with, and expose them to each other as well as the wider world.

The Day School provides access to Google for Education, which in turn provides email and online documents for students. Students use their Google accounts to log in to school-supervised online programs. Beginning in Grade 4, students can use their school-provided email to communicate with teachers and classmates about assignments. As the Google accounts are created and provided by the school, we maintain the right and ability to monitor all student email and online document activity. Students and parents should not expect a right of privacy in their use of school-provided devices, software, or online programs.

STUDENT USE OF THIRD-PARTY PROGRAMS, APPS, AND ONLINE SERVICES

The School contracts with a variety of third-party software programs, apps, and online services that may collect personal information from students in order to provide services used by the school and our students. These services are governed by their own privacy policies. These services are available on devices to support effective communication, collaboration, and creativity while strengthening technology skills. Often, students are required to register by providing personal information such as a name, email address, and sometimes a student ID. The School has consented to such collection of personal information on behalf of parents and guardians of students. For a regularly updated list of the software programs, apps, and online services approved for use at the School and links to the privacy policies offered by these third parties, please [click here](#).

Academic honesty, in the context of the use of ChatGPT and other artificial intelligence tools ("AI Tools") means using AI Tools ethically, responsibly, and as intended to support the student's academic development. Accordingly, any AI Tool should only be used for assigned academic work with explicit permission and under the teacher's supervision and guidance. Students with permission to use AI Tools must be properly cited, as required by their teacher and in the same manner as any other source. Use of AI Tools to submit assigned academic work generated by an AI Tool as one's own work, violates this Policy and will be subject to academic and disciplinary consequences.

HEALTH

The health and safety of our students, faculty and staff, and broader community are of paramount importance. Therefore we have established the following expectations for our community.

Abuse and Neglect Prevention (Mandatory Reporting)

Student safety is the School's number one priority. As an educational institution, School employees are mandated by the District of Columbia to report to the appropriate law enforcement agency suspected cases of child abuse or neglect as soon as possible. Reporting does NOT require proof that child abuse or neglect has occurred. Incidents are reported as soon as they are suspected.

Community Health and Safety

The Day School reserves the right, in its sole and exclusive discretion, to implement any and all policies or procedures which it deems necessary to protect the health and safety of the Day School community. Examples of such policies or procedures may include, but are not necessarily limited to, modifying the method of delivery of its program, restricting or limiting access

to campus, and/or requiring additional health screenings or immunizations. Parents specifically agree to comply with any and all such policies or procedures as the Day School may implement.

Immunizations and Health Records

St. Patrick's requires that all students maintain age-appropriate vaccinations, as recommended by the American Academy of Pediatrics and the Centers for Disease Control and Prevention and as required by District of Columbia law. Students shall not be permitted to attend school unless St. Patrick's has on file the appropriate documents demonstrating that they are fully immunized in accordance with the law or that they are subject to an exemption from immunization. The full statement of St. Patrick's Immunization Policy is available from the Health Office.

Each child must have on file a valid, physician-signed DC HEALTH Universal Health Certificate and immunization record based on an annual physical examination. Student physicals are valid for 365 days from the date of the actual physical exam noted on Part II of the DC HEALTH Universal Health Certificate and not the date the physician has signed at the bottom of the form. Also required at specified grade levels and for new students is a completed DC HEALTH Oral Health Assessment Form.

District of Columbia law requires that these forms be completed and on file prior to the start of school. Therefore, no child may attend school at St. Patrick's without completed forms on file. Every child must also have on file an Authorization for Child's Emergency Medical Treatment.

St. Patrick's uses an electronic student health records management system, August Schools. All student health records must be submitted directly to August Schools—and can be accessed by parents—through the August Schools Portal available through Blackbaud. Parents must access and submit the required forms via the August Schools Portal in a manner that is consistent with the requirements above. If any information changes during the school year—especially emergency contact information—parents are responsible for making those changes promptly in both the Parent Portal and the August Schools Portal.

COVID-19 Vaccination Policy

Although St. Patrick's no longer requires the COVID-19 vaccine for faculty or students, we strongly recommend that all individuals stay up-to-date with vaccinations to protect against serious illness.

Should students receive either the COVID-19 vaccination series or boosters, please upload that information to their August Schools account under Immunization.

Student Health and Infectious Disease

St. Patrick's strives to maintain a healthful and safe school environment. We ask parents to keep home any child who, because of illness, cannot participate comfortably in classroom or school activities or who may present a health risk to other children. In addition, the child will be excluded for any contagious conditions according to guidelines of the Centers for Disease Control, American Academy of Pediatrics, and District of Columbia regulations. As a general rule, children well enough to come to school are considered well enough to participate fully in all activities, including outdoor recess and sports. Likewise, students who are too ill to attend academic classes should not plan to participate in that day's athletics.

If a child arrives at school ill, or becomes ill during the school day, the child is sent to the Health Office on either campus. The School Nurse will notify the child's parents or designated caregiver and care for the child until the child can be picked up. Please remember that the Health Office is not designed to accommodate children who become ill at school for long periods of time.

Conditions requiring exclusion from school include, but are not limited to:

- **Fever (temperature 100.4°F and above), nausea, vomiting, diarrhea.** The child may return to school after being symptom-free without medication **for a full 24 hours.**
- **Strep throat.** The child may return to school after being **on antibiotics for a full 24 hours.**
- **Pink eye.** The child may return to school after being **on antibiotics for a full 24 hours.**
- **Head lice.** The child must be examined by the School Nurse, who will determine if treatment has been effective and live lice have been removed.
- **Infectious disease, illnesses, or conditions that are deemed contagious** according to the guidelines set forth by the Centers for Disease Control, American Academy of Pediatrics and the District of Columbia (i.e. chicken pox, shingles, measles, mumps).

The School notifies parents of a contagious disease when it is first reported. Please cooperate with us by promptly notifying the office if your child contracts one of these childhood illnesses.

Privacy

The Day School respects the right to privacy of any student who has a communicable disease, including COVID-19. All student records or information regarding communicable diseases will be confidentially maintained by the School Nurse. The student's medical condition will be disclosed only to the extent necessary to minimize the health risks to classmates, employees, and the greater Day School community.

Food Allergies

Food allergies remain a serious concern. The partnership that St. Patrick's seeks to foster in all areas among students, parents, and faculty and staff is of particular importance in promoting the safety of our students with life-threatening food allergies.

St. Patrick's is an "allergy-aware" community that strives to help students learn to manage their allergies in developmentally appropriate ways. This approach means that

our youngest students may be in classes that have more significant food restrictions than our older students. By taking this approach, we encourage students with food allergies to develop a sense of security knowing that schoolwide guidelines are in place to protect their physical and emotional well-being. St. Patrick's guidelines regarding children's allergies are based on recommendations from the Centers for Disease Control (CDC and Food Allergy Research & Education (FARE).

The Health Office assists parents with the management of children's life-threatening allergies while they are at school by providing faculty and staff training; distributing the parent-provided Food Allergy Action Plan to teachers; working closely with the provider of the School lunch program and with other food vendors, including those on off-campus field trips; storing and/or administering medication; and providing other necessary care to children with food allergies.

Parents of children with food allergies must provide the Health Office with a yearly Food Allergy Action Plan (located on the August Schools Portal for their child and prescribed medication for anaphylaxis treatment (such as an Epi-Pen. Parents should contact the Health Office if they have any concerns about their children's participation in the School lunch program. The Health Office is available to parents as a resource for ingredient lists for school lunches and snacks. Parents of children with food restrictions should note those restrictions in August Schools.

Students with food allergies will only be allowed to eat store-bought goods with legible ingredient lists that do not contain the allergen in question or foods specifically approved by their parents. If parents of children with food allergies choose to do so, they may provide a container of non-perishable special treats for the homeroom teacher to have on hand.

We encourage parents of children both with and without food allergies to rely on the Health Office as a vital resource as we work together in partnership to protect all of our children—in this instance, ensuring that food items entering classrooms and other spaces are safe for all students in the group for which the food items are intended. Parents of children with food restrictions should note those restrictions in August Schools.

Birthdays and other seasonal/holiday celebrations are special times for children, but they can be difficult for children with food allergies. In order to ensure that our

classroom celebrations are both safe and inclusive, parents and other caregivers may not bring in any items to share with other members of the class that may contain or are made in a facility that processes peanuts or tree nuts. Other food allergies are managed individually.

