Francis Parker
School of Louisville

Family Handbook
2024-25

Francis Parker School of Louisville ("Francis Parker" or the "School") Family Handbook (the "Handbook") is published and distributed to members of the Francis Parker community for the purpose of providing information on aspects of student and campus life to help students gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands the School's expectations. While policies in this Handbook will generally apply, the School may take actions that it determines to be in the best interests of the School, its employees, and its students. This Handbook does not limit the authority of the School to alter, interpret, and implement its rules, policies, and procedures, before, during, and after the school year. This Handbook is for informational purposes only. It is not intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between Francis Parker and any parent, guardian, or student affiliated with or attending the School. Francis Parker may, in its sole discretion, add, revise, and/or delete School policies before, during, and after the school year.

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I. INTRODUCTION TO FRANCIS PARKER SCHOOL OF LOUISVILLE

Important Contact Information – Whom to Contact

If parents or students have a question and are not sure of the correct person to contact, the following list may be helpful:

Absences/Tardies/Address Changes/General Information – Preschool – Renee Hennessy; Goshen – Andrea Ensminger; Downtown – Laura Devlin.

Academic/Behavioral/Social Concerns – Please contact the student's Lead Teacher, Advisor, or subject-area teacher with particular concerns or related questions. For more general concerns, contact: **Preschool** – Renee Hennessy, Director; **JK-4th Grade** - Jennifer Griffith, Lower School Director; **5th - 8th Grade** – Chaka Cummings, Middle School Director; **9th-12th Grade** – Suzanne Gorman, Associate Head of School - Downtown Campus.

Admissions/Enrollment Management/Financial Aid – Trisha Amirault, Director of Enrollment/PS-8 Director of Admissions; Maggie Blakeslee, Director of Admissions - High School; and Dorian Holmes. They are responsible for shadow visits, Open Houses, re-enrollment of students for the following year, and financial aid/scholarships.

Advancement Office – Bethany Heckel, Director of Advancement; Alumni Relations and Special Events Coordinator (open position); Kimberly Neumann, Advancement Administrative Assistant; Joshua Fischer, Director of Marketing and Communications; and Marcy Jackson, Marketing Coordinator, for the Advancement Office. Led by the Director of Advancement, this office is responsible for the outward-facing aspects of the School, including fundraising, marketing, communications, alumni relations, Family Association, public relations, special events, and publications. The Director of Advancement oversees all functions of the Advancement Office, with a specific focus on managing the cultivation and solicitation of major gifts that advance the School's mission, vision, and strategic goals. This includes leadership annual giving, event sponsorship, gifts to support the Capital Campaign, which includes an endowment component, as well as several major capital projects. The Director of Advancement also coordinates planned gifts, which are gifts arranged as part of individuals' financial and/or estate plans. Additionally, the Director of Advancement serves as the primary liaison for the Francis Parker Family Association.

The Advancement Administrative Assistant is responsible for providing operational support to the Advancement team including the accounting, acknowledgement and stewardship of gifts to the School. This role also provides administrative support for all fundraising activities, including donor cultivation initiatives, correspondence and execution of Annual Fund appeals across all constituencies..

The Alumni Relations and Special Events Coordinator serves as the main point of contact for all Francis Parker alumni, and is responsible for managing and organizing programs and services designed to foster and strengthen relationships between the School and its alumni. This role also organizes and provides support for all the other school community events throughout the year. This role also oversees the planning and execution of the logistics of our two alternating annual galas, Our Good Earth and *Imagine!*, which generate vital funds for scholarships and financial aid in our operating budget each year

The Director of Marketing and Communications oversees the development and execution of all marketing and communications efforts at the School. This includes creating guidelines for and managing name and logo use, the school's website, admissions materials, advertising, social media, swag/branded merchandise, The Wyvern Report, family newsletters, public relations, and school signage.

Finally, the Marketing Coordinator serves as the School's graphic designer and provides additional administrative support for all Marketing and Communications initiatives.

<u>After-School Activities Program, Derby Camp, Summer Camp (Goshen Campus)</u> – Dorian Holmes, Director of After-School and Summer Programs/Admissions Coordinator

<u>Athletics</u> – Mike Kelley, Athletic Director; Shavar Cowherd, Associate Athletic Director, and Jacobi Reed, Athletic Coordinator

<u>Billing</u> – Sophia Murphy - Accounting Manager

<u>Bus Service</u> – Tony Hairgrove, Facilities and IT Manager

<u>Classroom Visits</u> – Lead Teacher/Advisor on the Goshen Campus

<u>College Counselor</u> – Katie Li

<u>Counseling</u> – Julie Marks (Goshen) and TuNice Cole (Downtown)

<u>Curricular Questions</u> – *Preschool:* Lead Teacher or Preschool Director Renee Hennessy; *Lower School:* Lead Teacher or Lower School Director Jennifer Griffith; *Middle School:* Advisor or Middle School Director Chaka Cummings; *High School:* Associate Head of School - Downtown Campus Suzanne Gorman or Registrar Alissa Shoemaker

<u>Discipline</u> – *Preschool:* Lead Teacher/Preschool Director Renee Hennessy; *Lower School:* Lead Teacher/Jennifer Griffith, Lower School Director; *Middle School:* Advisor/Chaka Cummings, Middle School Director; *High School:*Suzanne Gorman, Associate Head of School

- Downtown Campus

Enrichment Program (our Lower School after-school program) – Katricia Melzer, Enrichment Program Director

Facilities – Tony Hairgrove, Director of Facilities and IT

After School Homework Hall/Learning Lounge (HS/MS) – Abigail Huffward, Director of The Learning Center

Family Association – Bethany Heckel, Director of Advancement, is the liaison to the Family Association, and she works in partnership with each Division Director. Chairs of the Family Association for the 2024-25 school year are Caitlin Ryan and Kelli Van Hecke (Preschool), TBD (Goshen), and Michelle Browning Coughlin (Downtown)

Registrar – Alissa Shoemaker (Downtown and Goshen)

Technology – Tony Hairgrove, Director of Facilities and IT; George Dant, IT Support Specialist

The Learning Center (TLC) – The TLC staff includes Abigail Huffward, Director of The Learning Center; Ann Mundt, Academic and Instructional Support Specialist, Goshen Campus; John Beechem, Academic Support Specialist, Goshen Campus; and Calla Suffridge, Academic Support Specialist, Downtown Campus.

The Learning Center on the Goshen Campus offers a variety of programs including Academic Support, Content Tutoring, Executive Function Coaching, reading/math intervention and support, and Stop for Success; in addition, speech and occupational therapy is available on campus with services provided by FUNctional Therapy. After school support is available for middle school students through the Learning Lounge. The Learning Center on the Downtown Campus offers a variety of programs including Academic Support, Content Tutoring, Executive Function Coaching, and after school homework hall on an as-needed basis.

Description of Major School Events

Admissions Open Houses: These events are held at each campus for prospective parents and students to learn more about Francis Parker. Parents are encouraged to help out at these events and to bring prospective parents and students they may know.

Awards Assembly: The High School holds this assembly each May at which the majority of the year's academic awards are handed out. It is an event attended only by students, faculty, and staff.

Back-to-School Picnic: Held each August, the picnic is an opportunity to kick off the

academic year for all Francis Parker families. In addition to fun children's activities like a bouncy house and face painting, the Varsity soccer and field hockey coaches and teams conduct clinics for Middle School athletes, followed by soccer, volleyball, and field hockey scrimmages.

Book Sale: At the High School Kickoff! event, families are responsible for purchasing all books for classes. Both used (through the Family Association) and new books are available.

Connections Cup: The Connections Cup, formerly Advisee Games, is the High School's half-day "field day" in which groups compete in a costume contest and a variety of events for the coveted trophy.

8th Grade Retrospective: Each year, we recognize our 8th graders as they make the transition to high school. We celebrate each student as an individual on this day, recognizing their personal and academic growth during their time in the Middle School. Two special awards are given on this day, and all 8th graders receive a commemorative abacus, a traditional symbol of Francis Parker, as well as a framed copy of their 8th Grade Tribute with a class photo.

Fall Sports Picnic: Each fall, the School community is invited to come together and watch Middle School and High School soccer, volleyball, and field hockey games, and enjoy a picnic and camaraderie while cheering the teams on. The Fall Sports Picnic is akin to Homecoming at many schools.

Goshen Campus Field Day**:** The culminating end-of-year event for the Red, Blue, and Purple competition on the Goshen Campus, at which 3rd through 8th graders compete in various events.

Grandparents' Day: Both the Goshen and Downtown Campuses host at least one Grandparents' Day. At the Goshen Campus, Lower School Grandparents' Day includes a musical performance by every grade level and lead area visits with their grandchildren; Middle School Grandparents' Day includes a Fine Arts Showcase and grade-level activities. At the Downtown Campus, grandparents attend a couple of classes and share lunch with their grandchildren. Grandparents of preschoolers are invited to the Preschool Derby Tea and Race Day in the spring.

Graduation: Each May, the School holds a Graduation ceremony to honor its senior class. Several awards are given, any senior who wants to can speak, and diplomas are granted.

Imagine!: The *Imagine*! Art Auction + Scholarship Fundraiser takes place every other year. The next *Imagine*! Art Auction + Scholarship Fundraiser will be held in 2025.

Kickoff!: The Kickoff! is for High School students and parents. Students choose lockers and

purchase books.

Orientations: Orientations are held for all Junior Kindergarteners, Kindergarteners, new students to the Goshen Campus, all 9th graders, and new students to the Downtown Campus (and all the parents in these grades). Orientations are held just before the beginning of school in August. The Preschool offers Classroom visits that serve as Orientation for parents.

Our Good Earth: Our Good Earth is one of our two fundraising galas and takes place every other year on our Goshen Campus. It will next be held in 2026.

Back-to-School-Night and Preschool Parent Luncheon: The Back-to-School Night events are held separately for Goshen (Lower School and Middle School), and High School. Parents receive a copy of their child's schedule, meet teachers, and gain a better understanding of what each class and the year as a whole will involve. They also learn about major events at the school and how to get involved as parents. Preschool parents are invited to a Back-to-School Coffee in September to learn about a typical day for a Preschooler at Francis Parker.

Parent-Teacher Conferences: Conferences at the Goshen Campus are held in late September and early March; at the Downtown Campus, they are held in late September. Parents book appointments online with any teachers they wish to see. This is an opportunity for one-on-one time with the faculty to hear about students' academic, behavioral and social growth.

Prom/Formal: The Prom, a Downtown Campus event, is put on by the senior class, but the other three high school grades also attend. The junior class sells the tickets and receives the ticket revenue from this event, which helps to fund their Prom the next year. On the Goshen Campus, a 7th/8th Grade Formal Dance occurs every year in the spring with the proceeds benefiting the 8th Grade Class Gift to the School.

Senior Auction: The Downtown Campus Family Association and Senior Class sponsor this event each November, with a potluck representing families' favorite dishes and a silent auction of a variety of items to help fund the all-School prom. All families are welcome.

Senior Luncheon: Each May, a luncheon is held off site to honor and celebrate the graduating seniors. A speech is written and delivered by a faculty or staff member for each of the seniors, and seniors receive a copy of the speech. Attendees include the seniors, their immediate family, and the faculty and staff.

Sports Banquets: Celebrations are held at the end of the year for Middle School and after each High School sports season to honor the teams, players, and their accomplishments.

Women's Retreat: The High School faculty/staff offer an overnight retreat (Friday night through Saturday morning) to interested students for community bonding and an opportunity to discuss gender-specific issues.

History of Francis Parker School of Louisville

Francis Parker School of Louisville is an Independent, Progressive, co-ed, Preschool–12th grade school located on two campuses: Goshen (Preschool-8th) and Downtown (9th -12th) with approximately 500 students. The origin of Francis Parker School of Louisville traces back to a Preschool established in 1948 by members of St. Francis in the Fields Episcopal Church in Harrods Creek, KY. In 1965, the School was founded as "St. Francis School" by the Rev. Frank Q. Cayce, who served as Headmaster from 1965 to 1975, along with the Rev. Stephen R. Davenport, and supportive parents and friends, at the church in Harrods Creek. Their goal was to fulfill a community need for an integrated, co-educational school that provided an innovative learning environment.

In 1970, the School moved from St. Francis in the Fields Church to its present 64-acre site in Goshen, Kentucky, 22 miles northeast of downtown Louisville, thanks to land donated by church members. Built by architect Jasper Ward in the unique "open-classroom" style, the architecture included small amphitheaters in each wing of the School and several raised classrooms called "pods".

In 1976, Tom Pike, then Acting Head of School at St. Francis School, along with a group of parents and Board members, founded St. Francis High School in downtown Louisville. The School was housed in the former Downtown YMCA, a National Historic Landmark building, and was deliberately located downtown so that adolescents, who are preparing to be part of the adult world, would be situated in the adult world and have access to all the cultural and educational opportunities of a thriving metropolis.

In 1995, St. Francis Preschool, as part of St. Francis School, was again opened on the grounds of St. Francis in the Fields Episcopal Church in Harrods Creek, and it continued to operate at the Church until July 2014, when the Preschool moved to the Goshen Campus. A long-planned-for fenced Natural Playground was also constructed for the Preschool adjacent to the Lower School Playground at this time.

Throughout the School's first 30 years in Goshen, that Campus continued to expand, with a second building that held a gymnasium, science labs, a music room, and art room completed in 1974; a new library, computer center, and language lab added in 1982; purchase of an additional 27.5 acres adjacent to the original campus purchased in 1996-97, so that the Campus now totals 64 acres; and a math/science/art/multipurpose room-cafeteria and kitchen wing added in 1997, along with a new Library and computer

lab, as well as extensive renovation of the existing building.

Around this time, St. Francis High School purchased the Downtown YMCA building in 1998, completing an award-winning renovation by Potter and Associates of approximately ⅓ of that space that opened in the 2003-04 school year, with ⅔ of the building sold to a developer partner who created 58 new apartments in the building. In 2007, the High School added the adjacent garage facility to its footprint. The garage was demolished in 2012 and a new parking lot on the space opened in July 2013.

In February 2012, the Boards of St. Francis School and St. Francis High School took a bold step meant to significantly improve the future of both schools and approved the merger of the two sister schools to form the current Preschool–12th grade "St. Francis School." While discussions of a merger had taken place over several decades, in 2012, the time was right and the two Boards agreed to align the three campuses sharing a similar educational philosophy into one dynamic entity centered around a Progressive mission. At that point, the School created a Master Campus Plan with architects Lake-Flato and began a Capital Campaign to dramatically transform both Campuses and ultimately the future of the newly united "St. Francis School."

In 2013, the School embarked on the first project in the Master Campus Plan by demolishing the old gymnasium and building a brand new state-of-the-art gymnasium facility, designed by Los Angeles-based architects (fer)studio, opened in the summer of 2014. The intervening years also saw renovation of the Lower School playground into a Natural Playground, and the creation of a Middle School obstacle course/play area adjacent to the Play Shelter. In the summer of 2016, the School purchased an additional 17,000 square feet of the 233 W. Broadway Building and completed the renovation of half of it on the Broadway side of the building, gaining a new student Commons Room, the Space for Thought (a large multi-purpose space), and administrative offices, and moving the main entrance to the building back to Broadway. A MakerSpace called The Workshop was also completed in 2016, with science lab renovations following in summer 2017, and the renovation of the former Commons Room into a black box Performing Arts Space. A former science lab was also converted into a MakerSpace on the Goshen Campus in summer 2016. In the fall of 2018, we returned focus to the Goshen Campus and construction began on the renovation of the Main Amp into a 400-seat amphitheater, as well as a renovated lobby/entrance to the Goshen Campus, which was completed and opened for the start of the 2019-20 school year. In the spring of 2019, the adjacent property to the Downtown Campus — the former Gray's Bookstore building — was purchased as future parking and/or expansion space for the High School. In spring of 2021, we began construction on expanded athletic training space at the High School in the formerly unused space in the basement, including a weightlifting/fitness facility, a 2,575 square foot indoor turf area to

be used for practice and training by the School's varsity teams, and new athletic offices. The Wyvern Indoor Turf and Training Center opened in the fall of 2021-22 school year. It will ultimately connect to the Athletic and Wellness Center to be constructed on the current High School parking lot. To date, the "Creating an Abundant Future" Campaign has raised over $23 million dollars to support the creation of new facilities and growth in the School's endowment which now stands at over $11 million. In January of 2024, the School engaged the help of Independent School consultant, Hank Battle to assist with Campaign initiatives which resulted in an expanded vision for both campuses. As such, we have rounded out this final phase of this campaign with a couple of additional enhancements to each campus: On the Downtown Campus, we are creating a STEAM (Science, Technology, Engineering, Arts and Math) center in the Loft space in the Athletic and Wellness Center. On our Goshen Campus, we are adding another much-needed athletic facility that it is becoming increasingly hard to rent: a Tennis and Pickleball Center. In addition, we are adding an Outdoor Learning Center; a TinkerLab, which is a MakerSpace specifically designed for our Lower School Wyverns; and planning for additional Lower School Classrooms, given the fact that our Preschool and Lower School are currently at capacity, so this gives us a little room to grow.

Another major initiative to move the School forward, exploration of a name change, was undertaken in the 2021-22 school year. Throughout this year-long process, the School surveyed its constituents, conducted listening sessions, interviewed other schools and nonprofits who had also gone through this process, and solicited feedback from employment recruitment firms both locally and nationally and college admissions offices. The Board of Trustees voted unanimously to change the name of the School, and the School began the process of selecting, conducting research on, and launching a new name. The Board of Trustees once again unanimously voted to change the name of the School to Francis Parker School of Louisville effective July 1, 2022.

Francis Parker School is characterized by personal attention, small class sizes, diversity, dedication to student voice, commitment to community service, student-centric extracurriculars, and outstanding teachers who are dedicated to their subject areas and to their students. Inside and outside the classroom, the atmosphere at Francis Parker School is one of joy that also strives to prepare students successfully for college and for life. The School philosophy is based on the Progressive school movement founded by Francis Parker and John Dewey in the early 1900s as a response to the assembly line, "one-size-fits-all" school model. Progressive schools, on the other hand, believe that students achieve milestones at different rates and therefore that education should be customized for individual students as much as possible. Progressive schools like Francis Parker are student-centered, community service-minded, diverse, experiential, and participatory; they require students to be fully engaged participants in the learning process. Essentially, we

focus on the process of learning, rather than the product/end result, and by doing so help students achieve their innate potential.

Francis Parker School is fully accredited by the Independent Schools Association of the Central States (ISACS), certified by the Kentucky Department of Education, and is a member of the following organizations: National Association of Independent Schools, Kentucky Association of Independent Schools, The Progressive Education Network, Kentucky Non-Public Schools Commission, the National Business Officers Association, Independent School Management, and the Center for Spiritual and Ethical Education. Francis Parker School is also one of approximately 100 schools in the U.S. named as a Confucius Classroom for its Chinese language program classrooms on both the Goshen and Downtown Campuses, and its drama program is nationally recognized by the National Youth Arts Awards.

Guiding Statements:

Mission Statement

Francis Parker School of Louisville cultivates a joyful, compassionate, intellectual community that celebrates individuality and inspires independent thinking for life.

Vision Statement

Francis Parker School of Louisville is a thriving, supportive community delivering an innovative education where students grow into engaged, mindful contributors to the world around them.

Core Values

Intellectual Curiosity and Critical Thinking
Equity and Cultural Competency
Individuality and Responsibility
Creativity and Expression
Kindness and Belonging

Philosophy

The philosophy of Francis Parker School of Louisville is rooted in the Progressive education tradition. Fundamentally, we believe that each student is imbued with strengths and challenges and that each learner must be treated as an individual. Emphasizing active, experiential learning, problem solving, self-expression, critical thinking, collaboration, and healthy discussion and debate in every classroom, Francis Parker strives to prepare young people effectively for the challenges of higher education, civic involvement, and a successful life as an adult. As a community composed of people of diverse backgrounds, beliefs, and life experiences, we ask of all our members that the tolerance, respect, and imagination

required for responsible citizenship and global understanding be elements of daily practice. Throughout our program, students learn the ethical dimensions of issues, which helps them to use their talent and knowledge with wisdom, compassion, creativity, and integrity.

This philosophy is articulated distinctively within each division of the School, given the students it serves, as expressed below:

The Preschool is a joyful place that seeks to foster curiosity and wonder. We believe that allowing students to explore, investigate, and create is the perfect medium for motivating learning. Because of these closely held values, our curriculum is one that emerges from the daily experiences and interests of the students. We believe that "everything is developing," and therefore the focus is on the process of learning rather than the product. Social, physical, and cognitive skills grow freely in this fertile ground of play and exploration. While facilitating these experiences, our expert classroom teachers strive to assure that the children are challenged by utilizing open-ended questions to encourage problem solving, imagination, and creativity. Student artifacts such as photographs, paintings, and clay-work, as well as completed individual and group projects, fill the classrooms. We endeavor to respect each student's unique growth process, while also seeking to expand the student's students' worldviews. We believe that outdoor play encourages an appreciation for the environment and fosters creativity and a sense of wonder. In the Preschool, students have a say in what they do and how they do it, and teachers encourage learning to be a fun and exciting journey every day.

In grades JK - 8, our goal is to inspire a true love of learning in our students. Our open classroom environment, coupled with our pastoral, rural setting, creates an idyllic educational experience that is positive and joyful. We believe in helping all students build on their strengths while encouraging them to explore and develop new skills and interests. Our small class sizes and low student-to-teacher ratios allow our dedicated teachers to meet students where they are academically and to help ensure continuous progress. Teachers honor student voice and choice in the curriculum, while allowing different types of demonstrations of knowledge and making learning hands-on whenever possible. Deliberately cultivating a sense of community is an important part of the Goshen Campus experience, so aspects of this are woven throughout each school day. Morning Meetings provide opportunities for students and teachers to gather together and discuss the day's events, share important happenings, and celebrate achievements. It is a time for students to feel connected to and valued as friends, not only by their classmates but also by those in other grades, as well as the adults in the community. The open classroom setting enhances collaborative learning and helps students to develop critical listening and focusing skills. In addition to traditional academic subjects, we emphasize the importance of the arts, physical and outdoor education, ethical development, and service learning. Our 60+ acre campus allows students to play and breathe fresh air, enhancing their natural sense of curiosity and appreciation for the environment and nature. The outdoors, including our

gardens and bee hives, are used as an extension of the classroom regularly. Outdoor life on the Goshen Campus provides learning and service opportunities for our students. Student life on the Goshen Campus is rich with intellectual and creative possibilities.

At the High School, we believe that the best preparation for higher education and adult life is a challenging academic program within a vibrant urban community. We believe that a diverse student body develops creative and critical thinking skills while passionate, talented faculty emphasize and cultivate in-depth investigation, discussion, and writing; active participation in these activities builds students' confidence. The downtown location allows students to interact on a regular basis with the urban community, and the open campus teaches students to balance freedom with responsibility. Coming to know and negotiate their environment, our students develop self-reliance and sophistication. The entire High School community is actively engaged in a comprehensive long-term relationship with the city's non-profit organizations through a four-year community service program. Faculty and staff are attuned to the concept of the teenager as a work-in-progress and believe that students are well served not only by warm personal support but also by thoughtful provocation and challenge. While student voice is essential — and expected — in the classroom, it is also actively sought and heard in discussions and decisions about School policies and student life. Our goal is to have students leave Francis Parker prepared for college not only academically, but also personally, because they know how to manage their time and have confidence in themselves and their ideas as they head into the adult world.

<u>Portrait of a Graduate</u>

Francis Parker graduates

Know themselves and live their convictions
Stay curious, think critically, and never stop learning
Act with kindness and empathy
*Champion diversity***,** equity, inclusion, and belonging
Engage in the world with creativity and passion

<u>Diversity Statement</u>

At Francis Parker, we believe there is inherent strength in a community, a city, and a world in which members exhibit a breadth of talent, skills, and attributes. We define diversity as differences embodied in (but not limited to) age, ethnicity, race, family composition, gender, gender identity and expression, geographic origin, learning styles, religion, sexual orientation, socio-economics, and ideologies. We seek to prepare students to live in and contribute to their world by acknowledging and celebrating who they are and who they wish to become. In addition, given the fact of profound inequalities of opportunity that still exist in our world, we strive to foster a respectful and welcoming School community for us all as a model for the challenges that face us each day as global citizens.

Diversity, equity, and inclusion work is an ongoing process at Francis Parker School of Louisville. Please see the General School Information section for more details.

Non-Discrimination Policy

Francis Parker School of Louisville admits qualified students of any race, color, gender, gender identity or expression, religion, sexual orientation, mental or physical disability, national or ethnic origin, or any other status protected by applicable law, and extends to them all the rights, privileges, programs, and activities generally accorded or made available to students at the School. Francis Parker School of Louisville does not discriminate on the basis of race, color, gender, gender identity or expression, religion, sexual orientation, mental or physical disability, or national or ethnic origin, or any other status protected by applicable law, in the administration of its educational policies, financial aid program, or any School-administered program.

Divisions and Leadership

The Leadership Team

Multi-Campus Leadership

The **Head of School** oversees all aspects of the School from Preschool - 12th Grades of Francis Parker School of Louisville.

The **Associate Head of School - Finance and Operations** oversees the business aspects of the School, including billing/tuition/accounts, HR, facilities and transportation, and food service.

The **Associate Head of School - Teaching and Learning** ensures the overall strength of the academic program, Preschool - 12th grade, overseeing both the curriculum and teaching/learning to ensure alignment with best practices in Progressive education.

The **Athletic Director** oversees the athletic program from JK through high school ensuring that all students have a consistent and positive experience on all teams; that all students improve from the start of the season to the end of a season; and that all athletes are prepared for the next step in their athletic journey.

The **Director of Advancement** oversees fundraising, events, constituent relations including, alumni, current and former parents, grandparents, current and former Trustee relations, as well as marketing, advertising, communications, and PR, including all of the School's newsletters, publications, website, and social media.

The **Director of Enrollment Management** oversees the admissions and financial aid process PS-12, as well as retention of existing students.

Single Campus Leadership

The Downtown Campus houses grades 9-12 of Francis Parker School of Louisville. The **Associate Head of School - Downtown Campus** is responsible for the overall high school student experience and progress, oversees the curriculum and faculty, and partners with high school parents/guardians.

The **Middle School Director** oversees Middle School student progress and overall student experience, as well as partners with Middle School parents/guardians. Grades 5-8 comprise the Middle School. Downtown Campus

The **Lower School Director** oversees Lower School student progress and overall student experience, as well as partners with Lower School parents/guardians. Grades JK-4 comprise the Lower School.

The **Preschool Director** oversees all Preschool students, faculty, and curriculum, as well as partners with Preschool parents/guardians. The Preschool serves students ages 2 through 5.

Governance

The Board of Trustees is the guardian of the School's Mission. The Board is responsible for strategic planning for the future, approves the annual budget and major school policies, and hires and evaluates the Head of School.

The Board includes Officers — a Chair, a Vice-Chair, a Secretary, a Treasurer, and a Past Chair — a number of other voting members, as well as non-voting Emeritus and *ex-officio* Trustees. The Board is made up of current parents, alumni, alumni parents, and friends of the School. There are staff representatives from each Division who serve as *ex-officio* members of the Board, as does the Head of School. The Associate Heads, Director of Advancement, and Director of Enrollment Management also attend all Board meetings and relevant committee meetings. Standing committees include:

- Governance, which is charged with recruiting and orienting new Trustees and monitoring the bylaws, as well as evaluating the Board;
- Community Connections, which supports efforts of the Director of Marketing and Communications, Director of Advancement, and Director of Enrollment Management to increase the School's visibility in the community, primarily through building relationships and making connections with constituents and organizations that can influence the School's reputation and enrollment;
- Development has four (4) subcommittees (Capital, Alumni, Gala, Annual Fund), which partners with the Advancement Office to accomplish the School's fundraising activities;
- Finance, which assists in preparing the annual budget, and overseeing the School's investments and other business-related matters;

- Facilities, which supports the Assistant Head of School - Finance and Operations Director of Facilities/IT, and the JK-12 Athletic Director in ensuring that facilities are well-maintained and funding exists to do so; assists with shepherding construction projects; and conducts strategic planning with regard to facilities;
- Executive, which consists of the Board and committee leadership, plus up to two *ad hoc* members.

2024-25 Board of Trustees

Stewart Lussky, AP, Chair
Martha Walker, CP, Vice Chair
Wes Johnson, AP, Treasurer
Marshall Eldred G'79, '83, CP, Secretary
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Emeritus: Scott Gregor, AP; Ben Holt, AP; Ellen Rosenbloom, AP
Ex-Officio: Renee Hennessy, AP, Preschool Representative; Jennifer Griffith, CP, Lower School Representative; Chaka Cummings, CP, Middle School Representative; Suzanne Gorman, AP, High School Representative: Alexandra Thurstone G'80, '84, AP, Head of School
Staff Attendees: Len Armstrong, Director of Enrollment Management/Goshen Campus Admissions Director; Greg Borders, AP, Associate Head of School - Finance and Operations; Bethany Heckel, Director of Advancement; Shelly Jones, CP/AP, Associate Head of School, Teaching and Learning

Members of the Board serve on a volunteer basis, no compensation is received
CP=Current Parent, AP=Alumni Parent, G=Grandparent, AG=Alumni Grandparent, F=Friend

Accreditation and Recognition

Francis Parker School of Louisville is accredited by the Independent Schools Association of the Central States (ISACS), certified by the Kentucky Department of Education, and is a member of/affiliated with the following organizations: the National Association of Independent Schools, the Kentucky Association of Independent Schools, the Kentucky Non-Public Schools Commission, the Progressive Education Network, and the Center for Spiritual and Ethical Education. The Middle and High School drama programs are nationally recognized by the National Youth Arts Awards.

II. PRESCHOOL

While the entire Handbook applies to students enrolled in the Francis Parker School of Louisville Preschool program, this section of the Handbook focuses on Preschool-specific policies and procedures for daily operations.

Credentials

The Preschool at Francis Parker is licensed by the Kentucky Cabinet for Health and Family Services and is recognized as an exemplary program by the Kentucky Department of Education. We are accredited by the Independent Schools Association of the Central States (ISACS) and are members of Community Coordinated Child Care.

Philosophy

The Preschool is a joyful place that seeks to foster curiosity and wonder. At the Preschool, we believe that *allowing students to explore, investigate, and create is the perfect medium for motivating learning.* Because of these closely held values, our curriculum is one that emerges from the daily experiences and interests of the children. We believe that "everything is developing," and therefore the focus is on the process of learning rather than the product. Social, physical, and cognitive skills grow freely in this fertile ground of play and exploration. While facilitating these experiences, our expert classroom teachers assure that the children are challenged by utilizing open-ended questions to encourage problem solving, imagination, and creativity. Student artifacts such as photographs, paintings, and clay-work, as well as completed individual and group projects, fill the classrooms. We respect each child's unique growth process, while also seeking to expand his/her world view. We believe that outdoor play encourages an appreciation for the environment and fosters creativity and a sense of wonder. At the Preschool, children have a say in what they do and how they do it, and teachers encourage learning to be a fun and exciting journey every day.

We use a co-teaching model in our Preschool program. Each age group has two experienced teachers working together as a team. Most of our teachers have college degrees and/or a minimum of 10 years working with young children. Our staff receives a minimum of 15 hours of continuing education each year, in addition to training in CPR and First Aid.

Administrative Leadership

The Preschool Director manages the day-to-day operations of the Preschool. Questions about any policies should be directed to the Preschool Director. The Preschool Director reports to the Head of School, who provides oversight for the Preschool program, as well as the JK-12 program.

Program Options in the Preschool:

1. Early Morning Care (8:00 - 8:45 a.m.; children move to their classrooms at 8:45 a.m.)
2. Morning Preschool (9:00 a.m. - 1:00 p.m.; drop-off begins at 8:45 a.m.)
3. Extended Day (1:00 - 4:00 p.m.)
4. After Care (4:00 - 5:30 p.m.)

Morning Preschool Program

The regular Preschool Program includes the morning hours from 9:00 a.m. to 1:00 p.m. A sample daily schedule for each of the programs is listed below. Each class visits the garden, library, and gym, and has music and creative movement classes weekly. Carpool is from 12:45 p.m. to 1:00 p.m.

<u>2s - 3s Morning Preschool Program (Pandas Class)</u>

The majority of children in this program are experiencing Preschool for the first time. The program is designed for and planned around the children's interests. Children will explore, observe, wonder, draw, paint, color, sing, and be read to, among many other playful activities geared toward the developing 24- to 36-month-old children. 2s - 3s Morning Preschool Program (Pandas Class) is available two, three or five days per week.

