



**San Jose Episcopal Day School
Family Handbook
2024-2025**

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Jacksonville, FL 32217
(904) 733-0352
www.sjeds.org**

San Jose Episcopal Day School

FULLY ACCREDITED BY:

The Florida Council of Independent Schools (FCIS)

MEMBERSHIPS:

Association of Independent School Admission Professionals (AISAP)

Association for Supervision and Curriculum Development (ASCD)

Board of Regents Episcopal Diocese of Florida (BREDF)

Independent School Management (ISM)

National Association of Episcopal Schools (NAES)

National Association of Independent Schools (NAIS)

National Business Officers Association (NBOA)

**For additional information, call the school office at (904) 733-0352
or visit our website at www.sjeds.org**

In the spirit of the Episcopal Church, San Jose Episcopal Day School welcomes qualified applicants and does not discriminate on the basis of race, color, sex, religion, national or ethnic origin in administration of our educational policies, admissions, financial aid programs, or athletic and other school-administered programs.

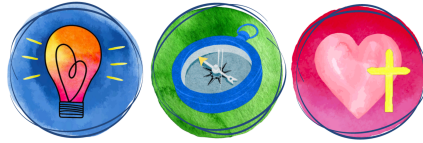
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SAN JOSE EPISCOPAL DAY SCHOOL

OUR MISSION

*Inspiring a passion for learning,
a life of integrity, and a heart for Christian service*



Statement of Philosophy

A passion for learning

We believe that relationships are central to our learning community, and the relationships between students, teachers and families are vital to the learning process. We value extraordinary teachers who support students in the discovery and development of their gifts and talents. We celebrate passionate, self-motivated, lifelong learners. To prepare students for success in an ever-changing world, we embrace learning experiences that allow students to develop creative problem-solving skills and critical thinking. We empower students to take a responsible role in their learning and support independent thought. We provide a safe and supportive environment and encourage children to be adventurous, to take risks, and to view failure as integral to learning. We celebrate student effort and growth, embrace the value of the learning process, and promote perseverance and reflection.

A life of integrity

We value the development of character and integrity above academic pursuits. We believe an integral component of our curriculum is spiritual development, which is woven throughout the fabric of our learning community. We promote students taking responsibility for their actions. We provide leadership opportunities for students so they may experience the power and potential of an individual's influence on his or her community and the world. Above all, we encourage students to practice empathy and to be role models in treating others with compassion, love, and kindness.

A heart for Christian service

We understand that all people are worthy of respect and dignity and believe we are all part of an interconnected world. We value diversity of thought, background, religion, and race, and know that diversity nurtures compassion and empathy. We live out our faith in a relational, caring manner and are responsible stewards of our world and environment, realizing that our local actions impact our

global community. We experience the joy of making a difference for others through service-learning. We recognize social involvement and sharing the Good News as hallmarks of our Episcopal identity.

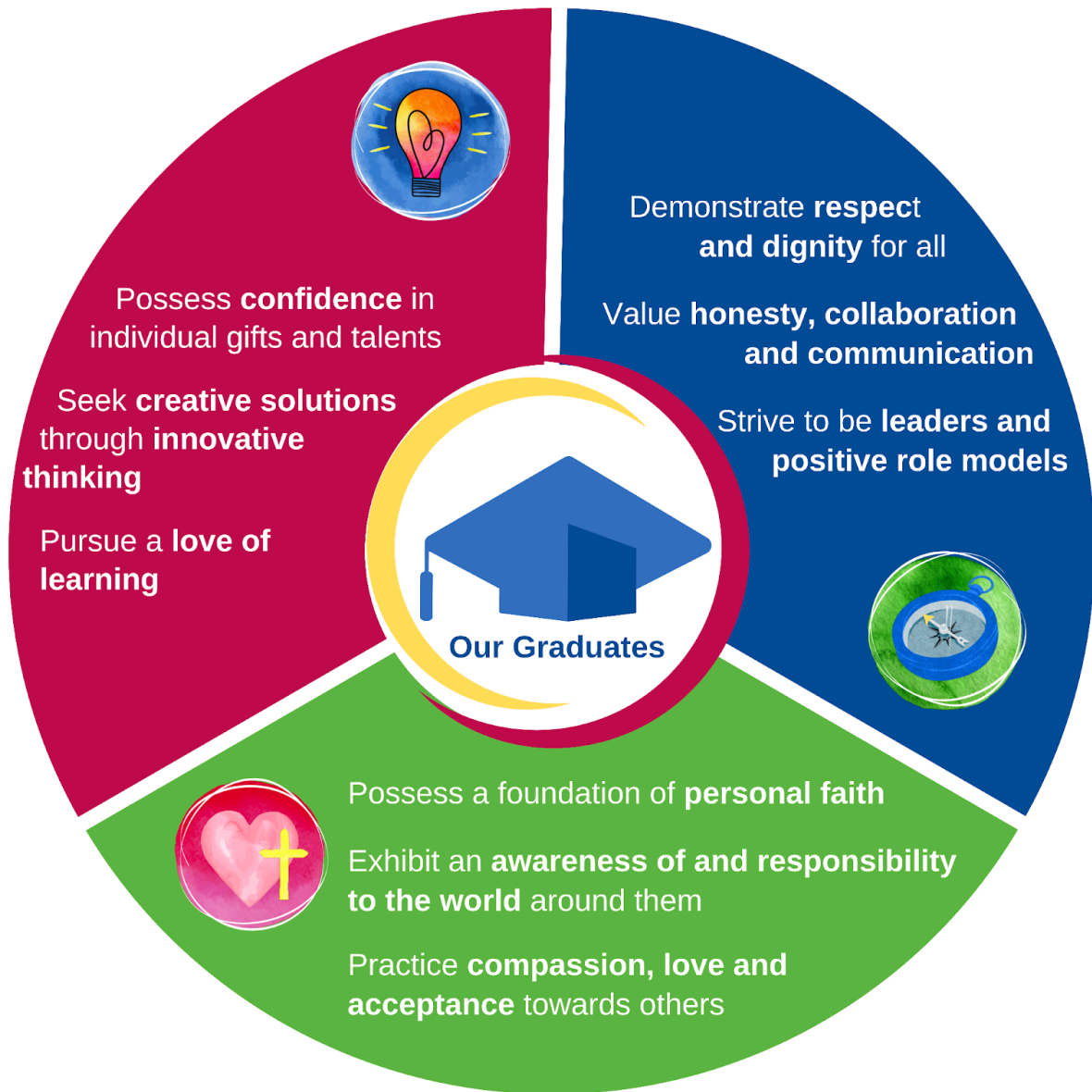
Faculty Characteristics of Professional Excellence

The following characteristics reflect our mission expressed through the lives and work of our faculty and staff.



Portrait of a San Jose Episcopal Day School Graduate

The following characteristics reflect the outcome of our mission expressed through the lives of our students.



Governance

The school is a mission of San Jose Episcopal Church. The Board of Trustees and Vestry are the guardians of the school's mission. It is the responsibility of the Board and Vestry to ensure that the mission is appropriate, relevant, and vital to the community it serves. They are also responsible for the financial well-being of the school. The Board of Trustees, Vestry, Rector, and Head of School work in partnership in fulfilling these principles.

History

In the early 1920s, the San Jose Estates Development Company was in the midst of establishing a premier suburban residential community with plans for hundreds of homes, two hotels, a country club, a school, and a shopping center. The administrative building for the development company existed on the present site of San Jose Episcopal. Evidence of the development company can still be seen today in the crest emblazoned on the front and back of the school with the monogram SJE. The project ended in 1926, with many of the buildings never coming to completion, when the anticipated real estate boom was not realized.

After the collapse of the San Jose Estates Development Company, the land and buildings were purchased by Alfred I. duPont. For a brief time, the property housed a Roaring Twenties casino and even a gas station. In the late 1930s, Alfred I. duPont's widow, Mrs. Jessie Ball duPont, allowed some neighborhood Episcopalians to use the administration building for worship services and later as a chapel for students, and it was known as Grace Chapel. Mrs. duPont donated the property to the Episcopal Diocese of Florida in 1941 and Grace Chapel became a parish. In 1971, the name was changed to San Jose Episcopal Church, giving the initials SJE in the crest new meaning.

The Day School began as a mission of the church with a kindergarten program and was established to provide excellent academics in a Christian environment. This tradition continues today and the school has expanded and grown to now serve students in Pre-K3 through Grade 6.

In 1985, San Jose Episcopal Day School and San Jose Episcopal Church were honored and listed on the National Register of Historic Places. The original building now forms the centerpiece of San Jose Episcopal Day School.

ADMINISTRATIVE AND SCHOOL OFFICES

Admission Policy

When completed application packets are received, they are reviewed by the Admission Committee. Applicants are evaluated on the basis of the application which may include school records, teacher recommendations, observations, and admission assessments. Taken into consideration are academic skills, motivation to learn, developmental and social readiness, talents and personal interests.

Through this process, the school seeks to admit students who demonstrate a likelihood to thrive within a challenging academic environment, possess high moral character, and demonstrate appropriate social adjustment. Priority is given to siblings of currently enrolled students, church members, and children of alumni.

It is the mission of San Jose Episcopal Day School to foster a Christian environment that allows each student to experience the richness of Christianity through the rites and traditions of the Episcopal Church. While affiliated with San Jose Episcopal Church, the school serves students of all faiths.