At the beginning of the school year, we ask that parents of children with food allergies provide the Health Office and homeroom teachers with a list of child-specific allergy-friendly treats that can guide the selection of birthday and other celebration treats that the entire class can enjoy. Teachers will share these lists with parents at Back-to-School Nights. In PK3/PK4, Kindergarten, and Grade 1, the Day School provides allergy-friendly treats from an approved vendor for specified seasonal/holiday celebrations. We move away from that arrangement in Grade 2 and beyond, consistent with our commitment to a developmental approach.

Accidents and Emergencies

Accidents during the school day are treated with simple first-aid procedures when appropriate. In cases of severe injury or illness, 911 will be called immediately and the parent notified. Staff at St. Patrick's are not permitted to transport any child for medical care. All decisions about emergency treatment of the child will be left up to the 911 response team and the emergency room physician.

Administration of Medications at School

When it is necessary for a child to take medications during school hours, parents must observe the following procedures:

- Complete a Permission for the Administration of Medication Form, available online through the student's August Schools Portal. All medication should be in the original pharmacy-labeled container and given to the School Nurse for safe storage. Please note that the prescribing physician must also sign the form if this is going to be a regularly administered medication.
- Complete an Over-the-Counter Medication Permission Form, available online through the student's August Schools Portal. **Over-the-Counter Medication Permission Forms are valid for 365 days from the date of the actual physician's signature. No over-the-counter medication will be administered without a completed form that includes a physician's signature.**
- Coordinate procedures with the School Nurse in the case of medication to be administered over an extended period of time.

- Observe the stipulation that school personnel will not administer the first dose of any medication or administer any other medication without appropriate authorization from the parent and physician. **Narcotics or medications containing narcotics, such as codeine, will not be administered at school. Students requiring narcotics or medications containing narcotics should not be in attendance at school.**

Administration of Medications on Overnight Field Trips

For older students participating in overnight field trips, generally in Grade 4 and above, any prescription medication to be administered during the trip must be submitted in the original pharmacy-labeled container specifying medication and dose to be administered. Any over-the-counter medications must also be submitted in the original package with the company's dosing instructions listed on the package. **No loose or unlabeled medications will be administered.** An overnight field trip medication form will be sent home prior to each trip and must be completed and returned by the parent or guardian for each student. Please note that only those over-the-counter medications designated on the student's August Schools Over-The-Counter Medication Permission Form will be administered, if needed, during the trip.

Health Screenings

Students are checked for head lice periodically during the school year. Regular surveillance at home can help prevent the spread of cases of head lice. If your child contracts head lice, please notify the School Nurse so that other students may be monitored, as indicated. **St. Patrick's does not exclude students with nits from the classroom. However, students may not remain in school with an active head lice infestation. Following appropriate treatment, including the removal of head lice, students may return to school after being cleared by the School Nurse.** The School Nurse is available to help educate parents and other caregivers about evidence-based treatment options and to assist in monitoring students for signs of re-infestation.

EMERGENCY CLOSING

In the event of inclement weather that forces a change in normal school routines—either a school closing or a delayed opening—St. Patrick’s will notify families in multiple ways, all of which we will strive to complete by 6:15 am.

- We post our plans on our website, on our voicemail greeting at 202-342-2805, and on social media.
- We use an emergency broadcast system to communicate via email and text message (sms) when there is a change in the scheduled opening or closing time or when an emergency situation requires your attention.
- If St. Patrick’s has a delayed opening, St. Patrick’s will begin classes at 10:00 am and begin receiving students at 9:30 am.
- St. Patrick’s will strive to remain open once the school day has started. Should that become unwise or impossible, we will notify parents with an automated voice message, by email, and on our website. Parents must be sure to maintain current home, office, cell, and emergency numbers and email addresses by logging into Blackbaud and updating their profiles.
- In the case of an emergency or other unscheduled early dismissal, parents should report to the School Office or other designated location—not directly to the classroom—to pick up children. School personnel will coordinate the orderly dismissal of students to parents.

DRESS GUIDELINES AND DRESS CODE

The school’s decision to rely on guidelines for dress, rather than adopt a student uniform, is consistent with its philosophy of emphasizing individual growth and development and is intended to provide opportunities for children to make appropriate decisions for themselves.

The school day includes both indoor and outdoor activities. Children should dress in layers in order to ensure proper comfort. At all grade levels, all removable clothing (sweaters, hats, gloves, coats, and boots) should be marked with your child’s name in order to simplify identification. Specific expectations for student dress increase across divisions, as outlined below.

Please note that PE Uniforms, required for students in Grades 4 to 6, are purchased by parents during the summer. Students should keep these uniforms at school during the week and take them home for laundering on weekends only. Only children properly dressed in their PE uniforms or athletic logo wear will be allowed to participate. Sneakers are required for participation.

PK3/PK4 Guidelines

Children should dress in neat, functional, comfortable clothing suitable for an active program that includes daily outdoor time, even in cold weather. Please help your children care for themselves and their belongings by following the guidelines below.

- Dress them in clothing that they can manage by themselves.
- Avoid sending them to school in clothing that is so special that a dirt stain, spill, or paint splatter will cause disappointment or frustration.
- Send in a change of seasonally appropriate clothing to be kept at school in case of accidents.

These additional guidelines below should help you when you are buying new clothes for school.

- Buy sturdy shoes with non-slip soles that fasten securely. Avoid moccasins, clogs, Crocs, and flip-flops, as these shoes present safety concerns in physical education/motor classes and on the playground. Sneakers are required for full participation in motor classes.
- **Label all pieces of clothing with your child’s name in order to simplify identification.**
- Choose mittens instead of gloves to allow children to don them independently. Select warm clothes, including boots and snow pants, in winter. The children go outside every day. Make certain that children have adequate rain gear to allow comfortable entry into school in all weather conditions. Children do not need umbrellas at school, so please do not send them with your children.

Lower School & Upper Elementary Guidelines

St. Patrick's asks its Lower School students to come to school dressed in neat, clean clothes that reflect a serious attitude toward their work and contribute to creating pride in their appearance as well as in a school environment that is orderly and appropriate. Students may wear neatly fitted pants or, in warmer weather, shorts. Shirts should be worn with fabric that falls below the waistline on all sides. No hats should be worn inside the building.

All children must wear sneakers or similar rubber-soled shoes for PE classes. Children who are not wearing proper shoes for PE will be asked to watch rather than participate in class. Flip-flops, clogs, Crocs, platform shoes, and open-toe sandals present safety concerns on the playground, on stairs, and in PE classes and should not be worn to school.

Teachers will identify proper attire for field trips.

Middle School Dress Code

Purpose

The purpose of this Dress Code is to establish a common understanding concerning school attire that will allow students to make choices within reasonable boundaries and to be comfortable at school while at the same time encouraging pride in one's self and a shared seriousness of purpose in this learning community. As the oldest students in the community, preparing for adulthood, students will dress more formally.

The primary boundaries for the Dress Code are that all clothing must be neat and clean and must fit properly. Even on Casual Dress Days, student clothing may not be ripped or bear inappropriate or offensive words or logos.

Dress Code compliance begins at home. Students and parents should review the Dress Code to be sure that each student's clothing selections are aligned with the purpose of the Dress Code. Enforcement of these provisions begins at home, not at school. Parents should not allow children to leave for school wearing any clothing that does not meet these requirements. Students who, in the judgment of any faculty member or the Head of Middle School, are dressed in a way that does not comply with this Dress Code—in letter or in spirit—will receive a demerit and be directed to change into Dress Code-appropriate clothing. If three demerits are earned, students will attend a lunchtime detention, and parents will be notified. Repeated violations will be referred to the Head of Middle School.

Once a month, on the first Friday of the month, Grades 6 and 7 students have a Casual Dress Day. Grade 8 students enjoy casual dress once a week. Please note Kindergarten to Grade 8 Chapel dress requirements below. If the first Friday coincides with a Kindergarten to Grade 8 Chapel or a day off from school, the casual dress day will occur on the next full Friday at school.

Middle School students must dress according to the following requirements:

All students must wear: Non-athletic shirt, pants, shorts or a skirt, and shoes. Dresses are also acceptable. When in doubt, neat, plain, and simple works best.

Specific information about each follows below.

Shirts: Appropriate shirts include any shirt without any printed words or prominent logos. St. Patrick's logo wear is generally allowed. Shirts must have a minimum of a 1-inch wide strap at the shoulders and fabric that falls below the waistline on all sides.

Pants and Shorts: Students may wear neatly fitted non-athletic pants that are not ripped or torn. Leggings and hemmed, non-athletic shorts are also appropriate. (For example, khaki shorts are acceptable but Lululemon athletic shorts are not.) All shorts and skirts must cover one's backside completely.