<u>2s - 3s Sample Schedule (Pandas Class)</u>

- 9:00 – 9:35 a.m. Learning Centers
- 9:40 – 10:05 Playground
- 10:05 – 10:25 Snack
- 10:30 – 10:50 Music or Creative Movement w/specialist
- 10:50 – 11:25 Small Group Projects
- 11:30 – 11:45 Closing Circle
- 12:00 - 12:30 Lunch

<u>3s - 4s Morning Preschool Program (Meerkats Class)</u>

This program is suited for a child who is 3 years old by August 1, and will turn 4 during the

school year. Many children in this program have had a previous preschool or nursery school experience, although it is not uncommon for this to be a child's first preschool experience. The program is designed and planned around the children's interests. Children will begin to participate in group projects that build community with their peers and help them learn about the larger world around them. 3s - 4s Morning Preschool Program (Meerkats Class) is available two, three or five days per week.

3s - 4s Sample Schedule (Meerkats Class)

- 9:00 – 10:00 Learning Centers and Small Group Projects
- 10:05 – 10:25 Music or Creative Movement w/specialist
- 10:25 – 10:50 Snack
- 10:50 – 11:20 Playground
- 11:30 – 11:45 Closing Circle
- 12:00 - 12:30 Lunch

4s - 5s Morning Preschool Program (Trailblazers Class)

This program is suited for a child who is 4 years old by August 1, and will turn 5 during the school year. The majority of children in this program have had a previous preschool or nursery school experience, although for some, this is the first preschool experience. The curriculum is designed to support students for the subsequent junior-kindergarten/kindergarten year by addressing all areas of readiness. 4s - 5s Morning Preschool Program is five days per week.

4s - 5s Sample Schedule (Trailblazers Class)

- 9:00 – 9:25 Learning Centers
- 9:25 – 9:35 Morning Meeting
- 9:40 – 10:00 Library
- 10:00 – 10:20 Snack
- 10:20 – 10:55 Playground
- 11:00 – 11:15 Small Group Projects
- 11:15 – 11:35 Music or Creative Movement w/specialist
- 11:35 – 11:45 Closing Circle
- 12:00 - 12:30 Lunch

Extended Day Programs

The other four programs that extend the Preschool day (Early Morning, Afternoon, and After Care) are available for one to five days per week. Parents select days (Monday through Friday) when enrolling in these programs and the same days must be selected every week for a full semester or school year. There are no refunds or make-up days. The fees cover extended care on regular school days. During vacation breaks, extended care options may be available at an additional cost, depending upon the demand.

Emergency drop-ins at extended care may be permitted if space is available, at an additional charge. Drop-in charges are to be paid on the day services are used.

Supplies

Children who stay after 1 p.m. will need a two-inch waterproof rest mat, blanket, and crib sheet for rest time; the mats may be purchased from us for $50 or a local school-supply store. Discount store mats typically do not meet minimum requirements. Pillows are not permitted.

Arrival and Departure

We strive to make carpool safe and efficient, but safety is our priority. We appreciate your patience and cooperation, especially in the first few weeks of school. You will enter off U.S. Highway 42 at the School's main entrance (by the giant abacus) and drive around to the front of the School and form a car line. Preschool drop-off carpool begins at **8:45 a.m.** and ends promptly at **9:00 a.m.** A Preschool teacher will open the door to your vehicle, help your child unbuckle the carseat, and walk your child inside to the classroom. Please stay inside your vehicle during carpool, and do not send your child into the building without a Preschool teacher.

We have one drop-off carpool, and two dismissal carpools: 1) 12:45 - 1:00 p.m. for lunch bunchers' dismissal; and 2) 3:45 - 4:00 p.m for full-day preschoolers. Children who stay until 5:30 p.m. will need to be picked up inside the Preschool area or Multi-Purpose Room. Parents will be given the code to enter the building. If you are late for carpool, your child will be brought back to the classroom to wait for you. Please make every effort NOT to be late for carpool.

Punctuality is expected, as this aids in the transition between home and school, and our experience shows that late arrivals can cause children to have difficulty at school.

If parking, parents are expected to park in the lot in a marked parking space, not in the driveway next to the playgrounds. Parents may not leave their child if a staff member is not present. If arriving before 8:45 a.m., parents should walk their child into the building and leave them with a staff person in the designated classroom for Early Care drop off.

Please refer to the carpool policy for additional information about drop-off and pick-up procedures. A staff member will walk children to the receiving car. While drivers stay in their cars, a staff member will help children into their car seats. Parents must notify the School in writing to authorize any person other than a parent or guardian for pick-up.

Parents should promptly call the School if they will be late picking up their child. The Preschool closes at 5:30 p.m. and all children must be picked up by this time. Parents are

asked to schedule pick up so they may have adequate time for conversation with staff and be able to leave the building by 5:30 p.m. There is a late charge of $1 per minute. Parents are expected to pay the staff member when they arrive at the School. If a parent is consistently late for pick-up, a conference with the Preschool Director may be scheduled to address this concern.

Visiting the Preschool

We love to have parents accompany us on field trips, come see our periodic puppet shows, and participate in our seasonal School-wide sing-alongs. During the year, we plan many activities that families are invited to attend, including Back-to-School Family Fun Day, Classroom Visits Day, Transportation Day, the Halloween parade, and the Preschool Derby Race and Tea.

If a parent or other family member wishes to visit a child's classroom, parents should arrange this with the Director and the teacher in advance. For our youngest students, it is helpful to prepare them in advance for a special visitor. If parents wish to join us for lunch, it is helpful to know ahead of time so that food service can send the appropriate amount of food.

Field Trips

Outside excursions are an important, enjoyable extension of our program. Field trips provide the children with cultural opportunities and experiences that feed classroom learning. The four-year-old classes go on field trips. Teachers will notify parents of dates via classroom newsletters. Permission slips will be sent home well in advance of any field trip. Children will not be able to participate without a signed slip. We ask that all children wear their Francis Parker School of Louisville shirt on field trip days as a safety precaution that allows for quick recognition. Parents are welcome to chaperone on any field trips, but there may not be room on the bus for them to ride. Siblings may not ride the bus.

Transportation

School bus transportation is provided for all field trips. State child-adult ratios will be enforced at all times. Parents are welcome to chaperone on any field trips, but there may not be room on the bus for them to ride. Siblings may not ride the bus.

Rest Time

Children need rest to support their development. According to licensing regulations, preschool-aged children who attend school all day must have a rest period. Children in the Fours have a 45-minute rest period after lunch. Children in the Twos and Threes rest for a maximum of two hours. Each year, teachers evaluate the group's needs in determining appropriate rest times. If your child falls asleep regularly they are showing us they still

need a nap. We allow them to nap. In our experience, children who are forced to stay awake during rest times struggle in the afternoons with both concentration and behavior.

Children who do not nap or who awaken early may look at books, play quietly with small toys, or work quietly at a table. Teachers are prepared with quiet activities for those children.

Toys

We do not allow toy guns or other fighting-oriented or violent toys. We welcome books or board games at any time.

Toilet Training

When your child is ready, we ask that you begin teaching at home over a weekend or vacation. We can only assist your child in toilet training if you have successfully begun training at home at least **one week** prior. We will follow through and encourage your child while at Preschool. Toilet training will be supported at preschool in a relaxed manner with the cooperation of the family. Your child's teacher will coordinate toilet training with you so that the child's experience is as consistent as possible. During the training period your child should be dressed in clothing that is easy to maneuver independently. Belts and one-piece outfits are not appropriate clothing for training at Preschool.

Children in the 4s Program are required to be independent with toileting.

If a child is in diapers please send five to six diapers daily in the child's backpack or leave a full package at school. Also, diaper wipes need to be supplied.

Dress for Play

Children should be dressed in comfortable, weather-appropriate clothing for indoor and outdoor play that is appropriate to the activity and weather conditions. Preschool students should keep an extra change of clothing in their backpacks. Waterproof outer layers are strongly recommended for outdoor activities.

Preschool students must wear shoes with enclosed toes and pliable soles, suitable for running and climbing. Athletic footwear is required for gym classes.

Food

We provide healthy morning and afternoon snacks that will include skim milk or water. Occasionally, as a class activity, the children will prepare their own snacks. If your child has allergies, please furnish appropriate snacks.

Sage Dining Services, which staffs a certified culinary arts manager and employs a certified

staff nutritionist, manages our food service program. A nutritious lunch is provided for all children. Preschoolers will eat lunch family style in Preschool classroom areas. Skim milk will be served with lunch.

Birthdays are special events at school. A nut-free cookie cake can be purchased in advance from the School for birthday celebrations for $10. Cookie cake request forms can be picked up from the main office. Please give Food Services a five-day notice for all cookie cake requests.

Parent Communication with Teachers

Parent conferences are scheduled twice a year – in late fall and spring – but we are happy to set up other meetings with parents when appropriate. Parents with children in the Twos class generally receive daily information about the child's day via Brightwheel. Parents with children in the Threes and Fours will receive a weekly newsletter emailed from the teacher. We use the app Brightwheel to share photos, videos, and daily notes with families.

Please refrain from texting teachers regarding School matters, but communicate via School email and phone instead. Please understand that teachers are with the children most of the day with short breaks. They are not always able to check voicemail and email. We strive to return messages from parents within 24 hours. If there is an emergency, please contact the Preschool Director.

Before the start of school each fall, the teachers invite families to visit the classroom to get acquainted with the surroundings and learn more about the classroom activities. Teachers set appointments with each family.

If parents have a classroom concern, please approach the teacher about the issue. If parents feel that the issue was not resolved, or have a question about a policy, please contact the Preschool Director. If the issue still remains unresolved, then the Head of School may be contacted.

Behavior/Discipline

We use positive methods of discipline to help children develop self-control, self-direction, self-esteem, and cooperative behavior. We try to help children learn to solve problems and use words to discuss their frustrations. We set consistent and simple rules that define the limits of behavior. We do not use physical discipline or techniques that may threaten, shame, frighten, or damage the self-esteem of a child. Discipline will not be associated with rest, food, or bathroom use. Any behavior that cannot be managed at school will be discussed with the parents.

Records

To satisfy Kentucky law and to meet the individual needs of our children, we keep health, attendance, and development records.

In addition, the following must be turned in before the child's first day:

- Current Kentucky Immunization Certificate or Exemption Form;
- Copy of Legal Certificate of Birth;
- Emergency Contact Form;
- Pick-Up Authorization Form;
- Disclosure of Allergies and Other Pertinent Health Information; and
- Travel Permission Form.

Emergencies and Evacuations

The Kentucky State Fire Marshal inspects the building annually. We have monthly fire drills and quarterly disaster drills for earthquakes and tornadoes.

If emergency evacuation is ever needed, the children will be escorted to the School gym. Once the children are safely in their designated location, parents will be contacted. In case of a tornado or earthquake, we will move away from windows and indoor hazards and seek cover in designated tornado shelter areas marked with a "T" on the Goshen Campus. As with all inclement weather, radio stations will be monitored for the most up-to-date information.

III. ACADEMIC PROGRAM

Curriculum

Goshen Campus

The Lower School curriculum includes intensive Language Arts work, focused on developing strong reading and writing skills through our custom literacy program, LiFT. We expose students to high-quality literature and help teach them to read deeply into texts, coaxing out their deeper meanings. An average school day includes work in math, Spanish, science, social studies and physical education, as well as time in our finely developed visual art and music studios. Francis Parker has a successful history of meeting the needs of learners all along the continuum, always striving to provide the best possible instruction for each and every student.

At the Middle School level, students follow a similar overall curricular program, as well as an increased emphasis on cross-curricular and conceptual learning. Social Studies and Language Arts explore critical thinking and communication as part of a rigorous literacy program. In math, students begin studying at different levels in 5th grade, finishing 8th

grade prepared for either Algebra I, Geometry, or Algebra II in high school. In Spanish and Mandarin Chinese, students begin studying at different levels in 6th grade, finishing the 8th grade prepared for Spanish I or Spanish II or Chinese I or Chinese II in high school. The Fine Arts comprises both performing and visual arts classes. Starting in 6th grade, students select their two Fine Arts electives from amongst six different offerings. Science classes include hands-on lab exploration. Additionally, the Middle School curriculum incorporates our Wyvern Retreat Program that is the touchstone of the Francis Parker Middle School experience. This curriculum is designed to foster self-esteem, self-reliance, concern for others, and care for the environment. It seeks to allow students the opportunity to meet challenges and move beyond self-imposed limitations through responsible risk-taking and hands-on involvement. There are overnight components to the Program for each grade, and parents should review the School Trip section for more information.

Downtown Campus

The High School curriculum prepares students for college and life by continuing the emphasis on close reading and analytical writing, along with cultivating critical thinking, research, discussion, and presentation skills. Students take a challenging curriculum covering English, history (including a unique two-year Culture and Civilization sequence), world language (Spanish or Chinese), science, math, and art (options in music, studio art, and photography/filmmaking). 15 AP courses are offered. The Wyvern Retreat Program continues in High School and augments the High School curriculum with goals of building compassion, developing leadership skills, fostering a sense of community, fostering a commitment to service, and enhancing a sense of inclusivity. There are overnight components to the Program for each grade, and parents should review the School Trip section for more information.

Library

Goshen Campus

Located at the heart of the School, our library media center is a place to read, study, socialize, and dream. In the Lower School, each grade has a weekly 50-minute library or digital literacy class. In addition to story time, students are introduced to and continue building basic library and digital media skills. Middle School and Preschool students have a weekly library visit coordinated by the librarian and the Middle School language arts department and the Preschool Director.

Parent volunteers are very welcome and needed to help with the ongoing shelving and to organize our book fairs, in accordance with volunteer protocols.

Every member of our Francis Parker community is invited to celebrate our library and help build our collection by donating books to honor birthdays, special holidays, grandparents, or teachers.

Downtown Campus

At the Downtown Campus, students use the Main Branch of the Louisville Free Public Library, located right across the street. Students are taken to the library in the first weeks of 9th grade to obtain library cards if they do not have them, and to have a tour of the library's physical and online resources. In addition, the Librarian, though based on the Goshen Campus, assists High School teachers and students with learning the research process. The Downtown Campus also maintains the English Department Reading Room, a carefully curated collection of literature across genres and cultures. English classes visit the Reading Room frequently, and it is open to students during their free periods as well.

Summer Reading

Goshen Campus

Reading is the single most effective summer activity to prevent learning loss. Research shows that students who spend as little as 20 minutes a day reading over the summer months gain or maintain reading skills achieved during the preceding school year, while those who do not read may fall back as much as a grade level in their skills.

Summer reading assignments and optional recommendations are given out at the start of summer. The lists are grade-specific, and usually combine required and elective texts.

Downtown Campus

Every year, a book is designated as mandatory summer reading for the whole School (students, faculty, and staff), including incoming 9th graders. Details are made available in May and posted online. In addition, students read a second book from a provided list. Students taking AP classes for which there is assigned summer reading may substitute an AP book for the book of choice, at the discretion of the AP course teacher. The All-School book is always mandatory, regardless of other reading load, and provides a common text with which the whole High School can start the year together.

Family Portal

The Family Portal is used for completing important registration documents, receiving Progress and Grade Reports, and viewing the school directory. Parents/guardians and students can also use the Family Portal to view student schedules. Login information for this new system will be shared via email. For help retrieving a username or password once an account has been created, please contact Laura Devlin (Downtown Campus) or Andrea Ensminger (Goshen Campus).

Google Classroom

Google Classroom is used for Lower, Middle, and High School as a Learning Management System (LMS).

In Lower School, there is a Google Classroom page for each grade. Teachers use Google Classroom to post any assignments or other information that teachers wish to share with their students and families. Parents and students should consult the Google Classroom pages for due dates, updates, and general information.

In Middle School, teachers maintain Google Classroom pages for each course and all assignments are also posted onto the Learning Wall, which is digitally shared with students and parents/guardians.

In High School, teachers maintain Google Classroom pages for each course. Students should check these daily for assignments, homework, documents, announcements, and other information that teachers wish to share with their students. Tests and project due dates may also be checked on Google Classroom pages. Parents/guardians can opt into daily or weekly summaries that are sent automatically from Google Classroom. Because students themselves can mark an assignment as "done" whether it is or not, the summaries and Google Classroom itself may not accurately reflect whether students have turned all assignments in or not. If parents have concerns about student homework completion, they should contact the teacher of the course and/or The Learning Center so that accurate information can be shared on a regular basis.

Graduation Requirements (Downtown Campus)

Francis Parker offers a challenging academic program, requiring a total of 22 credits for graduation (though many students graduate with more than 22 credits), with the following minimum distribution requirements:

English - Four credits. (Students take English all four years.)

History - Three credits, one of which must be U.S. History. (Students take history all four years.)

Mathematics - Four credits, including required credits in Algebra I, Geometry, and Algebra II. (Students take mathematics all four years.)

Sciences - Three credits, including one laboratory biological science and one laboratory physical science

World Languages - Two consecutive years of the same language during high school

Art - One credit in Fine Arts

Fitness, Health & Skills - One credit

Senior Project - One credit

Athletics - Three athletic activities required (varsity sports, team management, team photography, ULS, or other approved activities); transcript credit granted for varsity sports; maximum two total credits for varsity sports (.5 per year)

Community Service - participating in the School's Community Service Program is required for graduation. If a student misses more than one Community Service day, a make-up of those hours will be required, as determined by the Associate Head of School, Downtown Campus, before a diploma will be granted.

Seniors – like all students – must carry a full course load (at least 5 academic classes) even if they do not need all of those course credits toward the 22 credits required for graduation.

All students wishing to be granted a diploma at the Francis Parker Graduation ceremony must have all of their credits awarded and all other requirements met on the timeline prescribed and communicated by the School administration. They must remain in good overall standing through the date of Graduation.

Course Registration (Middle School)

In the Middle School, students in 6th - 8th grade are required to take grade-level courses in language arts, social studies, science, physical education, and Racial Literacy and Digital Citizenship (RLDC). These courses are automatically assigned to students based on their grade level. In addition to the required courses, students in 6th - 8th grade have the opportunity to choose elective courses in fine arts, and they are placed based on their appropriate course level in math and world language. 5th graders may also be placed in a one-year accelerated math course when appropriate

For fine arts electives, students register for these courses by semester, allowing them to explore different artistic disciplines throughout the school year. Math and world language placements for students are determined by their teachers and department heads. These placements take into account various data points, including grades in previous classes, standardized test scores, and the teachers' observations. The goal is to ensure that students are placed in courses that match their abilities and provide an appropriate level of challenge. It is important to clarify that all courses are at least "on grade level." In other words, particularly in math, students have the opportunity to accelerate one or even two years, or the opportunity to take the expected grade-level math class that leads to Algebra I in high school, which is where most students enter high school. We also have the flexibility to move students up or down if it turns out that the placement was not appropriate. Moving up or down should not be viewed as good or bad, because the goal is to place students in the appropriate class that will serve them best for their future in this subject. If a student believes that they are prepared to advance to the next course in math or world language, they have the opportunity to take a placement exam at any point during the year

after the first quarter. The results of the exam allow a student to potentially move to a different class. If a student believes a class is too challenging, they should have a discussion with the teacher and the Middle School Director, which can result in that change.

Course Load and Registration (Downtown Campus)

Registration for returning students will take place in the spring with assistance from the Associate Head of School - Downtown Campus and the Registrar. Students may consult with the Associate Head and the Registrar with any questions about challenging/ appropriate course loads or graduation requirements; they also may speak with teachers of courses they are considering. Students should note that effort will be made to meet their course requests, but requests for enrollment in specific courses cannot be fulfilled in every situation. Returning students should be aware that anyone who fails a required course and does not show evidence of completion of that credit by the first week of August or other date as prescribed by the Associate Head of School - Downtown Campus should expect to be re-enrolled in that course (or enrolled in a course that provides equivalent credit), regardless of their course selections. Registration for AP courses requires the approval of the relevant department.

Registration for new students may include review of previous high school transcripts, discussions with previous teachers, and math and world language placement tests/interviews. Incoming 9th graders register in the spring, and 10th-12th grade transfer students select classes via an appointment with the Registrar.

Academic Counseling (Downtown Campus)

If a student is having academic difficulties in a class, the individual teacher will notify parents. The Associate Head of School - Downtown Campus is also notified in such cases, and may determine a course of action to be taken. Parents are encouraged to contact the teacher of any class in which they are concerned about their child's academic status or progress, or the Associate Head for more general/global questions.

The required student course load is five academic courses (history, math, science, English, world language). 9th and 10th graders add Fitness, Health and Skills and an art course to that load; 11th and 12th graders are generally encouraged to take a sixth course.

Dropping/Adding Courses (Downtown Campus)

Students may drop or add non-required courses by meeting with the Associate Head of School - Downtown Campus or Registrar during the first full week of the semester. Students wishing to drop or add courses after the first full week of the semester must obtain a Drop/Add form from the Registrar. The form must be signed by the student, the student's parents, all teachers involved, and the Registrar. **Courses may be dropped or added after the second full week of the semester only with significant circumstances and special**

permission from the Associate Head. Students are expected to remain in yearlong courses for the duration of the academic year; dropping and adding in January is for semester courses only.

Students and parents with any questions about course load or overall credits should contact the Associate Head or Registrar.

Senior Projects (Downtown Campus)

The Senior Project begins with a proposal process in the 11th grade year, includes significant research, and concludes usually in the spring of 12th grade with a presentation and a written component. The Project is intended to provide all Francis Parker Seniors with the opportunity to devote concentrated effort and time to a project focused on that which interests them most, to develop those independent research skills which are more and more being expected of college-bound students, to experience the tensions and rewards of a public presentation of their work, and to demonstrate that their years at Francis Parker have culminated in the maturation of the integrated and confident intelligence which it is the School's mission to encourage and affirm.

All Senior Projects are presented before Spring Break in a given year, and revisions should be completed by early May. When revisions are not completed in a timely manner, the following deadlines and policies will apply:

- Seniors will come to school during "senior week off" as long as revisions are outstanding. In addition, they may not take these days off if they have submitted revisions and are waiting to hear whether or not they have passed. They must be fully qualified for graduation at the beginning of this week in order to take these school days off, or must be given permission for senior days off later in the week after finishing their Senior Project (or other graduation requirements) by the Associate Head of School - Downtown Campus or Head of School.
- Revisions must be submitted by a designated date each year in order to be evaluated before Graduation. The date is communicated each year, but it is at least one full week prior to the Graduation date. If further revisions are needed or if revisions have not been submitted by that date, the diploma will be withheld and revisions will be evaluated when it is convenient for the grading committee/the administration after Graduation.
- Transcripts are sent to colleges in early June; a transcript will not be sent if the student has not completed the Senior Project and therefore a diploma has not been earned.
- If a student has not graduated by August 1, the School will notify the student's college on that date of the student's status as not having earned a diploma.

- If a student has not completed the Senior Project and graduated by August 10, the School will charge a $500 fee for each school year in which work by the School's personnel is required to grade and evaluate whether a student has met the School's graduation requirements for the Senior Project and ultimately to issue a final transcript.

Independent Study (Downtown Campus)

The purpose of Independent Study is to afford students the opportunity to pursue a course of study on a topic that has significant importance in the development of their overall academic program. Independent Study courses are meant to enhance, not substitute for, regularly scheduled academic courses. We do not offer Independent Study in a course that is offered in the curriculum. In most cases, the Independent Study should be a sixth course, not an alternative to a fifth course. Students should discuss Independent Study ideas with faculty in the appropriate academic department and/or the Associate Head. Faculty are often open to, but are not obligated to, supervising an Independent Study, and the ultimate decision will be made by the Associate Head of School as to whether the faculty member has the time to conduct the Independent Study. Students submit the Independent Study proposal to the relevant department/teacher and the Associate Head for review. Online courses may also be an option for Independent Study (though they are not a substitute for courses offered in the School's curriculum). Grades and credit for Independent Study appear on students' transcripts and may be letter grades or pass-fail, at the School's discretion.

Credits from Other Schools (Downtown Campus)

Students who do not receive credit for a course during the school year may be required to make up the credit. The Associate Head of School - Downtown Campus will contact parents of students who need to complete summer work in the weeks immediately following the end of school and will provide appropriate options and referrals. Grades earned for any approved remedial summer work do not replace existing Francis Parker course grades on the transcript. Students also may seek approval to take summer courses to accelerate, which most often occurs in math. All work done outside of Francis Parker must be approved by the Associate Head of School - Downtown Campus. While credit will be granted for summer work done through approved channels, any grade received in a summer course will be shown on the transcript as pass/fail and will not factor into the student's grade point average.

For students who transfer from other high schools, credit will be counted toward graduation and the transcript from the previous school will be attached to the Francis Parker transcript. Letter grades from courses taken outside Francis Parker will not count in the Francis Parker grade point average.

Exchange Programs/Programs Away from Francis Parker (Downtown Campus)

Students who are interested in pursuing exchange or other programs that would take them away from Francis Parker during the school year (domestic or abroad) are advised to take advantage of those programs in their sophomore or junior years. They should consult with the Registrar and the Associate Head of School - Downtown Campus to ensure that the program's courses/credits will transfer to Francis Parker and count toward their graduation requirements. Typically, students graduate from the institution or program they attend their senior year, so students should not plan to attend a program in 12th grade if they also plan to earn a Francis Parker diploma.

Homework, Tests, and Other Assessments

Goshen Campus

Francis Parker School of Louisville believes that, for most JK-8 students, homework in limited quantities reinforces concepts, learning habits, and essential executive functioning skills. On the other hand, too much homework may diminish learning and decrease students' drive. For JK-8, teachers work in coordination with one another to strike the right balance in assigning homework.

In the Lower School, homework is intended to reinforce concepts that are taught during the day, not to assign "busy work" to do at home. All students are strongly encouraged to read every night. In the early grades, this may be a parent reading to the child until the child is able to read to the parent, or read independently. In the intermediate grades, a reading assignment may be based on a book read in class. In all Lower School grades, students will receive homework assignments from their teachers directly. 4th graders are introduced to and directed to use a Student Planner to record these assignments. In addition to reading and occasional subject area projects, students may also be asked to practice math facts or concepts a few times a week.

In the Middle School, much of the learning occurs during school hours. Students should expect to complete 20 minutes of math homework, 20 minutes of world language homework, and 30 minutes of reading daily outside of school to reinforce and extend their learning. Additionally, long-term projects, like 8th Grade Capstone or preparations for celebrations of learning, like the Fine Arts Showcase, may require additional work outside of school. For all subjects, students can expect that sometimes it will be necessary to spend time outside of class to study, especially if time during class is not well managed.

All assignments are accessible through the Learning Wall, which is updated and shared with parents/guardians and students via email every Wednesday. We encourage home discussions about these materials; however, parents/guardians should not email or deliver

forgotten homework assignments or projects to school. It is vital for students' development that they take responsibility for their own work.

To minimize stress, the Middle School uses an internal assessment calendar to ensure that no student has more than three significant assessments in any given week. Students are encouraged to communicate proactively with their teachers about conflicts due to extracurricular activities, ensuring they are prepared for the next school day.

During school vacations, our policy is to allow students time to rest and recharge. Therefore, no assignments will be issued over breaks longer than a three-day weekend, and no assignments will be due on the first class back at school.

Regarding re-assessment, the Middle School offers a policy designed to strengthen learning habits and a growth mindset, providing students the opportunity to deepen their understanding of material. This policy allows all students to request a re-assessment for any summative assessment, irrespective of their initial grade. To qualify, students must complete a Request to Re-assess Form, showing their initial effort and a plan for improvement. If approved, a re-assessment date will be set during a non-instructional time. Re-assessments are limited to one per assessment, and the re-assessment grade will replace the original grade. Requests must be submitted within one week of the graded assessment's return. Note: students who have plagiarized are not eligible for re-assessment. This policy promotes not just grade improvement, but genuine effort and meaningful learning.

Downtown Campus
In high school, in order to achieve the goals of a course, work needs to be done outside of class. The amount of this work will vary from day to day and course to course, and it will generally increase as a student progresses through the grade levels and if a student chooses to take AP courses. Teachers post upcoming homework assignments in Google Classroom.

Students will often (though not always) submit their written assignments (such as essays or papers) through Google Classroom. They should turn in their original Google Docs that show their edit history. If they do not, for whatever reason, turn in the original Google Doc, they should preserve that original Doc so that they can show their process to the teacher if needed.

No student will be required to have more than two major tests given or papers due on the same day. Teachers do not assign work over Fall and Semester Breaks. Assignments over Winter and Spring Breaks are at the discretion of teachers.

Adhering to deadlines and turning work in on time is important and is a practice we

encourage. Late work will receive a penalty (up to the grade starting at 69% if it is one day late), the specifics of which are determined individually by teachers, in discussion within their department, and articulated clearly on the course syllabus.

Because guiding students toward mastery is the goal, teachers often offer retakes, corrections, or revisions on tests or major assignments. As we are a Progressive school, teachers are encouraged to take this approach whenever possible and appropriate and will communicate relevant opportunities to students.

Parents are asked to please not email or deliver to school forgotten homework assignments or projects for your child. It is a crucial piece of students' development for them to be responsible for their own work.

Homework and Study Habits

Parental Guidance

Parents play a key role in helping students with organization and time management. Of course, students should complete the homework independently so teachers can accurately assess individual academic achievement and needs. The School anticipates that, at times, students will struggle with their homework. Below are a few ways for parents to support their students:

- Find a regular study spot. This should be the same spot each day, and if possible, outside the hustle and bustle of family life, with all the necessary materials on hand such as a dictionary, thesaurus, calculator, pencils, paper, graph paper, calendar, etc.
- Set a time. For some students, finding a scheduled study time is effective.
- Diminish distractions. Television, cell phone, computers, family members, etc. can interrupt concentration.
- Build in a breather. Breaks can increase productivity. If necessary, use a timer to signal the beginning and the end of a break. Snacks are excellent study aids!
- Sharpen focus. Students should develop an awareness of time by estimating how long an assignment will take prior to starting it.
- Watch for homework overload. If the student seems to be overloaded, limit the student's time-on-task and encourage the student to talk with or email the teacher the following morning, explaining the problem.
- Stick to a regular bedtime. A good night's sleep enhances school success. As a note, screens in the bedroom after bedtime diminish the odds of a good night's sleep; cell phones and computers are recommended to be plugged in/charged outside the bedroom.

Active Studying and Homework Strategies for Students

- Organize, organize, organize. Write down assignments, organize school supplies as suggested by teachers, and use a consistent place to carry completed homework to

school for every subject. If students have a question about an assignment after reviewing it in Google Classroom, contact a reliable classmate and/or email the teacher (if far enough in advance to receive a reply in time).
- Skim over any reading assignment before reading it closely.
- Look a word up, if the meaning is unknown!
- Plan your time. If a teacher has given three weeks to complete an assignment, students should work on it a little each day or in chunks through the three weeks, rather than leaving it to the last minute
- Learn to outline and to rely upon outlines. The outline is a valuable tool for helping students to organize thoughts and review material.
- Recite, describe, and explain aloud the topic in a student's own words.
- From memory, draw and label a diagram, map, sketch, or chart, and then check the information for accuracy.
- Predict what questions may be on a quiz and recite the answers aloud, make a list of important concepts, or write a set of flashcards. Flashcards may be especially helpful in memorizing definitions, verb conjugations, etc.
- Practice, practice, practice. Just like sports, you can practice academics, especially math and science problems, or speaking in another language.
- Enlist family members. Perhaps parents will learn something new by quizzing their child!

Exams (High School)

At the end of each semester, a written examination or, in occasional cases, alternative demonstration of mastery is scheduled for each core curricular course. Exams are considered a natural extension of classroom learning that create connections and synthesize themes and elements of a course. Exams count between 10 and 20% of a student's overall semester grade, at the discretion of the teacher. All students will take a written exam in each core subject area course, although in the spring semester, seniors are either excused or will be allowed to complete their exams prior to their last day of school.

Each of the five core subject areas will be covered during exams. The following rules apply during semester exams:

- No food or drink is to be brought into the exam room, with the exception of bottled water.
- Backpacks, purses, cell phones, and other personal belongings are to be stowed in a designated area. Cell phones must be turned off.
- Headphones are not permitted.
- Restroom trips are to be allowed only in the case of an emergency
- Laptop/computer use is only permitted as an accommodation (see below) or when the full class is using devices (such as for AP classes that have an online exam).

Students will use School-provided devices in these cases.

- Teachers determine if any extra materials (texts, index cards, etc.) are allowed for their exams.
- Special exam accommodations such as separate seating, extended time, and computer use are permitted if the student has a certified learning difference and has specific accommodations through the TLC. Students will use specific School-provided devices if they have a computer accommodation.

AP exams occur on nationally set days, usually during the first two weeks of May. Students taking an AP exam are exempt from attending other classes that day, except if they have other AP courses meeting for which the AP exam has not yet occurred, or if they are in danger of not achieving credit for a course, in which case they must attend those classes if they fall outside the AP exam time. There are fees for AP exams, set by the College Board, and those fees will be charged in the fall. Please note that **students taking an AP class are required to take the AP exam.**

Grades

At both campuses, Progress/Grade Reports are prepared four times during the year, at the completion of quarters ending in October, December, March, and May. At the High School, students will also receive an Interim Report in the middle of the first quarter in which a student is enrolled at the School, or in the middle of each quarter for students who need commentary on academics or behavior. Report cards will be sent via email from the FACTS Family Portal. Parents should download or print a copy of each report card for their records.

