



Parent and Student Handbook

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*The faculty, staff, students, and parents of the Jubilee Community have roles and responsibilities as well as policies and procedures to follow. **This handbook does not serve as a contract of enrollment** but as a guide to ensure the success, safety, efficiency, and sustainability of Jubilee School.*

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FACULTY AND STAFF

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Administrator - Dorcia Baxter dbaxter@jubileeschool.net
Finance Manager- Mahatma Aznar maznar@jubileeschool.net

Pre-K 1 Teacher – Jamilla Carter

Pre-K 2 Teacher – Khaleda Sharif

Pre-K Assistants – Lamonika Bannister
Denise Baxter
Jessica Payne

Kindergarten Teacher - Helen Hatchett

1st Grade Teacher - Bridgett Cassell

2nd Grade Teacher – Anika Falcon

3rd Grade Teacher- Jennah Brown

4th Grade Teacher – William Gaines

5th & 6th Grade Teacher – Karen Falcon

Violin Teacher – Jennifer Boorum
Dance Teacher - Karen Pendergrass
Art Teacher – Beth Lewis
Percussion Teacher – Levi Joynes

Board of Directors

Manuel Smith, Chair
Susan MacBride
Karen Falcon
Youma Ba
Dorcia Baxter
Jamila Carter
Karen Jordan

MISSION STATEMENT

Jubilee School provides an environment in which children build upon their wealth of creative, intellectual, social and physical resources as individuals, and as members of a community whose history and culture is the central starting place for their study of the world. By integrating scholarship, social activism and the celebration of their heritage, students gain a sense of the riches of their legacy and the power of their individual and collective voices to affect change in their local and global communities. Our commitment is to provide a rigorous, comprehensive private school education, which is affordable to all, regardless of income.

PHILOSOPHY OF EDUCATION

The approach to education at Jubilee is built upon a foundation of respect for children as:

- **learners** who are innately curious about the world around them;
- **thinkers** with important ideas who use logic, reason and intuition to make sense of their world;
- **artists** whose creative instincts need to be encouraged and developed;
- **spiritual/moral beings** who need the freedom to express their spirituality, and to weigh the complexities of moral decisions; both their own, and those of others;
- **individuals** with their own perspectives, strengths, weaknesses, interests and approaches to the world;
- **members of a community** whose history and culture is the central starting place or their; study of the world; and
- **builders and decision-makers** with a responsibility to their families, their school community, their larger community, and the world.

FRAMEWORK OF FOUNDATIONAL PRINCIPLES

1. Children learn to respect themselves and others through being respected unconditionally at all times.

2. All children are curious, want to learn and are by nature complex thinkers, creators and discoverers. The learning process is as natural to children as breathing and growing. Children do not need to be bribed or bullied into learning.

3. Learning involves risk taking; it also involves work. Children need support in taking risks, and in learning the discipline of hard work.

4. In order to learn, children need to feel safe, and respected by all members of the school community.

5. Children are continually building knowledge about the world around them through experience and play. Academic learning should build on what children already know.

6. All information has a larger context; knowledge and understanding come through making connections. The more connections across disciplines, the richer the learning experience.

7. Academic skills are vital as tools, not as ends in themselves. Children will be

encouraged to make connections between skills and the ends to which they may be used.

8. Children grow in responsibility through being entrusted with responsibilities in learning, decision-making, self-discipline and as members of a community. They need to learn through experience that choices have consequences.

9. Children need consistency, structure, discipline and guidance.

10. Children have unique points of view, and learn in different ways. They are also products of their environments. Individual differences and environmental influences need to be factored into their educational goals.

11. Children learn to respect the opinions of others by being listened to, with a sense that their voices are important. Discussions are a vital means of developing ideas; good questions are vital to rich discussions.

12. Children are spiritual and moral beings who learn to weigh issues of morality by exercising moral opinions and decisions.

13. Jubilee is a community of learners made up of students, teachers and staff.

STUDENT ATTENDANCE AND LATENESS POLICIES AND PROCEDURES

Regular Student Attendance is required by law, and it also allows students the opportunity to receive the maximum benefits and experience of Jubilee School.