Dresses and Skirts: Students may wear dresses or skirts with spandex bike shorts or leggings worn underneath.

Shoes: Closed-toed, flat dress shoes, casual shoes, and sneakers, appropriately laced and tied, are acceptable.

Hats and Outerwear: Students may not wear hats inside the building. Students may not wear jackets or other outerwear inside the building. Hooded sweatshirts are not acceptable unless they are St. Patrick's logo wear. Kindergarten to Grade 8 Chapel: All students should be dressed appropriately for Kindergarten to Grade 8 Chapel, even when Chapel coincides with what otherwise would be a Casual Dress Day. Tee-shirts and shirts with narrow straps, along with shirts with logos are not acceptable Kindergarten to Grade 8 Chapel attire. Field Trips/Special Events: Teachers who want to specify field trip or special-event attire that is more appropriate to the specific activity, event, or destination may do so after consultation with the Head of Middle School.

PERSONAL PROPERTY OF STUDENTS

The School assumes no responsibility for the care and safekeeping of any item of personal property brought to school by a student. The student shall bear sole responsibility. Therefore, students should avoid bringing to school items of particular value, either material or sentimental, that could be damaged or go missing. Parents should see to it that their children bring no such items to school. Student lockers have no locks on them, and student cubbies in the younger grades are open, making it difficult to secure items in either lockers or cubbies. Students bringing in items to share in class should alert their teachers to any concerns about the safekeeping of those items.

Personal Electronics, Cell Phones, and Wearable Technology

We understand that it is advisable for some students to have cell phones and other personal electronic devices in their possession to keep in touch with their parents or other caregivers in certain circumstances following their dismissal from school. Students whose parents think they should have cell phones or other devices available may bring them to school, but they must follow these rules. Failure to comply shall result in the loss of the privilege of bringing a cell phone or other device to school.

- Upon arrival at school, the cell phone or other device—including Apple Watches and other smartwatches—must be turned off and put away in the student's locker, backpack, or cubby (not desk) or, on the MacArthur Campus, turned in to the Middle School Receptionist and Administrative Assistant. Personal electronic devices may be not used during the day until after the student's dismissal from school. Dismissal, in this circumstance, refers to the student's full departure from campus.
- Students who remain for Extended Day or After-School Activities, or who are on campus for sports or for any other reason after regular dismissal, may not use their cell phones or other device—including Apple Watches and other smartwatches—until dismissal from that activity. Middle School students may not use their cell phones or other devices on the MacArthur Campus shuttle bus in the morning or afternoon or on athletic buses traveling to practices and games.
- If students need to telephone their parents at any time during the school day, from arrival through dismissal (as above), they must ask a teacher to use a classroom phone or a member of the staff to use an office phone for that purpose. Only at dismissal time and with the approval of a staff member may students use their cell phone or other device to contact parents. Likewise, parents needing to convey messages to students during the school day should contact the School Office or leave a voicemail message on the homeroom teacher's classroom phone.
- **A cell phone or personal electronic device—including Apple Watches and other smartwatches—in evidence during the school day, either heard or seen, will be confiscated and returned to the student at day's end, but with the understanding that the student may no longer bring a cell phone or other device to school.**
- **Students who rely on electronic personal organizers to keep track of assignments and other responsibilities and students who read books on eReaders may do so during the day, as long as students have received permission from their advisor or homeroom teacher and the device is not used for any other functions, such as texting, cell phone calls, electronic games, or music.**
- **Similarly, students who rely on personal electronic devices to manage chronic illness may use these devices for this purpose.**
- Consistent with the Day School's policy concerning the personal property of students, the School will assume no responsibility for the care and safekeeping of student cell phones or personal electronic devices. Students themselves will bear all such responsibility. Parents should weigh this reality with the perceived benefits of students having a cell phone or personal electronic device in their possession before deciding whether to allow students to bring such devices to school.
- The Day School reserves the right to search school provided and personal devices used at school for educational or personal use.

LOST AND FOUND

Parents and children should check the lost and found areas in the MacArthur Campus Back entry (Middle School), in the Whitehaven Campus Lunch Room (Kindergarten to Grade 5), or in the PK3/PK4 hallway near the door to the Primary Grades Playground to locate lost items. Parents may also send a note to the teacher, who will make every effort to help a child locate a lost item. In the Middle School, students and parents should check with the MacArthur Campus office manager about lost items. All students should be encouraged to assume responsibility for their possessions. Unclaimed lost-and-found items are donated monthly to community organizations that re-distribute clothing to individuals and families in need. **Please make every effort to label your children's removable clothing (sweaters, jackets, coats, etc.).**

BIRTHDAY PARTIES AND OUT-OF-SCHOOL ACTIVITIES

Most children enjoy celebrating their birthdays with friends at school. Please limit the celebration, however, to a simple snack that is consistent with any allergy restrictions in that classroom. Do not send in soda or candy of any kind. Please contact your child's classroom teacher to arrange an appropriate time and to learn about any dietary restrictions.

Parties—especially birthday parties, whether one's own or a classmate's—are important events in children's lives. Recognizing that being included in special events can influence children's sense of belonging and even self-worth, we have established the following guidelines for outside-of-school parties involving classmates. Please become familiar with these guidelines and follow them in your party planning.

We realize that children's friendships, their emerging sense of identity, and their need to feel a part of the social group that comprises their homeroom or grade level defy tidy mathematical formulations. In the final analysis, our intent here is to promote a spirit of inclusion rather than a feeling of exclusion on the part of any child or children in a particular homeroom or at a particular grade level. Your party planning will be consistent with these guidelines if it contributes to, rather than detracts from, that vital sense of belonging in the classroom. Your child's Division Head will gladly discuss these guidelines with you as you plan a party.

Using gender as the sole factor in developing a list of invitees may miss actual and emerging friendships. Nonetheless, families should avoid excluding a small number of classmates of any one gender. Alternatively, we suggest that families invite either all of the children

in a homeroom or fewer than half of the children in a homeroom. Children in upper grades who have large parties should invite all of the children in their class. These guidelines are not intended for parents of younger children, for whom smaller parties are clearly more developmentally appropriate and therefore more suitable. Many experts consider a party with a group of friends equal in size to the child's age to be ideal for children under the age of six.

Families should arrange all parties in such a way as not to involve the School or result in any lost school time.

In particular, children should not be picked up at school in a large group or carrying gifts, as children who have not been invited or who are unable to attend may feel left out.

Further, children should be told not to discuss parties at school unless all of the students in a class are invited. Even as we offer these guidelines, we recognize that there will be times when a child's parents are unable to provide transportation to a party that is taking place after the close of the school day. For families with working parents, with caregivers who do not drive, or with distances to travel, logistics can make it difficult for them to accept invitations to events scheduled during work hours. In such cases, assistance with transportation is often appreciated by families and is viewed by the School as appropriate as long as it is consistent with our request that students not be picked up in large groups.

Outside Teams and Organizations

Often parents organize teams and groups to participate in local youth sports leagues, such as the DC Soccer Club, and organize social activities through area groups. We ask that, when organizing these teams and activities, parents follow the spirit of inclusion as outlined in our birthday party policy. Please extend an invitation to participate to all students in a grade or all students of one gender in a grade and include new students, whenever possible. If you are uncertain about how to compose a team in a manner consistent with this policy, please contact the appropriate Division Head. We discourage participation in outside activities that adopt exclusive, rather than inclusive, policies.

FACILITY USE POLICY

St. Patrick's Episcopal Church and Day School (St. Patrick's or Church and Day School) allows community members to use St. Patrick's Gymnasium and the Sports Deck located at 4701 Whitehaven Parkway NW, Washington, D.C. 20007 in return for an administrative fee, charged per use. Parents may contact the Director of Auxiliary Programs, to initiate a request.

The approval of requests will be contingent upon the availability of the spaces with St. Patrick's Episcopal Day School events as a priority. Those who wish to avail themselves of this will agree to the following conditions.