At the High School, because we believe students ultimately must take responsibility for their own education, students see all reports first (except June's, when they are not in school) before the link to report cards is sent out to parents. In general, students will see their reports in the morning, and parents will see them that afternoon.

The Lower School provides parents with Progress Reports with narrative comments in each subject area, but students are not given grades. The Middle School uses letter grades, learning habits, and subject-area narratives to provide a comprehensive snapshot of each student's strengths and areas of growth. The High School uses letter grades, together with teacher comments, to describe what students have learned and to identify areas of growth. Our goal is for students to master the knowledge and skills that are the objectives of the courses they are taking.

<u>Middle and High School letter grades are reflective of the following</u>:

A Truly outstanding work

B Mastery of course requirements at a level significantly higher than satisfactory

C Completion of course requirements at a satisfactory level

NC/IP No Credit (High School)/Insufficient Progress (Middle School) - course work has not been satisfactorily completed

INC Incomplete - Some number of course requirements have not been met; students need to make up this incomplete work in a designated time frame

Teachers who grade on a percentage scale use the following conversion: A+: 98-100; A: 92-97; A-: 90- 91; B+: 88-89; B: 82-87; B-: 80-81; C+: 78-79; C: 72-77; C-: 70-71; IP: 0-69.

Middle School
In addition to letter grades, Middle School teachers also report on Learning Habits. Learning Habits involve the underlying skills that enable students to "learn how to learn." In the Middle School, Learning Habits transcend discipline and grade-level, revealing a pattern of attitudes and behaviors that are most predictive of how students will approach and engage with their learning. When students draw upon this set of skills, learning becomes more powerful, of higher quality, and of greater significance. Teachers report on three Learning Habits: Collaborates and Interacts Respectfully with Others, Exhibits a Growth Mindset, and Takes Ownership for Learning.

The grading scale is intended to signal to students our belief that learners should be competing with themselves, rather than one another. We also know that this work is never finished. Even as adults, the Learning Habits are areas of continuous improvement. With this in mind, the grading scale acknowledges the ups and downs that are natural to the Middle School experience.

As an extension of these beliefs, the grading scale is non-hierarchical. One grade is not more desirable than the next; rather, the grading scale is about providing honest and accurate feedback to students, so that we can engage them in the learning process. The grading scale is also personalized, meaning the grade that students earn should be self-referential, as opposed to norm-referenced or criterion-based. Because the grading scale is self-referential, an individual baseline needs to be established during the first quarter. As such, students may earn a grade of "Not Yet" for the first quarter and "Falling Back" for quarter 2, 3, or 4.

Holding Steady: the learner has continued along their growth trajectory. Holding steady is not an indication of stagnation, but rather an indication of the learner maintaining their arc of progress.

Not Yet: the learner has not established a clear growth trajectory, as they have yet to demonstrate the beliefs, attitudes, or behaviors associated with one or more of the Learning Habits.

Falling Back: the learner has demonstrated regression. Falling back is a common feature along a greater arc of progress, and is not an indicator of future success, but rather a snapshot of this moment in time.

Making Strides: the learner exhibits signs of growth so significant that their arc of progress is elevated and accelerated

High School
At the High School, Francis Parker School of Louisville calculates grade-point averages each semester. Letter grades are translated to grade points as follows: A+ 4.3 points, A 4.0, A- 3.7, B+ 3.3, B 3.0, B- 2.7 C+ 2.3, C 2.0, C- 1.7, NC 0.0. NC stands for No Credit and is the equivalent of an F. Letter grades for AP courses are weighted an additional one point. High School students who are concerned about a grade or comment should first speak with the teacher involved. If not satisfied, the student may then discuss the issue with the Associate Head of School - Downtown Campus.

Promotion Standards

At the Goshen Campus, the Lower School Director, Associate Head of School - Goshen Campus, Middle School Director, and Head of School make the decision regarding a student's placement and readiness to move from one level of the School to the next. A student must be deemed ready physically, emotionally, socially, psychologically, and academically, at the School's sole discretion, in order to move to the next level.

At the High School, students move from one grade to the next provided they have sufficient credits. As noted earlier in this Handbook in the Graduation Requirements section, students need 22 credits to graduate, and many of those are in specific areas. If at the end of any given year, a student has not earned sufficient credits to be on track to graduate at the expected time, the student may not be able to return for the following year (or, in rare situations, may be permitted to return and repeat the grade). At the School's discretion, summer work options may be given and, upon completion of the work as directed, students may return for the next grade.

Honor Roll/Honors Graduates (High School)

The Honor Roll in the High School at Francis Parker consists of students who earn grades of B- or higher in all their classes and is determined on a semester basis. Honors Graduate is a special designation for seniors who are on the Honor Roll for their final four semesters (all

four of which must be at Francis Parker), and students will be recognized at the graduation ceremony as Honors Graduates.

Standardized Testing

As a Progressive school, Francis Parker believes that standardized test scores (ERBs, PSATs, ACTs, SATs, etc.) are not an informative data point in terms of evaluating either the strength of a student or a school. Research suggests that test scores correlate more closely with parent educational levels/income levels than with student intelligence, and that grades are a better predictor of success in college than standardized tests. In addition, students with learning differences may struggle with standardized testing. (The Learning Center at Francis Parker assists students with accommodation plans, which are required for approval for extended time on these tests.) For these reasons, we generally do not publish our scores.

However, we recognize that there are some benefits to standardized tests, specifically, as preparation for college admissions tests for students and the opportunity for curricular examination for the School. In addition, test results may also be used to inform placement of students in Middle School math classes. Francis Parker students take standardized tests on the following schedule:

- The following are taken at school:
    - ERBs in 5th-7th grades
    - Pre-ACT in 9th and 10th grades
    - PSAT in 10th and 11th grades
    - ACT in 11th grade
- Students register individually for the following and they are taken at outside locations:
    - SAT/ACT as desired beginning in 11th grade and continuing into 12th grade, under the direction of the College Counselor

Additional testing conducted by Francis Parker School of Louisville includes:

- Reading screening administered to all 1st graders to identify any students to watch carefully in terms of reading development
- Nelson-Denny Reading Comprehension Screening administered to all 9th graders to identify any reading issues early in high school and administered again in 12th grade.

College Counseling

The purpose of the college counseling program at the High School is to guide and advise students and their parents through the formulation of their post-secondary goals and plans. The College Counselor assists with setting students and parents up with SCOIR, the online college application tracking program we use; meeting one-on-one with each family and

more so with individual students; guiding students on developing their college application materials; providing college-related tips and information for students and parents of all grade levels via email; offering opportunities for students to meet with visiting college representatives at School; providing necessary information and interpretation regarding SAT, ACT, TOEFL, AP tests; and providing information and assistance regarding financial aid, scholarships, and other opportunities for funding a college education.

The College Counselor gives sophomores an assessment called PrinciplesYou, which helps them identify aptitudes, interests, and possible majors. This exploration in the area of majors and careers continues throughout junior and senior years. The College Counselor begins developing a tailored college list with each student in the spring of their junior year, with the intent to finalize it by the fall of senior year. Students (and their parents) then make the final decision on where they will apply and work with the College Counselor to gather and submit all necessary materials. Transcripts are necessary for all college applications. The transcript is a record of a student's academic work, community service, athletics, and Senior Project in grades 9-12. Standardized test scores are not on the transcript, and students are responsible for having test scores sent from each testing agency. In addition to the transcript, each college is forwarded a comprehensive profile of Francis Parker School of Louisville, a supporting letter of recommendation composed by the College Counselor, recommendations written by Francis Parker faculty if required by the college (every student has two letters of recommendation prepared, and more can be prepared if needed), and any other supplementary materials that would enhance the student's application, such as writing portfolios, additional letters of support, or a specialized resume detailing dramatic, artistic, or athletic achievement, as both the student and College Counselor deem appropriate. (Please note: all faculty and College Counselor letters of recommendation are kept confidential, as colleges expect candid evaluations of students in order to protect the integrity of the process.)

Students may wish to take advantage of the numerous opportunities to meet with visiting college representatives during the first semester. Note: students must obtain permission from any teacher whose class the student will miss in order to attend a meeting with a college rep. College meetings are generally hosted in the Conference Room.

Touring and interviewing on college campuses are important aspects of the college-selection and college-admissions processes. Students are encouraged to use Fall, Winter, and Spring Breaks for college visits, and are encouraged to begin doing so by their junior year or even earlier. For visits during other times, when school is in session at Francis Parker, parents should contact the Front Desk in advance and students should communicate with their teachers and the College Counselor in advance.

The College Counselor will host a Parent Coffee at the Goshen Campus each year and is

always available to talk with 7th and 8th grade parents who may have questions.

Graduation and 8th Grade Retrospective

Participation in the 8th Grade Retrospective ceremony is a privilege and means that a student is in good standing and has met the behavioral and academic expectations of our Middle School. In addition, a family's account is expected to be in good standing in order for a student to participate in this ceremony. Participation in the ceremony may be withheld at the discretion of the Head of School.

All Seniors who are in good standing behaviorally/personally will participate in the Graduation ceremony. A student must also follow all School policies, up to and through the Graduation ceremony, in order to receive a Francis Parker School of Louisville diploma. Seniors pay a Graduation Fee to help cover the costs of Graduation, including their caps and gowns, etc., which they keep. Diplomas will only be given if all academic, financial, and other requirements are met; similarly, official Transcripts will not be sent to colleges, next schools, or other destinations until all requirements and financial obligations, as determined by the School, have been met. Participation in the Graduation ceremony is a privilege that may be withheld at the discretion of the Head of School.

IV. DAILY LIFE AT SCHOOL

Dress for School

Part of the Francis Parker experience is preparing students for life, and we want students to understand that different environments require different attire. In addition, we honor students' creativity and expression in our Core Values, and that includes their clothing. In essence, school is a student's job, so students should be dressed to be able to do their "jobs" every day. Students in all grades should wear comfortable, practical attire and must wear shoes at all times. Clothing choices should support learning and the learning environment. In practice, this may mean different things at different levels: for example, overly dressy clothing interferes with students' play in kindergarten, so casual, comfortable clothes and shoes are best for young children. Clothing depicting alcohol, drugs, or profanity is not allowed in any division. Underwear may not be worn as a garment, nor should it be entirely visible through clothing, and private parts should be covered. The School may determine what dress is appropriate for our educational environment. When there is a concern regarding dress in Middle School or High School, the Counselor will consult with the student regarding what clothing is appropriate for an educational setting.

Through 2nd grade, students should bring a complete change of clothes to keep at school. In addition, outdoor time is a daily occurrence on the Goshen Campus. During cold weather, students need jackets, hats, mittens/gloves, and other attire to keep them warm. Students'

names should be labeled on all outerwear.

Attendance, Tardiness, and Absences

Goshen JK-8 and Downtown Campus school hours are 8:30 a.m. to 3:30 p.m. every day. At the Goshen Campus, students should arrive by 8:30 a.m. and check in immediately with their Lead Teacher or Advisor. Students arriving after 8:35 a.m. must come into the Front Desk with a parent and sign in before going to class; they will be considered tardy. Please note that students could be in the school building by 8:30 a.m., but still be tardy if they are not in Morning Meeting or Advisory/Lead by 8:35 a.m.

At the Downtown Campus, students must be in Morning Meeting or Connections groups, depending on the day, by 8:30 a.m. (Please note that students could be in the school building by 8:30 a.m., but still be tardy if they are not in Morning Meeting or their Connections group on time.) If students arrive after 8:30 a.m., they must sign in at the Front Desk and will be considered tardy. We suggest students plan to arrive by 8:20 a.m. Excessive tardiness for any reason is disruptive, both to the late student and the student's classmates. A conference with parents will be necessary if excessive tardies occur. Students who have two free periods as the first and second periods in the day may come in late (in time for their third period class or Flex time, for which they must be at school) only on days with Morning Meetings; they must be at school at 8:30 on Connections days. High School students who are "grounded" by the School lose the privilege of coming in late when they have two free periods.

Regular and timely attendance is valued and expected. For Preschool absences or late arrivals, please notify your child's teacher through Brightwheel or you can call the Preschool Director at 502-795-9369. For Goshen Campus student absences or late arrivals, please call the Goshen Front Desk at 502-795-3380 or send an email to GoshenFrontDesk@francisparkerlouisville.org. For Downtown Campus student absences or late arrivals, please call the Downtown Front Desk at 502-736-1000 or send an email to DowntownFrontDesk@francisparkerlouisville.org. **Please communicate by 8:45 a.m.** Students absent due to illness will be able to make up homework assignments given on the day(s) missed. If a student needs to leave during the school day for medical appointments or other reasons, both the Lead Teacher/Advisor and the Goshen Front Desk (call or email) should be notified for Goshen students, and the Downtown Front Desk (call or email) should be notified for Downtown students. Students must sign out at the Front Desk/Main Office before leaving.

If parents wish to take their child on a vacation that falls during school time, it is their responsibility to notify the School and teachers and make arrangements for all assignments. It is essential that students keep up with schoolwork. It should also be noted that significant absences have a deleterious effect on students' academic progress, even

when they make up work as best possible, so we recommend that families plan their travel during school breaks. When absences are anticipated for any reason (vacation, college visit, etc.), both the Lead Teacher/Advisor and Front Desks in Goshen and Downtown should be notified at least a week in advance. At the High School, students are responsible for making arrangements with teachers regarding missed work and should do so in advance. Long-term assignments may still be due on the original dates even if the student is absent.

Students will not be permitted to participate in extracurricular or social activities after school (practice, rehearsal, competition, performance, dance, etc.) if they have not attended at least a half-day of school on the day in question. Exceptions may be made for certain events (e.g., funerals, religious holidays, college visits), but must be approved in advance by the appropriate Associate Head/Division Director.

Consequences for Unexcused Tardies and Excessive Absences (Goshen Campus)
Arriving promptly for the start of school is critical in order for all children to have a successful start to their day. The days begin with Lead Time or Advisory or Morning Meeting in both Lower and Middle School. These are the times when students get organized for the day, important information is shared, and a good deal of the social/emotional curriculum is delivered. While being late occasionally is understandable, we ask parents to make arriving on time for school a priority. Similarly, regular attendance at school is also critical to a student's receiving all they can from a Francis Parker education.

Therefore, we have the following policies regarding excessive tardies and absences:

- Absences: after 10 or more absences, parents generally will be required to meet with the Division Director. After such a meeting occurs, should five or more additional absences occur, the student's enrollment and/or promotion to the following grade may be reconsidered. There are, of course, times when extenuating circumstances warrant an extended absence approval from the administration, and would not affect promotion to the following grade.
- Tardies: after 10 or more unexcused tardies, parents will be notified. After the 15th tardy, generally parents will meet with the appropriate Division Director to address the concern, and determine appropriate consequences.

Consequences for Unexcused Tardies and Excessive Absences (Downtown Campus)
High School students are responsible for getting themselves to school on time because excessive tardiness is detrimental to the school community. A cardinal rule at Francis Parker is that the learning process not be disrupted and tardiness is not compatible with this goal. We understand that traffic, among other things, may sometimes cause tardiness, and therefore we do not penalize students for their first four unexcused tardies in each quarter.

- Upon the fifth tardy, the student is grounded for one day for each subsequent tardy in a quarter.
- After the seventh and eleventh tardy in one quarter, parents will be notified.
- Upon a student's ninth tardy of the quarter and for each subsequent tardy, the student will have a one-hour afternoon detention in addition to the automatic grounding. ("Grounded" students lose their privilege to sign out of school.)
- Upon a student's 13th tardy of the quarter, the Head of School and/or Associate Head of School - Downtown Campus will meet with the family to discuss the concern and determine an appropriate consequence.

Any unexcused tardiness that results in a student missing a class will be considered a class cut. Medical appointments and illness (**with parental notification to the School**) are typically the only reasons a tardy will be excused.

Following an excused absence, students will be allowed the same number of days to make up assignments given during the absence as the number of days of school missed. Students are expected to take any missed tests within two school days after their return to school unless the student arranges otherwise with the teacher. At the teacher's discretion, longer-range assignments may still be due on the appointed day even if a student is absent.

Students will not be allowed to make up missed work (including quizzes and tests) during a period of an unexcused absence. Helping students make up work is time-consuming for teachers and is an unfair imposition when a student's absence was unexcused.

Students who miss more than 25% of the meetings of a class during a semester will not be given credit for the course unless extenuating circumstances warrant an extended absence approval from the administration, in which case supplementary tutoring and additional coursework may be required.

Religious and Cultural Observances

Various holidays are recognized and discussed with activities that convey the cultural significance of the holiday. The School recognizes, but does not celebrate, holidays from a religious perspective. If a particular holiday or its traditions are important to a student's heritage, and the student would like to share information with other students at the School, the student is invited to contact the appropriate DEIB Director, the Sacred Space Coordinator (HS), or Division Director/ Associate Head to make arrangements for a presentation about the holiday and its traditions.

It is the School's policy not to schedule extracurricular events on major Christian, Jewish, or Muslim holidays, although school itself may be held. Students of all faiths are excused from school upon parental request to attend religious celebrations. Homework is due and missed tests must be taken on the student's second day back after missing school due to a religious

holiday. At the High School, long-term assignments may still be due on their original dates.

Before and After School Care/Hours

Please see the Preschool section for details on Before and After School Care for our Preschool students. At the Goshen Campus, students in JK through 8th Grade may arrive as early as 8:00 a.m. and are supervised until the start of school at 8:30 a.m. The school day ends at 3:30 p.m. Extracurricular activities occur after school and students can also take advantage of Enrichment for children in Grades JK - 4 or After School Learning Lounge for students in Grades 4 - 8. Enrichment and After School Learning Lounge both end at 5:30 p.m. The school activity bus leaves campus at 5:30 p.m. daily. After School Care closes at 5:30 p.m. and all children must be picked up by this time. Parents are asked to schedule pick up so they may have adequate time for conversation with staff and be able to leave the building by 5:30 p.m. There is a late charge of $1 per minute. Consistent late pick-ups may jeopardize a student's participation in the program.

The High School doors are open from 7:30 a.m. - 4:30 p.m. and students are welcome to be here during that time, though school hours are only 8:30 - 3:30. In addition to extracurricular activities, the High School offers after school academic support through Homework Hall in The Learning Center Monday-Thursday, but students must sign up in advance.

Lead Teacher/Advisory Program/Red-Blue-Purple Teams/Connections Program

Lower School students are assigned a Lead Teacher, who is the primary point of contact for both parents and students. This Lead teacher's area is where the student's belongings are housed and where the student will begin and end the day. All Language Arts/Social Studies teachers serve in this capacity and, in most grades, have a partner (or partners) who also teaches students in that grade as a fellow lead teacher. Lead Teachers' primary function is to serve as a liaison between the family and the School. Leads take attendance in the morning, determine students' after-school activities and transportation plans, and report them to the front office. In addition, Lead Teachers are responsible for teaching the "Compassionate Conversations" curriculum to their students. Social emotional learning (SEL) helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. These learned behaviors are then used to help students make positive, responsible decisions, create frameworks to achieve their goals, and build positive relationships with others. Lead Teachers serve as mentors and academic and personal "counselors" to their students. They also chaperone field trips, host class parties, and are generally the "team" in charge of a particular grade level. If parents have questions about general school happenings, they are asked to direct them to their child's Lead Teacher.

Middle and High School students engage in an Advisory Program (MS) and a Connections Program (HS). Both are primary ways that we foster a sense of community within the school, both student-student and student-faculty relationships. They serve as an opportunity for students to bond with peers and teachers with whom they may not share classes. They are also an extension of what faculty do every day in the classroom, in that through these groups, the School helps shape and support young people in their journeys through adolescence. These Programs help foster a sense of belonging -- one of Francis Parker's Core Values -- for students outside of the regular academic and extracurricular structure.

Middle School Advisory Program

Middle School students are assigned a grade-level Advisor beginning in 5th grade and will remain with the same advisor throughout their Middle School years. The goal is to provide an opportunity for strong mentoring relationships and communication to occur between the Advisor and the student. The student's family will also have continuity of strong communication with the Advisor as the primary advocate for their child. These Advisors, like the Lower School Lead Teacher, are the primary points of contact for parents/guardians and students. 5th and 6th graders keep their belongings in cubbies in the Middle School Wing and 7th and 8th graders are assigned lockers in the Math/Science Wing.

The goals of the Middle School Advisory Program are as follows:

- Support students in building positive, meaningful relationships with one another and with faculty members
- Provide a safe place for students to strengthen their social-emotional competencies, explore their interests more deeply, and nurture the development of new skills and talents.
- Strengthen and develop students' executive functioning skills to build personal and academic success.

Goshen Campus Red-Blue-Purple Teams

In addition to Lead/Advisory, 3rd grade - 8th grades also have Red, Blue, and Purple team competitions. This team system is a unique cross-age group approach to building community, strengthening relationships, and growing school spirit. Ongoing competitions and cooperative games work in tandem to create a positive and playful climate that enriches the student experience. The goal of the Red, Blue, Purple system is to invest in the student experience by fostering feelings of belonging, strengthening cross-age community, establishing opportunities for student leadership, and serving as a vehicle for the Core Values to become living words. Each student is assigned to a team and they remain a part of

that team through the 8th grade. 8th graders have the opportunity to be Red, Blue, and Purple Captains.

High School Connections Program
Our High School advisory program is called Connections, and each student is assigned to a Connections Crew upon entering the High School. Connections Crews consist of approximately 10 students across all four grade levels, with one or two faculty/staff members serving as Facilitators. Connections Crews meet two mornings each week for 20 or 30 minutes. Students may request a transfer to a different group at the end of the school year, but generally stay with their groups all four years.

The goal of the Connections Program is belonging: belonging to the individual student's Crew, but more broadly and more importantly, belonging to the Francis Parker School of Louisville community. When students feel known, their connection to the culture of Francis Parker grows stronger. Fostering connections therefore makes students' enjoyment and fulfillment more likely.

The Connections Program accomplishes its goal with two complementary approaches: Conversations and Competitions. Conversation sessions feature a theme or topic germane to the lives of our students, both as teenagers and as citizens of the world. Themes and topics are accompanied by questions and activities to supplement the discussions. Competition sessions are a series of lighthearted inter-Crew contests meant to foster group cohesion in a fun and friendly way. Both Conversations and Competitions are intended ultimately to reinforce the overall goal of the Connections program.

That overarching goal of the Connections Program - belonging - is supported through the following related aims:

- Fostering affective intelligence/interpersonal skills/communication/peer mentorship among students
- Social community-building across grades
- Designating an adult as a mentor (knowing that students may choose others on their own, as well)

Books, School Supplies, and Lockers

Goshen Campus
All students are responsible for coming to class prepared with appropriate books and supplies. Textbooks are provided by the School and are distributed periodically to students. General, grade-specific school supply lists are available on the School's website. However, in Middle School, parents will be asked to purchase paperback novels and the like.

Lost or damaged books and any other School-provided items must be replaced at the parents' expense.

Downtown Campus
Books and supplementary materials for full-year courses are purchased by students at the Kickoff! prior to the start of school. Used books are sold by the Family Association at Francis Parker; new books are available as well through the Barnes and Noble across the street from the High School. Students procuring books on their own (via Amazon, etc.) must take care to obtain the edition specified by the School. Students must have physical or electronic books, whichever is specified for each class.

Consumable supplies such as paper, pencil, pens, and notebooks are provided by the student.

At the Kickoff!, students select lockers for use throughout the year, with locker areas designated by grade. Students provide their own locks, if desired.

Lost and Found

Articles and clothing lost at school are kept in the "Lost and Found" areas. At the Goshen Campus, these areas are found next to the exit near the Library, in the entry to the Gymnasium, and in the Lower School and Middle School Amphitheaters. At the Downtown Campus, these areas are on the first and second floors. Small items, such as cell phones or jewelry, are generally turned in to the front office on both campuses.

Remember to mark students' clothes with their name. Parents and students are asked to check the "Lost and Found" occasionally during the year. Periodically, after notification to parents, unclaimed items are donated to charity or used at the School's discretion.

School Delays/Cancellations

Francis Parker School of Louisville uses FACTS Parent Alert to notify parents/guardians of closings and delays by phone and email. Whether school is closed or delayed may depend upon the campus. Typically, one message will go out and contain details for both campuses. We also post delay and closing information on our website, social media, and notify local television stations, which will post any delays or closings both on-screen and on their websites. We do not follow the public school systems in making calls on whether school is open or closed.

Bus Ridership and Activity Bus Information (Goshen Campus)

Bus ridership is available for all students for an additional fee. Bus rates and routes are communicated as a part of our summer electronic mailing. Parents fill out a form with the bus route/plan they want and bus contracts are then sent to parents based on their form elections. The price structure includes transportation for one-way or round-trip contracted

riders for five days. We do not offer part-time packages. Financial assistance may be granted for those who qualify.

Parents should arrive at all bus stops at least 10 minutes prior to the published route times. All buses arrive at the main School entrance in the morning. All bus riders board and leave from the gym parking lot. The Activity Bus leaves from the main School entrance. Drivers are directed to leave no student at a bus stop without a parent or authorized guardian present or the proper Bus Permission Slip (see below).

The same principles of behavior that prevail on campus extend to School buses and other modes of School-provided transportation. Students should be aware that these expectations include, but are not limited to, the following:

- Remaining seated at all times;
- Nothing may be put outside the window at any time (including appendages and possessions);
- No food, drinks, or candy, with the exception of bottled water, are allowed on the bus;
- A student may be required to sit in front for disciplinary reasons, regardless of grade.

The Activity Bus is available at an additional cost for transportation following After-School Classes/Enrichment Program/Homework Hall and extracurricular activities for families who do not use the bus service; however, there is no additional fee if a family has a bus contract in place. For families who are not contracted, the cost is $6 per ride. An invoice will be sent from the Business Office monthly. The bus leaves from the Goshen Campus at 5:30 p.m. Families that are contracted for one-way afternoon or round-trip ridership may utilize the afternoon activity bus at no extra fee. The Activity Bus stops are St. Francis in the Fields Church, The Temple (Lime Kiln and US Hwy 42), Christ Church United Methodist (Blankenbaker and Brownsboro Rd.), and the Walgreens (Chenoweth and Brownsboro Rd.), as well as our Downtown Campus, when sufficient demand exists. Students and their parents must notify their Lead Teacher/Advisor that they will be riding the Activity Bus in the morning. The Activity Bus may be canceled on days where there are not a sufficient number of students signed up.

If parents or authorized guardians are running unavoidably late to a student's assigned bus stop, only students in grades 6 and up who have parental permission will be allowed to wait at, or to walk home from the bus drop-off stop. The only exception to this is if a parent has authorized a younger student to wait with a sibling who is 6th grade or above. These permissions are authorized in an annual Bus Service Contract.

If parents or authorized guardians are running unavoidably late and missed the designated drop-off or pick-up stop, under no circumstances should a parent attempt to flag down the

Francis Parker School of Louisville bus when en route. Parents or authorized guardians should proceed to the next stop and collect the student; if they are so late that they cannot make the last stop, the bus driver will return the student to the Goshen or Downtown Campus and wait for the parent or guardian for pick-up.

Parents who regularly fail to pick up their children on time will forfeit their bus privileges. Questions about ridership or fees should be directed to the Associate Head of School -- Finance and Operations.

Carpool (Goshen Campus, JK-8th Grade)

Morning carpool drop-off for all students in all grades is from 8:15 a.m. to 8:30 a.m. When determining when to leave home, please consider the time needed to safely progress through the carpool line. All Lower School students and 5th and 6th graders should be dropped off at the main entrance to the School. 7th and 8th graders are dropped off in the Gym Parking Lot. Families with students across multiple grades that include 7th or 8th graders should default to dropping off their entire party at the main entrance of the school. For example, if you have two students, a 3rd grader and a 7th grader, please drop off at the front circle. If you have two students and both are in 7th or 8th grade, please drop off at the Gym Parking Lot.

Afternoon carpool pick-up is from 3:30 p.m. to 3:45 p.m. The carpool pick-up line for JK-3rd graders is at the main entrance of the School. The carpool pick-up line for 4th through 8th graders is at the gym parking lot. Families picking up both Lower and Middle School students will pick them up at the main entrance of the School. At 3:45 p.m., any student who has not been picked up will wait in the Front Office or be sent to the Learning Lounge or Enrichment for supervision.

For the safety of our students, please use patience when proceeding through the carpool lane. Please encourage your children to begin gathering their belongings once you turn into the carpool lane. Do not park in the carpool lane to run items into the School, do not use the fire lane as a drop-off, and please maintain a safe speed as you progress through the lane. Do not park anywhere except for marked parking spaces in the parking lot.

Late pick-ups cause hardship for teachers on duty, as many of them have after-school obligations. As always, when there is a change in a student's schedule, parents must communicate this information to the Lead Teacher/Advisor and Receptionist. We ask that all parents remind their students about their after-school plans every morning, as Lead Teachers/Advisors record these on their daily attendance sheets. **Any changes to a student's dismissal plans must be made no later than 1:00 pm.** The only exception is in the case of a family emergency. If parents are late picking up their child, the student will be sent to our Enrichment Program or Learning Lounge.

When lightning (or other inclement weather) is present during morning or afternoon carpool, we may have to delay carpool. The School advises parents to wait in their cars for the lightning to clear. Students will not be counted tardy for waiting out a lightning storm.

Driving and Riding to School (Downtown Campus)

Students who drive their own cars or ride their own bicycles to school may not use them during the school day for any reason other than returning home after all classes are finished, going on pre-arranged school trips, or leaving with permission of parents for an appointment. Students may contract with the Business Office for parking space in the School's lot or may make arrangements to park elsewhere.

Students may drive their own cars or ride in another student's car on School-sponsored trips only when permission has been granted by the School employee in charge of the trip, and parents have indicated on the information sheets filled out via the Family Portal that this is acceptable.

Parking

At the Goshen Campus, parents may accompany their child into the building on the first few days of school and, if they choose to do so, must park in a regular parking space. Visitors and parents wishing to park and enter the School should park in designated parking spaces. Do not park along the perimeter of the parking lot for convenience.

Handicapped parking is reserved for vehicles displaying a handicapped emblem. Do not park in an unmarked spot. Parking is not allowed at the School entrance at any time. Blocking this Fire Lane is a major safety hazard.

At the Downtown Campus, parents can pull up in front of the Broadway entrance and drop students off or pick them up; there is designated school drop-off zone signage posted. Please make sure to turn on your hazard lights/flashers as you pull up to the Broadway entrance. Parents should never stop on 3rd Street for drop-off or pick-up as this would occur in driving lanes. Parents in the parking lot dropping off or picking up their children are asked to pull into a space in order to keep the driving spaces open for others. Handicapped parking is reserved for vehicles displaying a handicapped emblem. As a safety precaution, Goshen parents whose children ride the bus to or from the Downtown Campus should never directly pull their vehicle up to the bus to drop off or pick up a student; they should pull into a parking space to wait for the bus.

Leaving Campus

All Goshen Campus students are prohibited from leaving campus at any time, unless picked up by a parent or an authorized adult. The same holds true at any Francis Parker-sponsored function, whether on or off campus.

Learning to make sound decisions about the use of one's time is crucial for success in college and beyond. For this reason, Downtown Campus students are allowed to sign out of the School during lunch and free periods. This privilege helps set Francis Parker apart from other high schools and demonstrates a great deal of trust in our students on the part of the School administration. The privilege must be exercised with care. Students unable to use the privilege responsibly will lose it.

Sign-Out Guidelines (Downtown Campus)

- Failure to sign out or in is a violation of this policy.
- Students must sign themselves out and back into the building whenever leaving or coming on to campus during the school day, and may not permit a peer to do so on their behalf.
- When students sign out, they must identify exactly where they are going.
- Students should sign out in pairs or groups; they should always have a buddy when leaving School grounds.
- Sign-outs are not permitted during Flex time. (In addition, students signing out on Wednesdays during lunch must be back in the building by the start of Flex time.)
- If a student has to leave school early for a medical appointment, parents should provide verbal or written permission. Students are never to leave school in these circumstances without making sure the Receptionist has received the appropriate parental permission. Students must sign out accordingly when they leave for their appointment.
- If a student is ill and needs to leave school early, the student must first call a parent and have a parent speak to someone in the School office. After receiving permission to leave, students must sign out.
- Students are not allowed to be in parking lots or garages at any time during the school day or sit in their car while signed out, including during lunchtime. If, however, a student needs to get something from the student's car and has explicit permission from a teacher or staff member to do so, the student will be permitted to sign out, go directly to the car, return immediately, and sign back in.
- Students must walk to their signed-out destinations unless they drive their own cars to school and are leaving for an appointment about which the School has received parental notification. No other means of transportation are permitted during the school day, including bikes, skateboards, buses and scooters.
- Students must have permission (granted by parents when filling out the start-of-school forms) to leave early when they have a free period at the end of the day.
- If a student is grounded, permission to leave early is automatically revoked until the grounding is over.
- Students are allowed four inadvertent sign-out violations per year.