Students and parents must willingly and actively participate in the complete program and partner with the school to achieve the desired benefits of the program. Cooperation with the faculty and staff and ability to maintain desirable relationships with others in the school community is essential. School policy does not permit anyone who serves as a disturbing factor to jeopardize the success of others enrolled in the school. In the best interest of the school, the Head of School may require a disruptive student or parent to be withdrawn.

Business Office

The Business Office is responsible for school financial transactions. The Business Office is open during regular school hours. For your convenience, there is a drop box in the door of the school office should you need to drop off something before or after school. The Business Office provides the human and financial resources necessary to assure the future viability of the school. SJEDS is a non-profit, 501(c)(3) independent school, and therefore does not receive any funding from the government.

Advancement

Tuition alone does not cover all of the school's expenses, so like many independent schools, the school relies on additional annual funding to provide an exceptional yet affordable education without substantial tuition increases. The Fund for San Jose, the annual giving campaign, helps bridge the gap between what tuition covers and what it costs to provide the standards of excellence for which the school is known. Each year, every member of the SJEDS community is asked to make a donation by June 30. Your participation, no matter the size of your gift, is key. Gifts may be broken into monthly payments and added to your tuition. Please know that every dollar of your tax-deductible gift is put to its best use and allows the school to provide a richer learning experience for every student.

Personnel

SJEDS faculty and staff are valued by our families for their loyalty to the school and its mission, their warmth, compassion, professionalism, expertise, passion for lifelong learning, and their wholehearted commitment to extending God's Kingdom through Christian love and service. All employees are required by the Diocese of Florida to submit to a background check, including fingerprinting, to take Safeguarding God's People and Safeguarding God's Children courses, and to abide by the Standards of Ethical Conduct according to Florida

Statutes. Additionally, all faculty members must meet the standards set forth by the Florida Council of Independent Schools (FCIS) or accrediting body and the school's policies, as outlined in the employee handbook.

FINANCIAL INFORMATION

Continuous Enrollment Contracts

When registering as a new student, parents are asked to read and sign a Continuous Enrollment Contract for each child enrolled in the school. The Continuous Enrollment Contract addresses financial requirements and policies set forth by the school. Parental signature represents a binding commitment to uphold the school's policies and financial requirements. By signing the Continuous Enrollment Contract, it verifies that you have read and understood the Family Handbook. Students on Continuous Enrollment Contracts that remain enrolled during the opt-out period agree that they have read and understood updates to the Family Handbook.

The following documents are required at registration with a deadline of one week prior to the first day of school (for all students):

- A photocopy of the registered birth certificate
- A completed Student Physical Examination form (HRS Form 3040)
- A Certificate of Immunization (HRS Form 680). SJEDS does not accept religious exemptions for vaccinations.
- Student Emergency Form (will be sent to parents via email)

Early Arrival

Early Arrival is available in the Gym starting at 7:30 a.m. each day at no charge for families.

SJEDS CubHouse (formerly Extended Day) - Monthly or Occasional Care

In order to enroll in SJEDS' CubHouse (monthly or occasional care), a registration fee will be charged to your account. Monthly care will be charged in advance and occasional care will be charged at the end of the month of use.

Late Payment Policy

The school requires prompt payment of all tuition and fees. Your signed contract represents your financial commitment and obligation to the school. Your account is considered in arrears if the current bill is not paid within 30 days of the due date. Accounts in arrears will be charged a late fee equivalent to 1.5% of the past due balance.

Also, past due accounts are subject to the following:

- Teacher assignments (including teacher announcement emails and postcards), midterm progress reports, report cards, testing results, diplomas, and transcripts may not be released.
- Your child may be prevented from attending class, field trips, Extended Day, or after school activities.

Lost/Damaged School Property

The school will charge the parent's Blackbaud account the replacement cost for textbooks, workbooks, instruments, technology equipment, and other school property distributed to the student that is lost or damaged. If a library book is lost or damaged, parents will be charged \$25 for hardcover books and \$15 for

paperback books. If a device is lost or damaged, parents will be charged for its replacement, depending on the device.

Refund Policy

Once the enrollment contract has been signed, your child is enrolled for the next full school year. The school will not refund the deposit, regardless of the reason for the child's non-attendance at school. In addition, the parent becomes responsible for the full year's tuition, regardless of the reason for the child's non-attendance at school.

There are only two limited exceptions to this policy. The school may refund unused tuition payments, but not the non-refundable enrollment deposit, if:

1. the parent provides documentation to the school's satisfaction before the start of the school year establishing that the parent has been transferred to a location that will not reasonably allow the student to attend the school, or
2. the parent provides documentation before the start of the school year to the school's satisfaction establishing a medically verified illness that would prevent the student from attending the school.

The school reserves the right to request additional information from either the parent's employer or the child's physician regarding the reason for withdrawal.

Returned Check Policy

There is a \$25 fee charged for any check returned unpaid by the bank. Please advise the school immediately if your check is returned unpaid. The school will resubmit the check to the bank (allowed once by most banks) or will require payment in cash, money order, or cashier's check.

ATTENDANCE POLICIES AND PROCEDURES

It is essential for students to be active participants in all class activities to receive a successful education. This includes Pre-K3 through Grade 6 students. The school day begins at 8:00 a.m. and dismisses at 1:00 p.m. for students in Pre-K and at 3:00 p.m. for students in Kindergarten through Grade 6. **School attendance is required by law. SJEDS follows state truancy laws and as such a student who has (5) unexcused absences within a calendar month or (10) unexcused absences within a 90-calendar day period would be considered a truant student.**

Absences, tardies, and early dismissals are documented. It is the responsibility of the parent/guardian to provide an absence excuse. The preferred communication method is to email the office or provide a physical note for the reason of absence. The note must clearly indicate the reason for absence and must be presented within three (3) school days from the child's return to school. The following list is an example of what is considered or not considered excusable:

Acceptable Excuses for Absence:

- **Illness, quarantine or obtaining professional health care or therapy from a licensed practitioner**
- **Family emergency**
- **Required court appearance**
- **Death in family**
- **Observance of a religious holiday observed by bona fide religious group, upon prior written parental request**

Unacceptable Excuses for Absence:

- Shopping visits
- Care for family members
- Days out to theme parks or to attend concerts or shows
- Parent work commitments or business trips
- Holidays taken in term time (including long weekends taken on Fridays and/or Mondays)
- Parental illness

Attendance Records

An excessive number of tardies, early departures, and/or absences may affect the school's decision to offer re-enrollment to your child and/or your child's ability to progress to the next grade level. The school reserves the right to determine the student's ability to move to the next grade. In certain instances, a test may be given to a student who has missed an excessive amount of school. This test would be based on material covered in the current grade, and the student's satisfactory completion of this material. Attendance records are kept for the regular classroom as well as the resource classes.

Tardy

Students must be at school by **the 8:00 a.m.** bell. Students arriving **after 8:05 a.m.** will be marked **Tardy**. Please note that every 4 tardies will roll over into 1 absence. Students arriving after 8:00 a.m. must be escorted to the office by a parent and signed in.

Make-up Work for Absences

It is the student's responsibility to make up or complete all classwork, homework, quizzes, and tests missed during an absence. Students are given the same number of days they have missed to make up their work.

For any absence, the student should check with the teacher, call a fellow student, or ask for assignments upon return to school. For absences of two days or more, parents may call the school office **before 10:00 a.m.** to request assignments. The homework assignments will be available in the school office at an agreed upon time. The teacher has discretion and may specify exactly what is to be made up and to permit extension of the make-up schedule beyond the regulation time.

Early Dismissal From School

When students need to leave during school hours, parents must notify their classroom teacher in advance. Parents must sign out their child in the school office and state the reason for the early departure.

Changes to a student's carpool direction must be sent by email to the teacher and the school office (office@sjeds.org). If there are any carpool changes **after 2:00 p.m.**, please call the office at 733-0352.

NOTE: When carpool has ended, those students not picked up from carpool will be escorted to **CubHouse (formerly Extended Day)**, and parents will be billed accordingly. Parents do not need to call the office to arrange this. Students will not be released early from school to family, friends, neighbors, etc. without permission from the parent.

CARPOOL AND PARKING PROCEDURES

Please adhere to the following procedures for the safety of every child. Review these procedures carefully and discuss them with your child.

Arrival

7:30 a.m.	Early arrival begins in the gym
7:50 a.m.	1st Bell: Early arrival students are released from the gym Carpool students in Grades 4-6 may now enter via the gym gate and go directly to class. Carpool students in PreK-3 to Grade 1 are escorted to class by Grade 6 “walkers” via the main gate. Students in Grades 2 and 3 walk to class via the main gate.
7:55 a.m.	2nd Bell: Students should be arriving and unpacking in class
8:00 a.m.	3rd Bell: All students should be in class
After 8:00 a.m.	Parents must escort their children directly to the front office to check in. (Marked Tardy)

Students should arrive with adequate time to reach their classroom before 8:00 a.m. This gives them time to unpack, greet friends and beloved teachers, and to settle into a comfortable morning routine that sets them up for a successful day at school. The drop-off location is in the front driveway for all grades.

Cars line up on the eastside of San Jose in the parking lane. When exiting onto San Jose Boulevard, do not turn left due to heavy traffic. For safety reasons, school patrol members open and close car doors for students from the passenger side only. School Patrol “walkers” are provided for Pre-K through Grade 1 students.

