

The 3-D School



PARENT / STUDENT HANDBOOK

Revised 2023

Dynamic Dyslexia Design
The 3-D School
120 South George Street
Petal, MS 39465

Telephone number – 601-450-3333
cholifield@The3DSchool.org
www.The3DSchool.org

Accredited
Mississippi Department of Education

Board of Directors

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Definition of Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Mission Statement

The mission of The3-D School is to identify children with dyslexia and provide an educational environment designed to include Orton-Gillingham research-based multisensory intervention, academic enrichment and positive educational experiences that challenge students by building necessary skills for academic and personal success.

Treatment for Dyslexia

Treatment for dyslexia consists of Orton-Gillingham based instruction that provides direct, explicit, systematic/incremental, cumulative, multisensory, structured language instruction designed to prompt understanding, memory, recall and the use of spoken and written language. It must also contain multiple components that include spoken and written instruction in the areas of phonological skills, phonics and word attack skills, spelling, grammar, syntax, reading comprehension, writing, reading fluency, and study skills. Dyslexia therapy sessions and classroom

instruction is delivered by licensed dyslexia therapists at the 3-D School. The school works in partnership with William Carey University Dyslexia Therapy Program and Neuhaus Education Center to provide the highest quality instruction.

History

The vision of Dynamic Dyslexia Design; The 3-D School and Evaluation Center was established on December 26, 2007, by Cena Holifield and Dr. Trudy Abel due to the need for services to appropriately meet the learning needs of children with dyslexia in the Pine Belt Area of Mississippi. In March 2008, Mrs. Holifield and Dr. Abel applied for a non-profit (501c-3) status establishing a non-discriminatory school for students with the primary learning disability of dyslexia under the laws of the Internal Revenue Service.

The city government of Petal, Mississippi, agreed to provide a building for the school on April 25, 2008, and in conjunction with a United States Department of Agriculture Rural Economic Development Business Grant, the renovations on the building were completed in October 2008. In August 2008, a staff of 6 served 24 students at Petal Harvey Baptist Church until moving into the new facility at 120 South George Street in October 2008. In 2009, the school grew to include 43 students with a staff of 11 professionals. In May 2010, the school celebrated its first two-year completion ceremony for the original 24 students. Through assistance given by Senators Thad Cochran and Roger Wicker, the school received a grant from the US Dept. of Education in 2010 which kept tuition costs affordable for families. With assistance from the Asbury Foundation, the school expanded its physical location to include the property next door to the George Street location in August 2010.

In 2012, Rep. Larry Byrd authored the first parental choice law which provided MAEP funds to follow the child for dyslexia intervention. The City of Petal generously allowed the school to expand and double its physical capacity in 2013 for the addition of two classes.

A new classroom building with 6 additional classrooms was constructed in 2022 and named Larry Byrd Hall in honor of Rep. Larry Byrd. In August 2023, the school will welcome 175 students with 26 qualified staff members.

Accreditation

The 3-D School is a non-profit (501c3) IRS approved charity. The school is accredited through the Mississippi Department of Education as a non-public, special purpose school.

Philosophy of The 3-D School

Academic Philosophy:

It is our belief that many students who struggle with the written language disorder of dyslexia are best remediated in a full day educational environment designed to meet their unique learning needs. Appropriate remediation includes Orton – Gillingham based instruction delivered by state licensed dyslexia therapists who hold a Master’s Degree in Dyslexia Therapy or Therapists-in-training pursuing a Master’s Degree in Dyslexia Therapy from a state approved program. The intervention program is a comprehensive structured literacy instructional program that is designed specifically for students with dyslexia and based on current reading research.

Students with dyslexia require daily, multisensory instruction that provides 500 to 1500 repetitions for building long term memory and mastery of critical reading skills. The specialized instruction provides them with the knowledge of the written language; decoding skills, spelling rules, and language concepts that will empower them with tools necessary to succeed in the regular education classroom at higher grade levels.

Students with dyslexia require math instruction that is also multisensory, systematic, cumulative, providing repetitive opportunities to build memory and rate in math calculations and math concepts. The 3-D School uses Saxon Math because it provides this type of instruction. Saxon has a proven record of success in elementary classrooms. The A Beka Science and Social Studies curriculum reinforces the Biblical truths on which the 3-D School was founded. The students enjoy extracurricular activities in music, art, and physical education.