- Deliberate sign-out violations are referred to the Student Court. Chronic violators (deliberate or inadvertent) of the sign-out system may have their sign-out privileges revoked for the semester or the remainder of the year, and may face other consequences. Please see the Community Expectations and Discipline Guidelines sections for more information.

Rideshare Services

Parents should be aware that many rideshare companies, such as Uber and Lyft, have policies that prohibit transporting unaccompanied minors.

Food at School

Goshen Campus

The School's food service program is directly related to the Mission of the School. For members of our community to learn, grow, work, and play, they must be provided with healthy, nutritious snacks and lunch. The School recognizes that there are different points of view about issues of nutrition and a range of eating habits in our student population. Our goal is to provide balance, nutrition, and variety for snacks and lunch, minimizing the use of foods that are high in sugar, saturated fat, salt, and preservatives. SAGE Dining Services, which staffs a certified culinary arts manager and employs a certified staff nutritionist, manages our food service program. Monthly dining menus are available on the School's website. Mid-morning snacks are provided to all Francis Parker School of Louisville students. Primary students (JK-2) also receive an afternoon snack. The School's food service program aims to ensure the safety of students with serious food allergies.

The Goshen Campus strives to be nut-safe, and we expect all members of our community to support this policy. If a student has allergies or special dietary requirements, please discuss those with the main office and the student's Lead Teacher or Advisor. Goshen Campus does not serve food during the school day that contains peanuts or tree nuts (almonds, walnuts, cashews, pecans, etc.). These items may be sold after school at athletic contests, however. Thorough hand washing after eating will help minimize the probability of allergic exposure.

Students are allowed to bring their own lunches, but may not bring candy, soft drinks, or gum, and may not eat items from their lunch during other parts of the school day. Students are not permitted to bring items for personal consumption or for sharing that contain nuts or were produced in a kitchen that is not certified nut-free.

Downtown Campus

At the High School, as part of our philosophy of preparation for college and life, there is not an official food service. Students either sign out and visit nearby downtown eateries, bring a lunch, or have food delivered. There is a kitchen for student use connected to the Commons Room, with a refrigerator, freezer, and microwaves. The Wyvern Store, staffed

each year by the 10th grade class, is open at various times throughout the day to sell lunch and snack items.

Facility Guidelines

Goshen Campus

- School lockers for 7th and 8th graders may be decorated using only magnets—no writing with markers or use of stickers or tape is allowed. Displays must be respectful of individuals and groups and use setting-appropriate language. No student should ever get into another student's locker without permission!
- Students are not allowed in the building outside of school hours, unless supervised by a staff member or parent.
- Having food and drink in school is a privilege, which can be rescinded for misuse. Students *may* bring snacks to school for after school activities, but these are not allowed to be eaten during the school day. Teachers may have special reasons to bring food in such as advisory breakfasts, or classroom celebrations, but these must be approved by the teacher in advance. Gum and candy is not to be brought in by students!
- Students are permitted to leave backpacks and other bags in the hallway near their classrooms, as long as these do not impede passage down the hallways or through doors.
- Students are not allowed to sit on "pod" walls (elevated classrooms) or slide down or walk on walls on campus under any circumstance!
- Students are expressly forbidden to leave the Goshen Campus at any time, unless picked up by a parent or approved guardian and signed out at the Front Desk. The same holds true for any Francis Parker-sponsored function away from campus.

Downtown Campus

- Having food and drink in school is a privilege, which can be rescinded for misuse. In classrooms, individual teachers set their own food and drink rules. Food and drink are not allowed in the Sacred Space, the Reading Room, and the Turf Space; only water/sports drinks are permitted in the weightroom.
- The Sacred Space is an area set aside for quiet study, reflection, prayer, etc. The Reading Room is, as the name indicates, for reading. There are many spaces in the School where more active pursuits are permissible, but the Sacred Space, and Reading Room are not among them.
- Lockers may be decorated using only magnets—no writing with markers or use of stickers or tape. Displays must be respectful of individuals and groups and use setting-appropriate language.
- Students may not put up their own posters, messages, etc. on school walls or in school spaces; these walls and spaces are for school-sponsored or school-related

items. Students must have permission to post anything from the Associate Head of School - Downtown Campus, or their teacher or club/group moderator.

- Students are not allowed in the building, unless supervised by a staff member, except for during regular school days from 7:30 a.m. to 4:30 p.m.
- Recreational activities should take place in the Turf Space. Some recreation may be allowed in the Courtyard so long as it is not distracting to classes or the administrative staff. These kinds of activities are not allowed elsewhere in the School. Activities involving soccer, hockey, basketball, or lacrosse balls or hard frisbees are not allowed in the Courtyard. All applicable Turf Space guidelines and safety protocols must be observed (see below).
- Students are not allowed on the 4th floor roof at any time unless accompanied by a staff member, nor in the 4th floor art area unless for an art class or art class-related work.
- Sleeping is not permitted in school at any time (other than an overnight retreat-type event).
- Students are permitted to leave backpacks and other bags in the hallway near their lockers, as long as these do not block access to the lockers or impede passage down the hallways or through doors. However, some items may not be left in the hallway including, but not limited to:
    - Sports equipment and other large items should be stored in the closet across from the Performing Arts Space
    - Books and papers are not to be left scattered on the floor; they must be inside a backpack or bag—or, even, in a locker!
- Food and related trash may not be left sitting in the hallway.
- Pets or other animals are only permitted in the building with prior permission of the Associate Head or Head of School, unless they are service animals.
- Students are discouraged from bringing spray products containing fragrance to school; if such products are used at school, they must be applied only in bathrooms.
- Indoor Turf and Training Space Guidelines are posted in their entirety in that space and include:
    - No food
    - No water bottles on the turf
    - Proper and clean footwear must be worn; no cleats, heels, etc. on the turf
    - Turf space is closed if there is no adult supervision
    - The weightroom may be used with adult supervision or if students have signed permission from parents on the annual form provided by the Athletic Department
    - Equipment should be wiped down and returned to its storage location after use

Safety and Security

Downtown Campus

Students need to be alert and use good common sense when navigating the areas around the Downtown Campus. Students and parents also need to familiarize themselves with the sign-out policy. Three basic safety rules are required of students at the Downtown Campus:

1. Jaywalking is prohibited.
2. Students are not allowed to go to cars, sit in cars, or drive cars during school hours unless they have permission to leave school when they have no more classes for the rest of the day, or permission to drive to/from an appointment.
3. Students may not sign out of the building on their own; students may only leave in pairs or larger groups.

Jaywalking means crossing any street anywhere other than at the marked crosswalk, or crossing against a crosswalk signal. For safety reasons, this prohibition is in effect during the school day and before and after school. We do not enforce the prohibition against jaywalking in the Theatre Square area of 4th St. because there are no stoplights and vehicle traffic is more limited. While the School is making a special effort to educate students about the dangers of jaywalking, parents should reinforce this message at home.

The School appreciates the many advantages to its urban location, while also acknowledging that students may at times encounter people asking for money, making comments to them, etc. When they leave the building, students should always be in at least pairs and they should keep the front desk number to the School in their contacts, so that they can reach the School any time they may need. We believe that downtown is an overall safe and enriching environment and will work with students so that they can be well prepared to navigate and thrive in our urban environment, a particularly important aspect of their preparation for college and adult life.

When encountering someone asking for money, the School recommends that students remain respectful, but that they neither engage with the person nor give the person money. There are multiple social services organizations in the downtown area to which students may give time or money if they wish to help ameliorate homelessness, hunger, etc. The Community Service Coordinator or Associate Head of School - Downtown Campus will be glad to help advise students who are interested.

Security Systems

Goshen Campus

At the Goshen Campus, the School's facilities are equipped with a security system, which uses a number of surveillance cameras and a key card access system on all primary entry and exit doors. The School has a combined monitored surveillance camera and intercom

system installed on three primary doors – the front door, the door to the Math/Science Wing from the Gym, and the service entrance by the kitchen – which are monitored at all times by the School Receptionist. Keycards are issued to all authorized adult personnel employed by the School. They are also issued to 8th Grade Red/Blue/Purple Captains and 8th Grade Student Council Representatives. Student keycards are restricted. Their cards allow them access to the School from 8:00 a.m. to 4:30 p.m. and only from the doors in the Middle School Wing, Math/Science Wing, and Gym. Any student who loses their keycard will be billed for a replacement. If a student loses their card multiple times, they will lose the privilege of having a keycard.

Downtown Campus
At the Downtown Campus, the School's facilities are equipped with a security system, which uses a number of surveillance cameras and access control/monitoring devices. The only access to and regular exit from the School's facilities is through the Broadway entrance. The back door by the Counseling Office is only for emergency exit only unless students are with a faculty or staff member. The Broadway entrance is monitored by a surveillance camera and an intercom system, as well as by the School's Receptionist. Students are issued a keycard that will allow them access to the School from 7:30 a.m. to 4:30 p.m. Keycards must be promptly turned in to the School at the end of the year or if a student is suspended or dismissed from the School. Any students who lose their keycards will be billed for a replacement. Students no longer attending the School must return their keycards; keycards will be deactivated immediately.

Security Cameras Video Surveillance Policy

The School is committed to the security of its faculty, staff, students, families, and guests while on campus. As such, the School uses video surveillance to help keep its facilities operating in a safe and secure manner. Francis Parker School of Louisville seeks to balance the security, safety, and other benefits derived from the use of video surveillance with any privacy concerns of Francis Parker's faculty, staff, students, families, and guests.

Except in areas where there is a reasonable expectation of privacy (including locker rooms, changing rooms, and restrooms), all conduct on Francis Parker School of Louisville property is subject to being recorded, preserved, and examined by means of security cameras. School grounds, buildings, and property including buses used for School purposes may be equipped with security cameras. The areas under video surveillance are subject to change, and Francis Parker may add further locations or remove locations and/or conduct video surveillance on a temporary basis in other locations as the School feels is necessary in its exclusive discretion and pursuant to applicable law.

Signs will be posted at campus entrances and public entryways to the buildings and other conspicuous locations informing persons that the buildings and grounds may be under

video surveillance. Students may receive additional notification at the beginning of the school year regarding the use of security cameras on campus.

Emergency Drills

Goshen Campus

Fire Drills are held monthly on the Goshen Campus. The current classroom teacher takes students on to the back field hockey field where they line up with their Lead Teacher or Advisor to be counted. Once an "all clear" is given to the Associate Head/division directors and Facilities Manager, the drill is over.

Tornado Drills are performed twice a year. There are designated tornado drill shelters on the Goshen Campus for each classroom. When a drill occurs, the current classroom teacher takes their children to the designated shelter where they remain quiet until the all clear is given.

Francis Parker School of Louisville personnel meet regularly with local police to go over security and safety plans for each campus, including how best to prepare for and respond to an intruder situation. The School discusses these practices and responses as appropriate with each division, each year.

Downtown Campus

Fire Drills are held monthly on the Downtown Campus. Students exit through either the main entrance, the alley door by the counseling area, or the back stairwell emergency exit door, and line up by grades in the parking lot, where they are checked in. An "all-clear" signal for returning to the building is given at the end of the drill.

Tornado Drills are performed twice a year. Faculty/staff members guide students to the basement next to the Performing Arts Space, via routes that avoid windows and exterior doors and walls. Students line up by grade level and remain in the basement until an "all clear" message is received.

Both Campuses

Francis Parker School of Louisville personnel meet regularly with local police to go over security and safety plans for each campus, including how best to prepare for and respond to an intruder situation. The School discusses these practices and responses as appropriate with each division, each year.

V. GENERAL SCHOOL INFORMATION

Student Records and Transcripts

Students' records are kept on file at the School and may include (depending on the

Division) Progress/Grade Reports, letters with major disciplinary infractions, test scores, and transcripts. A student's record does not include email communications to or about the student, investigation records of any kind (such as disciplinary, harassment, hazing, bullying, etc. except for any record placed in the student file such as a letter home to parent, etc.), recommendations provided to the School regarding the student's admission, medical records, or any other record deemed by the School to be a confidential record of the School

While the School supports students in using the name they choose in all other aspects of school life, the student's legal name generally must be used for official records, such as drivers' forms, standardized testing, transcripts, and diplomas. Students are encouraged to discuss this issue with the Registrar if they have questions about what name is used on official School records. Students who obtain a legal name change should share that paperwork with the Registrar, who will update all school records.

Health Records, Regulations, and Access

The School requires proof of up-to-date immunizations for every student to be kept on file (please see below for a more detailed policy on immunizations).

Parents/guardians are asked to provide the School with information about the student's physical and emotional health. In part, this information is obtained to comply with state law; it is also needed to keep the School well informed of the health of all students. The School is sensitive to the privacy of this information and is committed to protecting the confidentiality of students and their families as indicated in the "Confidentiality" policy in this Handbook.

Technology

<u>Responsible Use</u>

Students are expected to remember that any exchange of information within this community must be made in line with the School's general standards of conduct. Whether physically on campus or off campus, whether during the school day or at night, on vacation or at any other time while enrolled at the School, whether linked to the School's network from in school or from a remote location or not at all, or using their own personal computer or communication device on or off campus, students are expected to comply with this Responsible Use Policy and any applicable policies and procedures as long as they are enrolled at the School, as set forth in the School's Handbook and as further described below.

The School has explicit guidelines for using computers and other electronic devices, both on and off campus, using the School's network, and accessing the internet, to which the School expects students and parents to adhere. The examples below are just examples and are not an all-inclusive list of requirements and possibilities.

Please note that students use School-managed, cloud-based Google Apps such as Google Docs and Google Slides for much of their coursework; thus, internet access will sometimes be needed for completion of homework.

Students may:

- use technology for school work or class projects and assignments, at the teacher's discretion;
- (Middle School and High School students) use personal technology outside of class time as long as it does not interfere with the academic work of other students;
- access the Internet with teacher permission to enrich learning related to school work; and
- use technology in ways directed by the teacher. Please note, in particular, the policy regarding use of ChatGPT and other AI chatbots or websites, which is detailed in the Academic Honesty section of this Handbook.

Students may not:

- post personal contact information about themselves or other people;
- access or try to access network resources not intended for them;
- share their passwords or other's passwords with anyone, with the exception of parents/guardians and teachers;
- alter electronic communications to hide their identity or impersonate another person;
- communicate with or make plans to meet a stranger in person;
- use inappropriate language or images in email, web pages, videos, or social networking sites;
- be disrespectful by talking or posting derogatory material (images, video, etc.) via email, social networking sites, live chat, web page, or any other method;
- engage in cyber-bullying, harassment, or sexting, in violation of the School's policies prohibiting bullying, harassment, hazing, and discrimination and related policies as stated in the Handbook;
- access inappropriate information on the Internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, or sites with sexually explicit or graphic, pornographic, or obscene material;
- plagiarize printed or electronic information—students must follow all copyright, trademark, patent and other laws governing intellectual property;
- use technology in ways that violate the School's academic honesty policies;
- install or download software onto School computers from the Internet, home, or by any other means, except as authorized by the School;
- create or use a mobile hotspot on the School campus;
- remove any School-owned computer equipment (including, but not limited to,

network cables and keyboards) from the School without express permission;
- store personal files on the network. Any information that a student leaves on a School-owned or -controlled device or service may be deleted at any time, with or without notice;
- use cell phones or other personal electronic communication devices during classroom time, without the express permission of the teacher;
- disclose confidential or proprietary information related to the School or recklessly disregard or distort the truth of the matters commented on;
- access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission;
- use the network for illegal or commercial activities;
- vandalize, steal, or cause harm to the School's equipment, network, or services (including, but not limited to, uploading or creating viruses, attempting to gain unauthorized access, changing hardware of software settings, or changing online materials without permission);
- deliberately disrupt or attempt to disrupt the software or hardware of the School network;
- be "friends" with, or otherwise directly connect to via online networks and services, any School employee (unless that employee has a familial relationship with the student) on any social networking site that is not used primarily for educational purposes (e.g., Twitter is often used by both faculty and the Administration for educational and informational purposes). If a student is contacted by a School employee via non-School channels for non-educational purposes, the student should immediately notify a parent or guardian, as well as a School Counselor or Associate Head of School.

Students should understand that:

- inappropriate language, harassment, and disrespectful comments directed at the School, its students, parents, or staff is prohibited, regardless of the medium used (e.g., texting, email, etc.) or time and place such comments are made (e.g., during or after school, vacation time, etc.);
- there is no guarantee of privacy associated with their use of the School's technology resources. Students should not expect that email, voicemail, or other information created or maintained on the School's network, School-issued devices, or School-administered services (even those marked "personal" or "confidential") will be private, confidential or secure. The School has the right to access and monitor both student-owned and School-owned computers and communication devices connected to the School's network. Each student consents to the School's right to view and/or monitor the School's network and all of its associated accounts; and
- they will be held accountable for unattended accounts, and for use of their computer

or communication device, if such equipment is left unattended and/or used by another individual.

Parents/guardians should understand that:

- it is the responsibility of all parents/guardians to read this policy and discuss it with the student;
- teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity; and
- if a student damages the hardware or software of any School-owned technology, the parent/guardian may be responsible for paying for the repair or replacement of that technology.

The School may:

- access, view, monitor, and track any information or communication stored on or transmitted over the School's network, on or over equipment that has been used to access the School's network, or School-issued devices, or School-administered accounts and services, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring, or misdelivery; and
- restrict the material accessed and not permit computers to be used for anything other than educational purposes.

Security

Security on any computer network is a high priority, especially when the system involves many users. Students must notify a system administrator if they identify a security problem. Students should not demonstrate the problem to other users. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the School's network.

Reporting Violations

If a student suspects a violation of this policy, or if a student feels nervous or uncomfortable about another School community member's use of technology, the student should immediately report the student's suspicions, feelings, and observations to the Head of School, Associate Heads of School, Division Heads, or Counselors.

Some violations may constitute criminal offenses as defined by local, state, and federal laws, and the School may initiate or assist in the prosecution of any such violations to the fullest extent of the law.

Bring Your Own Device (BYOD) - Middle and High School

Teaching and learning at Francis Parker requires frequent use of devices to access Google Classroom, the Google Suite for Education, and more. Devices need to have an external

keyboard, a working camera, and access to Google Chrome. Families are asked to purchase these for their child's personal use. Because students will, at times, forget or be unable to bring their device with them to School, the School has a limited supply of Chromebooks that students can check out. These mobile devices serve as valuable tools for students, providing structured, monitored, and equitable access to resources that students will need to complete assigned work. If a School device is lost or misplaced while in a student's care (while they are logged in to the computer), the family will be charged for it.

Personal use of a device in the classroom – unless there is a documented accommodation – is at the discretion of the teacher. Accommodations will be made on a case-by-case basis, and will be informed by documented assessments of the individual student's learning needs. The School will not be held responsible for mobile device loss, theft, or damage that may occur.

Cell Phones, Smart Phones, and Electronic Devices

The School prohibits students, parents, and other community members from using cell phones or other electronic devices to record (video, audio, or otherwise) the School environment, including classroom instruction and meetings with School personnel, without express permission from the School or the other students or faculty/staff being recorded. Restrictions on recording do not apply to recordings at school performances, athletic competitions, and other similar school performance events.

A student's phone or other electronic devices may be confiscated if the School suspects a student is violating its policies.

Cell Phones and Electronic Devices

Goshen Campus

As a school, we believe that technology, like any tool, can have a positive impact on student learning. However, we also work very hard to ensure that nothing disrupts the learning process, and the reality is that we know that cell phones and smartwatches are disrupting the learning process for our students, in Middle School in particular. In fact, current research indicates that phone and smartwatch use are having a significantly negative effect on student mental health, and therefore that it is in students' best interest to place limits and boundaries on the use of these mobile devices, particularly in Lower and Middle School. As such, we have decided that phones and smartwatches will not be allowed to be used at school in Lower or Middle School during school hours. In addition, no devices will be allowed in the Theater for JK-6th graders who arrive before 8:30 or who go to carpool in the Theater after school.

If a student brings a phone or smartwatch to school, it must remain in the student's

locker or cubby during school hours. They may not use it to make calls or text messages, even to their parents/guardians. If students need to contact parents for any reason during school hours, they can do so by getting permission to use the front office phone. Students may also use the front office phone to communicate with their parents when an after-school activity is canceled and different arrangements for pick-up need to be made, or for other such reasons during the school day. We ask that parents not text or call their students during school hours as well. If you need to contact your student during the school day, it is most effective to contact the Receptionist in the Front Office, who will get a message to and/or locate your student quickly. Students will be expected to put phones and smartwatches in their lockers or cubbies once arrival procedures have concluded and upon being dismissed to start the school day from the Theater or Gym.

While Middle School students are required to bring laptops/Chromebooks, we would prefer for students not to bring other electronic devices, such as handheld video games, etc. to school, as it is in their best interest to interact with their fellow students rather than a device as much as possible. If a student chooses to bring other electronic devices, these must also remain in cubbies/lockers during school hours. In addition, students may not use laptops to check social media or play non-instructional games during school hours.

High School

The High School is adopting a new policy regarding cell phones and smartwatches in 2024-25. It has always been the rule that cell phones should not disrupt the learning process, meaning that they should not be out in class unless directed by a teacher for academic purposes. However, the reality is that phones and smartwatches <u>are</u> disrupting the learning process. Students are distracted by their devices and constant connection to social media, to the detriment of their learning and the learning of others. Teaching is impacted by the need to manage students who are on their phones when they should not be.

Students should bring their phones and smartwatches to class and put these devices in a bin in each classroom at the start of class (including Connections), retrieving their devices when class is over. Students may use their phones/watches during their non-class times (e.g., before/after school, during free periods, lunch, and Flex, etc.). Students will also want to take their cell phones and/or watches with them when they sign out of the building. Phones will not be collected during Morning Meeting or assemblies, but devices (including AirPods and headphones) should not be out during these times.

Gaming consoles are not permitted in the High School. The Commons Room TV may not be used for gaming.

Email

The School provides students with an email account and all are asked to check email regularly starting in 3rd grade. We recommend that this account be used only for School-related communication (e.g., contacting and receiving information from teachers, submitting homework and assignments, transferring files to and from School, etc.), as this account will become inaccessible once the student is no longer enrolled at the School.

We generally use the following format for email addresses: firstnamelastname@francisparkerlouisville.org. Students are expected to comply with the policies outlined in the School's Responsible Use Policy when using their School-issued email account.

In addition, the School has developed email etiquette guidelines for Middle and High School students to follow. Email is a communication tool that is here to stay both in school and in one's professional life. Whether it's sharing a quick thought with a colleague or classmate or reconnecting with an old friend, email enables us to work and live at the speed of the 21st century. For all of its value, though, it is not terribly human. Email renders our tone of voice invisible, which has the potential to result in misunderstandings. Email's ubiquitous accessibility also means that we tend to send emails when we are at our most emotional, as opposed to waiting to cool down. Though email etiquette cannot eliminate these shortcomings entirely, it can help to mitigate them. To ensure that we are emailing one another in a way that shows kindness, there are certain expectations, guidelines, and formatting norms that everyone in our community should follow.

Expectations

- Goshen teachers will typically return emails on weekdays between 8:00 a.m. and 5:00 p.m. Do not assume a teacher will respond to you outside of these hours.
- High School teachers will let you know their general email hours and availability. You should not assume a quick response unless the teacher has specifically indicated availability on a certain date and time.
- Teachers may ask you to redraft an email if you do not send it in the proper format.

Guidelines

- Emails are not text messages. Please be sure to use proper capitalization and punctuation when writing. If it's imperfect, that's okay, but the attempt should be made.
- CC stands for "carbon copy" or "courtesy copy" and should be used when you want to include a few other people on an email and you want the other people to be able to reply to you and the people you cc'd.
- BCC stands for "blind courtesy copy" and it means that the people you have bcc'd can't see who else is on the email.

- BCC should be used when you are emailing a large group or listserv so that "reply all" (see below) is not an option.
- Use "reply" when you want your response to only go to the person who sent the email.
- Use "reply all" when you want your response to go to everyone on an email thread. People that are CC'd on an email will also get your reply.
- Do not email a full group (e.g., High School students or a particular grade level) without legitimate or serious reason. Any emails to parent or faculty groups require administration approval.

Formatting

- All emails require a subject line. It can be general or specific (e.g., "Question About an Assignment" or "Can We Talk?").
- All emails require a salutation and name. The tone or purpose of the email should dictate what salutation one uses. At school, you'll use the name that the teacher prefers (Mr., Ms., Dr., first name, last name, etc.). Some options for salutation include:
    a) Hello, (name)
    b) Hi (name)
    c) Dear (name)
    d) Good morning, (name)
    e) Good evening, (name)
- All emails require a body. It is in this space that you will state the reason for writing. Be specific in your purpose ("I need help with tonight's homework assignment") and/or the outcome you are looking for ("Could I come see you tomorrow during study hall/lunch/etc.").
- All emails require a valediction, meaning a farewell or sign-off. The tone or purpose of the email should dictate what valediction one uses. Some options include:
    a) Thank you!
    b) Sincerely,
    c) Regards,
    d) Best wishes,
    e) Have a great morning/day/evening/etc.
- When a teacher responds to a request or question, please be sure to reply with a simple acknowledgement that you have received it. In this instance, a "Thank you" will suffice.

E-Safety Policy

The School may incorporate online and remote learning programs, meetings, etc. in its curriculum and program. The purpose of this e-Safety policy is to help ensure a safe, secure, and supportive online and remote learning or meeting environment for students,

employees, and all members of the School community, consistent with the School's standards, mission, policies, and protocols. The School strives to create such an environment while also making it as effective and user-friendly as possible. At all times, however, the School's online and remote learning environment is subject to the requirements and limitations of the School's online and remote learning technology.

This e-Safety policy is intended to work in concert with the School's other rules and policies, including those set forth in this Handbook. Students and parents are therefore expected to continue to comply with all School policies and standards of academic and social behavior as stated in the Handbook and elsewhere, including, but not limited to, the School's Expectations for Interpersonal Student Relationships, Social Media, Community Expectations, and Attendance, Tardiness, and Absences policies. This policy sets forth additional, modified, and/or clarified expectations for the School's online and remote learning environment.

- Dress: When visible in the online and remote learning environment, and in any related interactions, students are expected to be appropriately dressed, which requires that students abide by the Dress for School section of this Handbook.
- Cyberbullying and Online Conduct: When participating in the online and remote learning environment, and in any related interactions, it is of the utmost importance that students maintain and model the highest standards of conduct, respect, and integrity, including by refraining from any activity that might constitute or contribute to cyberbullying or other prohibited interpersonal conduct.
- One-on-One Interactions: School faculty, advisors, counselors, and administrators may provide virtual one-on-one meetings with students as appropriate. The School may seek to limit one-on-one interactions to those necessary to support the academic and social well-being of students and families.
- Recording: Online and remote learning sessions and communications should not be considered confidential and may be recorded. Such sessions would be recorded with the purpose of making them available for those who missed the session to view later. Students are prohibited from (a) recording any part of any online and remote learning program, and (b) sharing, broadcasting, and/or making public any materials created or recorded by the School, its employees, or anyone else in relation to the School's online and remote learning programs.
- Risk Management: All members of the School community are responsible for maintaining a safe online and remote learning environment. In that spirit, while the School will strive to support and ensure students' safety in the online and remote learning environment, students and their families are also expected to employ appropriate safeguards and manage risks appropriately.

Privacy

At Francis Parker School of Louisville, it is our desire to respect the privacy of our students and their belongings. However, this desire must be balanced with overall safety and discipline in the School. The School may conduct a search of a student and/or the student's belongings, including personal items, such as bags and backpacks, personal electronic devices and other effects, if the School suspects a student may be violating the law or violating a School rule or code of conduct. Searches may be performed without notice, without consent, and without a search warrant.

Lockers are the property of the School. Students exercise control over their lockers from other students, but not from the School and its officials. As a result, the Head of School and the Head of School's designee, as well as law enforcement officials, may search lockers as the School determines may be appropriate, which may include random searches throughout the year. The School and law enforcement officials may seize items that may jeopardize the safety of others or property, or constitute a health hazard.

Parking on School premises is a privilege, not a right. As such, any person who operates a vehicle on School property or in connection with any School-related activity is agreeing that the School may inspect and search the vehicle and its contents without notice and without further consent.

Students are also advised that there should be no expectation of privacy in electronic communication conducted on school grounds, whether on the student's own device or a School-owned device.

Finally, students and parents should understand that there should be no expectation of privacy with regard to disciplinary matters, and that such matters may be discussed with the community, including students and parents.

Student Media Information

In order to portray its program accurately and vibrantly, the School makes a concerted effort to highlight the accomplishments of our students and faculty, as well as to publicize the strength of the entire program offered by the School, in a variety of media formats. Student Media Information—including student names, photographic images (for example, portrait, picture, video, or other reproductions), audio recordings of students' voices, video recordings of students and/or reproductions of students' work and likenesses—may be used for educational and/or promotional purposes in print and electronic media. Outlets for publication of Student Media Information may include, but not be limited to, the School magazine, marketing materials, the School website, press releases, social media outlets (including, but not limited to, Facebook, Instagram, and Twitter), newsletters, and local newspapers. The School also posts students' names and/or photos when congratulating

them on accomplishments, announcing their Senior Projects, and mentioning other similar accolades.

Parents are asked to complete the Student Media Information Authorization Form before each school year to indicate whether they accept or decline the School's use of Student Media Information. While the School strives to abide by parent/guardian wishes, we do not guarantee that use of a student's name, image, or work will never occur. There are certain instances when the School may share news and/or celebrate achievements, such as drama productions and athletic team photos, in which it is not possible to eliminate an individual student. In addition, the School will generally include all students' names and images in the School Yearbook.

Leave of Absence

Should a student's extended absence from school be necessary or desired, a leave of absence may be appropriate. A leave for medical reasons will be handled in accordance with the School's Medical Leave policy. The School may recommend or grant a request for a voluntary leave of absence for other compelling reasons. The initial request for a voluntary leave of absence should be made to the Head of School or Associate Head/Division Director. The School requires sufficient supporting documentation prior to the approval of any leave. The sufficiency of any supporting documentation will be determined by the School in its sole discretion.

The School makes the final determination as to whether to grant a leave of absence, as well as the duration of the leave and the conditions necessary for a student's return (including, but not limited to, whether the student must reapply for admission). Whether the period of leave is counted towards academic requirements for promotion and graduation will be determined by the School in its sole discretion.

Leaves of absence may be noted in the student's educational record, including on the student's transcript. A leave of absence will not be used in lieu of disciplinary action to address violations of the School's code of conduct, rules, or policies. Additionally, a student granted a leave of absence while on academic or disciplinary status may return on that same status.

Families remain financially responsible for tuition and other fees while the student is on a leave of absence.

Medical Leave

A medical leave may be appropriate in case of serious illness, bodily injury, or mental health condition, as determined in accordance with this policy. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the Head of School and Associate Head; they will be guided by the principal goal of a medical

leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at school. In the absence of a treatment plan that, in the School's opinion, meets these needs, the School may decline to grant a medical leave request, and instead require the student to withdraw.

A student's family may request medical leave. The School requires that any request for medical leave be accompanied by sufficient supporting documentation (as determined by the School in its sole discretion) to allow the School to evaluate the leave request, including, but not limited to, at least the following information: (a) a recommendation from the student's treating medical professionals that the student would benefit from taking a medical leave; (b) a description of how the student's medical condition limits the student's ability to participate in required academic or extracurricular activities; (c) the plan for treatment of the student's medical condition; and (d) an anticipated date for the student's return.

Additionally, if in the School's judgment, a student is exhibiting symptoms or behavior that make the student unable to participate appropriately in academic or extracurricular activities without imposing an undue burden on the School's resources, the School may recommend that the student be evaluated and subsequently placed on a medical leave. The School may initiate a discussion of a leave of absence in circumstances including, but not limited to:

- When mental health or physical symptoms are or may be impeding a student from functioning appropriately academically;
- When a physical or mental health condition interferes with a student's attendance at school;
- When a student behaves in ways that may be self-destructive or dangerous to others;
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate; or
- When a student exhibits symptoms or behavior that is of concern to the School.

This initial discussion may include, in the School's sole discretion, the Head of School, Associate Head/Division Directors, School Counselors, the parents, and/or the student, as deemed appropriate. The purpose of this initial discussion is to establish the steps that the family is taking to ensure that the student is well enough to participate fully in life at school; and the further steps that the School may require if the situation does not improve.