The user of the property:

- a. assumes financial responsibility for cleaning and administrative costs in the amount of \$200.00 per use, payable before the end of the use term;
- b. shall assume responsibility for any damage incurred to the building or furnishings during use;
- c. shall designate a member of the group to be responsible for the entrance and exit of all participants;
- d. must submit a certificate of insurance (carrying limits of coverage acceptable to the Church and Day School) indicating the general liability insurance they carry and naming St. Patrick's as an additional insured for the use period; unless the user is not incorporated;
- e. will not serve food or drink to any group (if food is being served, there will be an additional fee charged);
- f. will not allow any other organization to participate in the use of the described facilities;
- g. recognizes that only facilities specifically named in the contract are available for use, and only for the use set forth in the use application;
- h. will leave the facilities clean and in good order after use, with all furniture returned to its original position;
- i. will observe all posted parking rules, including no parking in the driveway, which is a designated fire lane;
- j. agrees that St. Patrick's will not permit the use of its name in the solicitation of funds for the support of programs not authorized and sponsored by the Day School, or does use of its facility imply general endorsement of the organization involved in its use;
- k. shall not make any alterations or improvements to any of the facilities;
- l. agrees that smoking is prohibited on Church and Day School property, that no illegal substance is permitted on Church and Day School property, that alcoholic beverages may not be served; and
- m. acknowledges that St. Patrick's can terminate this agreement, either before or after the rental period has begun, with any such decision at the sole discretion of the Day School.

DOGS AND OTHER PETS

The Day School understands that there can be value to having various pets in and around campus buildings. It is important to keep in mind the health, safety, and well-being of our guests and all who learn, work, and volunteer within the St. Patrick's community. We have placed restrictions on the presence of students' pets other than service dogs or service dogs in training in Day School buildings, when school is in session and students are present, from 7:30 am to 6:00 pm. A request for accommodation of a service animal must be made, in writing, to the Head of School.

Parents who wish to bring a dog in briefly as part of a special day for a child must obtain the prior approval of the homeroom teacher or advisor and keep the dog leashed and under their direct supervision. Please note that this policy covers the presence of other pets in Day School buildings, with adjustments in handling and care as appropriate. Dogs are not allowed on the Whitehaven Campus field or the Foxhall Campus field at any time.

LUNCH

Early Childhood Division

Early Childhood students bring their lunches from home and eat in their classrooms. Parents of children with food allergies should contact the Health Office if they have concerns. Certain food restrictions can apply to classrooms in which students can experience severe reactions to specific food allergens. Parents receive an email at the beginning of the school year if any such restrictions are in place in their child's classroom.

Kindergarten-Grade 8

The School requires the participation of all Lower School, Upper Elementary, and Middle School students in the lunch program. Students in Kindergarten to Grade 5 eat in the Whitehaven Campus Lunch Room, while Grades 6 to 8 eat in the MacArthur Campus Dining Room. Parents of children with life-threatening food allergies should contact the Health Office if they have any concerns about their children's participation in the lunch program.

ATTENDANCE, TRANSPORTATION, ARRIVAL, DISMISSAL

The School encourages parents to establish a priority of regular, daily attendance for their children. There are, regrettably, times when parents choose to keep their children out of school in order to leave early for a weekend or scheduled school holiday, to extend a weekend or scheduled school holiday, or to create a holiday where none existed. Because of the resulting disruption to the learning process (students miss direct instruction, hands-on learning activities, and the conversation that is essential to emerging understanding), the School strongly discourages these unexcused absences. Absence for travel or other non-essential purposes is sanctioned, although not encouraged, only in PK3/PK4 and is recorded as “unexcused” at any other level. We fully expect families to plan their trips to coincide with school holidays.

The School does not require, nor should parents expect, teachers to prepare homework early, to adjust assignments, to do the review or re-teaching that often becomes necessary, or to reschedule tests for individual students whose parents plan trips outside of stated school vacation periods. Teachers may regard homework assignments due during such unexcused absences as “late” and may choose to give students zeroes on missed tests.

Tardiness poses a serious problem for latecomers because the first few minutes of class time are always devoted to organizing the class period or the day. Please be on time! Middle School classes begin at 8:00 am. In Upper Elementary and the Lower School, classes begin at 8:05 am for Grades 4 and 5 students and at 8:15 am for Kindergarten to Grade 3 students, although teachers Kindergarten to Grade 5 begin receiving children in their classrooms at 8:00 am. Children are marked tardy when they arrive in the classroom after the specified start of class. The academic day begins at 8:30 am.

Parents should notify the School when their child will be absent. They may do so by emailing that information to attendance@stpatsdc.org and including the child’s homeroom teacher or advisor as a recipient. Parents may also report absences to 202-342-2806 (Early Childhood Division), 202-342-2805 (Lower School), or 202-650-5324 (Middle School), but an email to attendance@stpatsdc.org will suffice. Please send the email by 8:30 am or the night before, if possible. Unreported absences will prompt a call home to inquire about the nature of the absence.

TRANSPORTATION AND CARPOOLS

It is the school’s expectation that parents will form carpools. Carpooling offers a variety of benefits, including increased safety for children and for St. Patrick’s and non-St. Patrick’s drivers with reduced traffic congestion. Carpooling also moderates the impact of St. Patrick’s on the wider community by reducing the number of vehicles traveling to and from St. Patrick’s, shortens waiting time on the carpool line, and offers immediate and long-term environmental benefits.

All parents—including PK3/PK4 parents—must complete an Arrival/Dismissal Information and Authorization Form for each child (emailed to parents in the summer and also available on the website to specify the dismissal route. Parents must return this form to the School Office by late August.

The Arrival/Dismissal Form includes space for parents to list members of carpools. Each carpool will receive a large color-coded card bearing a student’s name in PK3/PK4 or an assigned carpool number in the Lower School. Drivers picking up both PK3/PK4 and Lower School children should display both assigned cards.

Please note: If your child is to go home in any but the usual way, please notify the School by email or written note or, in an emergency only, by telephone. Teachers do not always have an opportunity to check emails or voicemails later in the day, so parents should call the Whitehaven Campus School Office (202-342-2805) or the MacArthur Campus reception desk (202-650-5324) with any late-in-the-day changes. Children are not released by the School without prior parental authorization.

Students who use public transportation to get to school and school-related activities will need to obtain a new SY 2026-2027 KRF SmarTrip card. Please request a Kids Ride Free application from the Middle School Receptionist or at the Whitehaven Front Office. Once that form is completed, it will be submitted and, when approved, returned to the School for conveyance to the student.

ARRIVAL AND DISMISSAL: ROUTES

On both the Whitehaven Campus and the MacArthur Campus, school personnel and active or retired Metropolitan Police Department officers closely supervise arrival and dismissal times. Please obey their directions at all times.

MacArthur Campus

For arrival and dismissal, parents and other caregivers must approach the building from the west along MacArthur Boulevard. You should drive past the building, turn right into the public alley adjacent to it (there is no right turn permitted onto Elliott Place from MacArthur Boulevard during arrival time), and then turn right again into the parking lot behind the building. There is an entrance to the building from the parking lot, which students will use at arrival and dismissal times. Additional details are available below.

Whitehaven Campus

For Whitehaven Campus arrival and dismissal, parents and other caregivers should approach Whitehaven Parkway only from Foxhall Road and enter the driveway at its western end, as directed. Parents and other caregivers should pull as far up along the driveway as they can before having their children disembark. Please remain in your vehicle as your child disembarks, either with or without the assistance of the faculty and staff on duty. Cars may exit the driveway toward either MacArthur Boulevard or Foxhall Road.

At arrival time, do not drop your children off at any location other than in the driveway, where there is appropriate supervision. Do not approach the School from MacArthur Boulevard and drop your children at the curb or attempt to turn right into the driveway. At dismissal time, do not park your car and walk into the School for your children, or have them walk to the street to meet you. Parents attempting this form of pickup will be directed to join the carpool line.

School Driveway Cell Phone-Free Zone

District of Columbia law prohibits drivers from using cell phones while operating a moving vehicle without a hands-free device. Parents and other caregivers arriving at St. Patrick's to drop off or retrieve children should operate their vehicles in full compliance with this law. (Please remember that active or retired Metropolitan Police Department officers direct traffic at carpool times.) In fact, recognizing the absolute need for attention to the safety of our children and the faculty and staff who supervise arrival and dismissal times, we have designated our driveway as a cell phone-free zone. Please refrain from placing or receiving cell phone calls of any kind while in the driveway. Parents who arrange to have others drop off or retrieve their children on an occasional or regular basis have the responsibility of informing those drivers that the driveway is a cell phone-free zone.

ARRIVAL AND DISMISSAL: TIMES

PK3/PK4

Arrival

Regular Arrival: 7:45 – 8:20 am The Head of Early Childhood Division, administrators, and teachers are on duty at the Church Courtyard entrance until 8:20 am. Parents can assist the faculty and staff on duty at both arrival and dismissal times by placing their child's car seat on the passenger side of the vehicle.

Parents of PK3/PK4 children who arrive at school before 7:45 am, perhaps with older children, should drop older students in the regular carpool flow, proceed to the top of the driveway, and await the arrival of a faculty member providing PK3/PK4 arrival supervision.