FOR YOUR CHILD’S SAFETY:

- Students should be dropped off in the carpool line.
- Students should remain in the car until assisted by an adult or patrol.
- Aside from Pre-K3, we encourage students to walk themselves to the classrooms. It is important they begin to learn to be independent and transition easily for a smooth start to school.
- **Parents of PreK4 through Grade 6 who need to walk a child to his/her classroom, must use the crosswalk and stop in the office first to get a badge.**
- Parents walking children to classes in the morning should remain in the hallway, drop off the student promptly, and refrain from engaging the teacher in a lengthy or sensitive conversation. For safety reasons, it is critical that the teacher devote his or her full attention to supervising the class and attending to the needs of arriving students during this time.
- School playgrounds are off-limits to students and parents before and after school.

Supervised Early Arrival

For your child’s safety, students must remain in their car, supervised by a parent until the gym doors open and a faculty member receives them and escorts them safely to the gymnasium for Early Care. Parents must remain in their car on the lot and make sure the child has entered the building before leaving.

Dismissal

1:00 p.m.	Pre-K3, Pre-K4
3:00 p.m.	Kindergarten, Grades 1-6

- On Noon Dismissal Days, Pre-K3 - Grade 6 are dismissed at noon in the carpool line (front parking lot).
- Please see the [Key Dates Calendar](#) for a list of all noon dismissal dates.

Carpool Traffic Flow

The school's front driveway is busy and congested, so extreme care and consideration is necessary when arriving and departing. Cell phone use is prohibited. For both morning arrivals and afternoon departures, the front driveway is blocked to receive one-lane traffic only.

1. Be considerate of those waiting in line. When traveling south on San Jose Boulevard, circle the block to avoid making a left turn into the school.
2. **By order of the Jacksonville Sheriff's Office**, cars in the right lane on St. Augustine Road approaching the light on San Jose Boulevard must turn right when the light turns green. If the parking lane on San Jose Boulevard is full, circle the block again.

Carpool Identification

In order to expedite afternoon dismissal, all cars must display carpool signs. Official SJEDS carpool signs will be distributed to each family and are required for pick-up. Your carpool sign should be displayed from the passenger visor or rearview mirror and must remain there until your child is in the car. **Please do not place carpool signs on the dash.** Be sure the name shows right side up and not in the heavily tinted part of the windshield. If you require a replacement, please call the main office and one will be reissued free of charge.

Parking

When visiting the school during the day, park on San Jose Boulevard or Via De La Reina whenever possible. **Unnumbered** parking spaces in the front parking lot may be used on a short-term basis between the hours of 8:30 a.m. and 2:15 p.m. **Designated and church parking spaces should not be used.** Please do not park in reserved parking spaces.

ASSESSMENTS

Pre-K3, Pre-K4, and Kindergarten

Children are continuously assessed in Pre-K3, Pre-K4, and Kindergarten. Skills are introduced, practice is provided, and mastery is noted. Teachers communicate with parents on a regular basis. In Pre-K3, Pre-K4, and Kindergarten, report cards are sent home at the end of each trimester. Parents are invited to participate in a conference with classroom teachers in the fall and spring. Other conferences may be scheduled as necessary during the year.

Pre-K3, Pre-K4, and Kindergarten

CD Consistently Demonstrated
D Developing
ND Not Demonstrated at this time

Grades 1-6

An evaluation of the student by the teacher is intended to give a general picture of a child's progress. Assessment is based on many observable facets of a child's performance in the classroom. This may include class participation, active interest in discussion, quality of homework and classwork as well as assignments, quizzes, tests, projects, and portfolios. Letter grades based upon number percentages will be given in Grades 3-6.

Grades 1-2

E Excellent
VG Very Good
S Satisfactory
NI Needs Improvement

Grades 3-6

A+ = 98-100	A = 93-97	A- = 90-92	Excellent
B+ = 88-89	B = 83-87	B- = 80-82	Above Average
C+ = 78-79	C = 73-77	C- = 70-72	Average
D+ = 68-69	D = 63-67	D- = 60-62	Below Average
F = 59 or Below			

Resource Grades 1-6

M Meets Expectations
NI Needs Improvement

Grade 6 Electives

M Meets Expectations
NI Needs Improvement

Academic and Resource Subjects

The following subjects are considered academic subjects: Language Arts, Math, Science, and Social Studies. Resource subjects are Physical Education, Kingdom Theatre, Spanish, Art, Drama, Library (including Tech Hub), Science & Innovation (Lower Division only), and Music.

Grading Periods

The academic year is divided into trimesters. Academic progress is communicated to students and parents midway through each trimester (Grades 3-6 only) and at the end of each trimester.

Midterm Progress Reports

In Grades 3-6, the midterm progress report is designed to provide students and their parents an update as to the student's progress in academics, citizenship, and work habits. Comments are only generated if a student is making a C or below in an academic area. Parents are notified in resource areas only if there is a concern.

Report Cards

The report card is designed to provide students and parents a review of the student's academic progress, citizenship, and work habits for the preceding trimester. Attendance and tardy records are included on the report card. The report card is permanently kept on file in the student's cumulative folder.

BEHAVIOR MANAGEMENT

Behavior Philosophy

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behaviors; we desire to teach the student how best to respect themselves, others, and the spaces around them. We do not discipline a student out of anger or for the sake of convenience but with a true desire to help the student do what is right. Though few students desire discipline, they often need it in order to reach their full potential. Each teacher will establish age-appropriate procedures for discipline in his/her classroom based on these guidelines.

Responsive Classroom Interventions and Supports

SJEDS has a school-wide approach to discipline that utilizes Responsive Classroom methods. SJEDS faculty establish, post, and provide direct instruction on school-wide behavioral expectations to each student at the beginning of each school year and reinforce expectations throughout the school year. A well-managed classroom and school is the most proactive approach to maintaining appropriate student behavior in any setting. Clearly established rules must be taught to students, reinforced frequently, and enforced consistently by all administration, faculty, and staff. Consequences for violations of the rules should be assigned to students quickly, fairly, and consistently to have the greatest impact on changing students' behavior. Positive reinforcement of correct behaviors exhibited by students also impacts all students' behaviors.

Authority of Head of School

The Head of School shall have both the authority and the duty to take disciplinary action whenever the behavior of any pupil(s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. Depending on the severity of the offense committed by the student, the Head of the School retains the right and the responsibility to use any appropriate form of discipline available, including suspension and/or expulsion.

Authority of School Teachers

- **Teaching Behavioral Expectations and Remediation of Deficits**

Each teacher shall in the beginning of each school year and periodically throughout the school year provide his or her students with the rules of the school and how those apply in their particular classroom. The teacher should teach the behavioral expectations and provide a system to acknowledge appropriate behavior and remediate behavioral deficits.

- **In-School Alternatives and Preservation of Instructional Time**

Since academic achievement is associated with the amount of instructional time received by a student, the use of alternatives (i.e., re-teaching, remediation, brief reflection period in the classroom, silent lunch, calls to parents, notes home, behavior plans) to removal from class is encouraged. In addition, counseling alternatives (i.e., time with the Assistant Head of School

(AHOS) and/or other appropriate mental health professionals or a referred outside agency) are encouraged.

Each teacher may take disciplinary action to correct a pupil who disrupts a normal classroom activity, who is disrespectful, who willfully disobeys a teacher, who uses abusive or foul language to others, who violates school rules or who interferes with an orderly education process. The disciplinary action taken by the teacher shall be in accordance with such regulations and procedures established by the school's Minor Infraction Policy.

Teacher and Staff Interventions

Each teacher or instructional staff member is required to have a documented Minor Infraction Policy in accordance with his or her classroom management rules/policies.

The following classroom behavior supports may be utilized to correct student behavior:

- Restating of the desired behavior and verbal reminder
- Re-teaching desired behavior; student-teacher conference
- Verbal warning
- Written warning, phone call/note home to parent.
- Behavioral contract
- Out-of-classroom breaks to cool down
- Individual Behavior Management Plan
- Referral to Student Services
- Denial of special privileges/work assignments
- Assignment of special extra duties
- Reflection and redirection
- Assignment of reasonable written or oral work
- Referral for a counseling session
- Peer mediation/conflict resolution
- Parent conference
- Detention
- Silent lunch

Minor Infractions

A record of minor infractions for violation of classroom or school rules will be kept by the classroom teacher in Toddle. Consequences for minor infractions should adhere to the following guidelines:

1st Infraction - Conference with the student, classroom behavior support put in place, documentation of infraction, and parental contact made by the teacher.

2nd Infraction: The teacher conferred with the student, implemented additional classroom behavior support, documented the infraction, and made parental contact.

3rd Infraction – Major Infraction for repeated rule violation referred to the AHOS.

Student Removal from the Classroom

A student may be immediately removed from a classroom by the teacher and sent to the HOS or AHOS if the student's behavior prevents the orderly instruction of other students, poses an immediate threat to the safety of students or the teacher, or when a pupil exhibits disrespectful or threatening behavior toward a teacher/student. If removed, the student shall receive credit for schoolwork missed when it is completed by the student based on its accuracy. Students who are not preventing instruction may be referred to the office but do not warrant immediate removal. Upon the student being removed from class and sent to the HOS or AHOS, the student shall be advised of the particular misconduct of which he/she is accused and the basis for such accusation. The student shall be allowed to explain his/her version of the facts. The HOS and/or AHOS shall conduct a counseling session with the student to discuss the misconduct and establish a course of action. If the HOS/AHOS determines that the removal of the student from class was warranted, the student shall not be readmitted to the classroom until one of the following disciplinary measures has been implemented:

- Detention
- Suspension—This requires the completion of all schoolwork and homework that the pupil would have been assigned and completed during the period of suspension.
- Any other disciplinary measure authorized by the HOS/AHOS with the concurrence of the teacher.