The School may require the family (parents and student) to enter into a Medical Leave Agreement detailing the parameters of any leave. The Medical Leave Agreement may include conditions and requirements for the student's return to school. The School also will

also ask for permission to speak with and disclose to the treating physician, psychiatrist, or other professional. While a student on leave is excused from attending class, the student must make arrangements to make up missed work either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it difficult for the student to satisfactorily complete the requirements of the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health and/or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School may require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. The decision regarding any student's return to the School from a medical leave remains in the sole discretion of the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in overnight field trips or other residential-style school activities.

Students Age 18 and Older

Some students enrolled at the School will reach the age of 18 before graduation. In the United States, age 18 is the age of majority, which means that legally, an 18-year-old student is able to enter into contractual obligations on the student's behalf (and is required to abide by those obligations). Therefore, the School requires all students, upon their 18th birthday, to review the enrollment contract that their parents or legal guardians signed on the students' behalf and execute an Addendum to that contract, which provides as follows:

- permission for the School to discuss and release information and records to the student's parent(s) and legal guardian(s) about any issues relating to the student's enrollment at the School, including, but not limited to, academic records, academic performance, health matters, disciplinary issues and financial matters; and
- authorization for the School to interact with the student's parent(s) and legal guardian(s) as if the student were under the age of 18.

The student's parent(s)/guardian(s) will also continue to be responsible under the terms of the student's enrollment contract, including being solely responsible for the payment of all tuition and fees related to the student's enrollment at the School.

School Directory

There is a directory on the FACTS Family Portal where parents/guardians and students can find contact information for other current Francis Parker families. The information in the

directory may only be used for school purposes, and not for personal or commercial purposes. Failure to properly use the directory may result in restricted use.

Lesbian, Gay, Bisexual, Non-Binary, and Transgender Students

The School strives to provide a safe and supportive environment that will help students succeed academically and socially. To that end, the School promotes respect for all people and will not tolerate harassment or bullying based on actual or perceived sexual orientation, gender identity, or gender expression. This is the case whether the bullying or harassment takes place on or off campus, including cyber-bullying through the use of electronic technology (on or off the School's campus, and on or off the School's network). Particularly with respect to transgender and gender non-conforming students, the School will work closely with students and their families to strive to honor their wishes with respect to use of School facilities, participation in athletics or school trips, accuracy of student records, use of name and pronouns, and privacy, in accordance with applicable law and the School's Student Records and Transcripts policy, as well as to the extent that the School's campus facilities reasonably permit.

Diversity, Equity, Inclusion, and Belonging Work

Francis Parker School of Louisville aspires to be a diverse, equitable, and inclusive community. Aspects of this ongoing work include training (via presentations, readings, etc.) for faculty/staff and students, DEIB-focused student groups on both campuses (Black Students Association, AFRO, Queer Students Association, Q-Club, Multicultural Students Association/Culture Club, Gender Rights & Equity Initiative, Jewish Affinity Group, etc.), student-led programming, and education on restorative practices and how to engage in difficult conversations. DEIB efforts are considered to be the responsibility of all faculty and staff at Francis Parker, with DEIB Directors TuNice Cole (Downtown) and Lindsy Serrano (Goshen) leading the work, along with the Head of School, Associate Heads, and Division Directors.

International Students

Students enrolled at the School from countries outside of the United States are required to ensure that their visas, health insurance coverage, and all other requirements applicable to domestic students (including vaccinations and completion of all enrollment and orientation forms) are in order prior to arriving on campus at the beginning of the school year. International students are also responsible for ensuring that their travel arrangements coincide with the school calendar.

Senior Privileges

Francis Parker believes in granting significant privileges to all students rather than merely parceling them out to the seniors. However, in recognition of the significant cumulative

accomplishments of seniors at Francis Parker, there are certain rewards given to members of the senior class who are in good academic and behavioral standing. These include the ending of the school year earlier than the other students (depending on the School calendar in a given year; in 2024-25, the second week of AP exams is May 12-16, the usual "Senior Week Off," so students taking the AP exams that occur during that week will attend those AP classes and take the exams) and the option to take any required second semester exams/alternative demonstrations of mastery before said days off. Students who are not in good academic or behavioral standing may have requirements for graduation that must be met during that week.

Background Checks

With student safety as a priority at the School, the School requires all current and prospective faculty and staff of the School who may have "direct and unmonitored access to children," including any individual who regularly provides School-related transportation to students, to undergo a national and state criminal background check and a sex offender registry check.

The School requires any volunteer who will work independently with students to undergo a federal and state criminal background check. Examples of the types of volunteer activities requiring a background check include, but are not limited to, coaching, field trips that involve one-on-one supervision, overnight trips, and tutoring students one-on-one. A background check is typically not necessary for parent volunteers involved with larger School functions at which many adults are typically present or in instances where there is only the potential for incidental unsupervised contact with students in commonly used areas of the School grounds.

These background checks require the completion of a brief application form and are only conducted with the consent of an individual employee or volunteer. A volunteer's service, and an individual's employment, is contingent upon successful completion of the checks, which may take several days or weeks to process.

Completed paperwork must be returned to the Business Office at least two weeks in advance of volunteering.

Visitors to Campus

For the safety of our campus community, parents, family members, alumni, and all other visitors are required to check in with the Front Office of the respective campus upon arrival to obtain a Visitor's Pass. Exceptions to this requirement may include events held outside of the school day, athletic competitions, or large school gatherings.

Prospective student visits (shadow days) can be scheduled through the Admissions Office.

We also welcome our students to have friends visit the School for a day, but all such visits must be pre-arranged through the Admissions Office on a day when the friend in question does not have school (unless it is an official shadow day). Friends may not visit more than once per semester.

Alumni are welcome to visit either campus and may make arrangements with a member of the administrative staff to do so.

Illness Policy

In order to maintain a safe and healthy environment for students and staff, please do not send students to school with any of the following: fever, vomiting, diarrhea, persistent cough, profuse discolored discharge from nose or eyes. Students who develop a fever of 100.4 degrees F or greater, vomiting, diarrhea, or other symptoms listed above will be asked to go home. **Students must be symptom-free without medication for 24 hours before returning to school.**

If a student becomes ill at school, parents will be notified and should arrive promptly to pick up the student. Preschool students will be removed from classrooms to rest in the Director's office until a parent's arrival. Preschool students must be picked up within the hour. At the Goshen Campus, students may rest in the Wellness Room near the office until a parent arrives. At the Downtown Campus, students will be directed to a quiet area to wait.

Communicable Disease Policy

Parents must notify the School if their child contracts a communicable illness, including but not limited to Chicken Pox, COVID-19, Flu, Lice, Measles, Meningitis, Mono, MPX (including a suspicious rash that may be MPX), Mumps, Pertussis (Whooping Cough), Rubella, Active Tuberculosis, or any other communicable illness so that we may take appropriate action to protect the community. Like with any illness, students with a communicable disease must stay home until they are fever-free for at least 24 hours, and any other symptoms have significantly subsided. **For any respiratory virus, including COVID-19, the CDC recommends masking for 5 days when students return.**

Medications at School

Parents are expected to attend to students' medication needs outside of school whenever possible.

In the start-of-school forms, parents for grades JK - 12 indicate whether or not students have permission to be given common over-the-counter medications that are available at the Front Desk.

If a student must take prescription medication at school or on school-sponsored trips, the medication must be brought in its original container with clearly labeled instructions and

kept at the Front Desk or by the trip leaders. All students should attempt to take medication during lunch or other breaks so that class or activities are not disrupted.

The School, in collaboration with the parent/guardian and the student's physician, will also establish an individualized medication administration plan for any student requesting prescription medication self-administration privileges. In a collaborative effort, the School, together with the student, the parent/guardian, and the physician, will determine the student's understanding of the medication(s) and competency to administer said medication(s), which will be documented through a self-administration of medication permission and release form signed by the student's parent/guardian and physician. Based on this determination, the School will allow or disallow self-administration privileges in accordance with state and federal laws. The self-administration of medication shall include self-administration while on School property or during School-sponsored trips. It is the sole responsibility of the parent/guardian to notify the School in order to update the student's medication administration plan with respect to any medication(s), dosing revisions, and health status changes. Misuse of the privilege to self-administer medication(s) will result in immediate revocation of said privilege(s). The School will not assume any responsibility for students not in compliance with this medication administration policy.

Students who require life-saving medication such as epi-pens or insulin must keep this medication with them at all times, consistent with the instructions set forth in their self-administration of medication permission and release form. A duplicate dose of life-saving medication provided by the parent/guardian should be stored at the Front Desk/Preschool Office. It is the sole responsibility of the parent/guardian to notify the School of any updated medication administration plan.

Medications should be picked up at the end of the school year. Any medications left one week beyond School closure in June will be destroyed.

The use of medicinal cannabis is subject to specific regulations beyond those in place for the use of other lawful, prescription medications in Kentucky. Therefore, only students with a valid authorization to use medicinal cannabis under Kentucky law are permitted to utilize medical cannabis while enrolled at the School, and the School is entitled to request to see this authorization. Students may only use medicinal cannabis in their homes or in a medical treatment facility that permits such use; students may not use medical cannabis or possess any related paraphernalia while on the School's campuses or while attending any School-affiliated or School-sponsored events, whether on or off campus. If, in the School's judgment, a student's consumption of medical cannabis results in the student becoming impaired while at school, or while participating in a School-sponsored or School-affiliated activity, the School may send the student home.

Preschool parents must fill out a Medicine Permission Form, and all medications must be kept in the Preschool Office.

Supplement Use

The School does not condone the use of supplements such as those commonly purchased at GNC stores or online and often used for the goal of enhancing athletic performance, building muscle mass or losing weight. Such substances, which are not FDA-approved, can pose serious health risks especially to adolescents. Students instead are encouraged to follow good nutrition habits, sleep well and train within their chosen sport or in the fitness center to achieve their athletic and personal goals. Staff members in athletics are excellent resources for guidance in these areas. Should a student choose to use supplements, parents must provide permission, and the School strongly suggests that such use be under a pediatrician's supervision.

Immunizations

In accordance with Kentucky law, the School requires all students to provide proof of up-to-date immunizations or a certificate of exemption before attending school. Proof of immunization should be recorded on a Commonwealth of Kentucky Certificate of Immunization Status form and signed by a medical professional. A student with a qualified religious and/or medical exemption must provide the School with a Commonwealth of Kentucky Parent or Guardian's Declination on Religious Grounds to Required Immunizations form, pursuant to state law. A Medical Immunization Exemption Certification must be signed by a medical professional, attesting that the student is exempt from a specific vaccine(s) because of medical reasons. A Religious Immunization Exemption Certification must be signed by the student's parent or guardian (and by students age 18 and older), attesting that immunization conflicts with their sincerely held religious beliefs. Students who do not provide proof of up-to-date immunizations or qualify for an exemption will not be permitted to attend the School or participate in any School activities.

If there is a risk of a vaccine-preventable disease impacting the School community, the School may, in its sole discretion, exclude non-immunized students, including those with valid religious or medical exemptions, from school and all school activities. Excluded students will not be permitted to return until (1) the danger of the outbreak has passed; (2) the student becomes ill with the disease and completely recovers, as confirmed by a medical professional in writing; or (3) the student is immunized. In determining whether there is risk of a vaccine-preventable disease, the School may consult with appropriate medical professionals and/or the Kentucky Department of Public Health.

The School has experienced a variety of communicable illnesses over the years, including a pandemic. It is important that parents understand that the School may exclude any student who a) has a communicable illness, b) has been exposed to an infected person, and/or c)

has traveled to an area impacted by a communicable illness, if the School determines, in its sole discretion, that such exclusion is appropriate for the welfare of the student or the School community. The School may also screen students or require students to be screened by appropriate medical professionals to determine whether they pose a risk to the community. The School's decisions shall be based on current and well-informed medical judgments concerning the illness, the risks of transmitting the illness to others, the symptoms and special circumstances of each individual who has a communicable illness, and an analysis of the identified risks and available alternatives for responding to an individual with a communicable illness.

If and when appropriate, the School will disseminate information to students and families regarding campus health and safety issues through regular internal communication channels. For example, the School may provide families with information about the nature and spread of communicable illnesses, including symptoms and signs to watch for, as well as required steps to be taken in the event of an epidemic or outbreak. Of course, we encourage all parents and guardians to contact medical professionals with any questions or concerns about communicable illnesses or immunization issues.

Food Allergies

Our goals are to provide a safe and respectful environment for all students, to educate the School community about the nature of food allergies, and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies. We hope to foster self-confidence, self-respect, and self-advocacy in our students, and to support families as they help students learn to appropriately manage their allergies. For students without allergies, our goals are to increase their awareness of food allergies, and to encourage the development of empathy and the skills needed for them to become supportive allies for their peers. As a School, we strive to help our students graduate with the skills and confidence to advocate for their own and others' health and physical safety.

Successful management of food allergies is the jointly held responsibility of the School, families, and the student with the allergy. Education encompasses the entire School community including employees, parents, and students. It focuses on preventive strategies, the symptoms of anaphylaxis in individual students, and emergency care. We recognize that the management of food allergies is a developmental process, and we strive to take reasonable measures to protect our youngest students, while recognizing that students should learn to assume increasing responsibility for their own health and safety as they mature.

The School is committed to providing a safe and inclusive environment for all students. Parents of students who have severe allergies with the potential for developing anaphylaxis

must meet with the relevant Division Head - Renee Hennessy in the Preschool, Jennifer Griffith in the Lower School, Chaka Cummings in the Middle School, or Suzanne Gorman in the High School.

Goshen Campus
In consideration of the number of students with food allergies, the School has the following guidelines for the management of these allergies on the Goshen Campus:

- Products containing nuts and peanuts may not be brought onto the Goshen Campus;
- Food prepared by the Goshen cafeteria staff is nut-free;
- Food prepared by the dining staff will be labeled regarding allergens; that information is available on the SAGE dining website.
- Sharing of food is not encouraged, but when done, will only be done in the presence of an adult;
- Frequent and appropriate hand washing will be encouraged;
- Surfaces will be cleaned to prevent cross-contamination;
- Snacks provided for the entire class at Goshen will be prepackaged, commercially prepared, unopened, and have an ingredient label indicating there are no nuts or peanuts;
- For students with severe allergies, the School will be provided with an Emergency Care Plan written by a primary care provider or allergist with parental input.

By following these guidelines, students may help be a PAL (Protect A Life).

Downtown Campus
The High School, with its emphasis on preparing students for the real world, generally does not ban any foods from campus. Students are expected to communicate about and manage their allergies. Faculty and staff are concerned about and supportive of students in this regard and will assist students in whatever way needed.

Asthma Management

Parents of students with asthma should contact the School prior to the start of school to discuss an asthma management plan.

Lice

It is the position of the Center for Disease Control, the American Academy of Pediatrics, the Harvard School of Public Health, the American School Health Association, and the National Association of School Nurses that the management of head lice should not disrupt the educational process. Lice are not a major health problem since they do not transmit diseases or cause permanent problems. Francis Parker School of Louisville's lice management procedures reflect these protocols.

In cases where nits have been found, the parent will be notified. The parents will be given the option to pick up the child to start treatment, or to let the child remain in school and begin treatment after the school day is over. The School will provide information to the parents about proper treatment. The student must be treated before returning to School the following day, and the parent must provide the School with proof that this happened. Written information may be sent home with grade level students and/or emailed to parents. If the student participates in the School bus program, written information may also be sent to bus families.

It will be at the discretion of the School whether to check other students or the whole classroom. If a parent does not follow through with the proper treatment, then the student may be excluded from school until proper treatment has been completed.

Pets on Campus

Family pets generally need to be left at home. They should not be in attendance during the school day, including at off-campus events such as Connections Cup, field trips, etc. With prior permission from the Associate Head of School - Downtown Campus and a plan in place, animals visit the High School during exam weeks to serve as "therapy" pets. If a Goshen Campus student wishes to bring a family pet for Show and Tell, a brief visit can generally be accommodated, with prior permission from the teacher and Division Director. If an animal visits the Goshen Campus, a parent/guardian adult needs to remain with the animal at all times. The Head of School's dog accompanies her to School daily. Occasionally, other faculty/staff bring pets that have been deemed appropriate in a school environment as well, with prior permission from their Division Director/Associate Head or the Head of School. Students may not bring any animal to either Campus without permission of the Head of School or Associate Head/Division Director/Preschool Director.

In accordance with applicable laws, trained service animals that perform a task for a student with a disability are generally permitted at school. Any families requesting the need for a service animal must discuss this with and gain permission from their Division Director or Associate Head, who will consult with the Head of School and Counselor(s), in advance of bringing the service animal to school. Whether any animal may come to school is at the sole discretion of the Head of School. Any students/parents concerned about allergies or other issues should discuss concerns with the Head of School or Associate Head of School/Division Director.

Asbestos Hazard Emergency Response Act

This notification is required by the Asbestos Hazard Emergency Response Act (AHERA, 40 CFR Part 763 of Title II of the Toxic Substances Control Act). Asbestos Management Plans have been developed for the School. These plans and recent inspections are available and accessible to the public at the School's Business Office for review during normal business

hours. This notification is required by law and should not be construed to indicate the existence of any hazardous conditions in our school buildings.

Pest Management Program

Francis Parker School of Louisville is committed to providing a healthy environment for all students. We have instituted an Integrated Pest Management program, which is designed to limit the amount of pesticides used. The program is administered by a professional pest management service. We are committed to using the least amounts and the most prudent types of materials necessary to keep our school pest-free. Sprayed pesticides are applied on campus after school hours, typically on Friday afternoons year-round. Per Kentucky law, parents may request to be notified in advance of any pesticide applications, and may do so by contacting the School's Business Office.

VI. EXPECTATIONS FOR INTERPERSONAL STUDENT RELATIONSHIPS

The School is committed to providing a safe and healthy learning environment for all members of its community. Such an environment precludes behaviors that are disrespectful of, and physically and/or emotionally harmful to others. All members of the School community play important roles in maintaining these standards and intervening, as appropriate, when they witness behavior that conflicts with community standards.

The School expects all members of the School community to treat others with civility, respect, and dignity and to interact (whether in person or electronically) politely and appropriately. Before acting, students should give careful consideration to how their communications—whether through words, appearance, actions, or otherwise—may negatively impact others. All students are valued members of the School's community, which presents unique opportunities to develop lasting partnerships with peers, faculty, and staff. The School strives to help students develop such close connections. However, the School expects these relationships to be appropriate and healthy. The School endeavors to promote this through education and intervention.

With these goals and interests in mind, as well as the legal requirements of the State of Kentucky, the School has established policies to help students manage these interpersonal relationships safely and appropriately. Students and parents/guardians are encouraged to communicate with the Head of School, Associate Heads, Division Directors, Advisors, and/or School Counselors with any questions or concerns regarding these policies. The School believes that open communication about these sensitive topics is integral to preventing serious misconduct from occurring and essential to fostering a culture of personal responsibility, mutual accountability, and positive peer leadership.

Consent and Related Issues

Francis Parker strives to educate Middle and High School students about sexuality, healthy choices, and consent.

Following Kentucky law, the School prohibits students from engaging in non-consensual sexual activity, considering it to be egregious misconduct and a major disciplinary violation. Consent must be the basis for every sexually intimate encounter. Consent means the voluntary, positive agreement to engage in specific sexual activity. However, as described below, certain circumstances may make it impossible for a person to legally give consent.

- By law in Kentucky, there can be no consent to sexual activity if the individual is under age 16.
- Consent cannot be obtained from someone who is asleep or otherwise mentally or physically incapacitated (whether due to drugs, alcohol, or some other condition).
- Consent cannot be obtained by threat, coercion, or force. In other words, if threat, coercion, or force is used, any "agreement" does not constitute consent.
- Consent may be withdrawn at any stage during an encounter.
- Consenting to one behavior does not obligate a person to consent to any other behavior.
- Consenting on one occasion does not obligate a person to consent on any other occasion.

Communicating consent means:

- The person is legally capable of giving consent.
- An ongoing verbal interaction, taken one step at a time, to an expressed and honest yes.
- Asking permission to engage in specific activity and to progress to new, different or more intimate activity—regardless of who initiated the contact.
- Being clear about desires and expectations.
- A clear "yes." The absence of "no" should not be understood to mean that there is consent.
- Remaining open to and respecting another's expression of disagreement to engage in a particular activity. "No" means "no" in any sexual encounter.

The School prohibits and may be obligated to report sexual activity that violates the law, including rape, sexual assault, and statutory rape. Under certain circumstances, the School may be obligated to report to government authorities (including the Cabinet for Health and Family Services ("CHFS") and the local police). Sexual activity, of any and all kinds, is prohibited between any student or applicant and any School employee.

Bullying, Harassment, Discrimination, Hazing, Sexual Assault and Sexual Harassment

The School does not tolerate verbal or physical behavior that constitutes bullying (including cyber-bullying), harassment or discrimination, hazing, sexual assault, and sexual harassment (collectively referred to as "interpersonal misconduct"). The School is also committed to promptly addressing any behavior that impedes the learning of any student or interferes with the experience of any other member of the School community.

Interpersonal misconduct is prohibited on the School's campus and the property immediately adjacent to School grounds, on School vehicles and at School-sponsored events, activities, athletic contests, and off-campus trips. School-owned technology may not be used to intimidate, harass, threaten, or bully another student. In addition, interpersonal misconduct is prohibited at a location, activity, function, or program that is not School-related or through the use of technology or an electronic device that is not owned, leased or used by the School, if such conduct: (a) creates a hostile environment at school for a student, (b) infringes on the rights of a student at school, or (c) substantially disrupts the educational process or the School's orderly operations.

Definitions

Aggressor

A student or faculty/staff member who engages in bullying (including cyber-bullying), harassment, discrimination, hazing, sexual assault, sexual harassment, or retaliation towards another person.

Bias

A bias-related incident occurs when language or behavior conveys prejudice against a target because of a dimension of the target's identity (race, color, national or ethnic origin, ancestry, gender, religion, gender identity, gender expression, sexual orientation, or mental or physical disability, or any other applicable legally protected status.

Bullying

Bullying is broadly defined as any unwanted verbal, physical, or social behavior among students that involves a real or perceived power imbalance and is repeated, or has the potential to be repeated: (a) that occurs on school premises, on school-sponsored transportation, or at a school-sponsored event; or (b) that disrupts the education process.

The School recognizes that certain students may be more vulnerable to becoming targets of bullying or harassment based on actual or perceived differentiating characteristics, including race, color, religion, ancestry, national origin, sex, socioeconomic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical, developmental or

sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

Cyber-bullying

Cyber-bullying is bullying through the use of technology or electronic communication, including, but not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system, including, but not limited to, electronic mail, internet communications, instant messages, or facsimile communications. Cyber-bullying includes, but is not limited to: (a) the creation of a web page or blog in which the creator assumes the identity of another person, and (b) the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation constitutes bullying conduct as defined above. Cyber-bullying includes, but is not limited to, the distribution by electronic means of a communication to more than one person, or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions included in the definition of bullying.

Faculty/Staff

Faculty/staff members include, but are not limited to, educators, administrators, counselors, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, and paraprofessionals.

Harassment Or Discrimination

Harassment or discrimination is behavior that is pervasive or severe and has the purpose or effect of: (a) creating an intimidating, hostile, or offensive environment; (b) interfering unreasonably with a student's academic performance; or (c) creating a situation where academic decisions of a student depend on the student submitting to and/or not objecting to the behavior.

Harassment and discrimination can take many forms. Examples include limiting opportunities to participate in certain clubs, teams, or activities based on certain characteristics, as well as slurs, jokes, statements, remarks, questions, gestures, pictures, emails, texts, or cartoons regarding a legally protected status that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes. Harassment also includes sexual harassment (as defined below).

Hazing

Hazing means subjecting another student to a physical or mental health injury as part of an initiation, or as a prerequisite to membership, into any organized school group.

Hostile Environment

A hostile environment refers to a situation in which certain misconduct causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive so as to alter the conditions of a student's education.

Racial Discrimination

Racial discrimination is a type of discrimination (as defined above). Racial discrimination involves treating a target unfavorably because the target is of a certain race or because of personal characteristics associated with the race (such as hair texture or skin color). Racial discrimination can occur with the target and the person who inflicted the discrimination are the same race or color.

Retaliation

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports misconduct (including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment), provides information during an investigation, or witnesses and/or has reliable information about such misconduct. Retaliation includes, but is not limited to, ostracizing, increasing scrutiny, or having rumors or misinformation spread about a reporter.

Sexual Assault

Sexual assault occurs when a person is forced or coerced into sexual activity without giving consent.

Sexual Harassment

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

Examples of behavior that may constitute sexual harassment include (regardless of whether the intent or consequence of such behavior is to make the target feel uncomfortable): (a) offensive body language (staring and/or leering at a person's body or standing/brushing too close); (b) offensive or unwanted sexual comments, abuse, jokes, insults, delivered orally or in writing; (c) derogatory or pornographic posters, cartoons, or drawings; (d) pressure for sexual activity (such as hazing or threats, as well as repeated requests after rejections); (e) offering favors or benefits in exchange for sexual acts, or threatening mistreatment if one does not engage in sexual acts; and (f) offensive or unwelcome physical advances (including kissing, hugging, pinching, grabbing, groping, "playful" slapping, as well as asking for or encouraging the sharing of explicit representations or references to sexual conduct, sexual excitement, or nudity, etc.).

Target

Any student against whom interpersonal misconduct or retaliation has been perpetrated.

Legal Definitions and School Policies

In accordance with the School's Mission, values, and standards of conduct, the School has, at times, supplemented and/or provided broader protections against bullying, discrimination, harassment, and other inappropriate conduct than may be required under applicable laws. In essence, the School's standards may be stricter than the law and the School may impose discipline accordingly. The School's efforts to enhance its protection of students in no way expand an individual's rights under the law and other applicable laws may supersede this policy. Further, the School may modify and amplify the standards set forth above and use its discretion in the interpretative enforcement of all ideals and standards of conduct.

Reporting Complaints

A student who is the target of interpersonal misconduct, or who has witnessed such an incident or any incident of retaliation, or who otherwise has relevant information about conduct prohibited by the School, is strongly encouraged to report the matter promptly (either orally or in writing) to the Head of School, the Associate Heads, the Counselor, or to any other administrator or faculty member with whom the student is comfortable speaking. If a student is uncomfortable contacting one of these individuals, the student may ask an advisor, another adult, or a classmate to help. Oral reports made to a member of the faculty/staff will generally be memorialized in writing.

With respect to reporting sexual assault in particular, students are strongly urged to speak to a trusted adult on campus or at home, to the Counselor or other administrator, or to an external resource. When making such outreach, students may share as little or as much information as they would like.

Parents/guardians of a student who is the target of interpersonal misconduct, or of a student who has witnessed or otherwise has relevant information about such misconduct, are urged to immediately notify the Head of School, the Associate Heads, or the Division Director. Furthermore, any parent/guardian who has witnessed interpersonal misconduct, or has relevant information concerning such an incident or any incident of retaliation, are strongly encouraged to contact one of these administrators immediately.

The School urges students and parents/guardians not to make anonymous reports. Although there are circumstances in which an anonymous report can be better than none at all, it is far more difficult to determine the facts of what occurred if complaints are made anonymously and disciplinary action will generally not be taken against an individual solely on the basis of an anonymous report.

The School cannot promise absolute confidentiality to those reporting interpersonal

misconduct, as there may be a need to share information during an investigation or otherwise; however, the School will disclose such information with discretion, on a need-to-know basis.

False Complaints and Withholding Information

All persons involved in a complaint or investigation should understand that false or exaggerated accusations, or the withholding of information, can be extremely damaging to innocent persons; therefore, the School expects and requires the honest and full disclosure of facts by all community members when making a complaint or participating in an investigation, including not making knowingly false or exaggerated accusations of interpersonal misconduct or retaliation may be subject to disciplinary action.

Responding to Complaints

The goals of an investigation, and any supportive, disciplinary, or other remedial process that is imposed following that investigation, are to correct the situation to the extent reasonably possible and to take steps to prevent repetition of the incident and retaliation.

When a complaint is brought to the attention of the Head of School, an assessment is made to determine the initial steps appropriate to protect the well-being of the students involved (including both the alleged targets and aggressors), and to prevent disruption of the learning environment while the investigation is undertaken. The School may use strategies, such as increased supervision, stay-away mandates, and personal safety plans, as may be appropriate to prevent further misconduct, witness interference, and/or retaliation during the course of and after the investigation.

The Head of School or the Head of School's designee will appoint an appropriate person or persons to conduct an impartial, fact-finding investigation of the complaint, which may include the appointment of an external, neutral fact-finder(s). This investigation may include (but is not necessarily limited to) interviews with the complainant, alleged target(s), alleged aggressor(s) and any other witnesses or parties who may have information relevant to the alleged incident. The School may consult with faculty, the parents/guardians of the alleged target(s) and/or the alleged aggressor(s), or any other person deemed to have knowledge about, or circumstances surrounding, the complaint. The investigation may also include the review of any relevant emails, text messages, photographs, or social media activity.

If a student refuses to participate or cooperate at any stage of an investigation, or is unable to do so for whatever reason, including without limitation, pending criminal charges, the School may take action, including proceeding without a statement from the student, or requiring the student to withdraw from school. Since honesty is expected in all dealings, giving inaccurate, misleading, or incomplete information about the facts in an investigation

will likely compound both a student's culpability and the severity of the School's response.

The School neither tolerates nor engages in retaliation against an individual for filing a complaint about interpersonal misconduct or cooperating in an investigation of such a complaint. The School will not take adverse action against a student for making a good faith report of interpersonal misconduct. An individual who is found to have engaged in retaliation against a student for filing a complaint, or participating in the investigation of a complaint, may be subject to disciplinary action.

Upon completion of the investigation, the Head of School or the Head of School's designee will generally make the following determinations:

- Whether and to what extent the allegation of interpersonal misconduct has been substantiated.
- Whether any disciplinary action and/or other remedial action is appropriate and, if so, how it will be implemented.
- Whether counseling, or a referral to appropriate services, should be offered to targets, aggressors, or family members of the affected students or targets.

The Head of School or Head of School's designee will determine any appropriate disciplinary consequence for a student who is found to have committed an incident of interpersonal misconduct or retaliation. The range of disciplinary actions will balance the need for accountability with the goal of teaching appropriate behavior, and may result in restriction, disciplinary notice, mandatory counseling, suspension, separation, dismissal, and/or any disciplinary action deemed appropriate by the School.

Informal Resolutions

The School recognizes that some targets may prefer not to go through a formal investigation or have disciplinary consequences imposed on aggressors at the conclusion of an investigation. Accordingly, the School may accommodate an informal resolution in lieu of the formal investigatory process. Informal resolution is a voluntary, remedies-based interaction that may be facilitated by the School in order to balance support and accountability. Informal resolution is generally designed to allow an aggressor to acknowledge harm and accept responsibility for repairing harm (to the extent possible) experienced by the target and/or the School community. The School may decide, in its sole discretion, to forgo conducting a formal investigation or imposing disciplinary consequences at the conclusion of a formal investigation, only upon the mutual agreement of the School, the target, and the aggressor, and their respective parents/guardians.

Information about consequences or other corrective action may be shared with the School community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise. Resources such as counseling

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

Notification to Parents/Guardians

The School will generally notify the parents/guardians of the alleged target(s) and the alleged aggressor(s) promptly after a complaint has been filed, upon completion of the investigation, and to report the results of the investigation. Parents/guardians of the target(s) will generally also be notified of any action to be taken to prevent further acts of interpersonal misconduct or retaliation.

In all situations, the amount of information shared by the School may be limited by confidentiality laws protecting student and employee records, other confidentiality or privacy considerations, and/or concerns regarding the integrity of the investigation processes.

Notification to Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under Kentucky law to CPS, law enforcement, or other appropriate government agencies may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, hazing, sexual assault, or sexual harassment, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

Sanctuary Policy Applicable to Sexual Assault

Student health and safety are more important than discipline. Therefore, a student should not refrain from seeking help for fear of discipline by the School. If a student is violating a School rule when the student needs to call for help due to a sexual assault, the student will generally be granted sanctuary from discipline for the rule violation (unless, for instance, the student perpetrated the sexual assault). We reiterate that we strongly encourage students to promptly report to a School employee any incident where the health or safety of a student may be at risk.

Child Abuse And Neglect Reporting

The School is committed to the highest standards of care for our students, and seeks to ensure that our students are protected from inappropriate or hurtful actions by adults responsible for their care, as well as by anyone else who may mistreat a student. In accordance with Kentucky law, all School employees are required to report suspected abuse or neglect of any student under age 18.