Late Arrival: PK3/PK4 children arriving after 8:20 am must be escorted to their classrooms by parents after signing in with the receptionist at the main Day School entrance.

Dismissal

Dismissal for all PK3/PK4 students occurs with elementary students, beginning at 2:50 pm. Parents or caregivers may enter the driveway beginning at 2:40 pm.

PK3/PK4 teachers will help children into their cars and buckle them into their car seats. **PK3/PK4 teachers will not put a child into a car without a car seat or booster seat.**

Kindergarten to Grade 5

Arrival:

Arrival: 7:30 – 8:10 am (8:00 am in Grades 4 and 5) in the driveway, supervised by administrators and faculty.

Students are welcome in homerooms at 8:00 am. Students arriving between 7:30 and 8:00 am will wait in designated areas with an adult.

Homeroom classes in Grades 4 and 5 begin at 8:05 am, and students arriving in their classrooms after that time are marked tardy.

Homeroom classes in Kindergarten to Grade 3 begin at 8:15 am, and students arriving in classrooms after that time are marked tardy.

Dismissal:

All dismissals occur through the carpool line in the driveway, with students accessing the driveway via the main school door. In order to stress the school's commitment to carpooling, St. Patrick's has established the following preferential dismissal times, based on the number of students in a carpool. Cars arriving earlier than these times will be directed to leave Whitehaven Parkway and return at the proper time.

2:50 pm – Cars retrieving three or more elementary students and/or any PK3/PK4 students. (Arrive beginning at 2:45 pm.)

3:00 pm – Cars retrieving at least two students. After 3:15 pm – Cars retrieving one student.

Late Pick-Up:

Parents and other authorized drivers are expected pick children up on time. This includes regular dismissal time, after-school sports, activities, and classes. In the event that a parent or authorized driver is unavoidably detained, the parent should notify the School Office.

Children who have not been picked up by 3:40 pm at regular dismissal will be taken to Extended Day and charged the "Drop-In" fee. Children who have not been picked up by 4:30 pm from After-School Activities, or within 15 minutes of the scheduled end of After-School Activities or athletics will be taken to Extended Day and charged for an additional fee.

Students should be instructed to come to the front desk immediately if their carpool is not on time. Do not ask your child to wait outside for you. Students may not be left unattended or unsupervised in any part of the School building or on school grounds between the end of dismissal or the end of after-school sports, activities, or classes and when they are picked up.

All students must have written permission from their parents to walk home from school. These students must leave campus upon being dismissed at day's end. Once they leave school at that time, they may not return to campus.

Middle School

Students in Grades 6, 7, and 8 may arrive each morning either directly at the MacArthur Campus or at the Whitehaven Campus, for shuttling to the MacArthur Campus. Students may be dropped off at the MacArthur Campus beginning at 7:30 am—and only according to the guidelines stated below. Students arriving at the Whitehaven Campus must do so by 7:50 am in order to take the 7:50 am shuttle to the other campus. Students may, of course,

walk, bike, or take a bus to the MacArthur Campus, but they should plan to arrive no earlier than 7:30 am. The D94 Metrobus stops near the building. Classes on the MacArthur Campus begin promptly at 8:00 am.

The School will closely monitor compliance with arrival and dismissal provisions. Failure to observe these procedures—designed to limit our impact on the neighborhood—will jeopardize a student's place at St. Patrick's.

For students being dropped off directly at the MacArthur Campus, vehicles must observe the following procedures:

- Parents and other caregivers dropping off students must approach the campus from the west along MacArthur Boulevard. You should drive past the building, turn right into the public alley adjacent to it (there is no right turn permitted on Elliott Place from MacArthur Boulevard during arrival time), and then turn right again into the parking lot behind the building. There is an entrance to the building in the parking lot, which students will use at arrival time unless they are arriving by bus, bike, or foot. Bike racks are provided at the front of the building.
- If a queue has formed, please join the queue and continue to follow these procedures. Please do not block Elliott Place if your vehicle is in the queue.
- Once you have dropped off a student, please continue through the parking lot toward Elliott Place, turn right on Elliott, and proceed toward MacArthur Boulevard. **Vehicles may not depart from the MacArthur Campus through the neighborhood via the public alley, Elliott Place, Greene Place, Clark Place, Q Street, or Potomac Avenue.**
- Vehicles departing the MacArthur Campus during morning drop-off should follow the directions of the Metropolitan Police Department officer at the intersection of Elliott Place and MacArthur Boulevard. In the absence of the officer, vehicles must turn right on MacArthur Boulevard from Elliott Place. If you do not intend to continue east on MacArthur Boulevard, you should then turn left onto Q Street toward Foxhall Road.
- At all times, parents and other caregivers should follow the directions of St. Patrick's personnel and Metropolitan Police Department officers who are supervising arrival and dismissal.

- Students arriving at school from an off-campus appointment after 8:05 am may be dropped off at the main entrance to the MacArthur Campus, accessible from the front parking lot off MacArthur Boulevard.

Arrival: 7:30-7:50 am at the Whitehaven Campus

A 7:50 am shuttle bus will take students to the MacArthur Campus. Students arriving after the shuttle bus has departed must be dropped off directly at the MacArthur Campus.

Daily Dismissal:

- When students end their day in after-school athletics, please pick up your child at the location of the sports team practice (the Whitehaven Campus Gymnasium & Performance Center or the Foxhall Campus athletic field).
- When students end their day at the MacArthur Campus, parents and other caregivers must follow the procedures described above for arrival.
- Students not participating in athletics (other than PE) should be picked up at the MacArthur Campus beginning at 3:15 pm. All students not picked up by 3:45 will be sent to Extended Day and charged the “Drop-In” fee.

Middle School students who have written permission from their parents to walk from school must leave campus upon being dismissed at day’s end. Once they leave school at that time, they may not return to campus.

DIVISIONAL PROGRAMS AND HIGHLIGHTS

CURRICULUM

St. Patrick's approach to education is to balance priorities in all areas of a child's development—intellectual, social-emotional, spiritual, and physical—and to foster appropriate growth and development in those areas. The school's dynamic curriculum has developed over time and will continue to grow and change. Reflecting that continuing development, the Curriculum Guide is published annually and posted on the school's website. Faculty committees and the administration review the curriculum regularly to take advantage of new ideas and opportunities while maintaining the basic traditional emphasis to which we are committed. Parents are expected to support the Day School's curricular aims. Parents who have questions or concerns about the curriculum are welcome to speak with the appropriate Division Head. Please understand that the School does not generally permit parents or students to "opt-out" of any part of the curriculum.

The Early Childhood Division's program is based on a constructivist approach, built around learning and play. Teachers use thematic units to plan activities, hands-on experiences, and conversations that allow children to explore and discover, build skills, and develop creativity. Activities and lessons promote the development of social skills, receptive and expressive language skills, self-help skills, small- and large-motor skills, and cognitive skills. Music, science, Spanish (in PK4), and physical education/motor classes complement and extend classroom learning. Weekly Chapel allows the children to worship together through simple lessons and music. Children entering the PK program are expected to be fully toilet-trained, as the classroom environment, curriculum, and daily schedule are not equipped to accommodate diaper or pull-up use.

The Lower School, Upper Elementary, and Middle School academic programs stress the acquisition of strong basic skills within a rigorous yet nurturing environment throughout the grades. The arts program, including studio art and music, reflects the value we place on having young children immersed in creative activity to build specific skills, foster individual expression, and strengthen self-image. Integration of the various disciplines enriches the student experience and promotes creative thinking and problem-solving. The physical education program provides opportunities for every child to develop coordination and self-confidence while acquiring skills and learning the games that will provide a foundation for physical activity, play, and sports for a lifetime. We emphasize healthy interaction with others throughout the school day

through direct social-emotional learning (SEL) activities and projects and integrated SEL work. Spiritual growth matters at St. Patrick's, and weekly Chapel services conducted by the Chaplain and religion classes, taught by the Chaplain or the religion teacher, foster that growth. Kindergarten to Grade 4 students have one religion class each week for the entire year. Beginning in Grade 5 and continuing in the Middle School, students have either two periods of religion per week for one or two trimesters.

PK3/PK4

Opening Days

Entering school is an exciting first step toward independence, and some children can be apprehensive about taking that first step. St. Patrick's faculty and staff understand this process well and endeavor to support children in making this wonderful and important transition.

In the week before the start of school, parents and their children will be invited to visit the School to meet their teachers, experience their route to their classrooms, and spend some time becoming acquainted with the classroom environment and preparing for the upcoming year.