Expulsion

SJEDS may expel any student whose continued presence in school constitutes a clear disruption of school, threat to the safety or well-being of other students or school staff. This may be a result of habitual violations of school rules, or for other serious one-time infractions.

When a student has been suspended from school, a conference between the HOS/designee, the teacher or other appropriate school employee and the student's parent or legal guardian shall be required prior to the student being readmitted. Students who are suspended and/or expelled from school may not be on any school campus or school event during the term of the suspension and/or expulsion. Discipline assignments take precedence over all school activities (athletic events, band practice, field trips, etc.). Students suspended and/or expelled may not attend, participate or represent the school in any school activity during the terms of that exclusion or removal. Students returned to campus after a recommended expulsion may continue to be prohibited from extracurricular activities. If a student exits to another school or enters from another school, discipline reports will be requested and reviewed.

SJEDS follows a progressive discipline plan and continues to implement the following alternatives to suspensions. The seriousness of the offense, academic placement, attitude, age, pattern of misconduct, and degree of cooperation of the student, and any other circumstances will be considered in determining which actions should be taken.

Level 1 Infractions

Disorderly Conduct – acts that disrupt the orderly operation of the school environment

Examples: Biting/pinching, cheating, disrupting class, dress code violation, horseplay, violation of school rules, obscene gestures, cell phone, throwing objects, plagiarism, etc.

Possible Consequences due to the severity of the incident or the age of the student:

1. Suspension 1-3 days
2. In School Suspension
3. Lunch/Recess Detention
4. Loss of Privilege
5. Reflection & Redirection

Each infraction will require a student conference and parent contact. The consequence given is under the discretion of the administration. Three repeated Level 1 violations can result in a Level 2 disciplinary action.

Level 2 Offenses

Disruptive Conduct – that which may seriously disrupt the learning environment or compromise feelings of safety

Examples are not limited to confrontations/altercations, major disruption, refusal to obey/defiant, threats, stolen property, etc.

1st Step:

- 1-day out-of-school suspension
- Parent contact
- Conduct a parent conference

2nd Step:

- 3-day out-of-school suspension
- Parent contact
- Conduct a parent conference

3rd Step:

- 5-day out-of-school suspension/recommendation for expulsion
- Parent contact
- Conduct a parent conference

A Level 1 or 2 consequence may be assigned at the discretion of the administrator. After the 3rd step, a long-term suspension will be recommended which can lead to a recommendation for expulsion.

Serious infractions can result in moving to a higher step for a first infraction, including a Level 3 consequence.

Level 3 Offenses

Serious offenses that compromise the safety of the school community

Examples are not limited to bullying, cyber-bullying, intimidation, vandalism, disturbing schools, etc.

1st Step:

- 3-day out-of-school suspension
- Parent contact
- Conduct a parent conference

2nd Step:

- 5-day out-of-school suspension
- Parent contact
- Conduct a parent conference
- Will be recommended for expulsion

Dress Code

- Students are expected to adhere to the dress code of San Jose Episcopal Day School (see page 33).

SJEDS' Stance on Harassment & Bullying

Bullying is an aggressive behavior pattern that occurs over time and when there exists an imbalance of power and a deliberate use of this power. Bullying can be physical or verbal. SJEDS does not tolerate any type of harassment including cyber-bullying. The words harassment and bullying include (but are not limited to) slurs, jokes, threats, displays of bigotry, and other verbal, graphic, or offensive physical conduct relating to age, race, religion, color, sex, sexual orientation, national origin, citizenship, or disability. This type of offensive conduct compromises feelings of safety, respect, and enjoyment, which are critical to cognitive, social, and emotional learning and growth. Additionally, SJEDS is dedicated to fostering an environment that promotes kindness and embraces differences among individuals. Therefore, bullying, teasing, taunting, ridiculing, or threatening conduct among students will not be tolerated.

We understand that children are imperfect in their use of personal power. They make mistakes and those mistakes are opportunities for growth. We work with students to extinguish unkind and disrespectful behaviors and see this as part of our sacred mission. As children are learning to get along with one another, there are many common behaviors that, while unkind, are not bullying. These behaviors may require intervention and discipline on the part of the teacher, but for the most part, are age-appropriate behaviors. Common childhood behaviors that require intervention and discipline but are not bullying include the following:

- When a child tells another child that he or she doesn't like him or her
- When a child excludes another child
- When a young child uses their hands to solve a problem (e.g., pushing, snatching an item from another child)
- When a child tries to control how/what another child plays

- When a child calls a student a name other than their given name
- When a child says something that hurts someone's feelings
- When children argue
- A single display of aggressive behavior or meanness

All SJEDS students have a responsibility for keeping the school environment free from harassment and bullying. Students must report incidents directly to their teacher. When a teacher or the Dean of Students becomes aware that harassment might exist, they will promptly investigate the situation. Any student found to have violated this policy will be subject to disciplinary action, including dismissal from school. No adverse action will be taken against any person for making a good faith report of alleged harassment.

POLICIES AND PROCEDURES FOR GRIEVANCE

Parents should communicate directly with their child's teacher if they have questions or concerns. If needed, student-related issues can be directed to the Assistant Head of School (AHOS), who oversees student life on campus. If the issue occurs during CubHouse hours, parents should contact the Director of Athletics & Auxiliary Programs.

The school is ever hopeful that difficulties can be resolved between parent and teacher and school. In every instance, discussion should first occur with the individual at the immediate level of the concern. Face-to-face discussion generally results in positive solutions and promotes reconciliation between/among the involved parties. After an attempted, but unsuccessful resolution at initial levels, parents who wish to express a grievance should contact the Head of School who will make every effort to resolve the matter. The resolution will include a general meeting with all parties present. The seriousness of the matter may require involving the Chair of the Board of Trustees.

SCHOOL SERVICES

SJEDS CubHouse (Formerly Extended Day)

"Where after-school adventure meets academic nurture, play sparks learning, and friendships grow."

The schedule is age-appropriate and flexible, providing children the best possible environment for learning, exploring new hobbies and interests and enjoying time with friends. The focus is:

Academic Nurture: Supporting homework and educational activities that extend the school day.

Physical Activity and Well-Being: Emphasizing physical activities that promote overall health and vitality.

Pro-Social Health: Fostering meaningful peer-to-peer engagement and the cultivation of healthy relationships.

The schedule is planned so that the Pre-K3, Pre-K4 and Kindergarten programs are given their own space and time to eat and play separately. Time and space is provided for older children to have a study hall to complete homework, as well as snack time and outside play. The SJEDS CubHouse Program is for children in Pre-K3 through Grade 6. The hours are **1:00-6:00 p.m., Monday through Friday**. Exceptions: school holidays, vacation periods, and teacher workdays.

On Professional Development Days (Thursday noon release days), the SJEDS CubHouse is available from 12:00-6:00 p.m **for an additional fee**. Pre-registration is required. Please contact the Director of Athletics and Auxiliary Programs for payment link and registration information.

Food Services and Lunch Program

SJEDS students in Grades K-6 eat in designated indoor and outdoor locations on campus. Pre-K3 and Pre-K4 students eat in their classroom.

For students who bring lunch, please follow these guidelines:

- Lunches should be self-contained, and should include plastic eating utensils, straws, napkins, etc.
- Avoid metal pop-top style cans.
- Microwaves are not available for student use. Parents, faculty, and staff are unable to heat food for students.
- Please be considerate of students in the class that may have severe allergies and avoid sending in those foods.

Parents eating lunch with students should sign-in at the school office before proceeding to the lunch location. Parents may eat with their child at the special tables provided for guests. Students are not permitted to play on the playground during the lunch period – even under a parent’s supervision.

Student lunch deliveries from outside vendors (such as UberEats, DoorDash, Bite Squad, etc.) are NOT accepted. Students who do not have lunch will be issued a lunch from the school and the parent’s Blackbaud account will be charged a fee of \$6.50.

Allergies

SJEDS cannot guarantee that a student will never experience an allergy-related event at school, but the school is committed to student safety, and has created this policy to reduce the risk that children with food allergies will have an allergy-related event.

SJEDS recognizes that allergies, in some instances, may be severe and even occasionally life-threatening. For children with severe or life-threatening allergies, it is the family’s responsibility to notify the school, in writing, of allergies at the time of admission or following diagnosis. The school staff, faculty, and administrators will work with parents to determine the feasibility of protocols and to create an action plan. This action plan will include the following items:

- Severe food allergies present in a classroom will be posted on the door to the classroom.
- The student’s name, allergy, and what to do in the event of a reaction will be present with the emergency handbooks located inside each classroom and comply with HIPAA regulations.
- When eating, students with severe allergies may opt to sit at a table away from other students and their food. Parents must notify the teacher and school office in writing if they choose this option.
- The school will notify parents of classmates of children with severe allergies and request those items be avoided for lunches and snacks.