Kentucky law requires School employees having "reasonable cause to believe" that a child has been abused or neglected to report such knowledge or suspicion immediately to the Cabinet for Health and Family Services' Child Protective Branch, a local law enforcement agency, and/or the Department of Kentucky State Police. Suspicion or belief may be based on factors including, but not limited to, observations, allegations, facts, or statements by a child, a victim, or a third party. Such suspicion does not require certainty or probable cause. The responsibility to report rests both on the School and also on all School employees. While a School employee may wish, and is indeed encouraged, to consult with the Head of School prior to making a report of suspected child abuse or neglect, all employees are required to report their reasonable suspicions, even if the Head of School may not agree with the employee's concerns.

VII. COMMUNITY EXPECTATIONS AND DISCIPLINE GUIDELINES

General

These guidelines are based on the School's Philosophy and reflect the School's commitment to providing a safe and healthy environment for students. The School expects all students to behave in ways that cultivate a positive, inclusive, and supportive learning environment for themselves and others. Behavior is governed by two overarching principles: 1) what one does, says, or wears may not disrupt the learning process; and 2) respect oneself, others, and each other's property.

As a School, we hope to work with families in changing behaviors in students that interfere with the learning climate of a classroom or pose problems of safety for students. Occasionally, students need to be reminded about expectations and consequences of behavior. Both expectations and consequences are age- and developmentally-appropriate and guided by principles of restorative practices, as described in more detail below.

Expectations regarding student behavior are not limited to the regular school day, but also include conduct on the bus, at any extracurricular activities at school or elsewhere, and at any other Francis Parker-related functions, field trips, or activities. When off campus, students represent not only themselves, but the Francis Parker community. Behavior that jeopardizes the safety of anyone may result in immediate removal from the trip or function, or consequences may be handled on-site in the case of international trips if sending a student home is not possible. Disciplinary action will be taken according to individual circumstances and usually follows a hierarchy of increasing consequences.

Consequences of misconduct (or attempting misconduct) applicable to all students are detailed below. Students who choose to remain present when other students are engaging in misconduct may be subject to disciplinary action. The School may, in its sole discretion,

contact parents to address both minor and more serious instances of misconduct, at any stage of the discipline process. In an attempt to foster collective learning and understanding, the School community may be briefed on the details of any disciplinary matter and the outcome.

This section is divided into four parts: Overview - Restorative Practices; Goshen Campus; Downtown Campus; and All-School.

Overview – Restorative Practices

In keeping with the philosophy of a Progressive school, Francis Parker endeavors to follow principles of restorative practices whenever possible. The International Institute for Restorative Practices defines restorative practices as a social science that studies how to build social capital and achieve social discipline through participatory learning and decision-making. Restorative principles focus on the needs of all (offender, victim, and community), use inclusive and collaborative processes, and seek to repair harm and right any wrongs to the extent possible. Such practices are implemented primarily with respect to interpersonal offenses.

Restorative practices are intended to improve the school climate and strengthen the social and emotional skills of young people. This approach seeks to address the underlying reasons for students' hurtful behavior and to nurture their intrinsic desire to treat others with care and respect. Restorative approaches are based on the idea that when we feel part of a supportive community, we respect others in that community and become accountable to it.

As a School, we endeavor to be proactive and engage in dialogue when possible to address and deter behavioral issues that could become "disciplinary." Once there is a disciplinary infraction, we may continue to engage in dialogue, sometimes using that as a means of resolving the issue as all or part of a consequence. However, the School may determine, in its sole discretion, to forego restorative practices and immediately suspend or dismiss a student for Major Offenses, as described below.

Goshen Campus

Whenever possible, it is preferable for classroom teachers to handle routine discipline occurring in classrooms, hallways, or at lunch and recess. The Lower School Director or the Middle School Director, often in conjunction with the Associate Head and Counselor, will handle more significant discipline matters, as determined by them at their discretion. The Head of School may be involved in disciplinary matters, as determined by the School in its discretion.

In the Lower School, teachers are empowered and expected to handle discipline as they

arise. We use positive methods of discipline to help students develop self-control, self-direction, self-esteem and cooperative behavior. Our goal is to help students learn to solve problems and use words to discuss their frustrations. Students are encouraged to consult with their teachers and/or the Counselor as needed to learn to manage emotions and work through conflicts with friends. Classroom teachers must set consistent and simple rules that define the limits of behavior. These rules and expectations also need to be regularly communicated to students. When a student does not act appropriately, the classroom teacher will let the student know and discuss behavior modifications that are necessary to meet expectations. Discipline issues are handled on a case-by-case basis, and appropriate consequences are given as needed. Examples of Lower School consequences include apologizing in person or in writing, doing an act of service for the class, or missing a special activity. Any behavior that can not be managed at school will be discussed with the parents. If this behavior is repeated, the classroom teacher, Lower School Director and/or the Counselor may meet with the parents to devise a behavior plan. In rare cases, Lower School discipline may rise to the level of disciplinary issues discussed in the Middle and High School sections and similar guidelines will be followed.

In the Middle School, we recognize the importance of appropriate student behavior in maintaining a safe and productive learning environment. However, we believe that simply telling students what to do, how to do it, and when to do it is not an effective, forward-thinking, or Progressive approach. Rather, our goal is to cultivate the fundamental character of our students by teaching them to simultaneously balance both individuality and responsibility. To achieve this, we strive to create a culture of “Wise Freedom” in the Middle School, which allows students some liberties, yet holds them accountable for inappropriate behavior. We embrace and cherish the individuality of each student, and we support them as they mature into confident and responsible young adults. However, we also recognize the necessity of instilling in them a sense of responsibility. Thus in our approach to teaching student behavior, or what other schools might refer to as student discipline, we strive to emphasize these principles, creating a nurturing and supportive environment where students can thrive. This approach serves as a stepping stone towards the increased freedoms of an open campus experience in high school.

Of course, there are still several consequences that come into play at the Middle School level when indicated. These include but are not limited to:

<u>Detention</u>
Middle School students whose behavior moves into the more serious realm, as determined by the School, may receive a detention or an alternative consequence designed to rectify the harm done and to help the student learn to make a different choice moving forward, as determined by the School in its sole discretion. Students receiving a detention stay after

school and are supervised by the Middle School Director (or their designee) until 5:15 p.m.. During the detention, the student will be required to complete a restorative justice education plan to help them reflect on their choices and determine a better course for future actions.

Suspensions and Dismissals

Middle School Director, and/or Head of School handle Major Offenses directly on an individual basis. Consequences for Major Offenses may range from suspension and/or probation to immediate dismissal, at the discretion of the Head of School. In cases involving substance use, a drug/alcohol evaluation, and completion of any follow-up treatment recommended, will be required.

Major Offenses are major acts of misconduct against the community, either in person or as evidenced in online activity, and include, but are not limited to:

- Possession or use of alcohol, illegal drugs, or related paraphernalia, or providing such substance to others;
- Sexual assault and/or sexual or other harassment;
- Bullying or hazing;
- Discrimination;
- Threat or use of physical violence;
- Possession or use of fireworks, explosives, weapons, or other dangerous materials;
- Reprehensible conduct tending to reflect serious discredit to the School;
- Willful destruction of property or vandalism;
- Stealing;
- Possessing matches, lighters, tobacco, or any vaping/e-cigarette materials;
- Refusal to cooperate with an ongoing investigation into student interpersonal misconduct; and
- Multiple or serious cheating or plagiarism violations;
- Multiple minor disciplinary offenses.

In addition to the preceding guidelines and consequences, the School, through the Head of School, may suspend or expel, at any time, a student whose behavior or attitude is judged to be a detriment to the community. This includes, but is not limited to, students facing criminal legal action. Students and parents should be aware that representation of these behaviors on social media can also result in these consequences. The School also may communicate its decisions to the School community, particularly in order for the community to learn from others' mistakes and to avoid rumors.

Downtown Campus

At the High School, we strive to maintain a student culture that reflects the Core Values. Balancing individuality and responsibility is particularly key here, as well as cultivating

kindness and belonging within the school environment. As much as possible, consequences are natural ones and are intended to teach and restore, while also holding students accountable for their decisions. As we focus on in the Wyvern Retreat Program, at Francis Parker, students are crew, not passengers.

Discipline is centered around the two principles mentioned earlier: (1) what one does, says, or wears may not disrupt the learning process; and 2) respect oneself, others, and each other's property) and falls into several categories. The categories are:

1. Minor offenses that occur within the classroom and are handled by teachers
2. Minor offenses with automatic consequences, which are handled by an individual faculty/staff member or the Dean of Students
3. Serious Offenses, referred to the Student Court
4. Other types of offenses, handled directly by the Dean of Students and/or the Associate Head of School - Downtown Campus
5. Major Offenses, handled directly by the Associate Head of School - Downtown Campus and/or the Head of School.

Which category an offense falls into will be determined by the Head of School, in the Head's sole discretion. The categorization of some offenses, like academic dishonesty, may depend on the particular situation.

Minor Offenses

Teachers generally will handle minor offenses that occur within the classroom, such as sleeping or minor disturbances during class. If issues are significant or repeated, the Dean of Students, Associate Head of School, or Student Court may become involved.

Minor Offenses with Automatic Consequences include, but are not limited to**:**

- Not putting one's phone(s) and/or smartwatch in the designated bin upon entering a classroom;
- Using a phone and/or smartwatch or having earbuds in/headphones on during Morning Meeting or an assembly/meeting;
- Being late to school;
- Being late to class (school policy is that students can be minimally late to class three times per quarter; after that, an automatic consequence will be invoked for every subsequent tardy in that quarter);
- Cutting Morning Meeting or Connections;
- Cutting a class (which can mean missing all or some of a class - excessive lateness or extended bathroom breaks without appropriate cause can be deemed cuts);
- Unintentional sign-out violations; or
- Noise in hallways (including loudly uttered curse words); teachers will give one warning and then on the next occasion, students will be referred to the Dean of

Students.

Students who have multiple Minor Offenses may be referred to the Student Court for further adjudication. Multiple phone/smartwatch/earbud/headphones infractions will not be referred to the Court.

Serious Offenses Referred to the Student Court

Serious Offenses that will be referred to the Student Court may include, but are not limited to:

- Disrupting the educational environment (may be inside or outside the classroom);
- Riding the elevator without permission;
- Jaywalking;
- Inappropriate recreational courtyard activities;
- Eating or drinking in the Sacred Space or Reading Room
- Sleeping during school outside of class;
- Leaving school while grounded;
- Falsifying an excuse;
- Failing to comply with a Student Court decision or any other consequence;
- Being in any garage or parking facility during school hours without explicit permission;
- Possessing cigarettes, tobacco in any form, or any vaping/e-cigarette device
- Driving or being in a car, or riding a bike or scooter during school hours without permission;
- Intentional sign-out violations;
- Other violations of facilities guidelines; or
- Repeated Offenses with Automatic Consequences.

Students who have excessive overall referrals to the Student Court or multiple referrals for the same offense may be taken out of the Court system and the offense(s) will then be dealt with by the Head of School, Associate Head of School - Downtown Campus, and/or Dean of Students.

There are also **Offenses that will be addressed directly** by the Associate Head of School - Downtown Campus and/or Dean of Students; these may include, but are not limited to:

- Plagiarism and cheating
- Inappropriate public displays of affection
- Body modifications (such as stick-and-poke tattoos, piercings) conducted on School property and/or during school hours/events

Major Offenses

Major Offenses are major acts of misconduct against the community, either in person or as evidenced in online activity, which may include, but are not limited to, the following:

- Possession or use of alcohol, or illegal drugs or related paraphernalia, or providing such substance to others;
- Sexual assault and/or sexual or other harassment;
- Threat or use of physical violence;
- Possession or use of fireworks, explosives, weapons, or other dangerous materials;
- Reprehensible conduct tending to reflect serious discredit to the School;
- Willful destruction of property or vandalism;
- Stealing;
- Bullying or hazing;
- Discrimination;
- Refusal to cooperate with an ongoing investigation into student interpersonal misconduct;
- Multiple cheating or plagiarism violations;
- Multiple intentional sign-out violations; and
- Multiple Offenses referred to the Student Court.

The Student Court

The Student Court consists of four elected Justices from the junior and/or senior classes who have attended Francis Parker during high school for at least a year. Justices must be in good academic/behavioral standing in order to be nominated/elected. The Court plays a vital role in ensuring a productive learning environment at Francis Parker School of Louisville. A Rules of Procedure document will be shared with Justices each year to govern Court business, including elections, processes, communication, appeals, consequences, and recusals.

Generally, the Student Court will receive a written description of an infraction by the Dean of Students. The Court will have the opportunity to hear directly from the student, if the student chooses to appear (advocates on behalf of the student may not appear). The Court will consider the student's perspective carefully and then will also consider other evidence that may be relevant. The Court will deliberate and, upon reaching a consensus, will make its decision, in writing. The Associate Head of School - Downtown Campus moderates the court but does not vote unless there is a tie. Appeals may be made to the Head of School, who will determine whether she will hear it and gather evidence to make the ruling if so.

Consequences

Consequences for offenses attempt to use restorative principles whenever possible, particularly using reflections and conversations. Common outcomes for Offenses with Automatic Consequences include Grounding and Detention, defined below. The Student

Court may use Grounding and Detention as consequences, and is also encouraged to use principles of restorative justice in its dispensation of cases. Major Offenses, as adjudicated by the Head and Associate Head of School - Downtown Campus, may require more serious consequences, including Suspension and/or Dismissal, as defined below.

Grounding

Grounding is the loss of sign-out privileges, including the privilege to sign out during school hours. As well, students who are grounded may not come in late if they have two free periods on a Morning Meeting day nor leave early when they have a free period at the end of the day. Leaving while grounded generally results in a Student Court referral.

Detentions

High School detentions come in two forms. Morning detentions are held from 7:35 to 8:20 a.m., and are considered to be a more severe consequence than afternoon detentions, which are held from 3:35 to 4:35 p.m. Afternoon detentions take precedence over participation on School athletic teams or other School activities. Detentions may be held on other mornings or afternoons, at the discretion of the Dean of Students. While in detention, students must sit quietly or work on School assignments in the detention room. There is no sleeping, computer gaming, cell phone usage, idle chit-chat, etc.

The only excuse for not attending a detention is a written excuse from a parent for a previously scheduled appointment that cannot be rescheduled. If students feel they have a conflict, it is their responsibility to discuss this with the Dean of Students. Students who receive afternoon detention, but who have a conflict and would like to serve it in the morning instead, may do so with specific and pre-arranged permission from the Associate Head or Dean. Any student who fails to attend a detention will have that one rescheduled and be given an additional detention for the first offense, plus five days' grounding if it was a morning detention and two days' grounding for an afternoon detention. Failure to attend detention on subsequent occasions will result in parental notification and increased consequences.

Suspensions and Dismissals

The Associate Head of School - Downtown Campus and/or Head of School handle Major Offenses directly on an individual basis. Consequences for Major Offenses may range from suspension and/or probation to immediate dismissal, at the discretion of the Head of School. In cases involving substance use, a drug/alcohol evaluation and completion of any follow-up treatment recommended will be required.

In addition to the preceding guidelines and consequences, the School, through the Head of School, may suspend or dismiss, at any time, a student whose behavior or attitude is judged to be a detriment to the community. This includes, but is not limited to, students facing

criminal legal action. Students and parents should be aware that representation of these behaviors on social media can also result in these consequences. The School also may communicate its decisions to the School community, particularly in order for the community to learn from others' mistakes and to avoid rumors.

All-School

Academic Honesty and Consequences

Students are expected to approach their academic work with the utmost care and integrity. Plagiarism, cheating, and other kinds of academic misrepresentation are regarded as serious breaches of conduct. Each case is treated individually, with the student's age/grade and the potential for learning in mind.

Plagiarism and cheating involve taking or using as one's own the ideas or words of another. They are consequential offenses—intellectually, professionally, morally and (when copyright is violated, for example) legally. In addition, plagiarism and cheating are contrary in a special way to what Francis Parker School of Louisville stands for: first and foremost, we think for ourselves. Plagiarism and cheating will not be tolerated at Francis Parker School of Louisville.

Plagiarism and cheating include, but are not limited to, the following examples:

- Turning in a paper with paraphrased or borrowed ideas without citation. When the idea is not one's own the source must be cited. Simply having a bibliography is not the same as citing sources in the body of a paper. Whenever a student uses someone else's material either as a direct quote or as an idea, the student must cite it.
- Turning in an assignment that has language lifted verbatim—word for word—or nearly verbatim from another source (book, magazine, internet, another student), with or without appropriate citation. Paraphrasing does not mean retyping another's words and changing a few of them. It means reading, processing, and writing in one's own words.
- Turning in an assignment that is not one's own—written by another student or bought or borrowed from any source, internet or other.
- Passing off as your own any work that is not—including, but not limited to, papers, homework, presentations.
- Using online translators. Students may not use these to look up phrases and sentences in World Language classes.
- Allowing a peer to copy homework, giving an answer on a quiz or test, copying from a classmate on assignments or assessments, asking a classmate for an answer, alerting other students (beyond the information given by the teacher) to material that will be covered on a quiz, test, or exam.
- Working with another student on an assignment, when not specifically permitted to do so.

- Using a cheat sheet or other resource not specifically permitted by the teacher on a quiz, test, or exam.
- Copying quiz, test, or exam questions in order to alert other students to material that will be covered.

A particular note about ChatGPT and other AI chatbots/sites: Students cannot use these without explicit teacher approval. With that approval, students may be able to use them to outline, organize, clarify ideas, etc. AI may never be used to create finished assignments. In all cases, students are responsible for knowing whether, when, and how they may use AI for a given assignment, and for understanding that they are always expected to approach their academic work with the utmost care and integrity.

Expectations regarding honesty also apply when students are seeking admission to the School, as well as when students are seeking admission to next schools, colleges, or other programs.

Consequences: Plagiarism and cheating are dealt with depending on the individual circumstances and also upon whether it is a first or subsequent offense. Determination that plagiarism or cheating has occurred is at the discretion of the teacher. Once this determination has been made, it will be reported to the Associate Head of School/Division Director and/or the Head of School. The Associate Head, Division Director, the Head of School, or their designee will decide upon the consequences. Consequences may include, but are not limited to, reduced or zero points on the assignment or assessment in question, probation, suspension, and dismissal. If the cheating or plagiarism occurs on a Senior Project, students should be aware that the offense may be reported to colleges.

Social Media

The School understands the desire of students to use social networking websites, internet bulletin boards, blogs, chat rooms, and other online resources or websites (e.g., Facebook, Twitter, Snapchat, Instagram, Pinterest, VSCO, and the like, collectively referred to as "social media"). Whether or not a student chooses to use social media is a decision the student should make in consultation with the student's parents. However, to the extent that students, parents, or members of the School community represent the School to each other and to the wider community, participation in such social media should be done responsibly with a mind toward how both the forum where one chooses to participate and the content posted reflect on that person individually and on the School. Moreover, issues concerning respect for the privacy of students, copyrights, trademarks, and confidentiality of sensitive information are all important to understand before participating in social media. With the foregoing in mind, the School encourages students and parents to create an atmosphere of trust and individual accountability when accessing social media and the School's network. When using social media, students are expected to comply with the policies outlined in the

School's Responsible Use policy regardless of whether they are using School- provided equipment or their own personal devices.

Students at the Goshen Campus may not use social media during school hours. Downtown Campus students whose parents allow them to use social media may do so on free periods or at lunch, when they have access to their phones/smartwatches.

Sexting and Sexually Explicit Materials

The School prohibits students from creating, requesting, sending, or possessing any written message, image, or video that contains explicit representations or references to sexual conduct, sexual excitement, or nudity. Kentucky law prohibits anyone (regardless of age) from disseminating obscene or pornographic images of minors, and the School may contact law enforcement should any student violate this policy.

Use of Alcohol, Drugs, and Tobacco

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (lighters, matches, e-cigarettes, vapes, Juuls, etc.), or any paraphernalia associated with the use of illegal drugs, and may not intentionally misuse products that can act as inhalants, at School, at School events, trips, activities, etc. or on School property at any time. The School provides information to parents and students about the health and social impact of drug, substance, and alcohol use and abuse. Students are prohibited from using medications, both prescription and over-the-counter, in any manner other than as prescribed or intended by the manufacturer.

Drug and Alcohol Testing

As a condition of the student's enrollment, parents and students agree that the school may require drug and alcohol testing, subject to this policy and applicable law. The School may require students to test for drugs and/or alcohol in the following circumstances: (1) the student exhibits drug- or alcohol-influenced behavior; (2) the student has a history of drug or alcohol use at the school; (3) there are significant changes in the student's academic or social functioning.

If a student tests positive as a result of a test the School requires for illicit substances, whether or not it can be demonstrated that the substance was used on School grounds, the student is considered to be in violation of the School's expectations for students and may be subject to appropriate disciplinary action, up to and including dismissal from the School. Parents will be responsible for all costs incurred for required drug testing services.

Parents' Role In Alcohol and Other Drug Use Prevention

Parents/guardians are often concerned about the use of alcohol and drugs by students and the social acceptability of its use. The following goals have been developed for parents as a guide for discussion and as a foundation for community agreement. The School asks

parents/guardians to:

- Become informed about the facts of alcohol and drugs so that you can discuss these substances credibly with your children.
- Develop and communicate to your children a clear position about alcohol and drug use.
- Promote and encourage social activities without alcohol and drugs.
- Not serve alcohol to other people's children who are under the legal drinking age or allow under-age people to bring alcohol or drugs into your homes.
- Not sponsor or condone activities our children or we are unable to control (such as parties with limited or no adult supervision).
- Support School and law enforcement policies regarding the use of alcohol and other drugs by young people.
- Endorse the implementation of comprehensive and meaningful alcohol and drug abuse prevention programs.
- Participate in the annual parent education meetings the School provides.
- Communicate openly with other parents to establish a sense of community and to provide support in giving consistent messages to our young people.

The School Counselors are available for consultation with parents and students on a variety of issues, including drugs and alcohol.

Sanctuary Policy Applicable to Alcohol/Drugs

The use and abuse of alcohol and drugs can lead to serious health consequences. As a way of letting students know that their health and safety are of paramount concern, the School encourages students to ask for help from adults should they find themselves or another student impaired, ill, or struggling with substance use or abuse. The School's Sanctuary Policy provides students with a way to access support around alcohol and substance abuse issues without concern that reaching out for help will trigger the disciplinary process.

The School believes that students should be guided by their obligation to, and respect for, other members of the community in seeking the best possible help for themselves and others. The School endeavors to foster an atmosphere of trust on campus and views student-School conversations as vital to that effort. Students should seek guidance from any adults on campus whose judgment they trust and respect.

Invoking the Sanctuary Policy

Any student may invoke this policy on the student's own behalf, or on behalf of another student, simply by contacting anyone on the faculty, staff or administration at the School in the following circumstances:

- *For Medical Emergencies*: In any apparent medical emergency, even if drug- or alcohol-induced, it is imperative for a medical evaluation and attention to begin as soon as possible. To encourage students to seek medical help in an emergency situation, asking a faculty member or other trusted adult at the School to obtain emergency medical assistance will initiate medical rather than disciplinary intervention.
- *For Non-Emergencies:* Students also may bring sanctuary into effect in non-emergency situations for themselves or another student whose health is at risk because of alcohol or drug use, including, but not limited to, the ill-effects of recent ingestion of a banned substance, chronic substance use or abuse, or past use or abuse that may be impairing functioning at school.

In either scenario described above, the request for assistance must be student-initiated and occur prior to any School administrator or faculty or staff member learning of the impacted student's use or abuse of drugs or alcohol.

There also may be situations in which the School may initiate a conversation of concern with a student that would fall under this Sanctuary Policy.

Assessment, Consultation, and Notification

If a student invokes this policy, the School will promptly determine whether medical attention is warranted, and the appropriate Associate Head/division director, Head of School, the student's Counselor and advisor, and the student's parents may be notified.

As with disciplinary cases, in any Sanctuary situation involving substance use, a drug/alcohol evaluation and completion of any follow-up treatment recommended may be required. The School will determine whether follow-up evaluation or counseling is appropriate in an off-campus medical or substance abuse treatment program. In a case with such follow-up evaluation or counseling, the appropriate Associate Head/division director, Head of School, and the student's Counselor and advisor will be kept informed as appropriate. If lengthy follow-up is needed, the student may be allowed or required to take a medical leave of absence, at the School's sole discretion. The School may require an independent assessment before the student returns to school.

The law may require notification of state and local authorities in specific cases, including those involving child abuse and neglect, even when the School offers a non-disciplinary response. Students may be subject to law enforcement investigation and response.

Limits of This Policy

If a student is already involved in the disciplinary process because of alcohol or substance

abuse, the Sanctuary Policy may not be invoked. Students who misuse this emergency protocol to avoid disciplinary action for drug or alcohol abuse may be referred to the appropriate Associate Head/division director.

Determination as to whether a specific case has met the criteria for sanctuary rests with the School, in its sole discretion.

Inappropriate Items/Weapons

Possession or use of fireworks (including firecrackers), a firearm, a pellet gun, a knife, or any other dangerous weapon is prohibited at School or any School-sponsored events. Any knife may be considered a dangerous weapon. Certain types of knives (including, but not limited to, switchblades, double-edged knives, dirk knives, or any knives with a detachable blade) and fireworks are illegal in Kentucky. Particularly on School grounds, propelling any projectile at a motor vehicle, an unwilling or unsuspecting person, or a building, so as to endanger another, is considered reckless behavior and is also prohibited by the School.

Additionally, the School does not allow students to bring toy guns or other fighting-oriented or violent toys to school, other than as requested by faculty/staff and related to school functions (plays, presentations, etc.).

Probation and Held Contracts

The School may choose to put a student on Probation for multiple non-Major Offenses or general noncompliance with School expectations. Probation is a formal warning to a student and parents that an additional misstep, though not itself a Major Offense, may result in suspension or dismissal.

In addition, when contracts are issued in January for returning students, a student's contract may be held for behavioral and/or academic reasons and not issued until the year has been successfully completed.

Suspension and Dismissal

Students who have engaged in serious misconduct may be suspended from School, prohibited from attending all School-related activities, or dismissed from School (as determined at the sole discretion of the Head of School or the Head of School's designee). In addition, the School may suspend or dismiss, at any time, a student whose behavior or attitude the School has determined, in its sole discretion, to be a detriment to the community. This includes, but is not limited to, students facing criminal legal action. Students and parents should be aware that representation of these behaviors on social media can also result in these consequences. Students who are dismissed from School will be prohibited from being on School grounds and will not receive academic credit for the

time after which they are dismissed.

At the Goshen Campus, students may serve an in-school suspension, during which the student will receive counseling and supervision from the Associate Head, Middle School Director, Counselor, or teachers involved, and will write a reflection on what caused the suspension and what the student has learned from the experience to prevent similar future situations.

In any division, cases involving substance use, drug/alcohol evaluations and a release to talk to the medical professional completing such evaluations, and completion of follow-up treatment may be required by the School in its discretion.

The School also makes a practice of communicating about Major Offenses to the School community, particularly in order for the community to learn from others' mistakes and to avoid rumors.

Students who are dismissed from the School may not be at School, on School property, or at any School-sponsored events or activities without prior approval of the Head of School. Approval for one visit does not mean approval for any visit; approval would need to be granted for each instance. If a student was dismissed for any type of harassment or bullying of another student or adult at the School, permission will typically not be granted.

Disclosure to Next Schools

The School works closely with students and families to support the honest reporting of disciplinary matters to next schools. When a student applies to a next school, it is the obligation of the student and the student's parents/guardians to notify such school about whether the student has ever been suspended or dismissed from, or experienced any significant change in status at, Francis Parker. If a student's disciplinary status changes after applying to or being accepted to a next school, Francis Parker similarly expects the student and student's family to notify such school of the student's change in disciplinary status. Francis Parker may, in its sole discretion, also communicate with any secondary or next school, or any other educational institution, regarding the student's disciplinary record.

Disclosure to Colleges

It is the School's policy that students should honestly answer any questions asked on college admissions applications, including those related to serious disciplinary consequences. Similarly, the College Counselor will disclose honestly and fully, when asked, if a student has been subject to a disciplinary action including, but not limited to, probation, suspension, dismissal, or withdrawal from the School.

If a student has been subject to any disciplinary action that needs to be disclosed, they

should work closely with the College Counselor to ensure that both are responding in a consistent and thoughtful manner. If a student's disciplinary status changes after the filing of college applications, and this change means that the application information is no longer accurate, the student and College Counselor are obligated to inform relevant schools to which an application has previously been submitted or the school at which the student has submitted an enrollment deposit.

Francis Parker's approach to college applications is informed and guided by the National Association for College Admissions Counseling's (NACAC) *Guide to Ethical Practice in College Admission.*

Disclosure to Community

For purposes of providing an opportunity for the student body to learn and grow, information about disciplinary consequences or other corrective action will be shared with the School community as deemed appropriate by the Head of School. Such announcements may be made in person, by electronic communication, or otherwise.

Behavioral Expectations While Away From School

While it is not the School's intention to monitor students in their off-campus activities, when students' off-campus activities impact the School community, which is determined at the School's sole discretion, the School may take disciplinary action, including suspension or dismissal, in response to inappropriate conduct occurring outside of campus.

Parental Involvement with Disciplinary Matters

Disciplinary matters and student issues are handled directly by teachers, administrators, and appropriate staff. If a student is having an issue with another student, parents should not attempt to deal with the other student directly about that matter. Doing so may put a student in an intimidating situation and is best resolved, when appropriate, through a School administrator. In order to foster greater student problem-solving ability, independence, and trust with the adults at School, students need to work with their teachers, Counselor, and School administrators to solve conflicts or address concerns that arise at school during the day, rather than calling a parent. Please speak to the appropriate School administrator for guidance with respect to any questions about contacting another student or parent about a School-related matter.

VIII. EXTRACURRICULAR ACTIVITIES AND SCHOOL EVENTS

Extracurricular Activities

Francis Parker School of Louisville offers a robust extracurricular program. At the Goshen Campus, Lower School offerings include Common Ground (an affinity group for students

from underrepresented groups) and Quick Recall beginning in 4th grade. We also offer after-school enrichment classes in a variety of subjects and we often inquire with parents on their desired subjects. Classes we've offered in the past include: Legos, art, choir, science/maker space, Chess, and more. Information will be sent to parents on the offerings and students can sign-up for classes whenever they choose.

Middle School opportunities vary each year but include Drama, Quick Recall, Governor's Cup, MathCounts, Jazz Ensemble, A Cappella Singing Group, Science Olympiad, World Language Competitions, Kentucky Youth Assembly, Queer Student Association, Yearbook, Black Students Association, Jewish Student Association, Culture Club, Encouragement Club, Student Magazine, Garden Club, and various STEAM partnerships with outside providers. Additional student groups and activities often are created as interest indicates.

At the High School, the offerings may vary from year to year, depending upon interest, The following activities are currently planned for the 2024-25 school year: Drama, Math League, Yearbook, Science Olympiad, Governor's Cup, Quick Recall, Guideverns, Jazz Ensemble, Sacred Space Committee, KYA/KUNA, Literary Magazine, Outdoor Activity Club, Culinary Club, Black Students Association/AFRO, Queer-Straight Alliance/Q-Club, Gender Rights and Equity Initiative, and Multicultural Students Association. Additional student groups and activities often are created by students as interest indicates.

To participate in an extracurricular activity after school, students must attend at least a half-day of school. If there are extenuating circumstances, participation will be at the discretion of the appropriate Associate Head/division director.

Student Leadership

Leadership is a quality valued and cultivated in the Francis Parker community. Beginning in 2nd grade, students have the opportunity to serve as elected class representatives. Elected representatives for 2nd, 3rd and 4th grade comprise the Lower School Student Council, while 5th through 8th grade elected representatives make up the Middle School Student Council, led by 8th grade officers. Students in 9th through 12th grade elect representatives to the HS Student Council. Students must be in good academic/behavioral standing to be nominated and elected, and they must remain so, in addition to attending meetings and fulfilling their other duties, for the duration of their term. Student Council representatives for 5th through 12th grade have specific responsibilities in terms of coordination of activities for their grades (e.g., planning the 8th grade fundraising car-wash and formal dance, raising funds to put on the Prom, class gifts, etc.). 8th Grade students also have the opportunity to be Team Captains as part of the year-long Red, Blue, and Purple competition. Students in the 11th and 12th grades also may be elected to the Student Court as an additional leadership opportunity. Prior to each school year, the High School holds a Student Leadership Retreat for Student Council representatives, DEIB group leaders, and

other student leaders, to develop their leadership abilities, set goals, and plan for the year. The Middle School holds a Student Leadership Retreat for Red, Blue, and Purple Captains to learn what it means to be an emerging leader, manage others, plan activities, and cultivate a culture of fun and community in the Middle School.

Fundraising

In addition to the class fundraising described above, groups or teams may have occasion to fundraise. All fundraisers should be approved by the Goshen Service Learning Coordinator, the High School Community Service Coordinator, and the appropriate Associate Head/Division Director, and/or the Director of Advancement. Individual students should not solicit or fundraise for personal programs in the School community on their own.