Spiritual Philosophy:

Through obedience to their calling from God, the founders created and established Dynamic Dyslexia Design; The 3-D School. The 3-D School was founded on faith in the belief that God desires for students with dyslexia to be academically and spiritually strengthened. Dyslexia affects 15-20% of learners, the largest group of learning disabled students; however, the least served in schools. The 3-D School was designed to be a safe haven for learning, free from judgment of a student's inability to read, write, or spell. The curriculum allows students to feel successful as they learn. It is our belief that these are God's children, uniquely designed to carry out His will for His purpose. It is the belief of the founders that these children will better serve their families, communities, country, and God if given the tools to become stronger academically and spiritually.

The 3-D School strives to present a Biblical/Christian Worldview across all areas of the curriculum. The 3-D School program includes Bible truths taught daily through teacher read Bible stories from the Katherine Vos Bible Story Book for Children. The Katherine Vos Bible Story Book for Children is written to sequentially guide the children through the Old and New Testaments. Therefore, every child has heard the Bible in its entirety by the time they finish the 3-D School program. The 3-D School curriculum includes A Beka Science and Social Studies programs. The A Beka curriculum reinforces the Biblical truths on which the 3-D School was founded. The academic and spiritual goals for 3-D School students is two-fold; learning to read prepares them for life on earth; teaching them Bible truths prepares them for life everlasting.

Character Building Philosophy:

The 3-D School students are taught that they are uniquely designed by God, therefore, He is the ultimate judge of their actions. Students are taught knowledge of their learning difference and develop an appreciation for their special abilities which strengthens self-confidence. Students are provided with daily opportunities to develop self-discipline and personal responsibility. They are made aware of the rights and privileges of others in relation to their own rights. Through the development of social skills and mutual respect, students learn to interact with their peers appropriately.

Through loving guidance, students are taught that they are ultimately responsible for their own actions. The end result of assuming responsibility for one's own academic and social success is increased self-esteem and purpose. Students are able to function individually and cooperatively in a structured, supportive environment where goals and expectations are clearly established.

Parental Involvement:

For students to reach their academic and social potential, a partnership between teachers and parents is required. Teachers implement the policies, procedures, and curriculum of The 3-D School in a structured, nurturing learning environment. The parents' role is to support the student's educational program, comply with the school's policies and procedures, and embrace the philosophy of The 3-D School.

Communication between school and home is critical to maintaining a positive partnership. The school offers the following opportunities for communication:

- Weekly Newsletters sent home on Mondays
- Progress Reports: sent home at mid-nine weeks
- Report Cards: sent home at the end of each nine weeks
- Parent School: scheduled each 9 weeks (two weeks-notice given to parents of date and times)
- Formal parent/teacher conferences: October/April
- Parents may schedule an appointment with the teacher at any time during the school year.

Professional Affiliations

The 3-D School is affiliated with the following professional organizations:

- Academic Language Therapists Association (ALTA)
- American Speech and Hearing Association (ASHA)
- International Multisensory Language Educational Council (IMSLEC)
- Mississippi Department of Education (MDE)

- International Dyslexia Association (IDA)
- Mississippi Dyslexia Therapy Association (MSDTA)
- Mississippi Professional Educators (MPE)
- The Petal Chamber of Commerce
- Pine Belt Area Economic Development
- William Carey University
- Neuhaus Education Center, Bellaire, TX

Admission Policy

Students entering 2nd - 3rd grades will be accepted. Students must remain in the school for 3 years in order to complete the program. The 3-D School cannot accept students with untreated disruptive behavior disorders.

Parents should complete the application found on the school's website: www.the3dschool.org . A formal evaluation report revealing a diagnosis of dyslexia is required. Students with ADD/ADHD must receive treatment under a doctor's supervision. An application fee of \$200 and is required in order to apply for consideration for enrollment. Please make the check out to The 3-D School.

Mail application packet (application, \$200 fee, evaluation report) to The 3-D School, 120 S. George Street, Petal, MS 39465. Upon receipt of the application packet, an interview will be scheduled with the parents and student. The evaluation report will be carefully reviewed to ensure eligibility to the school. Additional testing may be needed to determine eligibility.