Students need to be dropped off at school between 8:00 AM-8:15 AM. The school day officially begins at **8:15 AM**. The morning is a busy time for students and teachers and also an important time that allows students to transition properly for the day ahead.

Preschoolers who are unable to arrive before 8:45 AM should be brought to school between 10:00AM and 11:00AM so that circle time, an important academic hour, is not interrupted. Preschool arrivals after 11:00AM are not encouraged.

Extended-Day Care is available for students who must arrive between 7:00AM and 8:00AM. Please contact the school office for details.

Any students arriving after 8:15AM will be marked late. **All absences and lateness will be treated as and will remain permanently unlawful for students in grades 1st to 6th unless the office receives a written excuse within three calendar days of the absence or lateness.** Students who are absent or late should return to school with a written excuse to be filed in the office. Excused absences are limited to illness, family death or emergencies, religious observances, medical appointments, court-ordered hearings, and pre-approved educational trips.

After three consecutive unexcused absences or the equivalent in tardiness, a notice will be sent home to parents regarding the issue and to set up a meeting with the Principal. All absences must be reported to the Philadelphia School District's office of Non-Public Programs. Students absent for 10 or more consecutive school days may be withdrawn from Jubilee School and declared truant by the Philadelphia School District.

If a student is late three consecutive days in a month, parents will be notified and the student will have to attend a 7:00 AM detention. If a student does not attend the detention, the student will serve a

one-day suspension and the parents will be required to set up a meeting with the classroom teacher and Principal.

Planned long absences are not recommended. A written request needs to be pre-approved by the Principal to be considered excused, or they will be considered unexcused absences.

Students who arrive late because of the bus will be excused, but need to check in with the office.

If parents do not call to notify the office of their child's absence before 9:00 am, the school should be able to easily contact those parents. Parents should always keep emergency contact information updated.

AFTER CARE PICK UP AND LATE FEE

Parents need to sign out their child from an After-Care teacher by 6:00PM. There is a Late Charge for parents who fail to pick up their children on time of \$1.00/minute.

DISMISSAL

Teachers will bring K-6 students outside to be picked up at 3:15PM so that parking and traffic can flow continuously. If needed, parents who still need to enter the building should do so through the back entrance. Teachers will follow the release and transportation arrangements that are on file.

EARLY PICK-UP AND DISMISSAL CHANGES

If parents plan to pick up their child before dismissal, they need to send an email or a signed note with their child stating the date and time of pickup as well as who will be picking up their child. The student will be sent to the office at the designated time to be picked up and signed out. Parents are not allowed to come directly to the classroom to pick up their child until after **3:00 PM**.

Parents need to notify the Office before 1:00PM of any changes to the dismissal and release arrangements on file. Otherwise, teachers will follow the information on file.

LATE PICK-UP AT DISMISSAL

Students who are not picked up by 3:30 PM without any notification to the office from parents will be sent to attend After Care for a drop-in fee of \$20 dollars. The charge will be billed to the student's account.

VISITING DURING SCHOOL HOURS

Any visitors who must go past the office, including parents and relatives, must sign in and out at the office. Visitors should pre-arrange a visit with the office as drop-ins can be disruptive to a teacher's instruction. Relatives visiting without custodial parents are required to be granted written permission from the custodial parents, and will need to provide identification upon arrival.

HEALTH AND SAFETY POLICIES AND PROCEDURES

COMMUNICABLE DISEASE OR INFECTION

Students with symptoms of a communicable disease or infection that can be transmitted directly or indirectly and which may threaten the health of others should be kept home until written notification from a physician or CRNP stating that it is safe for the student to return to school is received. Children must receive required immunizations before they are allowed to attend school.

Signs and symptoms of communicable diseases include but are not limited to severe coughing, difficult or rapid breathing, stiff neck, diarrhea, temperature of 100 degrees or higher, pink eye, vomiting, ringworm, head lice or nits, and a runny nose.