Foods most likely to cause allergic reactions are peanuts, tree nuts, dairy products, eggs, soy, wheat, fish, and shellfish. **SJEDS is not a peanut free school; however, the school makes every effort to create a safe place for students with specific food allergies. When a severe or life-threatening allergy is present, the school will notify the parents of classmates of the specific food allergy present and request that**

parents not send snacks or lunches to school which contain the food. The school asks for the cooperation of the SJEDS community in addressing this concern. SJEDS cannot, however, guarantee this action will take place on the part of others.

SJEDS cannot guarantee that lunches or foods containing allergens will never be present, as the school cannot monitor products sold at events or special student sales, products brought for potlucks or celebrations, or served on off-campus trips. **Therefore, parents whose children have severe food allergies must carefully monitor their child's food in these situations.**

Health and Safety

School Clinic

SJEDS has a designated clinic area in the school office, however, **the office staff are not trained medical professionals.** The clinic functions in the following ways:

- A place for students who become ill during the school day to come for needed attention
- A dispensary for prescription medications
- A dispensary for over-the-counter medications should the parent decide this is warranted
- A location where all medications are registered and kept

Automated External Defibrillation (AED)

There are three AED devices on campus. AEDs are located in the gym, the Parish Center, and the church.

Illness and Accidents

Children will be sent to the school office in case of illness or accident. If a fever of 100.4°, diarrhea, vomiting, or another concerning symptoms is present, the parent will be called to pick up the child. Children who are sent home due to illness may not return to school until they are symptom-free for 24 hours without the assistance of fever-reducing medication. In case of emergency, the office will dial 911 and begin calling the numbers provided on the student's Emergency Contact List.

Please notify the school about confirmed conditions that are highly contagious including, but not limited to, strep throat, influenza, COVID-19, lice, etc.

Medication(s)/Medical Equipment

For the safety of all children, any student who needs to take medication during school hours must report to the school office. All prescription and over-the-counter medication except inhalers must be kept in the school office rather than the classroom or in a backpack. It is a Health Department requirement that medications be in their original prescription container. Permission for over-the-counter medications is part of the online student emergency form sent each summer. If there are any changes after this form is submitted, a paper medication release form must be completed in the office. The school office cannot dispense any over-the-counter medication without a completed form. Parents will be contacted before any over-the-counter oral medication is administered.

Any student who needs to use medical equipment (crutches, wheelchairs, etc.) at school must provide the school office with a doctor's note.

Prescription Medication

All prescription medications needed at school should be delivered to the school office by a parent. Parents must complete a prescription medication form in the school office. The school office cannot dispense any prescription medication without a completed form. It is the student's responsibility to come to the office to take the prescribed medication.

Head Lice Policy

SJEDS will follow the recommendations based on information from the following healthcare organizations. Please read the linked articles below.

[Centers for Disease Control](#)

[American Academy of Pediatrics](#)

[National Association of School Nurses](#)

If your child has head lice you should:

- Check all family members for head lice.
- Treat anyone infested with an over-the-counter medication, a prescription medication from your physician or go to a lice removal salon.
- Treatment should be reapplied at day 9 and again at day 18, if needed.
- Follow the recommendations outlined by the [Centers for Disease Control Recommendation for Treatment](#)
- After a total louse elimination system has been used at home or by a lice removal salon, the student may return to school.

If your child is suspected of having head lice during school hours the following will occur:

- Parents will be notified.
- According to the National Association of School Nurses, "[Evidence-based strategies include abandoning "no-nit" school policies, allowing children to remain in class and participate in school-sponsored activities when live lice or nits \(the eggs of head lice\) are found on their heads, notifying parents/caregivers at the end of the school day when findings indicate the presence of a head lice infestation, and educating parents/caregivers about evidence-based treatment options.](#)"
- A child will be allowed to return to school once treatment is received.
- Head lice has a very low transmission rate in classrooms. Transmission usually occurs by direct head-to-head contact. When head lice are found they may have been present for up to a month.
- Class-wide screening for nits will not be conducted.
- Communication regarding head lice will occur between the school and the parent of the child with head lice.

The School reserves the right to enact a "no-nit" policy and enforce more stringent preventive protocols if the cases of head lice are becoming more prevalent in a particular class or grade. The new policy will be communicated to parents when enacted.

If you have further questions or need additional information, please contact your pediatrician.

Medical Records and Vaccination Requirements

All students must be in compliance with the School Immunization Requirements published by the Florida State Department of Health. Click [here](#) to view. Accurate medical information must be on file in the school office and medical records must be updated with the school office if a student's health situation changes. The school shall be permitted to transmit and share vital medical records among school personnel at its sole discretion in order

to ensure the safety and well-being of students. The school only permits medical exemptions from vaccine requirements. Religious exemptions are not accepted.

Please click [here](#) to see the current resolutions of the National Episcopal Church on the religious exemption for vaccines.

Please note that Florida State law requires a copy of the student's birth certificate and the original HRS Form 3040 and HRS Form 680 (obtained from your pediatrician) to be in the student's file at the time of enrollment.

Security

The safety of your child is of the utmost concern. All classes travel around campus via the inside hallways. Students travel at all times with a buddy. Perimeter gates are kept locked during the school day except for a short period during morning arrival and afternoon dismissal.

In order to maintain the safety of the students and to eliminate as many distractions as possible in the classrooms, anyone not employed by SJEDS (including parents) must report directly to the school office upon arriving on campus. All visitors (parents, guests, or volunteers) must sign in and receive a Visitor's Badge to wear while on campus. There are no exceptions.

Visitation by any media source must be approved, in advance, through the Rector's office and Head of School's office.

Photographs and Publications

SJEDS reserves the right to photograph, video, or otherwise create and use students' images in school publications. If a parent objects to this process, such objection must be placed in writing on the enrollment contract. This must be done annually.

Photographs are not allowed to be taken during Eucharist services. Photography distracts from worship, the primary objective, and is prohibited in this Diocese by the Bishop.

GENERAL INFORMATION

Chapel

Chapel Schedule

Pre-K3, Pre-K4, Kindergarten: Tuesday Chapel, 8:30 a.m.
Grades 1-6: Wednesday Eucharist, 8:30 a.m.

Early Explorers Chapel

Only Kindergarteners are required to wear a Chapel Uniform.

Chapel Services

Chapel services for all grades occur weekly. The Chapel service for Grades 1-6 follows the Episcopal Eucharist format. Chapel provides students with instruction and a chance to share in Christian community. Parents are always encouraged to attend the chapel service. Students actively participate in the service in

various roles. In Kindergarten through Grade 6, appropriate attire for students is Chapel Day uniforms. Students not receiving communion should come to the altar rail with their hands crossed over their chest to receive a blessing.

Collection of Money

When sending in money to the school for any reason (school pictures, T-shirts, sweatshirts, etc.), please enclose the money in a sealed envelope marked clearly with your child's name, classroom teacher, and purpose.

Communication

SJEDS uses the following methods to provide communication to families:

- The PawPrint: Our e-Parent Connection newsletter, which is sent each Thursday afternoon, is the primary means of home-to-school communication.
- Email: Information will be regularly sent out via email.
- Facebook/Instagram: SJEDS delights in sharing photos of special events, student and alumni achievements, and other exciting news on Facebook and Instagram. Please follow and “Like” us to see photos and to stay abreast of school-related content.
- Friday Folders: Sent home most Fridays and contains student work, reflection sheets, and other information.

Parent-Teacher Conferences

Each year, in the fall, a full day is set aside to allow parents/caregivers and teachers to sit down privately to talk in-depth about their child’s unique learning journey. This is a very important opportunity for families to build close, trusting bonds with their child’s teacher as they seek to work collaboratively to support their child’s social, emotional, spiritual and intellectual growth. Beyond that initial conference, additional meetings can be scheduled at any time by contacting the teacher.

The place to discuss a child's progress is during a scheduled conference at the school. Please be considerate of faculty and do not put them on the spot about school business when they are away from school or in the presence of other parents or students.

Crisis Management and Emergencies School Closings

In the event of severe weather conditions, i.e., hurricanes, tornadoes, flooding, etc., SJEDS will close. Parents will receive a text message to the primary phone number on file with the school.

Security

Security is a priority at SJEDS. For the safety of everyone on campus, all classrooms will remain locked during the day. For entry to the school office, please press the buzzer and a member of our office staff will let you in. Please understand that you may be asked to hold your driver’s license up to the panel for verification of your identity prior to being buzzed in.

Should there be a security problem on or near the school campus, a school-wide Comprehensive Safety & Emergency Response Plan will go into effect. All classroom doors remain locked. Every effort is made to make sure the children are in a safe environment and are protected until the all-clear signal is given. Should there be a need to evacuate the premises, the off-site location will be shared with parents via a text message which will

also include details about the school's family reunification protocols. Please do not discuss or comment on any crisis situation with any member of the media. Please direct them to the school office.

Deliveries

All parents are required to report to the school office first when arriving on campus. Classes may not be interrupted. Please do not send forgotten lunches to school. A Substitute Lunch will be provided and families will be charged accordingly. For safety reasons, we do not accept lunches from off-site vendors as a replacement for a forgotten lunch. Teachers are not required to accept schoolwork after the school day has begun. This includes forgotten homework, classwork, etc.

Field Trips

Students take field trips during the school year to enhance the academic program and learning experience. Parents will be notified of the date, destination, and purpose of each trip in advance. Collecting money for overnight field trips is handled separately and paid in advance of the trip. [Permission Slip](#) forms must be signed by a parent/guardian prior to each individual trip.