Evaluation Policy

According to Mississippi Law, academic evaluations may be administered by a psychometrist, psychologist, or speech language pathologist. **In order to be considered for admittance to the 3-D School, the following test scores are required and must have been administered within 1 (one) calendar year of admittance date. Please be sure any outside testing includes scores from these evaluation instruments:**

- Full Scale IQ – measurement of non-verbal and verbal ability (RAIS or WISC-R)
- Academic Achievement – WIATT III (Must include reading, spelling, and math scores)
- Phonological Processing – CTOPP scores (Must have phonological awareness, memory, rapid naming scores)

- Reading – GORT (Must include accuracy, rate, fluency, and comprehension scores)
- Language – OWLS or CELF (Must include Receptive, Expressive, and Core/Combined Language Scores; both Verbal and Written Expression scores needed)

If problems outside of our areas of expertise are indicated, we will make recommendations for further evaluation by a qualified professional.

In addition to academic testing, the following is required:

- **ADHD/ADD Evaluation Report** - ADHD/ADD is commonly associated with dyslexia and is a barrier to successful remediation.
- Students with ADHD/ADD must **be under a physician’s care** for ADHD/ADD management and taking the prescribed medications as indicated.
- A letter of recommendation is required from the previous teacher stating behavioral observations in the classroom.
- Submit any available emotional or behavioral documentation that will provide insight into learning needs.
- Primary diagnosis of Dyslexia must be determined by a qualified diagnostician.

The state department requires that final reports be signed by the diagnostician to apply for scholarship assistance.

Testing submitted from outside of the 3-D School Evaluation Center must include all measurements stated above, be administered within the past 12 months, and reviewed by the director of the 3-D School Evaluation Center to determine eligibility. If testing is incomplete, the 3-D School will administer the instruments at an additional fee to the parent.

To schedule an evaluation at The 3-D School, email Elesha McCarty at evaluations@the3dschool.org

Elesha McCarty, CCC-SLP, CALT

Master’s Degree; Speech Language Pathology

Master’s Degree; Dyslexia Therapy

Licensed Psychometrist, Mississippi Department of Education

AA Speech Language Clinician K-12; Mississippi Department of Education

AA Dyslexia K-12; Mississippi Department of Education

Nationally Certified Academic Language Therapist

American Speech Language Hearing Association

Licensed Mississippi State Board of Health

Financial Information

- 1) Students coming from public schools receive the Dyslexia Scholarship which will supplement the student's tuition.
- 2) Students coming from non-public schools are not eligible to receive MAEP funds the first year at the 3-D School.
- 3) Students with an IEP may apply for the MS Education Scholarship Account (ESA). The ESA application can be found on the MS Department of Education website.
- 4) Beginning in 2024, the \$250 application fee due with the application and a \$300 curriculum fee is due on May 1.
- 5) Call the school's office to request current tuition costs.

There are three payment options:

- Payment in full by August 1.
- Half of the yearly tuition due on August 1 and half on January 1.
- Ten equal monthly payments via Bank Draft beginning August 1 and ending May 1.
(There will be a \$25 fee on all returned checks)

Fundraising

Tuition fees do not cover the cost of operating the school; therefore, all families are required to participate in fundraising for the school. Families should be ambassadors for the school and seek donations for the school.

Discipline Policy

In order for each student to benefit from the school's uniquely designed academic program, it is critical that a secure, positively controlled learning environment conducive to learning be maintained; therefore, persistent disruption of the class that causes other students' learning to be disturbed will not be tolerated.

Discipline procedures include: 1.)verbal warning 2.)student will serve detention 3.) parent will be contacted. **If behavior problems persist, and the child continues to misbehave in spite of teacher and parent intervention, the child may be discharged from the school.**

- *In order to prevent potential behavior problems and/or waste instructional time for teachers and students, parents are asked to be diligent in administering prescribed medication every morning before coming to school. Due to the importance of this issue to assure the best possible academic outcome for many students, parents will be called to bring medication to school when this situation occurs*

Addressing ADD/ADHD

In order for a student who struggles with ADD/ADHD to fully benefit from the 3D School's program, attention issues MUST be addressed. It is a parent's prerogative to choose no medical intervention for a child; however, the director reserves the right to decline admission, or to remove from enrollment, a student due to ADD/ADHD behaviors that require demands on the teacher and/or disruptive to the learning environment.