ILLNESS DURING SCHOOL HOURS

Any student who is suspected of having a communicable disease or develops one or any combination of symptoms will be brought to the office and his or her parents will be contacted to pick up their child immediately. The school currently does not have a nurse on site so it is important that we are granted written permission and given clear instructions in order to administer any prescription medication to a student (inhalers, EPI pens, etc.) In cases of extreme emergency, we will call 911.

MEDICATION

All medication must be brought to the school by a custodial parent. If a child requires a liquid medication, a parent must provide the graduated medication spoon or cup. If pills need to be cut in half, it is the responsibility of the parent. Under no circumstance should a child be sent to school with medication to be kept on them or in the classroom.

In accordance with the law of the Commonwealth of Pennsylvania, medications including all over-the-counter and prescription medications, must be dispensed by a nurse or designated administrator. The *Medication Form* must be completed by parents before the designated administrator(s) can dispense medication to their child.

Immunizations

Immunizations are required according to the current schedule recommended by the U.S. Public Health Services and the American Academy of Pediatrics, www.aap.org. Every October, we check with the public health department or the American Academy of Pediatrics for updates of the recommended immunization schedule. Our state regulations regarding attendance of children who are not immunized due to religious or medical reasons are followed. Unimmunized children are excluded during outbreaks of vaccine preventable illness as directed by the state health department.

All caregivers, teachers, and staff are required to be current with all immunizations routinely recommended for adults by the Advisory Committee on Immunization Practices (ACIP) of the Centers for Disease Control and Prevention (CDC).

Physicals

Routine physicals are required according to the current recommendations of the American Academy of Pediatrics, www.aap.org. A copy of your child's physical should be received before but must be received no later than [30] days after your child begins the program. Families are responsible for assuring that their child's physicals are kept up-to-date and that a copy of the results of the child's health assessment is given to the program.

SAFETY

Injuries

Safety is a major concern in child care and so daily safety inspections are completed inside and outside the school in order to prevent injuries. First aid will be administered by a trained caregiver in the event that your child sustains a minor injury (e.g., scraped knee). You will receive an incident report outlining the incident and course of action taken. If the injury produces any type of swelling or needs medical attention, you will be contacted immediately. Each classroom is equipped with a first aid kit meeting the state regulations.

In the event of a serious medical emergency, the child will be taken to the hospital immediately by ambulance, while we will try to contact you or an emergency contact.

Biting

Biting is a normal stage of development that is common among toddlers and sometimes even among preschoolers. It is something that most young children will try at least once.

When biting happens, our response will be to care for and help the child who was bitten and to help the biter learn a more appropriate behavior. Our focus will not be on punishment for biting, but on effective behaviors that address the specific reason for biting.

Notes will be written to the family of the child who was bitten and the biter's family. We will work together with the families of each to keep them informed and to develop strategies for change.

Smoking

The poisons in secondhand smoke are especially harmful to young children's developing bodies, therefore the indoor and outdoor school environment and vehicles used by the school are non-smoking areas at all times. The use of tobacco in any form is prohibited on the school's premises.

Prohibited Substances

The use of alcohol or illegal drugs is prohibited on the school's premises. Possession of illegal substances or unauthorized potentially toxic substances is prohibited.

Any adult who appears to be inebriated, intoxicated, or otherwise under the influence of mind-altering or polluting substances is required to leave the premises immediately.

Dangerous Weapons

A dangerous weapon is a gun, knife, razor, or any other object, which by the manner it is used or intended to be used, is capable of inflicting bodily harm. Families, children, staff or guests (other than law enforcement officers) possessing a dangerous weapon will not be permitted onto the premises.

In cases that clearly involve a gun, or any other weapon on our premises, the police will be called and the individual(s) involved will be immediately removed from the premises. This policy applies to visible or concealed weapons.

Child Custody

Without a court document, both parents/guardians have equal rights to custody. We are legally bound to respect the wishes of the parent/guardian with legal custody based on a certified copy of the most recent court order, active restraining order, or court-ordered visitation schedule. We will not accept the responsibility of deciding which parent/guardian has legal custody where there is no court documentation.