Parents will be assigned an introductory conference time and date with their child's teachers during the first week of school. This meeting provides an opportunity for parents to share information about their child and ask any questions they might have at this time of the school year. These conversations are expected to take approximately 15 minutes.

The regular PK3/PK4 full-day program begins on the first day of school. All children arrive starting at 7:45 am, the academic day begins at 8:30 am, it is important for your child to arrive 10 to 20 minutes prior to that time to allow them time to settle in. All PK3/PK4 children are dismissed at 2:50 pm. Extended Day for PK3/PK4 students begins on the first day of school.

Home Bag Day

Every PK3/PK4 child receives a school bag to take home on Fridays (Home Bag Day). This bag conveys the week's artwork and treasures. Please explore the bag's contents with your child and then return the empty bag to school on Monday for use the following week. This bag is not brought home daily, so other belongings, such as "lovies" or lunch, are better transported in another bag, such as a small backpack.

Parent-Teacher Conferences

Teachers welcome conferences with parents at any time. Regularly scheduled PK3/Pk4 Parent-Teacher Conferences are in November, March, and May. PK3 and PK4 classes are not held during this time. Parents of PK3 and PK4 children receive written progress reports at the end of the Spring Trimester grading period. We look forward to these important conversations.

LOWER SCHOOL AND MIDDLE SCHOOL

New Student Open House

Before the start of school, students new to St. Patrick's in Lower School, Upper Elementary, or Middle School—or moving from PK4 to Kindergarten, from Grade 3 to Grade 4, or from Grade 5 to Grade 6—are invited to visit the School with their parents to meet the teachers and prepare for the start of a new experience.

Opening Day

The opening day of classes is Tuesday, September 8, for all students in PK3/PK4 to Grade 8. PK3/PK4 children have half days during the first week of school, as described below. Your help in enabling your children to be well-rested, relaxed, and confident about what to expect will be valuable both to them and their teachers as they begin a new school year.

Returning students may want to come in regular carpools and are encouraged to do so. The instructional program begins in earnest on the first day. Carpools are expected to operate for the trip home. We will follow regular dismissal procedures on the first day. If there is some particularly important information regarding your child's needs (allergies, for example), please be sure to notify the School in writing before the first day of school; it is difficult to remember oral messages shared at that busy time.

Homework

Students in Lower School, Upper Elementary, and Middle School receive homework at appropriate developmental levels on a regular basis. Homework is a valuable activity to practice and reinforce newly acquired skills and knowledge, to prepare for upcoming lessons and activities, and to extend learning in ways that require students to apply what they have learned in class. In addition, homework provides the opportunity to develop good study habits, provides for individual differences and abilities, and encourages self-initiative on the part of the student. It is the individual student's responsibility to complete homework conscientiously by the day it is due in order to realize the benefits of the activity and to make consistent progress.

Middle School teachers post daily homework assignments on Google Classroom, our learning management system. However, students are still expected to maintain homework assignment planners on a daily basis. Parents of absent students should call the School Office to arrange pick-up of necessary materials, which will be available at the front desk between 3:00 and 4:00 pm.

Parent Involvement in student homework is essential to making homework a productive and beneficial exercise. Parents can assist their children by:

- providing a time and a quiet place for the child to work,
- establishing a routine for when homework is to be done,
- talking with the child about homework assignments to foster familiarity and, if necessary, to clarify instructions, and
- Encouraging the development of good study habits.

While parents may need to guide younger students in completing homework, parents should never do their child's homework. To do so deprives the child of any of the work's benefits and deprives the teachers of important information on the child's progress. On occasion, parents are invited to assume a participatory role in their child's homework.

Homework Quantity will be limited to 15 minutes per day at the youngest grade levels and will gradually increase to up to two hours in Grades 7 and 8. Because students' strengths, abilities, and learning styles vary greatly, the time necessary to complete homework assignments for different students will also vary. **If your child is experiencing difficulty or frustration with homework, please contact your child's teacher in order to review current homework routines and to establish, in partnership, strategies to assist the student.**

Reading at home is encouraged and expected on a nightly basis for all students. Children at all grade levels may read independently, be read to, or a combination of both. While it may be difficult for students to do daily reading in addition to assigned homework at the higher grade levels, we do hope that a lifelong habit of independent reading will take root and flourish at both home and school.

Backpacks, Book Bags, and Kindergarten Tote Bags

Students need a book bag or backpack to carry homework materials and library books to and from school safely. Kindergartners should use canvas tote bags provided by the School to carry their artwork, school work, library books, and other school-related items.

Report Cards and Grading

The school year comprises three trimester grading periods—Fall, Winter, and Spring. In PK4, parents receive written progress reports at the May Parent-Teacher Conferences. In Kindergarten to Grade 8, parents receive written reports electronically, accessible via the Blackbaud Parent Portal, at the end of each grading period. In Lower School and Upper Elementary, the report form consists of a detailed inventory of skills, behaviors, and expectations for each grade level. Supporting narrative comments accompany the Fall Trimester and Spring Trimester reports, while the completed inventory guides the March Parent-Teacher Conference following the end of the Winter Trimester. In the Middle School, the report form includes an inventory of skills and behaviors, as well as achievement marks, by subject area. Narrative comments accompany the inventory at the conclusion of the Fall Trimester and Spring Trimester. Brief interim reports are provided for students experiencing difficulties or noteworthy growth midway through the Winter Trimester and Spring Trimester.

Parent-Teacher Conferences

Parent-Teacher Conferences occur near the mid-point of the Fall Trimester and after the Winter Trimester, but the School encourages parents and teachers to discuss student progress throughout the year when necessary. The Day School conducts brief opening Parent-Teacher Conferences in the first two weeks of the school year. We look forward to these beneficial exchanges.

In the fall, the Day School closes for conferences. Grades 7 and 8 students conduct their fall Parent-Teacher-Student Conferences on those days, a format that Grade 6 also uses for spring conferences.

In the spring, school is closed for all students in PK3/PK4 to Grade 8 for one half day and one full day of conferences in early March. PK3/PK4 students have a final conference in May.

Achievement Testing

The Comprehensive Testing Program 5 of the Educational Records Bureau (CTP 5/ ERB) is scheduled annually in the spring for students in Grades 2 to 7. These tests provide information to the School and family and experience in test-taking for the students in various verbal and quantitative areas.

Meeting Individual Needs

St. Patrick's is committed to including in its enrollment a heterogeneous student group with varied gifts and needs. In order to maintain this commitment and to achieve flexibility within the curriculum to meet the specific strengths and needs of individual children, St. Patrick's develops programs for monitoring individual students and providing appropriate challenge and support to children based on their individual learning profiles. Because children have different learning styles, strengths, and developmental patterns, we have created the following strategies as we strive to meet the needs of all of our students:

Resource

In the Lower School, there are six learning specialists who dedicate time to a particular grade level for a portion of their day, providing support to the academic and social-emotional development of students in the Lower School. Learning specialists collaborate with homeroom teachers to provide small-group experiences for children who may need, for a period of time, extra support, specific skill development, or additional challenge in reading, writing, spelling, and math. Additionally, learning specialists provide intervention or challenge to identified students at 7:45 am or at 2:45 pm.

In Upper Elementary, there are two learning specialists working with students in Grades 4 and 5. Those individuals work with homeroom teachers to provide instructional support, monitor student performance, and coordinate accommodations and support with special subject teachers for students who have academic testing on file.

In the Middle School, two learning specialists provide instruction, monitoring, and other support for students who continue to exhibit the need for such academic support. The Tutorial period from 2:45 to 3:15 pm allows students to check in with or receive support from the learning specialists and other MacArthur Campus faculty.

Tutoring

Tutoring on an individual basis is sometimes recommended by the School. When tutoring is necessary, parents must work closely with the Division Head and homeroom teacher to maximize effectiveness and provide open communication. A parent may contract with a tutoring center or with private tutors recommended by the School. A child's current teacher at St. Patrick's may not tutor the child (for pay) as long as the child is in the teacher's class for any subject. Tutoring times must not conflict with a child's daily class schedule at St. Patrick's. Please contact the Director of Auxiliary Programs if a tutoring session is taking place after school.

Limited financial aid is available for tutoring to families who participate in the Financial Aid Program. Parents should contact the Director of Enrollment Management for more information.

Counseling

School Counselors are available to support students and families on matters ranging from day-to-day problems to more serious concerns related to school and/or home. Parents are encouraged to make use of this service as the need arises. School Counselors also conduct periodic parent-education and support programs. We encourage all parents to attend these programs.