Parents are expected to administer prescription medications every morning before sending the student to school.

Homework Requirements

Homework is assigned for the purpose of reinforcing skills taught in the classroom, developing organizational skills, improving reading, writing, and math abilities, and encouraging independence and self-reliance. Homework is sent home in the Home Folder and Reading Lab notebook. It is posted weekly on the school website. Homework should be completed, Reading Lab notebook signed and returned to school.

Please note that some assignments such as nightly reading in the home notebook, word flash cards, and memorizing math facts are considered ongoing assignments and should be practiced continually.

The maximum time for homework completion should be 20-30 minutes for 1st year students and 45-60 minutes for 2nd and 3rd year students.

Completing homework is critical to the progress of the student and is taken very seriously at the 3-D School. Students who do not complete homework assignments will be given a detention and a note will be sent home to inform the parent. Lack of compliance is documented and if behavior becomes consistent, the student's enrollment in the school will come under review.

Home Practice

Research tells us that students with dyslexia may need 500-1500 repetitions of information long-term memory retention; therefore, it is imperative that parents

review daily the critical language skills that are introduced at school. The 3-D School's dyslexia therapy and language arts curriculum progresses from simple to complex in a systematic, cumulative process. In order for parents to have the important information needed to help their child at home, Parent School will be scheduled 4 times during the school year.

Students will have Reading Lab workbooks that must go home and then be **returned to school daily**. This workbook will contain the students' homework and must be signed by the parent to ensure parent involvement.

Reading homework will be sent home daily; however, homework in other subjects will be kept to a minimum on Wednesdays.

Regular Reading Practice

Three types of reading practice are emphasized at The 3-D School:

- **Fluency Reading** – material which the student can read accurately and fluently with no mistakes. This includes single words, phrases, and reading passages.
- **Independent Reading** – material which the student can read silently with 80% comprehension.
- **Comprehension Reading/Listening** – material at or above the student's grade level which must be read to the student.

Students are assigned all three types of reading weekly as soon as the teacher/therapist deems it appropriate. **It is imperative that the parent monitor and participate in this reading practice if the student is to develop necessary reading skills. Due to the importance of reading practice, assigned home reading practice is non-negotiable.**

Home Folders

A pocket folder is sent home each day containing parent notes and homework. This is the school's mode for communicating and ensuring that everyone receives the same information. **Please check your child's folder nightly and send it back each morning. HOMEWORK AND WEEKLY NOTES WILL BE AVAIABLE ON THE SCHOOL WEBSITE.**

Parent School

Parents are **highly encouraged to attend all scheduled Parent School sessions**. There are approximately 4 scheduled sessions per year. Notice of dates will be given in advance with morning and night sessions offered.

Parent Conferences

Parent conferences will be held twice a year, in the fall and spring, for the purpose of reviewing student progress, goals, and objectives for the year. Parental support is critical in improving student performance and promoting understanding between the school and the home. Parents can schedule a conference at any time during the school year to discuss student progress or parent concerns.

Teachers full attention to students is expected at all times during the school day; therefore, impromptu conferences before or during school hours are discouraged. Please call the office to leave a message for a teacher or text/leave a message on their phone to call you back after school.

Progress Reports

Progress reports are sent home at mid-9 weeks inside the Home Folders.

Report Cards

Report Cards are issued at the end of each 9 week period.

Health and Medicine Updates

Parents will be asked to update health and medicine changes at least every 9 weeks. It is very important that a teacher know of any medicine change.

Student Records

The following items must be provided by the parent for the school's cumulative record:

- a. Birth certificate
- b. Social security number
- c. Immunization records
- d. Relevant medical information/list of medications/allergy alert
- e. Evaluation report/diagnosis of dyslexia
- f. Report cards

- g. Group achievement test scores

MEDICAL INFORMATION/PSYCHOMETRIC TESTING WILL NOT BE RELEASED WITHOUT WRITTEN PARENT PERMISSION.