Enrichment Program (Lower School)

The Francis Parker School of Louisville Enrichment Program provides activities that promote physical fitness, creative problem solving, socialization, communication skills, and, above all, fun! The structure of the Enrichment Program follows the standards set forth by our mission statement.

The Enrichment Program is from 3:30 to 5:30 p.m. Rates are on the website or are available from our Director of After-School and Summer Programs. Invoices are mailed monthly by the Business Office. Monthly billing is based on the prior month's attendance record.

Please notify the Front Office, the Enrichment Director, and your child's Lead Teacher as early as possible, but not later than 9:00 a.m. on the day of service, to schedule Enrichment attendance. In order to serve our students safely, space is limited and made available on a first come basis.

All students must be signed out each day with the Enrichment Director. Enrichment closes at 5:30 p.m. each day and a late fee of $1 per minute will be assessed for all late pick-ups. More than three late pick-ups per school year may jeopardize a family's ability to utilize the program.

The Enrichment Program may be offered at an additional fee during Parent Teacher Conferences and, if sufficient interest exists, may be offered on Fall, Winter, and/or Spring Breaks.

After School Learning Lounge (Middle School)

A program of The Learning Center, academic and organizational assistance is provided to students from class dismissal until 5:30 p.m. Rates are on our website or are available through the Director of The Learning Center. Parents will be invoiced once per month, based on the prior month's attendance. Daily attendance records will be maintained by the

Learning Lounge Supervisor.

Students who wish to use the After School Learning Lounge on an occasional basis must notify the office during morning attendance. Drop-in requests are only honored, if space is available.

Students are expected to arrive immediately after their last class. They should bring their study materials. If they do not have any unfinished assignments, they should bring a book to read or an activity that can be done quietly. Portable music and handheld game players are not permitted. The Learning Lounge closes at 5:30 p.m.

Service Learning/Community Service

The value of serving others is one particularly important to the Francis Parker School of Louisville community. In JK through 8th Grade, service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning perfectly builds on the tradition of the St Francis Progressive education and the Mission of our School. Our students are encouraged to learn in cooperation with their teachers and classmates and the community at large. The students develop considerable ownership over the projects and process and their ideas are celebrated and discussed. Students become active learners as they choose to learn about real life issues and incorporate it into their curriculum adding real life skills. Each grade level participates in service learning, choosing a focus, and planning activities with the assistance of teachers.

At the Downtown Campus, the entire School performs a morning of service six times per school year. Students are assigned to one of approximately 15 service groups for the entire year. Several of the groups brainstorm their own plans for service work, while the others work at predetermined sites around the city. Students interested in community service work beyond the School program are encouraged to pursue projects of interest and should consult the Community Service Coordinator about how they can potentially involve the School community.. Successful completion of community service is a graduation requirement; students must attend five of the six designated days and satisfactorily contribute to the projects at the service site. If a student misses the equivalent of more than one day or does not actively participate, the student must work with the Community Service Coordinator to make up the time missed, either at the community service site or another pre-approved organization.

All service activities performed in the context of school, classes, and trips that count toward the Community Service or Service Learning component of the Francis Parker education are always School-sponsored events, programs, or trips.

Birthdays (Goshen Campus)

Students are invited to the Front Desk to receive a special ribbon or sticker on their birthdays. The School can provide a nut-free giant celebration cookie to mark birthdays and special events for a $10 fee. A form to request a cookie is available on the Portal and the School's website. Requests for cookies are due at least five days in advance, which allows enough time for Food Services to order what is needed.

We invite every member of our Francis Parker community to celebrate students' birthdays by donating to the School's library an already-purchased book on our Book Gift List. A bookplate will be placed inside the front cover dedicating it to the student, and the book will be placed in circulation.

Social Gatherings Off Campus (Not Sponsored by the School)

In the younger grades, party invitations should not be delivered or discussed at School unless all classmates are included. The misuse of party invitations in a school setting can be very hurtful to students. The invitations themselves can offer all parents an important teaching opportunity with students on considering the feelings of others. No one likes to be excluded, and often parties create these feelings in students who are not a part of the celebration.

In the older grades, it is important to remember, through their quest for acceptance from peers and their desire for greater independence, that students still need clear boundaries and guidance. Several years ago, we developed some guidelines for parents for hosting/chaperoning parties for teenagers, and we share them with you here:

- Help your teen think through the guest list. Make the point that many parties are open/fluid and more people show up than expected, so you need to have a plan to be at the door and help your teen control the number of people. It is easy for teens to get in situations they did not plan/expect when hosting a party.
- Set the expectation of no substance use when you and your teen are discussing the possibility of having the party, and make sure your teen understands your expectation that this has been shared with guests. You may also want to share this expectation with guests during the party.
- Don't give in to the idea that "They're going to drink anyway so I have to provide a safe space for it." Teens may use drugs/alcohol when they have the opportunity to do so. The majority of our students (and all teenagers) do not use alcohol or other drugs, but experimentation can happen when the opportunity arises.
- Do not suggest that students may spend the night if they want. While you may intend the offer as a way of keeping young drivers off the road late at night, some teenagers will interpret this as an invitation to use and/or that you are fine with their using, as long as they don't drive under the influence.

- Let your teen know that if your teen becomes aware of any use, you must be alerted immediately. The state of Indiana and several Kentucky counties have “social host” laws that may hold adults liable when teenagers are drinking on their property. In addition, there is an ethical responsibility when students are in your home. Unless other parents have explicitly told you their children are permitted to use substances, as parents, we bear the responsibility of doing all we can to keep students safe in our homes. (And even if parents have explicitly given their students this permission, “social host” laws, if applicable, may make the hosting parent responsible for situations that arise as a result of use.)
- Chaperone actively: frequently walk into the area(s) the party is being held to refresh snacks, gather empty cups, say hello, etc. This can be awkward, but it is truly necessary. You are the one that has to be visible and present; don’t rely on reports from your teen, or put your teen in the position of monitoring what peers are doing -- teens are not equipped to handle this. It also may be very difficult for them to be comfortable reporting to you what is going on as they won’t want to get their friends in trouble. Be aware of areas where unwanted activity could be happening - outside spaces, bedrooms, etc. - and chaperone there, as well.
- Take care that alcohol or prescription drugs in your own home are not accessible.
- If you do become aware of use, best practices are not to permit the teen who is using to leave your house/supervision. Call the teen’s parents to inform them and let them determine next steps. If there is a health risk, of course call 911.
- Do not let teens leave and return to the party. (This is a rule we enforce at dances, too.)
- Stay awake and alert until the party has ended. Say goodbye as the teens leave to ensure they are in good condition to drive home.

Other related advice:

- Leaving your teen home alone for the weekend (or even overnight on a weeknight) is an invitation to have a party. Even responsible teenagers with the best of intentions can end up hosting a party where substances are used. Even if you trust your teen, do you trust every one of the friends and acquaintances? Peer pressure for a party at the house where parents are out of town can be strong, and again, it is easy for teens to get into situations they did not plan/expect and do not know how to handle. Teens may balk at a “sitter” but - as with many things - overrule them, or ask fellow parents if your teen can stay at their house.
- When your teen asks to attend a party, be the parent who calls and asks if there will be parents chaperoning during the party. Interestingly, all the parents we talk to about this issue are very concerned about it - so parents need to be talking to other parents! If everyone does it, then it’s the norm.

- When your teen wants to spend the night out after a party, that could be a red flag. Always contact the parent hosting to make sure that is actually what is happening, and that parent will be home and has given permission.
- In general, whenever your teen is spending the night out, call or text the hosting parents to make sure they are aware. It's just courteous to do that, plus you can make sure that everything is on the up-and-up. And when you are the sleepover-hosting parent, be sure to be awake when the teenagers come in, to make sure everyone is there and all is as it should be.

School Trips and Wyvern Retreat Program

Trips abroad may be offered for 7th - 12th graders during Winter, Spring, and/or Summer Breaks each year. Students need not take/speak the language of a given country to participate in a trip. Trips will be announced to parents/students in the eligible grades as early as possible.

The Wyvern Retreat Program encompasses grades 5 - 12. Its goals are to build compassion, develop leadership skills, foster a sense of community and commitment to service, and enhance a sense of inclusivity. The Outward Bound motto, "We are crew, not passengers" exemplifies the ethos of the program; students are challenged to grow as individuals and as part of the Francis Parker community.

These trips are **mandatory** and students may only be **excused for health reasons documented by a medical professional well in advance of the trip** and communicated in advance with the student's Division Director. Permission to miss the trip must be granted by the Division Director. We consider these trips to be an essential part of the Francis Parker experience and an extension of the curriculum. An unexcused absence from these trips will be considered an unexcused absence from school.

At the Goshen Campus, the Wyvern Retreat Program includes:

- A 5th grade two day/one night trip to YMCA Camp Piomingo to engage in outdoor education and community building activities together as a class
- A 6th grade trip to the Pine Mountain Settlement School, where, over the course of five days, students are immersed in the ecology and history of the Appalachian region of Kentucky.
- A 7th grade trip to Brown County State Park in Indiana for three days/two nights of tent camping, hiking and team-building activities.
- An 8th grade five day/four night backpacking trip to the Big South Fork National Recreation and Wilderness Area in northern Tennessee. Students bring and cook their own food and purify their water at times. Campfire talks at night allow for class and interpersonal bonding. This trip is the culmination of the Goshen Campus'

Outdoor Program and is one of the touchstones of the Francis Parker experience.

At the Downtown Campus, the Wyvern Retreat Program includes:

- A one-day 9th grade Orientation in August and an overnight trip later in the fall to Bradford Woods (IN)
- A 10th grade Outward Bound excursion in North Carolina for four days/three nights
- An 11th grade overnight to Camp Campbell Gard (OH)
- A 12th grade whitewater rafting/ziplining trip in North Carolina for three days/two nights

Retreat fees are set annually with limited financial assistance available for those who qualify. Medical Trip Forms must be filled out by parents prior to the trip. The School, in its sole discretion, may deny a student participation on any trip.

The School's primary goal in making rooming/sleeping arrangements on Retreats and other school trips is to ensure the health and safety of all our students. Therefore, prior to any overnight trips, we survey students regarding their roommate preferences. While students may not get their top choices, we endeavor to ensure that a student does not room with another student about whom they've expressed concerns. We share rooming/bunkhouse assignments with students before the event so students can provide any helpful feedback. Students may be in mixed-gender accommodations if they are comfortable with doing so (however, they will never room with someone with whom they are in a romantic relationship). Questions can be directed to the Head of School, Associate Head of School - Downtown Campus, or the leader of a specific trip.

Dances

The following rules apply at all School-sponsored dances:

- Once students arrive at a dance, they are required to stay in the designated area(s).
- School employees will be present at the dance and will be in charge at all times.
- Parents/Guardians, please pick up students on time.
- Middle School dances are for all Middle School students.

IX. ATHLETICS

Overview

At Francis Parker School, we believe that participating in athletics is an important component of educating the whole person. Our Athletic Program fosters student-athletes striving for excellence and growing in confidence, commitment, accountability, teamwork, leadership, perseverance, and courage, while promoting emotional and physical health.

The Wyvern Way

- We are committed and accountable – we show up.
- We are team first!
- We give our best effort and energy.
- We work hard to get better.
- We compete!
- We are inclusive and have each others' backs.
- We exhibit the best sportsmanship.
- We have fun!

Francis Parker adheres to a "no-cut" policy, meaning that all students are welcome to join the team (although playing time is at the discretion of coaches). We believe that all students should have the opportunity to experience athletics, regardless of skill level or expertise. Our philosophy is focused on the overall student experience and teaches that there is a place for winning and losing, but athletics and competition is about so much more. We pride ourselves on striving to compete at the highest levels, but not at the expense of fair play or exclusion of potential athletes.

Lower School students generally compete on teams organized by the School through various community organizations. Interscholastic competition begins in Middle School for most sports at Francis Parker. Every student is encouraged to develop skills and to be an active member of a team. All students who regularly attend practice will participate in games. All interscholastic teams compete under competition guidelines set forth by the National Federation of State High School Associations (NFHS) and the High School is a member of the Kentucky High School Athletic Association and competes in all sports per KHSAA guidelines and bylaws

Lower School Athletics
Francis Parker Lower School students (JK-4th) have an opportunity to play at least one sport per season. We offer soccer, field hockey, basketball, and track & field for most grades.

Middle School Athletics
Francis Parker Middle School students (5th-8th) continue learning their sports at a higher level. Interscholastic teams are formed for field hockey, boys' soccer, boys' and girls' basketball, baseball, boys' and girls' track & field, boys' and girls' cross country, and e-sports. Particularly talented 7th and 8th grade athletes may have the opportunity to not only play on the appropriate Middle School team, but also to join High School teams, pending roster space and agreement by all relevant adults that this is in the student's and team's best interest.

High School Athletics
In High School, students have the opportunity to compete at the district, regional, and state

levels in the sports of girls' field hockey, girls' volleyball, cross-country, boys' soccer, boys' and girls' basketball, boys' and girls' bowling, boys' and girls' tennis, boys' baseball, boys' and girls' track & field, and e-sports.

Athletic Activity Requirement (High School)

All students who enter Francis Parker in the 9th grade must complete three athletic activities in order to be eligible to graduate. Ideally, students earn one credit in 9th, 10th, and 11th grades, although more than one credit can be earned in a year, and students are encouraged to participate every year. Athletic requirements are pro-rated for transfer students (transfers into 10th grade need two credits; transfers into 11th grade need one credit). Students transferring into a grade after the first quarter are subject to the requirements of the following year (e.g., a transfer into 9th grade in November needs only two credits).

Athletic activity requirements may be satisfied with any of the following (though other options can be discussed with the Athletic Director):

- Participating on a varsity or junior varsity athletic team during the academic year. The athletic participation requirement may not be met for student-athletes whose attendance at team practices, games, events, or other functions falls below 70%.
- Acting as a full-time manager of a varsity athletic team during the academic year.
- Participating in the ULS club, or other approved athletic extracurricular offering, for a minimum of 36 hours or the equivalent of a semester, with each session lasting at least one hour in duration.
- Serving as an athletic administrative aide during a free period for a minimum of 36 hours in one semester or the equivalent of a semester; duties would include tasks like website maintenance and office support.
- Serving as a photographer for athletics covering a complete sports season (e.g., fall, winter, or spring).
- Providing 36 hours of documented athletic support in one calendar year. Support includes attending an athletic event for at least half of the contest, and volunteering to help the athletic department in any of its fundraising capacities and events.
- Participating substantially in an athletic endeavor outside of school. Requests will be reviewed and decided on a case-by-case basis by the Athletic Director.

The Freshman Health/Fitness class does not fulfill an athletic activity requirement, although students earn academic credit for the course.

Students participating in a varsity sport earn .5 credit towards graduation, which is reflected on the transcript, in addition to fulfilling an athletic activity requirement. No more than .5 credit can be earned in a school year, however, even if the student plays more than one varsity sport in a year. Students may earn no more than two full credits—and only .5

per school year—over the four years for participating in varsity athletics.

Eligibility

All students in grades 5-12 are required to have on file the KHSAA physical form, completed and signed by a medical professional and stating that the student is physically fit to participate in athletics. No student will be allowed to participate until this form is on file. Students must be in School for the majority of the school day to be eligible for participation in after-school athletics.

Sportsmanship

The coach and parents are the standard-bearers of sportsmanship. It is imperative for coaches and parents to realize that their behavior and the behavior of other coaches and spectators are linked, and that inappropriate or unacceptable behavior on the part of either can result in a penalty or ejection of the coach or parent.

Athletics enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness, and respect—these are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results. Sportsmanship goals include:

- Developing a sense of dignity under all circumstances;
- Respecting the rules of the game, the officials who administer the rules, and their decisions;
- Respecting opponents as fellow students and acknowledging them for striving to do their best while students seek to do their best at the same time;
- Looking at athletic participation as a potentially beneficial learning experience, whether a win or loss;
- Educating other students and fans to understand the rules of the game, and the value of sportsmanship; and
- Accepting the personal responsibility that comes with students' actions on the court/field.

The School also encourages parents to act in a sportsman-like manner. As such, the School expects parents will:

- Realize that athletics are part of the educational experience, and the benefits of involvement go beyond the final score of a game;
- Encourage students to perform their best, just as we would urge them on with their classwork, knowing that others will always turn in better or lesser performances;
- Participate in positive cheers and encourage our athletes, and discourage any cheer that would redirect that focus;
- Learn, understand, and respect the rules of the game, the officials who administer

them and their decisions;
- Respect the task our coaches face as teachers, and support them as they strive to educate our youth;
- Respect our opponents as students, and acknowledge them for striving to do their best; and
- Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short.

Students and parents are also expected to refrain from:
- Use of profanity or displays of anger that draw attention away from the game;
- Booing or heckling an official's decisions, criticizing officials in any way, or displaying temper with an official's call;
- Trash talking or yelling that antagonizes opponents;
- Using verbal abuse or intimidation tactics;
- Disrespectful or derogatory yells, chants, songs, gestures, signs, posters, or banners;
- Any distracting activity such as yelling, waving arms, or feet-stomping during an opponent's free-throw attempts or other solo efforts; and
- Use of artificial noisemakers of any kind.

Parent-Coach Communications

As with parent-teacher relations, athletics promotes the establishment of good communication between parents and coaches. It is assumed that parents and coaches will understand their respective roles in order to best support our student athletes. In an effort to promote effective communication, the following guidelines should be followed:

Parents may expect to learn from coaches information about:
- The coach's and program's philosophy.
- Individual and team expectations.
- Location and times of all practices and games.
- Team requirements (i.e., practices, equipment, off-season conditioning).
- Procedures regarding injuries during practices/games.
- Discipline that may result in the denial of participation.

Parents are expected to:
- Express concerns directly to the coach.
- Notify coaches well in advance of any schedule conflicts.
- Support the program.
- Encourage students to strive for excellence.

Appropriate concerns for parents to discuss with coaches include, but are not limited to:
- Students' psychological or physical treatment.

- Ways to help students develop and improve.
- Questions about the coach's philosophy.
- Concerns regarding students' behavior during athletics.

Inappropriate concerns for parents to discuss with coaches include, but are not limited to:

- The amount of playing time for students.
- Team strategies or play calls.
- Other student-athletes.

If a parent has a concern to discuss with a coach, the parent should:

- Call to set up an appointment with the coach. If the coach cannot be reached, call the Athletic Director who will help to set up a meeting with the coach.
- Not confront a coach before, after, or during a practice or game.

If, after meeting with a coach, a parent still has concerns, the parent should:

- Call and set up an appointment with the Athletic Director to discuss the situation.

Sports Clothing and Equipment

Students are responsible for having appropriate and necessary clothing, equipment, and footwear.

Head Injury/Concussion Policy

A "concussion" is a complex disturbance in brain function, due to direct or indirect trauma to the head, related to neurometabolic dysfunction, rather than structural injury. Concussions and other brain injuries can be serious and potentially life-threatening. A concussion can occur with or without a loss of consciousness, and proper management is essential to the safety and long-term future of the injured individual.

Most athletes who experience a concussion can recover completely as long as they do not return to play prematurely. The effects of repeated concussions can be cumulative, and after a concussion, there is a period in which the brain is particularly vulnerable to further injury. If an athlete sustains a second concussion during this period, the risk of permanent brain injury increases significantly.

The School has developed procedures to help ensure the safety and well-being of student athletes. The guidelines outlined below should be followed to ensure that students are identified, treated, and referred appropriately, receive appropriate follow-up care during the school day, and are recovered prior to returning to full activity. For questions or concerns at any time, please contact the Athletic Department.

<u>Concussion Awareness</u>

A concussion occurs when there is a direct or indirect injury to the brain. As a result,

transient impairment of mental functions such as memory, balance/equilibrium, and vision may occur. It is important to recognize that many sport-related concussions do not result in loss of consciousness and, therefore, all suspected head injuries should be taken seriously. Coaches, parents, and fellow teammates can be helpful in identifying those who may potentially have a concussion, because a concussed athlete may not be aware of the athlete's condition or may be trying to hide the injury to stay in the game or practice.

Concussion Signs and Symptoms
An athlete may report one or more of the following symptoms: headache or "pressure" in head; double or fuzzy vision; dizziness; tinnitus (ringing in the ears); nausea; just doesn't "feel right"; sensitivity to light and/or noise; feeling sluggish, foggy, or groggy; concentration/memory problems; and/or confusion.

One or more of the following symptoms may be observed in the athlete: loss of consciousness; appears dazed or stunned; moves clumsily; unsure of score, opponent, date, etc.; cannot recall events prior to the incident; cannot recall events after incident; answers questions slowly; confused about what to do— assignments, position, etc.; forgets an instruction; shows mood, behavior, or personality changes.

The School recommends that an athlete receive prompt medical attention for the following dangerous symptoms of a concussion:

- Loss of Consciousness
- Vomiting
- Confusion
- Convulsions or seizures
- One pupil is larger than the other
- Difficulty recognizing people or places
- Extreme drowsiness or cannot be awakened
- Any weakness or numbness
- Headache worsens or does not go away after 24 hours

When a student-athlete shows any signs, symptoms, or behaviors consistent with a concussion, the athlete is expected to be promptly removed from practice or competition and evaluated by the athletic trainer and/or the student's healthcare provider. It is recommended that the student be evaluated by a healthcare specialist with experience in the evaluation and management of concussion. In addition:

- A student-athlete diagnosed with a concussion is expected to be withheld from the competition or practice and not return to activity for the remainder of that day.
- Parents/Guardian should be notified at once.
- The student-athlete should be monitored for signs of deterioration.
- The student-athlete should be evaluated by a concussion specialist or if at school, by

the School athletic trainer.
- Return to play will typically follow a medically supervised stepwise process which should be initiated by the concussion specialist in communication with the athletic training staff.

If an athlete sustains a sports-related head injury, including a suspected concussion, the School must be notified immediately so that a concussion assessment can be administered. If an athlete sustains a concussion, coaches are expected to notify parents and appropriate School staff and follow the protocol established for concussion management.

At away events, when there is no qualified medical professional/licensed athletic trainer available, and/or if the parent is not present, the coaching staff will typically abide by, "When in doubt, sit them out," as recommended by the Centers for Disease Control.

If any danger signs are exhibited as described above, the School will strive to contact a parent/guardian and will accompany the student-athlete to an Emergency Room by Emergency Medical Service.

Post-Concussion Protocol
The athlete must meet all of the following criteria in order to progress to activity:
- Symptom-free at rest and with exertion (including mental exertion in school).
- Have written clearance from the appropriate health care provider.
- Once the above criteria are met, the athlete will be progressed back to full activity following a stepwise process as prescribed by a medical professional in writing:
- An athlete should not return to athletic activity if the athlete has any symptoms at rest and/or with exertion. Second-Impact Syndrome (SIS) results from an acute brain swelling that occurs when a second concussion is sustained before complete recovery from a previous concussion. Athletes who have mild symptoms or symptoms that have cleared are still at risk for developing brain swelling after a second impact to the head. It is important to note that virtually all of the second-impact syndrome cases that have been reported have occurred in adolescent athletes.

Name, Image, and Likeness

A student-athlete may profit off the use of the student-athlete's own name, image, and likeness ("NIL"), and may be represented by an attorney or sports agent in connection with NIL activities, subject to compliance with this policy and any applicable laws. NIL activities should not interfere with a student-athlete's academic performance or commitment to the School's principles of good sportsmanship.

Student-athletes must disclose all details of NIL activities to the School before the activity occurs, and must provide copies of any endorsement, employment, and representation agreements to the School. Student-athletes are prohibited from entering into any agreement that conflicts with an agreement to which the School is a party.

Student-athletes are prohibited from using or making any reference to the School's logo, insignia, or other identifying marks; or any school event, game, or championship when engaging in any NIL activity. Student-athletes may not endorse or promote any third-party entities, goods, or services during school team activities. Student-athletes may not be compensated in any way based on how they perform athletically at the School.

Permissible NIL activities include commercial endorsements, sponsored social media posts, providing private lessons (and using NIL to promote those lessons), and advertisements for products or services. Student-athletes are prohibited from engaging in any NIL activities involving the following categories of products and services:

- Adult entertainment products and services;
- Alcohol, tobacco, and nicotine products;
- Cannabis products;
- Controlled dangerous substances;
- Prescription pharmaceuticals;
- Gambling, including sports betting, the lottery, and betting in connection with video games, on-line games, and mobile devices; and
- Weapons, firearms, and ammunition.

X. STUDENT SUPPORT SERVICES

The Learning Center (TLC)

The Learning Center (TLC) was created in 2012 on the Goshen Campus through a partnership between Francis Parker School of Louisville and Langsford Learning Acceleration Centers, and was brought to the High School in 2014. Beginning in 2021, The Learning Center became fully staffed and operated internally by Francis Parker employees; while Langsford services remain available, Langsford is no longer a partner in the TLC operations. The goals of The Learning Center include the following:

- Ensure that we can support the learning needs of the vast majority of admitted students by offering the services our students need to be successful on our campuses;
- Increase convenience for parents and students who need/desire additional support services by offering them at Francis Parker so students do not have to go elsewhere, extend their school day, and/or miss out on extracurricular activities;

- Integrate TLC support services with students' regular classroom learning and teachers so that support is more meaningful and effective.

The Director of the TLC's role in assisting students, families, and teachers with student success includes the following:

- to observe and assess the needs of any students with possible learning differences and/or who are struggling;
- to recommend, in conjunction with the TLC Team on each campus (Head of School, Associate Heads/Division Directors, Counselors, Academic Support providers), whether an outside evaluation is needed;
- to suggest options for psycho-educational evaluations;
- to interpret any outside evaluations and create accommodation plans for students;
- to communicate those accommodation plans to faculty and provide guidance on how to help students achieve success given their profile;
- to recommend what services might be used to address a given need; and
- to ensure that the TLC staff and/or providers are appropriately meeting Francis Parker student needs.

Parents ultimately determine what, if any, services their child will use. The Learning Center staff (which includes the Director of the TLC, Academic Support Specialists, Reading Specialists, content-area tutors, ELL tutors, executive function coaches, and Speech and OT Therapists) monitor students' progress, communicate that progress to the parents, and work with each student's teachers to enhance integration of TLC work in the classroom. Offerings include content tutoring, academic support, and executive function coaching on both campuses. In Goshen, the TLC also offers reading remediation sessions and Speech/OT services. Please consult the website or contact the TLC Director for this year's specific offerings and fees. After-school Learning Lounge (MS) is also available for a fee. Some financial aid is available for TLC services by inquiry with the TLC Director for families who receive aid to attend Francis Parker.

Accommodations

The School does not discriminate against qualified applicants or students on the basis of disabilities that may be reasonably accommodated. The School will discuss with families of applicants with known disabilities whether the School will be able to offer the appropriate accommodations to help their child be successful at the School.

The School is committed to ensuring that students with disabilities are provided with equal access to the School's programs and services, in accordance with applicable law. For students who seek additional support or curricular adjustments, the School requires documentation indicating that the student's disability substantially limits a major life activity. Students who present the School with appropriate documentation of disability will

be granted those requested academic accommodations that are supported by the documentation and considered reasonable in this educational setting. The School requires such testing to have been completed within the last three years for students in High School (which is also required by the ACT and the College Board for standardized test accommodations) and prefers for it to have been within five years for students in Lower and Middle School. No waivers of academic graduation requirements will be granted to students.

Even after supportive services and accommodations have been put in place, a student may still not be able to fulfill the student's academic requirements satisfactorily. In such instances, TLC Team, the Head/Associate Head/Division Director, and other support personnel may decide that the accommodations put into place may not suffice to ensure the student's success at the School. At that time, determination will be made regarding whether it is appropriate for the student to continue at the School.

Counseling Services

School Counselors are available to speak with students to help facilitate educational, social, and emotional support, on an as-needed basis. In addition, the School may require a student to see a School Counselor.

Students at the High School are welcome to seek the Counselor out but should do so during their free time (free periods, flex, lunch, before/after school). Students are encouraged to email the Counselor to set up an appointment as needed. Classes should not be missed for students to meet with the Counselor, except in extenuating circumstances and with the explicit permission of the Counselor.

School Counselors are part of a team of faculty members and administrators at the School who collaborate with respect to students' educational experience at the School. As part of this collaborative effort, School Counselors may share information obtained from parents and students on a "need-to-know" basis with other employees of the School and a student's parents. The School Counselors are not engaged as students' private therapists. Please refer to the Confidentiality policy in this Handbook for more information.

Should the School determine, in its sole discretion, that it is in the best interest of a student to obtain the services of a psychologist or other mental health professional not employed by the School, a School Counselor may assist in a referral for such services.

The School Counselors are also available to talk with parents on issues regarding their children, and hold parent discussion groups throughout the year on various topics.

Other Counseling

The School maintains a list of referrals for educational, intellectual, psychological, or speech

and language evaluations, should parents wish to consult with the School regarding such an evaluation. Parents who need guidance in this area are encouraged to consult TLC personnel, the Head of School, or the division heads. It is recommended that the results of such evaluations be shared with School personnel so that appropriate recommendations can be implemented.

Confidentiality

Members of the School community commit themselves to maintaining appropriate professional tact and discretion with regard to confidential information they receive. However, confidential information may be disclosed to the Head of School, appropriate administrators, outside professionals, law enforcement officers, parents/guardians, and others when there is a compelling reason for doing so, including, without limitation, in cases of health and safety emergencies (when students or others are in imminent danger of harm); when there is concern about an individual's ability to function academically, emotionally, physically, or mentally within the School environment; or when legal requirements demand that confidential information be revealed.

XI. FAMILY INVOLVEMENT AND EXPECTATIONS

Family Comportment and Support for School Policies

At Francis Parker School of Louisville, we believe that when joined by a common set of beliefs and purposes, the School and its families form a powerful team with far-reaching positive effects on children and the entire school community. A positive relationship between the School and a student's family is essential to the fulfillment of the School's mission. Francis Parker needs and expects the cooperation of its families in understanding and embracing the School's mission, sharing its core values, and fully supporting its curriculum, faculty, and staff.

Home-School Partnership

The School understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, Francis Parker School of Louisville, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is detrimental to the School community. The School may refuse re-enrollment of a student if the School, in its sole discretion, believes the actions of a family member on or off the School's property make a positive, constructive relationship impossible or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the School asks that families support their children and the School in the following ways:

- Share in the School's Vision.
  - Support the Mission of the School.
  - Understand and support the School's philosophy, policies, and procedures.
  - Support the School's disciplinary process, and understand that the School's authority in such matters is final.
  - Respect that we are unable to provide details of disciplinary situations involving other students. We would not provide details about your child to others and know that you understand the same principle applies to all. (Please be aware that in Middle and High School, in an effort to dispel rumors and utilize teachable moments, we do let students know of major disciplinary actions – suspension/dismissal – involving their peers, as noted elsewhere in this Handbook.
  - Be supportive of the School's commitment to a diverse and inclusive community.
  - Acknowledge that the payment of tuition is an investment in the education of the student, not an investment of ownership in the School.
- Provide a home environment that supports the intellectual, physical, and emotional growth of the student.
  - Create a schedule and structure that supports a student's study and completion of homework requirements.
  - Encourage the student's development of responsibility by refraining from emailing, faxing, or delivering to the School forgotten homework assignments or projects for your child.
  - Be aware of the student's online activities and use of computers, television, and video games.
  - Encourage integrity and civility in the student.
  - Be a role model, especially when it comes to behavior at School and at athletic events.
  - Encourage the student's participation in events that promote high standards; actively discourage participation in events that can lead to illegal or unwise behavior.
  - Support the School's effort to promote independence and responsibility via the idea that choices have natural consequences, both positive and negative. Students often learn best when they learn from their mistakes.
- Participate in the establishment of a relationship between home and the School/School community that is based on communication, collaboration, and mutual respect.
  - Provide a home environment that supports positive attitudes toward the School.

- Treat each member of the community with respect, assume good will, and maintain a collaborative approach when conflicts and challenges arise, keeping all communications between parents and any faculty or staff member at Francis Parker professional, cooperative, and appropriate.
- Help build and maintain a positive School environment by not participating in or tolerating gossip.
- Understand that when conflicts or issues arise, we will typically talk with students before involving parents, so that we have all the information needed and can work to resolve situations promptly. We will, of course, communicate with parents whenever necessary.
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School, administrators, outside professionals, or law enforcement officers.
- Respect the School's responsibility to do what is best for the entire community, while recognizing the needs of an individual student.
- Seek to resolve problems and secure information through appropriate channels (i.e., teacher/coach/counselor, Division Head, Head of School, in that order) and refrain from talking to one faculty member about another when there is an issue.
- Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Support the School through volunteerism and attendance at School events.
- Financially support the School to the best of one's ability.
- Share with the School any religious, cultural, medical, or personal information that the School may need to best serve students and the School community.
- Understand and support the School's technology policies.