Suspected Child Abuse

We are required by law to report all observations of child abuse or neglect cases to the appropriate state authorities if we have reasonable cause to believe or suspect a child is suffering from abuse or neglect or is in danger of abuse or neglect, no matter where the abuse might have occurred. The child protective service agency will determine appropriate action and may conduct an investigation. It then becomes the role of the agency to determine if the report is substantiated and to work with the family to ensure the child's needs are met. Jubilee School will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect.

EMERGENCIES

Lost or Missing Child

In the unlikely event that a child becomes lost or separated from a group, all available staff will search for the child. If the child is not located within 20 minutes, the family and the police will be notified.

Fire Safety

Our center is fully equipped with sprinklers and fire alarms

Our fire evacuation plan is reviewed with the children and staff on a monthly basis.

Emergency Transportation

In the event your child needs to be transported due to a medical emergency, if no other authorized person can be contacted and the need for transportation is essential, an ambulance will be called for transportation. A proper escort will accompany and remain with the child until a family member or emergency contact arrives.

DRESS CODE

Students should come to school dressed in comfortable clothing that is playground and weather appropriate (sneakers, warm coats, snow boots, rain coats, etc). Students will usually spend at least 30 minutes outside every day unless the temperature is below 34 degrees or if it is too

wet. **Open toed shoes, flip-flops, or shoes with wheels should not be worn.** Parents might also want to take note of when dance, yoga and art occur should they want their child to be prepared with specific clothing.

INCLEMENT WEATHER, EMERGENCIES, AND SCHOOL CLOSINGS

Parents will be notified several ways if the school must close because of an emergency.

Emergency updates will be made available on the school's website, Facebook page, and a messaging system. Parents must always keep their emergency contact information on file current.

If severe weather occurs, Jubilee School will follow the school-closing or delayed-opening decisions made by the School District of Philadelphia.

BIRTHDAYS AND OBSERVANCES

Parents may plan with their child's teacher regarding birthday celebrations or observances in the classroom, especially because of allergies. For celebrations that are planned for venues outside of school, please be considerate of children's feelings when handing out invitations in the classroom.

BREAKFAST, LUNCH, AND SNACKS

Parents should send in with their children a sensible packed lunch and at least two snacks and drinks, and a reusable water bottle that does not need refrigeration or heating. Ice packs and insulated lunch containers are recommended. Most grades have a snack in the morning and a snack before dismissal.

Students are not allowed to use the refrigerator or microwave. Lunches cannot be heated up for students. If a special treat needs to be refrigerated for a celebration, please make arrangements with your child's teacher.

Gum, candy, soda, and glass bottles are not allowed and will be confiscated.

Students may only eat breakfast if they attend Before Care. It is recommended that parents also pack an extra snack and drink for their child for After Care.

Due to the possibility of severe allergies, students are not allowed to share their packed food unless it is a planned and supervised shared snack such as birthday treats.

It is important to begin good eating habits at a young age. Fortunately, fresh home-prepared foods are not only healthier but they are more economical than processed and prepackaged foods. It is recommended that foods with enriched bleached flour, high-fructose corn syrup, partially hydrogenated oils, sugar substitutes, and artificial preservatives, flavoring, and color should be eaten sparingly. Hot Lunch is provided by Linton's Food Service and can be purchased

Please note that lunchtime at school is not a favorable time to introduce new foods to your child.

CELL PHONES, ELECTRONICS, AND PERSONAL ITEMS

Cell phones and electronics should not be brought to school. These items are a big responsibility for the children and distract them from their learning. If a child must bring a cell phone for safety reasons to use before and after school, it must be kept in the student's book bag during school hours. If students are caught using their cell phone or electronics for personal use, it can be confiscated and returned to them at the end of the day.

Personal items such as toys may only be brought in if they are a part of a Teacher assigned classroom activity such as Show and Tell.