Attendance Policy

The 3D School follows the Compulsory Attendance Law as set by the Mississippi Department of Education

- Must have a written excuse for every absence from parent or doctor
- Truant officer is called after 5 unexcused absences

The school day begins at 8:10 and ends at 2:20 for Kindergarten students. The school day begins at 8:10 and ends at 2:30 for second and third graders.

The school day begins at 8:10 and ends at 2:45 for fourth through sixth graders.

3 unexcused tardies equals 1 absence

Parents must come to the office to sign in and get a tardy slip in order to enter the classroom.

- **PLEASE DO NOT drop off your child if no teacher is on duty.**
- **No check-outs between 2:00 and 2:30.**

Regular attendance is critical to the progress of the student because the Dyslexia Therapy Method introduces a new learning situation every day. If your child must be absent, homework may be picked up in the office between 2:45 and 3:00 on the day of absence. **In order to fully benefit from the sequentially structured instruction, your child must attend school regularly, arrive on time, and stay until the end of the school day. Twenty days (20) days are equal to one month of school. Students that miss 20 days of school, whether excused or unexcused, will be subject to the administration making the decision for repeating a grade.**

Please contact the teacher by email or note in advance of an appointment. We highly encourage you to make appointments after school hours or on days of scheduled school closings. Please refer to the school calendar when scheduling appointments.

BEHAVIOR POLICY

Students are expected to be obedient, respectful, and responsible. The 3-D School's mission is to prepare students to succeed academically. It is the parents' role to prepare their children to behave appropriately at school and in social situations.

Discipline is addressed in three ways:

- 1) Verbal warning explaining the consequence for continued behavior is given.
- 2) Consequence is carried out and a privilege is taken away.
- 3) Parent is called to come to the school and address the behavior.

Due to the specialized nature of the school, if a student continues to demonstrate behaviors that are disruptive to learning for themselves and others, the student will be released from the school.

BULLYING:

Bullying will not be tolerated at the 3-D School.

Lunch

Students must bring a lunch to school daily. After Labor Day, hot lunches will be served on Tuesdays and Thursdays. Hot lunches are paid for by the semesters. The children may have water bottles with a "sports cap" at school, or you may send a healthy drink with a lunch. **Please do not send a carbonated drink to school.**

Snack and Recess

Students have a 30-minute recess/snack break each morning and a 30-minute recess in the afternoon. Students should bring a healthy snack each day. **Students may not bring carbonated drinks to school. Please do not send high sugar snacks.**

Inclement Weather Policy

Please listen to local radio stations and television stations for information. Teachers will text parents to provide information on school closings. Also, the school closings will be posted on the school's facebook page.

Field Trips

A permission slip for field trips is signed at the time of registration. Parents will be notified of all field trips and parents are encouraged to assist in the transportation of students.

Party Invitations

Party invitations may not be distributed at school unless:

- 1) every child in the class receives an invitation**
- 2) all boys in the class are invited or all girls in the class are invited**

UNIFORM POLICY

- **GIRLS** may wear red, white, or navy blue polo shirts, or 3-D School T-shirts with uniform shorts, skirts, or long pants in navy or khaki.
- **Leggings/jeggings may not be worn as pants.**
- **3-D School Spirit T-shirts sold on the website may be worn any day of the week. Navy, red, white, or gray.**
- Girls may also wear blue/red/khaki uniform jumpers.
- Uniform skirts and walking shorts must be appropriate length (no shorter than fingertip length)
- Girls may wear uniform skirts. **NO ATHLETIC SKIRTS.**
- Shoes must be closed toe, match uniforms, and be appropriate for playground activities. Boots may not be worn to school.
- 3-D RED t-shirts should be worn on class field trips.

- NO bracelets or distracting jewelry may be worn. Girls with pierced ears may wear small studs or loops that are not a distraction to others.
- Girls may not bring purses to school; only backpacks/lunchboxes
- Jackets, sweaters, or coats: **Must be a solid color that matches the uniform.**
- **No camouflage, blue jean, or sports jackets.**

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- **BOYS** must wear red, white, or navy blue polo shirts with navy or khaki bottoms.
 - **3-D School Spirit T-shirts may be worn any day of the week. (red, navy, white, or gray)**
 - Brown, navy, or black belts only, No large belt buckles.
 - Tennis shoes (white, navy, red, gray) or loafer type shoes
 - Closed toe shoes that match uniforms. No boots may be worn to school.
 - 3-D t-shirts may be worn on Fridays and on class field trips.
 - NO distracting jewelry
 - Jackets/sweaters/coats: **Solid color that matches the uniform.**
 - **No camouflage, blue jean, or sports jackets.**

Students may not wear any item or hairstyle that draws attention to them causing distraction for them or others. Ex. tattoos, make-up, large jewelry, hair colors, etc. Boys must have neatly cut hair.