A limited number of parent chaperones will be selected by the school to ensure proper adult/student ratio for supervision. Safety is of prime importance; therefore, the destination, number of children, and receiving agency requirements are taken into consideration when determining the number of chaperones for the trip. Parents who are not designated chaperones may **not** meet the class at the field trip destination. No siblings or other children are allowed.

All parents who chaperone classroom activities or field trips must take Safeguarding God's Children class required by the Diocese of Florida. This is an online class. Please contact the school office for your username and password. Chaperones also must sign a [Field Trip Chaperone Responsibilities and Guidelines form](#).

Homework

Homework reinforces concepts introduced in class. The amount of time a child spends on homework will vary from child to child.

It is the parent's responsibility to provide the student a consistent place and time for home study that is free from distractions. It is the student's responsibility to complete and turn in homework assignments independently. If a child has difficulty understanding a concept regarding the assignments, the parents may help explain the concept. Please notify your child's teacher via email or written note if your child constantly struggles with a concept or subject area.

If there is a question regarding a midterm progress report or report card grade, please contact the teacher for clarification. Students failing to turn in homework may be required to attend classroom detention when requested by faculty.

Celebrations

Parents must notify teachers in advance when bringing in a special lunch or snack. Treats should be easy to distribute, and should not require cutting. No drinks other than water are allowed. Parents must check in with the office before going to deliver items to the child's classroom.

Prior to bringing in a special snack, please check with the classroom teacher to see if there are any children in the class who have food allergies.

Party invitations, thank you notes, or gifts for private celebrations or parties may not be distributed at school. Please see the Family Directory for addresses of classmates. Party buses and limousines are not allowed at school. Parties of any kind held off campus are not school sponsored events. Responsibility will be borne by the party organizer.

Snacks

Students are encouraged to bring a [healthy snack](#) and a bottle of water for snack time each day.

Telephone Calls/Messages for Faculty and Staff

Parents are welcome to email teachers at any time. Your message will be returned at the faculty's earliest convenience, usually within 24 hours or by the next business day. Keep in mind that faculty may not respond to a phone call, email, or text until the end of the school day.

Please be respectful and do not text or call faculty after 4:30 p.m. or on the weekend unless there is a true emergency. Questions about student dress, upcoming events, homework, grades, or class social dynamics do not constitute emergencies.

Telephone and Electronic Device Use by Students

Cell phone and electronic device use (including Smart Watches and other wearable devices) by students is strictly prohibited on campus.

Setting up after school visits with friends, requesting forgotten lunches, books, supplies, or requesting permission to remain after school are not considered emergencies. Parents and students should be reminded that special arrangements of any kind must be made in advance, not by phone from school. Student use of cell phones or Smart Watches on campus and on school trips is not permitted under any circumstances. There is a phone in the school office available for student use in emergency situations.

Toys and electronic devices may not be brought to school or used during the school day (7:30 a.m. – 6:00 p.m.). If brought to campus, the school assumes no responsibility in the event of loss. If a student does bring a cell phone or electronic device to campus, school personnel will bring the device to the AHOS, and it will need to be picked up by the parent at the end of the day in the front office.

CubHouse does not permit toys, games, cards, or any electronic device to be brought by students. CubHouse will provide toys. No others are permitted.

Volunteers

All parents who are more than occasional visitors or who wish to volunteer in the classroom or chaperone field trips must take the Safeguarding God's Children courses required by the Diocese of Florida.

Safety

For safety reasons, no bicycles, skateboards, skates or heelies are allowed on the school campus.

STUDENT ACTIVITIES AND AFTER SCHOOL ENRICHMENT

Acolytes

Grade 6 students have the honor to serve as acolytes for Wednesday Eucharist. This program is coordinated by a volunteer and will require some before and after school time. It is a year-long commitment.

School Patrols

Patrols play an important role in the school's daily routine. Grade 6 patrols and walkers are on duty for morning arrival and afternoon dismissal. They open and close car doors for arriving and departing students, and they escort younger students to their classrooms in the morning and to their cars in the afternoon.

Student Council

Serving on Student Council provides the opportunity for students to develop leadership skills and a sense of responsibility. Two representatives are elected from each classroom in Grades 4-6. Officers are elected from Grades 5-6. These students are assisted by the Student Council Advisor(s). The Student Council meets on a monthly basis.

TECHNOLOGY AND NETWORK USAGE POLICY

All persons using the school's computers, the school's mobile devices, the school's computer network, or personal computers on school property or over the school's wireless network are required to abide by the following rules. Failure to do so will result in disciplinary action determined by the school administration. All devices and technological tools should be used in a responsible, ethical and legal manner. Violations of the following guidelines may result in the revocation of access privileges and possible disciplinary responses. Students need to fully understand that they continuously represent SJEDS whenever and wherever they use electronic communications and internet resources, even if they are using these resources away from or outside of the school's network. SJEDS reserves the right to administer disciplinary actions when electronic communication, in whatever format, is posted online and distributed, or has an effect on the school's community.

Purpose

SJEDS provides access to the internet and the school's computer network for the purpose of supporting and extending the educational process, engaging in collaborative work, and obtaining, creating and disseminating information. The use of such resources should be limited to those activities that support the school's educational objectives.

Privilege

The use of the school's systems is a privilege and not a right. Inappropriate or illegal use of the school's systems or of the internet will result in loss of the privilege and disciplinary action.

Internet Access

The school provides a filtering system in an effort to eliminate access to offensive and pornographic materials. However, no filtering system is foolproof. The school expects users to act responsibly in their searches and to immediately disengage from any materials that are inappropriate and to report the situation to the faculty member or administrator in charge of the activity. Although the school cannot effectively restrict the content of

information obtained by students via the internet, obtaining material that is explicitly labeled as not intended for minors will be considered a violation of school rules. Furthermore, making public or sharing any material that is pornographic, violent in nature, or otherwise harassing is unacceptable and will be dealt with immediately by administration. Internet use at the school is designed for educational purposes and SJEDS has taken precautions to eliminate access to controversial material. It is impossible to restrict access to all controversial materials and SJEDS cannot be held responsible for materials acquired on the network.

Internet Safety

Students should never give out their own or other's personal information (address, telephone number, name of school, address of the school, date of birth, Social Security number, credit card number, etc.) over the internet. Students also should not meet with someone they have had contact with online without prior parental approval. Safety is the responsibility of the parent and student. The school is not liable in any way for irresponsible acts on the part of the student.

Software/Data Piracy, Copyright and Plagiarism Issues

The term "Software Piracy" refers to the use and transfer of stolen software. Commercial software is copyrighted and each purchaser must abide by the licensing agreement published with the software. There is no justification for the use of illegally obtained software. The school will not, in any way, be held responsible for a student's own software brought to school for personal use. Programs on school computers are licensed. Some licenses extend to home use, and there are open source programs in use. Text, photos, videos, music, etc. may or may not be copyright or royalty free; anyone creating a file that incorporates copied material is responsible for checking if it is public domain, paying royalty fees, and citing sources accurately. Plagiarism is an ethical issue rather than a technological one. Suspected cases of plagiarism will be taken very seriously.

Network Access

Accessing the accounts and files of others is prohibited. Attempting to impair the network, to bypass restrictions set by the network administrator, or to create links to the school's web page is prohibited. Obtaining another's password or rights to someone else's directory on the network or email is a violation of school rules as well as a form of theft. Taking advantage of a student who inadvertently leaves a computer without logging out is not appropriate. Using someone else's password or posting a message using another's login name is a form of dishonesty, just as is plagiarism or lying, and will be treated as a policy violation.

School's Right to Inspect

The school reserves the right to inspect user directories and browsing histories on the school's devices or student's personal devices while on school property for inappropriate files and to remove them if found. The school reserves the right to take other appropriate action if deemed necessary, including notification of parents. Do not assume that any messages or materials on your computer or the school's network are private.

Text Messaging, Email, Chat, Instant Messages, and Social Media Sites

SJEDS reserves the right to monitor the use of all electronic communications while the student is at school or during school activities. **Student use of social media while at school is prohibited.** It should be clear that electronic mail, text or instant messages, or **posts on social media sites outside of school** cannot be used to harass or threaten others or transmit hateful material.

Netiquette

Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following: Being polite, not being abusive in any way in your messages to others, and using appropriate language. Students may not use vulgarities or swearing.

Digital Imaging and Audio and Video Recordings

Digital still and video cameras allow instant capture of images that can be distributed via the internet, email, and in printed form. It is expected that an individual's privacy be respected at all times. Images of teachers and students should not be distributed by any medium, or digitally manipulated, without the permission of the individual adult or parent or guardian of the student. Acceptable usage of images, audio and video recordings are limited to activities that support the wider educational goals of SJEDS. This applies to both personal and school cameras/webcams/camera phones, MP3 players and video equipment.

Viruses

Every effort is made by the school to keep the system virus-free. Even with the best techniques, however, computer viruses can be transmitted to and from any computer. The school is not responsible for the transmission of any virus or for damage suffered from a virus.

Computer Care

Members of the school community will not abuse, tamper with, or willfully damage any computer equipment, use the computer for other than appropriate work, or bring food or drink into any computer area. Any intentional acts of vandalism will result in discipline and students and teachers will be held responsible for replacement or repairs.