COMMUNICATION

Periodically, newsletters are sent home so that parents can stay current with school-wide news and events. Teachers will have their own way of communicating their classroom news to parents.

CONTACTING TEACHERS OR PRINCIPAL

Parents can call the Office to get in contact with a teacher or the principal. Parents are also welcome to email their child's teacher(s) or the principal for non-pressing matters. Teachers may be available to talk to parents after school between **3:15 and 3:30PM**. It is best to arrange an appointment to guarantee your time.

CONTACTING YOUR CHILD DURING SCHOOL HOURS

If parents must contact their child during school hours, they must call the Office so a message can be given to your child's teacher. Parents should not attempt to call or text your child on their cell phone during school hours.

SCHOOL SUPPLIES

Due to our small classrooms, teachers will generally provide the supplies students will need for the year, although **teachers may specially request specific items to be purchased.** It is not necessary to purchase extra items for your child since there may not be enough storage space for these items in the classroom.

STUDENT FILES

Emergency contact forms, health records, release forms, transportation information, media consent, and field trip permission forms must always be kept current. Please contact the main office if any permanent changes need to be made.

According to FERPA, parents have the right to review and request corrections to their child's academic records; however, Jubilee School has the right to withhold and disclose records to certain parties or under certain conditions. Otherwise, the school must obtain written permission from the parent to release their child's records.

ACADEMIC PROCEDURES AND CURRICULUM

EXTENDED DAY PROGRAM

The Extended Day Program accommodates working families who may need care outside of regular school hours. It is open every full school day and includes Before Care **7:00AM** to **8:00AM** and After Care **3:15PM** to **6:00PM**. In addition to a homework assistance, the Extended Day Program offers outdoor activities and free time.

Homework Policy

K-6 Teachers will assign grade appropriate homework to reinforce skills and concepts, as well as, provide opportunities for students to practice responsibility and independence. Parents are responsible for checking that homework is complete to the student's best ability. It is not necessary for parents to correct homework.

Reading is one of the beneficial homework activities a student can do every night. Practicing reading helps children build better spelling, vocabulary, and writing skills. Pre-K through second grade students should read or be read to for at least 20 minutes every night. Third through sixth grade should read for at least 30 minutes every night.

Students also need to practice their instruments for about 20 minutes a day.

If students have a valid reason why they are unable to do their homework, parents need to send in with their child a signed note explaining why homework was not completed.

MEETINGS AND CONFERENCES

Parents are required to attend Back to School Night as well as Parent/Teacher conferences.

Appointments for the conferences will be scheduled by your child's teacher.

PROGRESS REPORTS AND PORTFOLIOS

Progress reports are distributed three times a year after each marking period. Progress reports are based on student performance measured against the Jubilee Standards on a 0-4 grading scale. Student portfolios that contain artifacts towards mastery of grade-level content and skills will provide the evidence that support these grades. Parents should note that progress reports reflect the progress of their child through the entire year rather than per marking period.

STANDARDIZED TESTING

Terranova Practice Tests are administered to students in grades 3 through 6 in preparation for the Terranova tests administered in April. Second grade also takes the test in April for practice; however, they are not sent out with the rest of the tests to be graded.

The rationale for standardized testing is as follows:

1. Standardized tests are an expected assessment tool nationally. They may suggest or corroborate specific strengths and weaknesses in ability or content areas. Although limited, standardized tests can provide useful and desired information for families and school personnel.
2. Administering the Terranova gives students periodic experience in this area of testing since successful performance on standardized tests involves being comfortable with the timed multiple-choice examinations.

SUPPORT SERVICES

Classroom teachers are the first people to turn to when a student is having academic or social difficulty. When a teacher identifies that a student is having academic or social difficulty, that teacher makes immediate modifications and accommodations to support that student. If the concern is beyond the classroom resources, the Principal can also work directly with teachers, parents, and students to address a student's individual needs for success.

Teachers can also recommend students to in-school tutoring programs in the beginning of the school year based on initial assessments, grades from the previous school year, test scores and/or concerns from the child's parents.