The school may, at appropriate times, recommend that a family or child (with parents' knowledge) use the services of a School Counselor. Parents may also reach out to seek consultation or support for their child. School Counselors do not provide long-term ongoing therapy within the school setting but work closely with families to find outside services when needed. School Counselors may also meet with groups of students to help resolve friendship or social issues or consult with teachers regarding ways to strengthen the classroom community. School Counselors work closely with parents, faculty, and administration to support students' social-emotional needs.

Counselor Confidentiality

The School prioritizes the developmental needs of the children we serve at our school. Working closely with our faculty and staff, we partner with parents in the delivery of our educational and co-curricular programs. The partnership between parents and the school involves trust and an expectation for a free flow of communication between parents/guardians and the school, as this is essential to ensure that both are aware of the significant events and issues that impact a student's life.

In keeping with this partnership, there are limits to the confidential nature of students' relationships with School counselors. When possible, counselors will notify students of the limitations of their confidentiality obligations at the beginning of each meeting. Similarly, counselors may first encourage a student to speak with their parents/guardians on their own or together with the counselor, depending on the urgency of the matter and the best interest of the student. School counselors may notify a student's parents/guardians without the consent of the student or over the student's objections if the student is in imminent danger of harming themselves or others, or for other compelling reasons, in the counselor's professional judgment.

Accommodations for Students with Disabilities

The School provides reasonable accommodations to students who need an accommodation for disability. If an accommodation is needed, please ask. The School considers each request on an individualized basis, taking into account the particular facts and circumstances. The School is committed to ensuring that students with disabilities are provided with the appropriate level of support. The School will make necessary and reasonable accommodations for students with disabilities, unless doing so would fundamentally alter the nature of the program or would create an undue burden, or would pose a direct threat to the health and safety of any member of the community, including the student themselves.

External Testing and Evaluation

St. Patrick's faculty work to support students within the classroom to develop the skills to demonstrate their knowledge and grow their understanding of the subject matter. In keeping with our mission, we believe in the infinite value of all students, working to elevate their strengths and identify areas where they may need extra support.

Students benefit from a strong partnership between home and school. At times, parents will seek support from professionals outside of St. Patrick's. In the spirit of partnership, we encourage families to share information with the school and to connect the appropriate school personnel with any outside professionals working with a student. When a student has formal educational testing completed in the last three years on file with the Day School, we partner with families to identify the recommended strategies and accommodations that best serve the student. St. Patrick's does not guarantee that all recommendations for accommodations can be implemented.

Student Participation in Distance Learning

From time to time, the Day School may hold classes remotely via distance learning and/or may utilize various software applications and web-based services to deliver the best possible education to its students, as described in St. Patrick's Anywhere, Our Remote Learning Plan.

In order to use the Online Services that support St. Patrick's Anywhere, students must often be registered in these Online Services using personally identifying information, generally their name, school email address, and/or a student ID.

During periods of distance learning and when otherwise using the Online Services, Day School faculty, staff, administrators, and other employees or agents must communicate with students electronically through email, instant messaging services through the various Online Services, or through video conference. By signing this agreement, parents consent to the student's participation in distance learning and provide permission for school personnel to communicate with parents and the student via electronic communications. Parents further authorize the Day School to provide consent for the student's use of the Online Services on parents' behalf and to provide the student's basic information to the Online Services when required to do so. The Day School's privacy policy may be found at <https://www.stpatsdc.org/privacy-policy>.

The Day School's Parent Handbook, including but not limited to the acceptable use policy, bullying and harassment policies, and other policies and procedures related to electronic communications, shall apply to students' participation in distance-learning classes. All of the Day School's policies and procedures apply to students while participating in distance learning. Parents are expected to communicate these responsibilities to their child(ren) and ensure that their child(ren) comply with all Day School policies while participating in distance learning.

Distance learning will be conducted both asynchronously and through live instruction and interactions through online platforms, which may be recorded by teachers for educational purposes and may be shared with other students or employees of the Day School. As a result, students' images, likenesses, or voices may be recorded while participating in distance learning.

Recording of the class or other online interactions with a student or students is not permitted in any manner by anyone other than a representative of the Day School without permission in writing from the Division Head. Failure to comply with this restriction may result in disciplinary action of the student regardless of who made the recording, including but not limited to removal from the School. In limited circumstances, one-on-one video communication may take place when a group meeting or email is not sufficient.

All one-on-one video communications must take place during the hours of 8:00 am - 4:00 pm Monday to Friday, using the online platform provided by the School and should be scheduled in advance whenever possible. These meetings will not be recorded and will take place with prior email notification to the student's parent(s)/guardian(s).

Summer Reading and Math

The purpose of summer reading is to foster a love of reading and to maintain developing skills and strategies. Before the close of the school year, the librarians and the teachers in Kindergarten to Grade 8 prepare lists of recommended books to assist parents and children in selecting books for summer reading. Lists for older children also include specific required titles to be read by all students, and these students complete assignments related to their reading. Older students also receive math assignments intended to help them review essential skills and concepts.

Secondary School Guidance

St. Patrick's is committed to preparing students to be successful in secondary school programs that are appropriate to the individual, to helping parents understand what kind of program would be most appropriate, and to assisting them in the placement process. Parents can promote their children's progress by avoiding a premature focus on the next school and allowing children to grow and develop through the elementary and middle school grades.

The Associate Head of Middle School/Director of Secondary School Placement, Head of School, and Associate Head of School/Head of Middle School, who play important advocacy roles for graduating students throughout the placement process, conduct meetings for parents of those students to outline available secondary school options, pointing out some of the differences among them; suggest some of the questions to consider in relation to a specific child and family; and recommend a timetable for the process of investigation and application.

A family contemplating moving to another school *before* Grade 8 should contact the Head of School or the appropriate Division Head for discussion and guidance in advance of such a decision.

Student Leadership

St. Patrick's endeavors to instill leadership skills and a devotion to service to others in all of its students. This process begins in small ways with younger students as they work and play together in groups, learn ways to persuade others to support change, and participate in weekly Chapels. In the Middle School, students have the opportunity to participate in formal activities that promote these objectives.

Student Leadership Council

The Student Leadership Council (SLC) in the Middle School provides elected students the opportunity to represent their schoolmates in the coordination of special projects and events designed to promote the general welfare of both the School and the larger communities of which the School is a part. They also present regularly to larger student gatherings, including grade-level groups, assemblies, and Chapels. Members work to promote the four elements of the School Creed and the Middle School Honor Code and to voice the ideas of their peers.

Student Ambassador Club

The Student Ambassadors club meets weekly, providing support to our Admission Office across the fall and winter. With deep knowledge of the Middle School program and true enthusiasm for St. Patrick's, the Ambassadors welcome their schoolmates and visitors with joy and vigor.

Community Service Club

Open to any interested student, the Community Service Club dedicates itself to advancing service within and around the St. Patrick's community. Students work on a range of service projects under faculty guidance. The club supports one of our annual signature events—the holiday alternative gift fair, Gifts for Good—and spearheads other initiatives throughout the year.

Musical Groups

Middle School choirs also elect leaders who speak at performances and fulfill other leadership duties.

Upper Elementary

As the oldest students on the Whitehaven Campus, students in Upper Elementary are invited to participate in leadership activities such as Safety Patrol, Environmental Service Club, math team, library volunteers, and reading to PK3 and PK4 children.

MUSICAL ENSEMBLES

With a long tradition of musical excellence, St. Patrick's offers a variety of opportunities to participate in musical ensembles, including both choral and instrumental performance groups. Each ensemble provides students with exciting opportunities to further their musicianship while developing leadership skills, self-confidence through performance, social "team" skills, and friendships.

Ensemble members are expected to make a serious commitment to their respective group and to attend regular rehearsals, which are generally during school hours, and participate in all performances, which can occur outside of school hours. Traditionally, performances have included the Holiday Concert in December, the Middle School Choral Festival in March hosted by St. Patrick's (for Grades 7 and 8 choirs), the National Cathedral Schools Choral Festival, also in March (for the Young Singers), and the Spring Concert in April.

CHORAL ENSEMBLES

Middle School Choir

The choir is open to all Grades 7 and 8 students, and rehearsals are scheduled during the school day. Participation in the choir represents a culmination of the vocal work students have done throughout their time at St. Patrick's.

Chamber Singers

The Grades 7 and 8 Chamber Singers, a unique leadership opportunity available to select students in Grades 7 and 8, comprises a small group of auditioned singers from the choir who have shown exceptional commitment to singing during their St. Patrick's careers. In addition to performing in concerts, these students lead singing in Chapels as needed, sing for special school events, and travel to local venues to perform during the school year.