Reporting Requirements/Discipline

Any student who accesses inappropriate material on the internet, receives harassing, threatening, or inappropriate materials via email or on the internet, must immediately report the concern to the teacher who is supervising the activity or to the administration so that the situation can be investigated and addressed appropriately. Students who violate any aspect of this Technology and Network Usage Policy will be subject to discipline and loss of computer or internet privileges.

Artificial Intelligence (AI)

The information above applies to the use of generative AI and other AI tools. Students are permitted to use generative AI and other AI tools to assist in learning, solely with the explicit permission of their teachers and must exercise responsible usage at all times. Any use of AI tools should be properly cited. It is acknowledged that AI technologies may exhibit biases or inaccuracies; therefore, AI-generated content should be verified by using trusted sources. Members of the community should refrain from inputting any personal data into AI tools. See Appendix A for the full AI policy with detailed guidelines on the use of AI.

POLICIES

Teacher Request Policy

When assigning students to particular classes and teachers, a great deal of thought and consideration goes into the process. There are many dynamics at play including balancing gender ratio, matching students with other students to create a balance conducive for learning, and matching teaching and learning styles. The class lists are created by teachers and administrators who know the students in the classroom and their academic and social profiles. Choices are made to ensure success in both areas. Teacher and/or student requests for the upcoming school year are strongly discouraged.

Occasionally, the school recognizes that a parent might have information they feel is important in this process. The information should be specific in nature and emailed directly to the Head of School.

It is important to note there is no guarantee that a request will be honored.

The correct placement of a child for an entire school year is one which is not taken lightly. Should a parent have an issue with the teacher assigned to their child at the beginning of the school year, the administration reserves the right to require the child remain in the assigned class.

Library Collection Development Policy

The purpose of the San Jose Episcopal Day School (SJEDS) Library is to support the mission, philosophy, and curriculum of SJEDS. The Collection Development policy seeks to identify and describe the process by which the school's Library Media Specialist makes decisions about purchases of books and other materials for the school library's collection, as well as defining practices for weeding, access to material, and acceptance of donations. Click [here](#) to access the policy in its entirety.

Inspection Policy

SJEDS reserves the right to inspect and conduct a search of a student's locker, backpack, and any other possessions or property on the school premises or on a school sanctioned excursion. Inspections and searches may be conducted on a routine or random basis or as deemed necessary. The school has the right to seize and permanently retain property which is considered potentially harmful, dangerous, illegal, or inappropriate, the possession of which is a violation of the school's rules, community standards, and/or local and state law. Lockers are provided for Grades 5-6. Students may not tape, glue, paint, use stickers or write on lockers. This applies to both the inside and outside of lockers. Lockers are regularly painted and a "re-painting" charge of \$50 per locker will be levied should this policy be ignored.

Substance Abuse Policy

Substance abuse is not tolerated. The use or possession of illegal drugs or illegal mood altering substances, alcoholic beverages, drug-related paraphernalia, or the abuse of prescription or over the counter drugs by any student or parent on school property is forbidden. This includes while attending or participating in any school sponsored activity or at any time the student is wearing a school uniform. Transgression of this rule will result in disciplinary action, which may include dismissal from the school, even for a first offense. Any student selling drugs on school property or at school functions will be immediately expelled.

SJEDS is committed to a drug free environment. This commitment may, under some circumstances, prompt a need for testing of students for evidence of substance abuse. If a student exhibits the symptoms, or is suspected of, substance abuse, the school may require that the student undergo substance abuse testing. Refusal to participate in substance abuse testing may result in dismissal from the school. The school may choose to conduct random drug testing of the student body.

Sun Protection Policy

The school wants the students to enjoy the sun safely and acknowledge the importance of sun protection. To help prevent the development of skin cancer, all students (Pre-K3 through Grade 6) shall receive education about the harmful effects of UV rays and recommended practices to avoid overexposure to the sun.

The school encourages the following sun-safe behavior throughout the school year:

- Students are allowed to wear sun-protective gear such as hats and sunglasses when outdoors.
- Students are allowed to use sunscreen and/or sun-protective lip balm.

Employees are strongly encouraged to protect themselves and to model sun-safe behavior for students. The school will evaluate and revise sun safety programs and address identified shade needs.

Weapons Policy

It is our policy to strictly prohibit any employee, parent, vendor, or customer from carrying any sort of weapon into our offices, classrooms, and Chapel. Employees and parents are permitted to bring weapons in their vehicles into our parking lots if they remain locked within the vehicle, and the employee or parent maintains a current and legal permit to carry the weapon. Any exception to this policy must be approved by the Rector. Such weapons may not be used for any inappropriate or illegal use.

Alcohol Policy

Members of the SJEDS campus community and campus guests who choose to consume alcoholic beverages are expected to do so responsibly and in consideration of the consequences to self, others, and the community-at-large. Every individual is expected to recognize the potential for alcohol abuse whenever alcohol is consumed, and that such abuse is absolutely at variance with the mission of the school. To mitigate abuse, SJEDS has established policies to limit the use of alcohol and to regulate the consumption of such beverages on campus. Persons who infringe upon the rights of others, who conduct themselves in a disorderly manner, or who damage or destroy school property shall be regarded as irresponsible in their decisions, accountable for their actions, and subject to disciplinary and/or criminal action.

The practices governing the use of alcoholic beverages apply to all members of the school community, guests and visitors. The primary responsibility for knowing and abiding by the provisions of the school's alcoholic beverage policy rests with each individual.

All members of the school community and third-party users of school facilities are responsible for knowing and acting in accordance with the applicable laws concerning the purchase, possession, consumption, sale and storage of alcoholic beverages. Further, the school has developed the following policies regarding the use or consumption of alcoholic beverages:

1. The use of alcoholic beverages on campus shall be in compliance with federal, state, and local laws and school policy.
2. Alcoholic beverages shall not be consumed by, possessed by, sold to, or given to persons under 21 years of age, which is the legal age to consume and possess alcohol.

3. State law prohibits, among other conduct, drinking in public spaces that are not covered by an applicable license; possession of an alcoholic beverage by a person under the legal drinking age; falsely representing one's age for the purposes of procuring alcohol; and purchasing alcohol for a person who is under the legal drinking age.
4. All persons on school property consuming or possessing alcohol must carry a valid driver's license or state identification card, military ID card or passport. A school official, staff member or designee may request to see age identification from any person if it is suspected that the person is under the legal drinking age or is in the process of or has committed an alcohol policy violation.
5. Any individual will be considered in possession of alcohol if the alcohol can be reasonably associated with them. Examples of association include, but are not limited to, the following: any alcohol being carried or transported by an individual and any open container of alcohol resting near an individual.

During the school year and at other times, SJEDS will host events for the purpose of developing community among students, parents, and faculty and to assist in fundraising activities. At those events, alcoholic beverages may be served. In addition to the above policies, it is the responsibility of the parents to ensure that no student consumes alcoholic beverages. Any student found to be consuming alcoholic beverages will be subject to the SJEDS disciplinary policies.

Parents or adults consuming alcoholic beverages will be solely responsible for ensuring such consumption is legal, responsible, and prudent. SJEDS faculty will not be responsible for any actions taken by parents or adults that fail to consume alcohol responsibly. However, should a parent or adult attending an SJEDS function act in a manner that is disruptive, SJEDS faculty will have the authority to refuse to serve any alcoholic beverages to that person.

Interpretation, Modification, and Amendment of the Family Handbook

SJEDS reserves the right to interpret the content of this Handbook, including the rules and regulations governing the academic and non-academic conduct of students. The school reserves the right to modify and/or amend the content of this Handbook at any time during the year. If any written modification or amendment is made to this Handbook, notification will be sent to parents.

PARENT ASSOCIATION (PA)

The mission of the SJEDS Parent Association is to cultivate a strong sense of community, promote academic and spiritual enrichment, and support the school's mission through programs and events that reflect the love for children and Christian values.

All parents and guardians of SJEDS students are members of the Parent Association. An Executive Board elected by the membership manages the affairs of the PA. The Executive Board meets on a monthly basis, while general membership meetings of the PA are held as determined by the Executive Board. Dates and locations of general meetings are communicated through the weekly Pawprint. A list of current Parent Association committees and events as well as the Parent Association Bylaws are all accessible via the weekly Pawprint.

UNIFORMS AND PERSONAL APPEARANCE CODE

Students are expected to arrive, attend and depart school properly dressed in full uniform (collars buttoned, ties tied, shirt tails tucked in, shoes properly fastened). See the SJEDS [Uniform Guide](#) for details on what is permissible at each grade level.

Within the first two weeks of school, teachers will help students and parents to fully understand our uniform policy. After the first two weeks of school, a student who is out of uniform can expect the following procedures to be implemented:

1. The first time, the AHOS or Teacher will contact the parent to inform them of the infraction and it will be documented in the student record.
2. The second time, the student will be sent to the AHOS's office and parents will be called to bring in the appropriate uniform item. At this time, and going forward, the student will be retained in the office until the proper uniform item is brought to campus. The parent or guardian will also be charged the cost of the missing uniform item if they are unable to bring the item to campus and one is provided by the school.

Jewelry and Watches

One modest jewelry item may be worn in addition to a watch (digital or analog; **no Smart watches, please**). The school bears no responsibility for any jewelry worn on campus or school sanctioned events. It is recommended to leave valuable items at home. **These items may not be excessive or distracting. Small, non-dangling, post earrings are permitted.**

Chapel Days

Students in Pre-K3 through Kindergarten attend Chapel on Tuesday mornings. Pre-K3 and Pre-K4 students may wear the same uniform for chapel that they wear throughout the week. Kindergarteners are leaders in the service, and as such, must wear Chapel Uniform Attire, which includes a tie. See the Uniform Guide linked above for specifics on Chapel Uniform Attire for Kindergartners.