In the event that additional support is needed, the school works closely with a diagnostic team from Elwyn Inc. in conducting formal evaluation and coordinating services.

CURRICULUM

Language Arts

The goals for the language arts program derive from the mission of Jubilee, which is to build on the curiosity and enthusiasm for learning that children begin with while building a strong foundation of academic skills. Young children love books and are eager to learn to read. They also enjoy telling stories and like to see their words in written form. It is the goals of Jubilee's language arts program to keep this love of books and desire for expression alive throughout and beyond the school years. The motivation to read is foundational to building reading skills. Building a sense that their words and ideas are important and have value and meaning in the world is foundation for students in learning writing skills.

Students learn reading skills in the context of experiencing the power of books to expand their horizons; bring pleasure, humor, compassion, insight and understanding to their lives; change their perspectives; build their imaginations; teach facts; pose questions; and enrich their lives. Students learn writing skills in the context of experiencing the power of writing to clarify and sharpen thoughts; to express ideas, questions, struggles, feelings and experiences; to tell stories; to build on the music of language; to records observations of how things are; and to relay visions of how things could be.

At Jubilee, skills are taught in context explicitly and sequentially. The importance of sequence and context are reflected in the language arts objectives.

Math

The goals for the math program at Jubilee are an extension of the mission for the school. They involve building on the resources children already have: curiosity, creativity, the desire to make sense of the world, reasoning and logic and the ability to apply knowledge in diverse areas to the learning of new concepts. Our approach is based on respect for working with children's minds; respect for their capacity for grasping complex concepts through experience and intuition; respect for their innate curiosity and desire to learn; respect for their individuality of thought, abilities, and ways of learning; and respect for their life experiences and cultures.

Another aspect of our mission is to build a strong foundation of academic and social skills. The goal for building academic skills is reflected in our program objectives for math at each level. Social skills are built through the methods in which math is taught; by working in cooperative

groups, respecting the insights and ideas of other students, and by perceiving math as relating to real life in such a way that it can be used as a tool to build a more just, equitable, and effective community.

Often in education the discovery method of learning is set against the explicit teaching of skills. At Jubilee there is a balance of both methods. Students are exposed to new concepts in problem solving situations, and are allowed to explore and come up with their own strategies. By the time they are taught a skill, they have built an intuitive understanding of the concept through exploration and individual insights. Explicit teaching of skills comes after a background of discovery.

Social Studies

Social studies at Jubilee begin with an in-depth study of our own community and builds outward to encompass our city, county, and the world. We begin in the present context of our particular neighborhood and work our way backwards in time, ending up with ancient history. Our goals in social studies reflect our mission “to build in students a sense of hope and responsibility, and a knowledge of their power to affect change in our community around the world.” By focusing on the strengths, struggles, collective accomplishments, and richness of culture in the African American community, students can build a strong sense of identity and place in their history. Building on this foundation, they study communities with different cultures, from different time periods, and deal with different external and internal forces. Our studies are year long, in-depth, interdisciplinary units which focus on examining cause and effect relationships and the complex interaction of history, geography, politics and culture. By reflecting on both the past and present in different parts of the world, students are encouraged to imagine a future for the world they are inheriting.

Science

In science, as in other disciplines, the partnership of curiosity between students and teachers is a key to discovering patterns. Foundational to scientific thinking are awareness of the mysteries of nature and how things work, along with the desire for understanding and willingness to pay close attention through observation. From their earliest years children by nature have a scientific

approach to the world. They notice and wonder about all kinds of things that adults have forgotten to notice and wonder about. They explore and investigate; and they are constantly experimenting. At Jubilee, our goal is to keep that scientific outlook alive, to learn from it and to build upon it. The questions of students and teachers guide scientific explorations. As students observe, record, question, make hypotheses and experiment, they begin to recognize patterns in scientific data which they can then apply to new questions and new hypotheses. The process involves uncovering information and concepts, and discovering the patterns that exist in nature and the world.