Family Visits to Campus

Families are welcome to visit our campuses, although as the ages of the students change, so too do the tenor of these visits. Upon arrival at school, all visitors—including parents—must sign in at the Office and obtain a visitor's tag.

On the Goshen Campus, we welcome parents to join students for lunch and birthday celebrations. Please contact the Lead Teacher/Advisor to schedule a visit. If a parent or other family member wishes to visit a student's classroom, it is necessary to make arrangements in advance with the Division Director, the teacher of that class and the Lead Teacher/Advisor. These visits are limited to one or two per school year so that classes are

not disrupted.

High School parents who wish to observe a class should contact the Director of Admissions, Downtown Campus to arrange for this. Parents who work downtown may wish to meet their students for lunch, too!

Family-School Communication

Parents receive regular electronic newsletters every other Friday during the school year and a printed magazine-style publication called the Wyvern Report published twice a year. Additionally, the School sends regular communications to families via email to provide updates and information related to school events, programming, activities, policy and procedural changes, and other vital information on an as-needed basis.

Parent-Teacher Communication and Conferences

Communication with families about our students is a top priority. Faculty and staff strive to return phone messages and emails within a business day of their receipt. Please do not text faculty or staff about any School matters; instead, please use the faculty or staff member's School-issued email account or phone number.

Conferences are extremely important forums for communication about student progress. In Middle and High School, conferences follow a "three-way" model of involving parent/guardian, student, and teacher. Conferences in Lower School and Preschool are for parents/guardians and teachers only. Additional conferences may be scheduled at the request of parents/guardians, teachers, or students at any time during the school year.

Goshen Campus
Conferences are generally held twice each year in September and March. A link is sent out in advance of conferences so that parents/guardians can sign up for times for the teachers they wish to see. Middle School students attend conferences with their parents/guardians and teachers.

Parents/guardians are encouraged to contact the Lead Teacher/Advisor or a particular subject-area teacher directly with any concerns or questions. Any general concerns or questions, including academic, behavioral, and social issues, should be communicated about with the Lead Teacher/Advisor. If necessary, after communication with the Lead Teacher/Advisor, parents may wish to contact the Lower School Director, the Associate Head, or the Middle School Director.

Downtown Campus
Conferences are generally held each year in September. High School students attend conferences with their parents/guardians and teachers. A link is sent out in advance of conferences so that parents/guardians can sign up for times for the teachers they wish to

see. Beyond this official conference time, teachers are always glad to meet with parents/guardians and students as needed; please contact them to schedule meetings.

Parents/guardians are encouraged to contact a particular teacher with questions about their child's class. Any general concerns or questions, including academic, behavioral, and social issues, can be directed to the Associate Head of School - Downtown Campus.

Family Portal

The Family Portal is a website for parents, students, and teachers. Parents and students will primarily use the Family Portal to access the directory and complete important School forms. We strongly recommend that parents print or download and retain an ongoing file of their student's report cards and other important information. Back-to-school forms will be completed on the Family Portal beginning in late March. All forms should be completed by Friday, April 15th, 2024. **Students without current forms will not be allowed to attend school.**

The URL for the Family Portal is http://STFS-KY.client.renweb.com/pwr/. It can also be accessed by visiting the main School website (https://francisparkerlouisville.org/) and clicking on Portal in the top right toolbar.

Most parents receive their login information during the admissions process (the admissions process also uses the Family Portal). If parents need help retrieving their password for the Portal, follow the steps below:

- Go to the Family Portal login page (http://STFS-KY.client.renweb.com/pwr/)
- Click "Forgot password?"
- Enter the following information:
    - **District Code: STFS-KY**
    - Username (created by parent)
- Click Submit
- Check your email for a link to reset your password

If you do not know your username, please email Alissa Shoemaker. If you have not already created a Family Portal account, please follow the steps above, but select "Create New Family Portal Account" instead. Please contact the front desk on either Campus for further assistance.

Current Family Contact Information

Parents/guardians are expected to keep the School informed of contact information for emergency situations. Each summer, families are required to update their contact information in the Family Portal. If a parent/guardian is going to be away from home for an extended length of time, please leave a forwarding address and telephone number where

they can be reached, as well as information regarding who will be responsible for the student and how the person responsible may be reached in case of illness or other emergency.

Multiple Households and Custody Information

In order for the School to communicate most effectively with parents/guardians and support each student, teachers and administrators need to be aware of students who spend time in multiple households. Additionally, information regarding who is the primary caregiver should be communicated to the School, in the event of an emergency, and whether special co-parenting arrangements exist.

If there are court-ordered guidelines regarding visitations, picking up a student from school, parent involvement in field trips or other issues, the School should be promptly informed. Francis Parker School of Louisville generally assumes that both parents or guardians have full rights to both physical custody of a student and all information regarding the student unless legal documentation indicating otherwise is on file with the School. Further, the School expects separated or divorced parents to cooperate with respect to their child's education. For these reasons, the School does not get involved in parental disputes or custody issues, including, but not limited to, a request by one parent to limit the other parent's access to or communication about their child, absent supporting legal documentation. These situations can be stressful for parents and confusing for students, and assistance in minimizing the School's phone calls for clarification is very important.

Emergencies

The School will attempt to contact parents/guardians regarding illness or injury, minor or serious, but in circumstances that warrant immediate attention when the School is unable to reach the parents/guardians, designated emergency contacts, or the student's physician, an ambulance will be called, the student will be taken to the nearest hospital emergency room, and at least one parent will be notified immediately. The School neither diagnoses nor treats injuries that occur on non-school time, but does offer temporary first aid for problems that arise during school. If a student complains of a persistent earache, sore throat, rashes, or joint pain, such complaints warrant a call to the student's pediatrician.

Parents/guardians are expected to keep contact information up-to-date on the Family Portal. If changes need to be made to Emergency Contacts or Pickup Permissions after the Back-to-School forms have been submitted, they should contact the front desk at their campus. Please remember, it is most important that the School have current home, work, and cell phone numbers for parents/guardians, daycare providers, or others (relatives, friends, or neighbors) who routinely assume temporary care of the student if the student's parent(s) cannot be reached.

Parents/guardians will be notified of an illness or injury that may require follow-up medical care. A “General Release” and “Emergency Medical Authorization” form and “Permission for Emergency Medical and Surgical Treatment” must be on file for every student, allowing the School to obtain necessary medical assistance.

Francis Parker Family Association

The Francis Parker Family Association (FPFA) serves as an ambassador to support the Francis Parker School of Louisville mission, in addition to hosting a full calendar of fun activities for students, parents, and families throughout the school year. FPFA fundraising events assist in funding important items for the School, from MakerSpaces to reading rooms. Every Francis Parker parent is a member of the Family Association.

This year’s Family Association Chairs are:

- Caitlin Ryan and Kelli Van Hecke, PreschoolFA@francisparkerlouisville.org
- TBD, Goshen Campus, GoshenFA@francisparkerlouisville.org
- Michelle Browning Coughlin, Downtown Campus, DowntownFA@francisparkerlouisville.org

Volunteers

Volunteers serve the School in a wide range of areas. Some volunteer opportunities are to:

- Be a lunchroom volunteer (Goshen Campus).
- Be a Library volunteer (Goshen Campus).
- Be a Book Sale volunteer (Downtown Campus).
- Be a Book Fair volunteer (Goshen Campus).
- Be a volunteer sub for the front desk.
- Be a FA classroom or grade-level rep.
- Serve on the Imagine or Our Good Earth committee.
- Assist with drama productions
- Serve as an Annual Fund class captain.
- Be a Team Parent on your child’s team and help with coordination and communication.
- Be a Concessions volunteer.
- Be a Gate/Athletic Admissions volunteer – at every home game/meet to collect entrance fees.
- Become a member of our Athletic Booster Club.
- Take part in other Athletic Volunteer opportunities such as scoring, announcing, photographing, team parties, and sports banquets.

Families in each division receive a sign-up sheet in the summer to indicate interest in various volunteer opportunities.

Philanthropy

Francis Parker School of Louisville is a non-profit Independent School governed by a volunteer Board of Trustees. Philanthropic support through volunteerism and fundraising is vital to advancing our mission and sustaining the current and future financial strength of the School. Revenue generated through tuition and fees does not meet the total cost of delivering an educational experience that fulfills the Francis Parker vision and mission. Therefore, support through private contributions from individuals, foundations and corporations is necessary to bridge that gap. Below are the components of the School's ongoing philanthropic initiatives.

The Annual Fund

The Annual Fund is the cornerstone of all of the School's fundraising efforts as it provides unrestricted support to help bridge the gap between tuition revenue and the actual cost of educating students each year. Annual Fund gifts both large and small are important because they directly impact and enrich all aspects of school operations, making everything we do each year possible. Parent participation, at any level, is essential and we aim for 100% parent participation each year.

Galas

Our two Galas, Our Good Earth and *Imagine!* Art Auction and Scholarship Fundraiser, alternate annually. These Galas are explained in the Annotated Calendar of Events in this Handbook. While the primary purpose of these events is to raise vital scholarship funds for our School, it is equally important that these events increase the School's visibility in the Louisville metropolitan community, build stronger connections within our School community, and, of course, deliver an unforgettable evening to our guests.

Capital Campaign

A school engages in a Capital Campaign in order to make significant improvements to the facilities, as well as to fund our Endowment, which provides a permanent source of revenue for the School, ensuring its future strength and success. Francis Parker is currently involved in a $38+ million Capital Campaign, which has already provided for the renovation of the High School's parking facility; a renovation of the Lower School spaces to incorporate our Preschool; new natural Playgrounds for the Preschool and Lower School; a new Middle School obstacle course and playground; a renovated Gymnasium in Goshen; a new entrance and admin offices, large student gathering spaces, renovated science labs, and a maker space at the High School; the new Main Amp, Theater, and Lobby in Goshen; and Phase One of the HS Athletic and Wellness Center, which is a 2700 square foot turf space and weight room called the Indoor Turf and Training Center on the ground floor of the Downtown Campus. The Campaign also allowed us to purchase the former Gray's Bookstore space adjacent to the High School's parking lot, which along with our parking lot immediately

behind the high school building, will provide space for parking for our final building project, the High School Athletic and Wellness Center.

In addition, the Campaign has also focused on adding significant dollars to our Endowment to ensure the School's future, particularly our commitment to financial aid and scholarships. To date, the "Creating an Abundant Future" Campaign has raised over $23 million dollars to allow for creation of the above new facilities and the growth of the School's endowment which now stands at over $11 million. In January of 2024, the campaign efforts for both campuses were expanded to include several additional projects in the final phase. On the Downtown Campus, we are creating a STEAM (Science, Technology, Engineering, Arts and Math) center in the Loft space in the Athletic and Wellness Center. On our Goshen Campus, we are adding another much-needed athletic facility that it is becoming increasingly hard to rent: a Tennis and Pickleball Center. In addition, we are adding an Outdoor Learning Center; a TinkerLab, which is a MakerSpace specifically designed for our Lower School Wyverns; and planning for additional Lower School Classrooms, given the fact that our Preschool and Lower School are currently at capacity, so this gives us a little room to grow. Gifts to the School's Capital Campaign truly transform the future of the School, so we invite all to become a part of the School's growth.

XII. ENROLLMENT AND FINANCIAL INFORMATION

Enrollment and Re-Enrollment Contracts

All returning students not applying for financial aid will be issued electronic re-enrollment contracts in January of each year, which will be due on or before January 31, or within ten (10) calendar days of the date the contract is issued, whichever date is later. Re-enrollment deposits are 10% of the stated tuition obligation (not to exceed $1,000) and the exact amount will be listed on the re-enrollment contract. This fee is due along with your electronically signed contract and is non-refundable, non-transferable, and will be applied toward tuition. **All parents, guardians, and other financially responsible parties will be required to initial and sign the re-enrollment contract.** The School will not hold a place for the student without this contract and the deposit.

Returning families who intend to apply for financial aid should apply through FACTS Tuition Aid Service (www.factstuitionaid.com) by the priority deadline of December 20. Families applying for financial aid will complete an Intention to Re-enroll Agreement in January. **Families who meet the priority deadline will be issued re-enrollment contracts with granted financial aid by February 7, which will be due back within ten (10) calendar days of the date of issue.** Mid-year enrollees will receive re-enrollment contracts after their initial grading period.

On June 1, signed contracts become binding and the full stated tuition obligation will be due to the School regardless of whether a student ends up attending school. Enrollment may be canceled without penalty (except for the non-refundable enrollment deposit) provided that cancellation notification is sent, in writing via certified mail or email, to the Director of Admissions prior to June 1.

In order to receive a re-enrollment contract, a student must have satisfactorily met all current grade requirements, including academic and behavioral expectations as outlined in this Family Handbook. Students are prohibited from attending classes without a properly executed re-enrollment contract.

Financial Aid

Francis Parker School of Louisville is committed to making a Francis Parker education available to children and families who are well-matched to our mission and philosophy. We demonstrate that commitment in part through the offering of need-based financial aid. A share of the School's operating budget each year is dedicated to funding scholarships for students who demonstrate need. This amount is approved annually by the Francis Parker School of Louisville Board of Trustees as a part of the annual operating budget.

Any member of the Francis Parker community is eligible to apply for financial aid. Francis Parker School of Louisville awards financial aid to qualifying families as a grant, which does not require repayment. Priority for financial aid is typically given to returning students, children of faculty/staff, and siblings of enrolled students.

The financial aid granting process follows the ISACS Principles of Good Practice. Awards are determined by the School's Financial Aid Committee, with use of recommendations from the FACTS Tuition Aid Service (www.factstuitionaid.com). Financial aid forms and instructions are available in the Business Office, the Admissions Office, and on the School's website, and are sent to current recipients and new families each December. Francis Parker School of Louisville requires families receiving financial aid to re-apply for aid each year.

Information pertaining to a family's financial aid application or status is kept confidential. Francis Parker School of Louisville also expects families to keep the receipt of any grant and the amount confidential.

Customer Accounts

No student will be permitted to re-enroll in the School in August unless all tuition and fees have been paid in full, or a family is participating in one of the School offered payment plans and is current with their customer account. The School recognizes that families may experience extenuating financial circumstances from time to time. While the School is

willing to work with families in these instances, all accommodating payment plans must be approved in writing by the Head of School and arranged payments must be received on a regularly scheduled basis.

If an account is more than 90 days' overdue, it will be brought to the attention of the Head of School or Associate Head of School – Finance and Operations. They will review the customer account, make appropriate arrangements regarding collection, and may decide the student will not be permitted to return to School for the remainder of the school year, or until the account is current or an alternative payment plan is approved by the School. Furthermore, the School will not release any student records or transfer academic credits, may hold diplomas, to the extent permissible by law, and may litigate for monies due.

Families should carefully review their customer statements via the Family Billing tab in the FACTS School portal for accuracy and contact the Business Office right away if there are questions surrounding particular charges, credits, or manner of payment.

Tuition Payment Options

Francis Parker School of Louisville offers two payment plans: single payment due June 1, and ten- or twelve-month payment plans due beginning June and ending March and May respectively. Staff may also utilize payroll deduction for tuition. A 5% service charge is administered for all payments made after June 1. All families are required to be enrolled in the Family Billing service through FACTS Tuition Management and all payments must be made using FACTS Tuition Management Service. If families rely on third parties to pay tuition or incidental fees, they should contact the Business Office directly to discuss alternative payment options. All family invoicing and payment activity can be reviewed at any time by families throughout the year by logging in to your FACTS account and clicking the Family Billing/Finance tab. FACTS charges a $55 annual fee for monthly installment plans per contract.

Families will have the option to pay any incidental invoice via ACH, debit, or credit card directly in the FACTS Family Billing system.

A 1.5% per month late fee may be assessed on customer account balances that are 30 days or more past due. For further information, please contact the Business Office at (502) 795-3345.

Tuition and Dewar Tuition Refund Insurance

Tuition for the following school year is set each January by the Board of Trustees. Parents' financial obligation to the School is for the full academic year's tuition and fees, as stated and agreed upon in the re-enrollment contract. Families selecting a payment plan other than the full-payment option are required to purchase Dewar Tuition Refund Insurance; all parents are strongly encouraged to do so. The policy will be purchased on the signee's

behalf, for an additional cost of 1.4% of the student's tuition balance. While families paying in full may opt-out of purchasing Dewar Tuition Refund Insurance on their re-enrollment contract, the School recommends all parents purchase coverage in case of an unexpected withdrawal.

Dewar Tuition Refund Insurance is a third-party policy. This insurance is subject to terms, conditions, and limitations, and is done so on a prorated basis as outlined in the Dewar Tuition Refund Insurance policy. Eligibility, Benefits, and Terms are determined by the Dewar Tuition Insurance Policy (www.tuitionrefundplan.com).

The Dewar Refund Insurance policy generally provides a refund of 60% of unused tuition at the date of separation, and does require a minimum of 14 days of School attendance by the covered student. Please note that all refunds are sent directly to Francis Parker School of Louisville and will be applied against any outstanding customer account.

Additional Fees

The following is a partial listing of additional fees that may be incurred by families and are not included in tuition:

- Goshen: Transportation/Bus Fees, After-School Classes, Classroom Supplies (grade-specific), Paperback Novels (grade-specific), Wyvern Retreat Fee (Middle School), Yearbook
- Downtown: Books/Classroom Packets, Transportation/Parking Fees, Lunch, Athletic Equipment, Wyvern Retreat Fee, Senior Luncheon, Graduation, AP Exams, Yearbook

Student/Family Leave

If a student/family takes a leave of absence from the School of a year or more, that student generally will go through an abbreviated admissions process to re-enroll in the School that will always involve submitting grades/transcripts from the time away from the School and also may, depending on circumstances, include letters of recommendation, a shadow day/interview, and/or other aspects of the process that the School deems necessary to determine whether a return is in the student's and School's best interests. Space available in the class is also a factor.

XIII: SUICIDE/INDIVIDUAL EMERGENCY PREVENTION PLAN

Purpose: The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to mental health emergencies (including suicide) where there is potential risk of harm for members of the School community. Francis Parker School of Louisville: (a) recognizes that physical, behavioral, and emotional health are an integral component of a student's

educational outcomes, (b) recognizes that suicide is a leading cause of death among young people, (c) has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and (d) acknowledges the School's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and one that helps to foster positive youth development.

Prevention/Education: Suicide prevention at Francis Parker School of Louisville encompasses several different elements, including, but not limited to, student education. Students in grades 5-12 receive regular mental health and suicide prevention education provided by the School's Counselors and/or an outside source. Education includes the recognition and identification of warning signs, risk factors, protective factors, and the particulars on reporting any concerns regarding suicidal ideation, threats, and behavior. Parents are provided with information each year that includes warning signs, risk factors, protective factors, and resources for reporting any concerns regarding suicidal ideation, threats, and behavior or seeking an evaluation.

Assessment and Referral: If a student is reported to be a potential risk to self or others, the Counselor will meet with that student and perform an initial risk assessment. If the student is deemed to be suicidal or at risk for harming others, the School will increase supervision and monitoring of the student while taking additional actions to address the student's condition. The Counselor will notify parents and make recommendations for further assessment and treatment. If necessary, 911 will be called to employ the services of authorities or medical personnel to transport the student and/or help ensure the student's and School community's safety.

If the Counselor determines that there is significant risk for harm and recommends an evaluation, then the Counselor will speak to the mental health professional in the community performing the evaluation, or receive documentation, prior to the student's ability to return to school. If a student is hospitalized, the Counselor will also need to speak to the treating or primary mental health professional. This step provides valuable information to the School that the student is no longer a risk to themself or others and is able to return. If not already in place, the parent/guardian and the student (if 18 years of age) must sign a release of information to allow the Counselor to have consent to speak to the outside mental health professional to coordinate services.

Upon the student's return to school, the Counselor will meet with the student and/or parent/guardian to welcome the student back and to discuss the plan for support moving forward. Faculty and staff will be informed to help implement the plan as necessary.

Duty to Report/Confidentiality: The Counselors, on both campuses, are qualified mental health professionals licensed in the Commonwealth of Kentucky. As such, they are bound

by a code of conduct to practice ethically and adhere to the rules of confidentiality in accordance with state laws. The School will attempt to maintain confidentiality except where the School determines that disclosing information is necessary to ensure the physical and psychological health of the student. If the Counselor believes that there is significant risk to the safety of a student, then the Counselor will report this information to parents, pertinent School personnel, appropriate mental health professionals, Child Protective Services, medical professionals, and/or law enforcement, consistent with the Confidentiality and Child Abuse and Neglect Reporting policies in this Handbook.

Suicide Warning Signs: Below are suicide warning signs taken from the American Foundation for Suicide Prevention. People who die by suicide generally exhibit one or more of these warning signs. Risk increases with the number of signs present.

Verbal signs: People who are considering suicide often talk about one or more of the following topics:

- Killing themself
- Having no reason to live
- Being a burden to others
- Feeling trapped
- Unbearable pain

Behavioral signs: A person's suicide risk is greater if one of the following behaviors is new or has increased, especially if it's related to a painful event, loss, or change:

- Increased use of alcohol or drugs
- Looking for a way to kill themselves, such as searching online for materials or means
- Acting recklessly
- Withdrawing from activities
- Isolating from family and friends
- Sleeping too much or too little
- Visiting or calling people to say goodbye
- Giving away prized possessions
- Aggression

Mood: People who are considering suicide often display one or more of the following moods:

- Depression
- Loss of interest
- Rage
- Irritability
- Humiliation
- Anxiety

XIV. FRANCIS PARKER FACULTY AND STAFF

Debbie Adkins (2015), Middle School Science
B.S. Eastern Kentucky University; B.S. California State University, Fullerton

David Allgeier (2021), Facilities Team - Downtown Campus
B.A. Indiana University

Len Armstrong (2024), Director of Enrollment Management/Goshen Campus Admissions Director, BA. Hampden-Sydney College

Valerie Andres (2021), Preschool 3s
M.S.E. The University of Texas at Austin; B.S.C.E Purdue University

Trent Apple '92 (2013), High School History/High School Dean of Students
J.D. Tulane University; B.A. New College

Paul Bartels (2024), High School History
M.A. Villanova University; M.F.A. Regis University; M.A.T., B.A. University of Portland

Tiana Bazie (2024), Middle School PE/Varsity Track & Field
B.S. University of Louisville

David Beard (2000), Preschool 3s
C.D.A. Jefferson Community & Technical College

John Beechem (2023), Academic Support Specialist - TLC, Goshen Campus

M.A.T., B.A. University of Louisville

Bob Bertke (2008), Middle and High School Music
M.M.E., B.M.E. University of Louisville

Greg Borders (2002), Associate Head of School - Finance and Operations
B.S. University of Louisville

Tina Brown G'00, '04 (2013), Lower School Art/Spanish
M.A.T., B.F.A. Maryland Institute College of Art

Karina Bruce (2024), Director of Admissions — High School
B.A. Western Kentucky University

Darrell Carpenter (2021), Facilities Team - Goshen Campus

Misty Chanda (2012), Lower School Language Arts/Social Studies
M.Ed., B.A. University of Louisville; M.A.T. Spalding University

Beth Clark (2023), Preschool Assistant Teacher - 4s
B.A. Indiana University

TuNice Cole (2020), High School Counselor/DEIB Director - Downtown Campus
D.S.W. University of Kentucky; M.S.S.W. University of Louisville; B.S.W. Northern Kentucky University

Shavar Cowherd (2012), *Associate Athletic Director/Varsity Boys' Basketball/MS Track*
B.S. University of Louisville

Mackensi Crenshaw (2023), High School English/Senior Project Coordinator/Asst. Volleyball
M.Ed. University of Illinois at Urbana-Champaign; B.S. Eastern Michigan University

Chaka Cummings (2024), Middle School Director/DEIB Co-Director - Goshen Campus
Ph.D., M.B.A. University of Kentucky; B.A. Berea College

George Dant (2022), Assistant Director of IT/Athletic Event Manager
B.S. Hanover College

Julie Dayton G'01 (2010), Lower School Language Arts/Social Studies
M.A. University of Louisville; B.A. University of Kentucky

Laura Devlin (2017), Receptionist - Downtown Campus/Assistant to the Head of School
B.A. University of Washington

Sarah Dewberry (2000), Lower School Language Arts/Social Studies

M.Ed. Xavier University; B.S. Centre College

Patrick Donovan G'79, '83 (2003), Middle School Language Arts
M.A.T., J.D. University of Louisville; B.A. Gettysburg College

Laura Durst (2023), Kindergarten
B.A. University of Vermont

Larry Elder (2018), Kindergarten
M.A.T. University of Louisville; J.D. New York University; B.A. Columbia University

Ceirra Evans (2023), Middle School Art
BA, University of Louisville

Joshua Fischer (2023), Marketing and Communications Director
B.A. Bellarmine University

Laura Fox (2022), Lower School Math/Science
M.S. University of South Carolina-Aiken; B.S. Oregon State University

Andrew Frechette (2012), *Junior Kindergarten*
B.A. Western Kentucky University

Reed Gabhart (1990), Theater Arts Program Director/Theater Manager/Past Goshen Campus Head
M.S., B.S. Indiana University Southeast; B.A. Indiana University

Suzanne Gorman (2000), Associate Head of School - Downtown Campus
M.A. University of Michigan; B.A. Loyola University Chicago

Lauren Graham (2021), LS Science/Outdoor Learning Coordinator - Goshen Campus
M.A.T. Bellarmine University; B.A University of Louisville

Jennifer Griffith (2010), Lower School Director/Lower School Digital Literacy
M.Ed., B.A. Washington University in St. Louis

Tony Hairgrove (2021), Director of Facilities and Technology

Laura Hall (2021), Middle and Lower School Math/Varsity Tennis
B. A. Indiana University

Ray Harris (1999), Facilities Team - Downtown Campus

Paul Harshaw '86 (2015), Preschool 4s/Varsity Field Hockey/MS Girls' Basketball
B.F.A. Denison University

Bethany Heckel (2021), Director of Advancement
B.A. University of Kentucky

Renee Hennessy (1995), Preschool Director
B.S. University of Louisville

Anne Holmes (2007), Middle School Digital and Racial Literacy
M.A. Bellarmine University; B.A. Centre College

Dorian Holmes (2021), Assistant Director of Admissions/Director of After-School and Summer Programs/MS Girls Basketball/Varsity Baseball
B.A. Earlham College

Abigail Huffward (2024), Director of The Learning Center
M.S. Purdue University; B.S. Indiana University Southeast

Chris Hutchins (2017), Lower and Middle School Chinese
M.A. University of Wisconsin-Madison; B.A. Marshall University

Marcy Jackson (2016), Marketing and Communications Coordinator
B.A. Eastern Illinois University

Rebecca Jones (2015), High School Math/High School Community Service Coordinator
M.A. Western Michigan University, B.S. Indiana University

Shelly Jones (2010), Associate Head of School - Teaching and Learning
M.A. Bread Loaf School of English, Middlebury College; B.A. University of North Carolina at Chapel Hill

Katie Jordan (2022), Lower School Math
M.Ed. Spalding University; B.A. Boston College

Angela Katz (2000), High School Spanish
M.A. University of Louisville; B.A. University of Crimea, Ukraine

Mike Kelley (2023), Athletic Director/Girls' Varsity Basketball
B.A. St. Lawrence University

Tristan Krebs G'10, '14, High School Artist-in-Residence - Photography/Film
B.A. Wofford College

Katie Li (2022), College Counselor
M.A. George Washington University; B.A. University of North Carolina at Chapel Hill

Tianling Li (2022), High School Chinese/Chinese Programs Coordinator
M.S.Ed. University of Pennsylvania; B.A. Shanghai International Studies University

Deonna Lynch (2024), High School Chemistry
M.A. Ball State University; B.S. Indiana University-Purdue University Indianapolis

Julie Marks, L.C.S.W., L.M.F.T. (2005), Director of Counseling Services – Goshen Campus
M.Ed., M.S.S.W., B.A. University of Louisville

Ralph Marshall (2005), High School History
Ph.D., M.A. Temple University; B.A. Dickinson College

Andi McLeroy (2021), Business Office Administrative Assistant/Assistant to Preschool Director
B.A. University of Louisville

Katricia Melzer (2024), Lower School Language Arts & Social Studies/Enrichment Director
B.S. Indiana Wesleyan University

Seth Miller (2016), High School Math and Computer Science/Varsity Bowling and Tennis
M.S.S.W., B.A. University of Louisville

Carrie Mook (2023) - Reading Specialist -TLC, Goshen Campus
B.S. Western Kentucky University; M.S. University of Wisconsin - Madison

Ann Mundt (2012), Academic Support Specialist - TLC, Goshen Campus
B.S. Eastern Illinois University

Faith Murphy (2014), *Preschool Music and Movement/Lower School Music*
B.M. Belmont University

Sophia Murphy (2020), Accounting Manager
B.A. Hutch University (Ho Chi Minh City, Vietnam)

Parker Neff (2024), Assistant Director Theater Arts
B.A. Wittenberg University

Kimberly Newman (2024), Advancement Administrative Assistant
B.A. Wichita State University

Penny Nowotny (1995), Preschool 2s

Brett Paice (2009), High School English/Film Studies
Ph.D. University of Notre Dame; M.A. University of Maryland; B.S. Cornell University

Ernesto Perez (2022), Lower School Spanish
B.S. Institute Piti Fajardo Santa Clara, Cuba

Linda Polson (2024), Lower School Physical Education

Master's Equivalent, Western Kentucky University; B.A. University of Kentucky

Leo Provan (2017), Lower School Spanish
B.A. Universidad Metropolitana de Ciencias de la Educación, Chile

Juan Ramirez (2014), High School English/Creative Writing
M.F.A. Sarah Lawrence College; B.A. Florida State University

Kim Rash (2007), Lower and Middle School Music
M.A.T. Bellarmine University; M.A. Indiana University; B.S. Indiana State University

Jacobi Reed (2022), Athletic Coordinator/HS Fitness/Cross Country/Track
B.S. Kentucky State University

Judy Riendeau (2015), Lower and Middle School Art
M.S. London School of Economics, England; B.A. Tufts University

Marilyn Rincon (2022), Lower School Language Arts/Social Studies
M.Ed. Lehman College; B.A. Barnard College

Annette Rudd (1990), Kindergarten
M.A. College of William and Mary; B.A. University of Louisville

Judith Rudd Lewis G'89, '93(2015), Kindergarten/Lower School Language Arts/Social Studies
M.A.T. Spalding University; B.A. Kenyon College

Lindsy Serrano (2014), Librarian/DEIB Director - Goshen Campus
M.L.S., B.A. Indiana University - Bloomington

Alissa Shoemaker (2016), Registrar and Data Manager
B.M. Indiana University Bloomington

Tom Skaggs G'04, '08 (2020), Middle School Social Studies/Wyvern Retreat Program Coordinator - Goshen Campus/MS Soccer
M.A. University of Louisville; B.A. Gettysburg College

Skylar Smith (2020), High School Artist-in-Residence - Studio Art
M.F.A School of the Art Institute of Chicago; B.A. Maryland Institute College of Art

Caitlin Sollee (2022), Middle School Art
B.A. University of Kentucky

Billy Spalding (2017), Middle School Social Studies
M.A.T. University of Louisville; B.A. University of Kentucky

Mo Stucker (2024), Receptionist, Administrative Assistant - Goshen Campus - B.S.,University of Louisville

Benjamin Studevent (2012), High School Physics/History
Ph.D. Harvard University; M.A. Vanderbilt University; B.S. Rose-Hulman Institute of Technology

Calla Suffridge (2022), Academic Support Specialist - TLC, Downtown Campus/High School Spanish
B.A. Indiana University Southeast

Kenny Swincher (2023), Facilities Team - Goshen Campus

Alexandra Thurstone G'80, '84 (2001), Head of School
M.B.A. University of Chicago; B.A. Harvard University

Emma Tobe (2023), Middle School Math
B.A., New Mexico State University

Keyonda Turner (2017), Preschool Assistant Teacher - 3s
A.A. Jefferson College

Carissa Turpin (2021), Middle School Language Arts
M.F.A. Eastern Kentucky University; M.A. University of the Cumberlands; B.A. Eastern Kentucky University

Melanie Vaughan (2024), Alumni Relations and Special Events Coordinator
M.A., B.A. University of Louisville

Stephanie Wafzig (2023), Lower School Math
M.A.T. University of Louisville; B.A. University of Kentucky

Holden Wells (2023), High School Math
Ph.D., M.A, B.A. University of Louisville

Holly Whitaker (1997), Preschool 2s
B.A. University of Louisville

Laura Wise (2024), Middle School Science
B.S. Randolph Macon Woman's College; M.S. Virginia Commonwealth University

David Word (2008), High School Biology/Wyvern Retreat Program Coordinator - High School
M.S. University of Louisville; B.S. Tennessee Technological University

Tracie Wright (2023), Middle School Math

B.B.A. University of Kentucky; M.A.T. Bellarmine University; M.Ed. Bellarmine University