Students in Grades 1-6 must follow Chapel Uniform Guidelines. See the Uniform Guide linked above for specifics. Should a student wear something that is inappropriate, the parent will be contacted (see Dress Code Infraction #2).

Spirit Shirts

Students may wear their spirit shirts every Friday with uniform bottoms as long as they have purchased their school spirit band. Grade 6 students also have the option of wearing their class T-shirts.

Special days throughout the year will be noted as "Jeans Day" and traditional fitted blue jeans or blue jean shorts will be permitted on these days, as long as students have purchased their school spirit band. Blue jean shorts may be NO SHORTER than fingertip length. Jeans must be fitted in the waist and legs, rather than baggy. Jeans should not have utility loops or utility pockets on the legs. Jeans must be in good repair (not ripped or torn). Spirit Day attire is a privilege and may be revoked as a result of not following the guidelines.

Grade 6 Only

Grade 6 students are allowed to wear their spirit or class shirt every Friday with jeans as a special privilege, as long as they have purchased their school spirit band.

Field Trips

Chapel Uniforms should be worn on all field trips unless otherwise instructed by the teacher.

Pre-K3 Only

Pre-K3 students are permitted to wear their Bear T-shirt as a top. Pre-K3 students are also allowed to wear navy leggings as pants, if they wish.

Special Dress Days

For special celebrations or events, students may be permitted to wear something other than their uniform. Some examples might include Pajama Day, Favorite Book Character Day, Jags Day, or Holiday Attire Day. The “dress of the day” guidelines should be followed, and dress should always be in good taste and modest. The finger-tip length rule for skirts and shorts applies at all times. Should a student wear something that is inappropriate, the parent will be contacted (see Dress Code Infraction #2).

Hairstyles

Hairstyles must be neat and combed/brushed. Students’ hair must be off the face, out of the eyes, and evenly tapered. For boys, hair should be above the collar.

The following is not permitted:

- Hair coloring
- Distracting or dramatic styles
- Shaved designs in hair
- Long bangs
- Spiked hair

Accessories

Unless designated, hats, bandanas, scarves, sunglasses and other accessories are not permitted. Students may wear sunglasses and hats when outside. Hair accessories may be worn if they are the school colors or the school’s official plaid. Students in Grades 1-6 must wear a belt with RC pants or shorts, if they have belt loops.

Makeup

Makeup is not permitted at school. Permanent/temporary tattoos are also not permitted for students.

Nail Polish

Nails should be short and filed to prevent accidental scratching. Neatly polished nails are allowed.

Labeled Clothing

All clothing, including sweatshirts, sweaters, coats, jackets, and ties should be clearly labeled with the child’s name. Garments found in classrooms or around the campus are placed in the Lost and Found. Unclaimed garments will be donated.

Outerwear

Whether in or out of the classroom, only solid navy blue sweaters, jackets, coats, sweatshirts, or fleeces with the school logo should be worn. No other colors or brand logos are acceptable. No hoods, scarves or hats may be worn inside or between classes in the hallways.

Skirts, Skorts and Dresses

Skirts, skorts, and dresses should be no shorter than fingertip length. Dresses and skirts must be worn with navy bike shorts or navy leggings.

Shorts and Pants

All shorts and pants must be purchased from RC Uniforms, identifiable by the RC logo patch located on the back of the short/pant. Click [HERE](#) to visit their website.

Socks

Solid white or navy socks, or navy tights, should be worn with all shoes.

Shoes

Students may wear closed-toe or athletic shoes that are primarily white, gray, brown, navy, or black. Athletic shoes are required for P.E. Athletic shoes must be tied for safety and free of lights or other gimmicks.

Appendix A

AI Policy

Academic Integrity and AI

Technology is a valuable tool for learning, when used appropriately. AI is a valuable technology tool that has the potential to greatly benefit classrooms and student learning. Academic Integrity, in the context of AI use, means using AI tools ethically, responsibly, and as intended - to support your learning, not to bypass it. It implies producing work that is primarily your own, and appropriately acknowledging assistance received from AI.

Guidelines for AI Use

- 1. Supplemental Aid:** AI can be used as a tool for assistance in brainstorming ideas, understanding complex texts, or improving grammar and syntax. However, the bulk of the thinking, analysis, and composition should be your own.
- 2. Reference and Citation:** If significant insights or phrases are borrowed from AI, these should be properly cited, much as you would cite a human source. Failure to do so constitutes plagiarism and will result in disciplinary action.
- 3. Clarification, Not Substitution:** Use AI for clarifying doubts or seeking explanations, not as a shortcut to avoid reading, analysis, and comprehension.
- 4. Learning, Not Completing:** Use AI as a tool for learning, not just for task completion. Your primary goal should be understanding and skill development, not simply finishing an assignment.

5. **Tutoring, Not Completing:** Use AI to ask questions as you would your teacher. Just as your teacher would not provide “what are the answers,” neither should AI.
6. **Review AI output:** Always review and assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.
7. **Bias and misinformation:** Be aware that AI-generated content may possess bias or inaccuracies. Always verify AI-produced results using trusted sources before considering them in academic work.
8. **Safety and respect:** Users must not use AI tools to create/propagate harmful, misleading, or inappropriate content
9. **Personal information:** Staff and students should never input personal, sensitive, or confidential data into any AI system.
10. **Usage:** AI tools will be used for educational purposes only and with express permission from teachers. Misuse or malicious use of AI will lead to disciplinary action.

Violations of Policy

1. **Unattributed Use:** Copying significant portions of AI-generated content without appropriate citation.
2. **Over-reliance:** Leaning on AI to do most of the work, particularly the critical thinking or creative aspects of assignments.
3. **Substitution:** Using AI to bypass necessary steps in assignments, such as reading or analysis.

Chart of Acceptable Use

Acceptable Uses	Unacceptable Uses
Rewriting a reading passage at a simpler reading level.	Asking things like “What are the main points of the reading passage?”
Asking for clarification on a confusing concept or passage.	Requesting direct answers to specific questions or assignments without any effort to read or understand the material.
Seeking questions for additional resources or references related to the topic.	Asking for a summary or paraphrasing of the reading passage instead of reading it.
Requesting help with understanding complex vocabulary or sentence structures.	Asking for a complete essay or paper on the topic without doing the necessary research or writing.
Asking for guidance on how to analyze or approach a literary work.	Asking for the main points or key ideas of the reading passage without making any personal effort to comprehend it.
Seeking examples or explanations to enhance understanding or literary devices or techniques.	Requesting direct quotes or citations from the reading passage to use as evidence without independently identifying them.
Asking for suggestions on how you analyzed and interpreted a specific literary passage or poem.	Requesting a complete essay or analysis of a literary work without any personal analysis or effort.

Seeking guidance on how to structure an essay or formulate a thesis statement based on the reading material.	Requesting AI to write the entire essay or provide a ready-made thesis statement.
Asking for help in understanding the historical or cultural context of the literary work.	Requesting direct answers to discussion questions or assignments without reflecting on the material.
Requesting examples of effective writing techniques found in the reading passage.	Asking AI to generate fictional examples or provide content to plagiarize.
Seeking guidance on how to properly cite and reference sources used in an essay or project.	Asking for a pre-written bibliography or list of sources without conducting personal research.
Asking for suggestions on how to analyze character development or themes in a novel.	Requesting a detailed plot summary or book review without reading the book.
Seeking help in understanding the author's writing style and its impact on the overall meaning of the text.	Asking for direct answers to multiple-choice questions or quizzes without attempting to answer them independently.
Asking for book recommendations on related books or literary works to further explore the topic.	Requesting direct answers to essay prompts or assignments without constructing an original response.

Sample Acceptable Prompts

Here is a list of prompts that students could ask AI to enhance their learning and function as a personal tutor:

1. "Can you make a list of literary devices?"
2. "How can I improve my essay's introduction to make it more engaging?"
3. "What are some effective strategies for analyzing and interpreting poetry?"
4. "Can you recommend any classic novels that are similar in style to this author's works?"
5. "What are some techniques for developing strong character descriptions in my creative writing?"
6. "Could you explain the concept of foreshadowing and providing examples from famous literature?"
7. "Can you suggest some strategies for improving my vocabulary and expanding my word choices?"
8. "How can I structure my argumentative essay to make it more persuasive?"
9. "What are the key themes in this novel, and how do they contribute to the overall meaning of the story?"
10. "Can you guide me on how to properly cite and reference sources in my research paper?"
11. "What are some effective techniques for writing a compelling narrative?"
12. "Can you recommend any contemporary authors known for their use of vivid imagery?"
13. "How can I improve my ability to identify and analyze literary themes?"
14. "What are the key elements to consider when crafting a strong argumentative essay?"
15. "Can you suggest some strategies for improving my reading comprehension skills?"
16. "What are some notable examples of symbolism in classic literature?"
17. "How can I enhance the coherence and flow of my writing?"
18. "Can you explain the concept of irony and provide examples from different literary works?"
19. "What are some strategies for effectively analyzing and interpreting Shakespearean works?"
20. "How can I develop my skills in close reading and textual analysis?"