Art

The focus of the arts program is to build upon the artistic instincts which children begin with. All children are essentially artists; through exposure to a variety of materials in supportive atmosphere, they discover principles of balance, design, symmetry, complementary colors, and harmony.

At Jubilee, the process of creation is respected above and beyond the product. For this reason, children are not given pre-fabricated, adult-directed projects. Instead they learn to use raw materials, time, energy and gifts in constructive and original ways with a sense that they are trusted and respected as artists and creators.

Music

Music is an integral part of life at Jubilee. Students take group music lessons in singing, violin, brass, percussion and dance. Our goal for music is that it will enrich students' lives as well as the life of the school through providing an opportunity to express creativity, channel gifts, and experience the benefits of discipline, musicianship, precision, and hard work.

Block Building

Block building is an important part of the curriculum at Jubilee especially in the early years. Blocks are basic, raw materials which children work with at their own stages of development,

moving to greater understanding of the world around through experimenting, observing, comparing, cooperating, and creating models of their worlds.

Block building lays a foundation for further exploration in social studies, science, math, and art. As children build communities together, they function as a world community, and they reflect on how communities work (social studies). They are involved in making observations, comparisons, interpretations and predictions (science). They use blocks as symbols and observe relationships between different shapes and sizes (math) and make use of patterns and symmetry (art).

In the process of building with blocks, students observe their city and their neighborhoods as they are, and then they imagine their world as it could be. This aspect of imagining better ways of building community is integral to Jubilee's mission and philosophy.

Through our curriculum, Jubilee School Pre-K creates a learning environment that supports the natural curiosity, creativity and imagination of our students. Through the use of raw materials, free play and exploration, the arts and developmentally appropriate teacher guided discussions, we endeavor to assist children in discovering how the power of their voices and ideas are essential to becoming integral members of their home, school, local, and global communities. In addition, our curriculum serves to equip children with the physical, emotional, social, and intellectual skills that are necessary in the development of well-rounded learners.

We believe that young children best learn by guided exploration through play with some direct instruction. Therefore, our schedule reflects a balance of exploratory learning, small group work, and some large group sessions. Teachers also ask for the children's input in the selection of themes and activities and build off of their interests in planning and classroom activities. Goals for individual children are defined throughout the year. The teachers begin by observing and assessing each child's development and then include targets and activities for the individuals in their lesson plans. This happens on a regular basis and is reported to parents at least three times a year.

STUDENT CODE OF CONDUCT AND CONSEQUENCES

Guidelines for student behavior and consequences are based on the belief that students have rights in school, and they have a responsibility to not take away anyone else's right.

Our approach to discipline at Jubilee is that it is part of the learning process. As much as possible, our focus is on having students experience the natural, direct consequences of their choices. Students are to be treated with respect; they are also expected to be respectful of others in words and actions. For issues of disrespect or irresponsibility, students will be given a student write up, to be signed by the teacher and parent. After three write ups, a parent will be required to come in for a conference. **Fighting is not tolerated at Jubilee.** If a student engages in a fight, he or she will be suspended, even if he or she did not initiate the fight. If a student engages in dangerous behavior, such as sliding down the banister, or leaving the school without permission, he or she will be suspended. If a student refuses to go along with discipline, a parent may be required to pick him or her up during the school day. After a suspension, a parent is required to bring the student in person, and to meet with the teacher or director. If a student is suspended three times, a staff conference will be held to determine whether the student should remain in school.

Consequences at Jubilee are fair and real to help students learn important problem-solving skills and social skills, develop emotional intelligence, and help students build good character and distinguish when and how to ask for help.

SEQUENCE OF CONSEQUENCES

Level One: When daily classroom management does not suffice, there is a discussion among teachers and students. This can include a teacher-student mini-conference after teaching, walking students through I-statements, peer-mediation, and classroom discussions.

Level Two: If the behavior is consistently disruptive and a problem that cannot simply be solved by the student, teachers inform parents by communicating their observations, the actions that have already been taken in the classroom, and gather more information. Teachers then can suggest what can be done at home or a partnership discipline plan.