Young Singers

The Young Singers of St. Patrick's consists of all students in Grade 5 and Grade 6 on an elective basis. Membership in the choir provides an exciting opportunity for students to develop good vocal techniques (sight-reading, ensemble, and choral literature skills), self-confidence through performance, friendships, and leadership skills.

Instrumental Ensembles

Handbells/Handchimes

The handbell program, which begins in Grade 6, features three ensembles. In Grade 6, students can choose to participate in the fall or spring. In Grades 7 and 8, participants can ring year-round. Being a member of handbells provides an opportunity for a small number of students to continue to participate in an instrumental ensemble begun in the earlier grades with the Orff Ensemble. Ringers develop strong rhythm and counting skills as they learn how each individual bell part fits together to create a whole. Rehearsals are normally scheduled before or after school. Performances for these ensembles include all scheduled school concerts. Individual groups also perform for special Chapels for Grandparents & Special Friends Visiting Day, the Christmas Pageant, St. Patrick's Day, and Easter.

Orff Ensemble

The Orff Ensemble, open to students in Grades 4 and 5, develops necessary ensemble skills such as playing independent parts, appropriate mallet technique, and the

ability to listen. Orff Schulwerk, as envisioned by composer Carl Orff, is a way to teach and learn music through singing, movement, and playing instruments. Our Orff Ensemble, which has grown out of this process, uses a variety of pitched and unpitched percussion instruments, including body percussion, xylophones, metallophones, glockenspiel, drums, and bass tubes. Performances for this ensemble include special Chapels and all scheduled school concerts.

GRADES 5-8 ATHLETICS

Athletics is an integral part of St. Patrick's effort to nurture the mind, body, and spirit. Competitive interscholastic sports enable students in Grades 5 to 8 to understand and practice the values of teamwork, commitment, and sportsmanship and to develop a positive work ethic. Sports provide an opportunity for students to learn how to work with others toward a common goal, to discipline themselves mentally and physically, and to gain confidence in their abilities.

St. Patrick's is a member of the Capital Athletic Conference, a group of like-configured independent schools in Maryland, Virginia, and the District that provides a safe and compatible level of competition among its members. The CAC awards league banners for top finishers in regular-season and tournament play and for outstanding sportsmanship as a school. (St. Patrick's has been a frequent recipient of the CAC Sportsmanship Award, voted by league athletic directors.) St. Patrick's also plays other schools that are not in the CAC. To date, we have played every major school in the area that sponsors competition for our grade levels.

St. Patrick's fields interscholastic teams on the varsity and junior varsity levels. The varsity teams comprise students in Grades 7 and 8, for whom athletics is a required component of the school day. Grades 5 and 6 students play on junior varsity teams. More information is contained in the Sports Handbook, which is available to all families on the St. Patrick's website. All participants in athletics must read the handbook before they may play a sport.

EXTENDED DAY AND AFTER-SCHOOL ACTIVITIES

EXTENDED DAY

Extended Day offers after-school care until 6:00 pm (5:00 pm on days preceding holidays and school vacations and on the last day of school) for children at all grade levels. The goal of Extended Day is to provide high-quality, after-school care in a group setting.

Extended Day includes time in study hall for homework (Grades 2 to 8), active and quiet play, a fun after-school snack, and other special activities. Students in Kindergarten to Grade 8 who attend Extended Day may also arrange to participate in After-School Activities. Extended Day is offered to students on a contract basis only. Contracts for students in PK3 to Grade 8 are flexible, providing one-, two-, three-, four-, and five-day coverage. If a child is to join Extended Day on a different day than what they originally registered for, they will be marked as a Drop-In for the day. Parents must decide which day students will be participating in Extended Day. Switches are prohibited.

In addition, families have the option of registering for special activities on most days when the School is closed because of Parent-Teacher Conferences and Professional Days. Children contracted for Extended Day have the benefit of early registration Extended Day childcare coverage when the school is closed.

Drop-In Procedures

“Drop-In” care is provided to St. Patrick’s students as an adjunct of the Extended Day program. If after-school care is necessary, a parent is required to call the School Office and to email the Director of Auxiliary Programs and Homeroom Teacher before noon on the specific day to reserve a space. The Business Office will charge the student’s account for each day “Drop-In” care is used. Space within the “Drop-In” care program is limited.

AFTER-SCHOOL ACTIVITIES

In each of the three trimesters, St. Patrick’s offers a variety of After-School Activities during the regular school year for students in Kindergarten to Grade 8. Classes typically begin at 3:15 pm and usually run for 45 minutes or an hour. Online registration opens for Session I classes in late August. Online registration for Sessions II and III open several weeks in advance of the start of classes.

PARENTS ASSOCIATION

Welcoming Families. Building Community.

The Parents Association of St. Patrick's Episcopal Day School strives to involve all of our families in nurturing our diverse and welcoming community, supporting excellence in the education of all of our children, and creating a spirit of volunteerism and generosity that contributes to the life and vitality of the Day School. Guided by our Executive Committee, and in partnership with the broader school community, the Parents Association leads community-building and fundraising initiatives. These efforts enable us to support faculty and staff recognition and professional development, to serve as a resource to school families, to enhance the spirit and character of our school, and to advance the educational program through gifts.

All parents are automatically members of the Parents Association, and all are asked to pay association dues and to participate in the various Parents Association functions throughout the school year. The Parents Association, which elects officers each spring for the coming year, provides many volunteer services for the School, as well as activities for the enjoyment of the entire school family. The Parents Association also serves as a means of communication between the parents and the School and, to that end, the president sits as a member of the Day School's Board of Trustees and its Executive Committee.

Some of the events the Parents Association sponsors are Family Fun Day, the Book Fair, Grandparents & Special Friends Visiting Day, faculty and staff appreciation events, Parent Receptions, parent education lectures, and Family Bingo Night.

Parent volunteers are needed throughout the year to serve in the library; to organize class parties, and to assist with other school programs. All parents are requested to review the volunteer information online, to sign up before the start of school, and, if possible, to help in at least two areas throughout the year. An officer of the Parents Association coordinates all volunteer efforts of the School and will be happy to answer any questions about specific events.

To organize a network of communication and parent involvement, appointed Room Parents work closely with classroom teachers to coordinate activities and program needs such as parties and field trips.

PARENT AND COMMUNITY ACTIVITIES

BACK-TO-SCHOOL NIGHTS

Back-to-School Nights for PK3/PK4, Lower School, Upper Elementary, and Middle School parents begin at 6:00 pm. Parents gather first for a general meeting and orientation for the evening before heading to the classrooms, where homeroom and special-subject teachers discuss the educational program for the year.

GREEN & WHITE NIGHT

Green & White Night—scheduled for this year on Thursday, September 11—is the first official all-school gathering for the St. Patrick’s adult community to celebrate the start of the year. We invite you to attend this evening cocktail party to meet new friends and greet old friends after a summer apart and to launch the new school year with the same energy and enthusiasm that the students bring to their classrooms and their Green & White teams. Of course, we encourage green and white attire.

FAMILY FUN DAY

On Saturday, October 3, students, parents, faculty and staff, and friends can enjoy a festive day of entertainment, games, food, and fun at Family Fun Day, a great opportunity for families to get to know each other early in the school year. A Parents Association event, Family Fun Day proceeds support the faculty and staff summer grant program, gifts to the School, and other Parents Association initiatives.

GRANDPARENTS & SPECIAL FRIENDS VISITING DAY

Grandparents & Special Friends Visiting Day—observed across all divisions is normally scheduled for the Tuesday before Thanksgiving, the final day of school before the holiday. Children may invite their grandparents or other special friends to visit the School and attend a special chapel service.

All grandparents for whom we have a mailing address will receive the *St. Patrick’s Press* and other mailings throughout the year.

FUND-A-SCHOLAR IDEALS FUNDRAISER

A highlight of the school year, the annual Fund-A-Scholar IDEALS Fundraiser supports St. Patrick’s commitment to socioeconomic diversity and inclusion as a community. IDEALS is an acronym that represents the core tenets of St. Patrick’s mission: Inclusion, Diversity, Excellence, Agency, Learning, and Scholarship. This year, the Fund-A-Scholar IDEALS Fundraiser, which features silent and live auctions and builds community as our largest volunteer and social event, is on February 27. All proceeds from the Fund-A-Scholar IDEALS Fundraiser provide funds for the current year’s financial aid budget or bolster our financial aid endowments, helping to make the Day School accessible to families who would not otherwise be able to be part of St. Patrick’s. At its core, IDEALS speaks to our mission to create a diverse and inclusive learning community.