Level Three: If the problem still cannot be resolved, students, parents, and teachers will conference with the Principal and collaboratively write an individual behavior plan for the student.

Level Four: After many attempts to solve the issue, parents, teachers, and Principal can decide that the behavior is beyond the resources of Jubilee School and look at options outside of Jubilee School.

TUITION RATES AND FEES

In order for their child to remain enrolled, parents must make timely monthly payments towards the full tuition, less any scholarships or discounts. After a tuition deposit is made, tuition may be paid in 10 monthly installments beginning in August through May.

Accounts will assess a late charge of \$30.00 each time installments are not paid within 10 calendar days of the due date. Outstanding balances after 10 days will result in the suspension of a student until the payment is made.

If families experience unexpected financial hardship, parents are encouraged to write a letter of appeal explaining their request and situation to the Board of Directors especially if the consistent education of their child is at risk.

Preschool Tuition Rate <i>(full day program from 7:00AM to 6:00PM)</i>	\$8,500/yr
K-6 Tuition Rate	\$5,250/yr
Before Care and After Care	\$2,000/yr
Before Care or After Care Only	\$1,500/yr
Extended Day Monthly Option	\$200/mo
Extended Day Drop In	\$20/day
Late Tuition Payment Fee	\$30/per occurrence

2018- 2019 Academic Calendar

Month	Su	Mo	Tu	We	Th	Fr	Sa	Notes
	29	30	31	1	2	3	4	
Aug 2018	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	27	28	29	30	31	1	August 28-31 Teacher In-service
Sep	2	3	4	5	6	7	8	Labor Day School and office closed
	9	10	11	12	13	14	15	SEPT 6 FIRST DAY OF SCHOOL
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
	30	1	2	3	4	5	6	
Oct	7	8	9	10	11	12	13	Oct 8 – 9 Fall Break School Closed
	14	15	16	17	18	19	20	October 8-12 Leadership Camp in Kiev (grades 4-6)
	21	22	23	24	25	26	27	
	28	29	30	31	1	2	3	
Nov	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	November 12 No School Teacher in service
	18	19	20	21	22	23	24	Thanksgiving Break Nov. 21-23 Schools Closed
	25	26	27	28	29	30	1	
Dec	2	3	4	5	6	7	8	
	9	10	11	12	13	14	15	
	16	17	18	19	20	21	22	Dec 20 Winter Concert 12:30 Dismissal
	23	24	25	26	27	28	29	Dec 21- Jan 1 Winter Break Schools Closed
Jan 2019	30	31	1	2	3	4	5	January 2 Teacher Inservice Schools Closed
	6	7	8	9	10	11	12	Schools Reopen January 3
	13	14	15	16	17	18	19	World Week January 7-10
	20	21	22	23	24	25	26	Martin Luther King Day schools closed
	27	28	29	30	31	1	2	
Feb	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	
	17	18	19	20	21	22	23	Feb 18- 22 Mid - Winter Break Schools Closed
	24	25	26	27	28	1	2	
Mar	3	4	5	6	7	8	9	
	10	11	12	13	14	15	16	March 15 Teacher in-service schools closed
	17	18	19	20	21	22	23	
	24	25	26	27	28	29	30	
	31	1	2	3	4	5	6	
Apr	7	8	9	10	11	12	13	
	14	15	16	17	18	19	20	Spring Break April 17-22
	21	22	23	24	25	26	27	
	28	29	30	1	2	3	4	
May	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	May 23 Spring Concert Dismissal at 12:30
	26	27	28	29	30	31	1	Memorial Day Break May 24-27
Jun	2	3	4	5	6	7	8	June 7 Last Day of School K-6 12:30 Dismissal
	9	10	11	12	13	14	15	June 10-11 Teacher In-Service K-6
	16	17	18	19	20	21	22	Last Day of School Pre K June 14 12:30 Dismissal
	23	24	25	26	27	28	29	June 17-18 Teacher In-Service Pre K