Community Projects

Modeling and providing opportunities for children to serve others is important to the development of good citizens. To achieve this goal, the 3-D School encourages community involvement by having the students share their time and talents through the year in three community projects. Students and parents will be asked to participate in the giving project which is held during the holidays.

Emergency Conditions Policy

Fire Drills – Fire drills are practiced regularly as is required by the Mississippi Department of Education.

Weather Drills – Weather drills are practiced regularly as is required by the Mississippi Department of Education.

Building Security – To ensure safety, all visitors must come to the administrative office to check out or check in students.

Pick-up and Drop off

The school day (class) begins at 8:10 and ends at 2:30 for 2nd and 3rd /2:45 for 4th. **It is important that your child be in class by 8:10 and picked up at 2:30/2:45.** Children will be dropped off and picked up in **the rear of the building.** Teachers will be on duty from 7:45 until 8:10 in the morning and no later than 3:00 in the afternoon. If for any reason a child is to be dropped off before 7:45 AM, special arrangements must be made. After 8:10 AM, the parent must walk the child to the office, sign in, and get a tardy slip. Students leaving before 2:45 must be checked-out by a parent in the school office. Non-emergency checkouts will not be allowed after 2:00 PM. Please keep early checkouts at a minimum.

POLICIES SET BY THE 3-D SCHOOL BOARD OF DIRECTORS

- **The 3- D School program is a three (3) year program and a 3 year commitment for the parent.** The school provides appropriate Orton-Gillingham based treatment for dyslexia. However, even with appropriate research-based treatment, there is “no cure” for Dyslexia, and depending on the severity of a student’s disability, the rate of progress may differ among students.
- There are only three tuition payment options. NO exceptions will be made. A) Payment in full by August 1 B) Half payment by August 1 and half by January 1 C) Monthly bank draft made before the 5th day of each month ; There will be a \$25 penalty for bank draft deficiency. Report cards and academic records will not be released until all tuition and/or fees have been paid.
- In order to enter the school, students must have a current (within the year) evaluation report that reveals dyslexia as the primary learning disability. The signature of the diagnostician must be on the report.
- Evaluation for ADD/ADHD must be included for acceptance into the school.
IMPORTANT: An evaluation consisting of checklists for ADHD may not be thorough

enough to identify ADD/ADHD; therefore, a reevaluation may be requested if characteristics are observed by the 3-D School teachers/therapists. In order for a student to fully benefit from the 3D School's program, attention issues must be addressed.

- Parents are expected to administer prescription medications every morning before sending the student to school. If an afternoon dose is necessary, the parent must sign a release form for the administration of any prescribed medications by the 3D School staff.
- If a student exhibits behavior problems that are consistently distracting to classroom instruction, the student will be released.
- If a parent exhibits behavior that negatively affects the moral of the staff, or a staff member, the parent's child will be released.
- The 3D School staff enforces the school's uniform policy. (Refer to handbook on website)
- Parents can request to schedule a conference with a teacher via email, text, or note. Unscheduled conferences in the mornings or during afternoon car line are not permissible. It is important that teachers not be distracted from their duties to teach and supervise students during the school day, unless otherwise scheduled.
- Homework is mandatory and students do face consequences for non-compliance. Parents are expected check homework folders and Reading Lab Workbooks daily, assist the child with homework, and sign homework as required by the teachers/therapists.
- Parents are expected to check folders daily and read all communications between school and home.
- Parents are expected to bring children to school by 8:10 and pick them up at 2:45. Three unexcused tardies per nine weeks is counted as an unexcused absence. Students who consistently enter the classroom late disrupt instruction for themselves and others; therefore, after three unexcused tardies for the nine weeks, the student will not be allowed to enter the classroom until after dyslexia therapy session at 9:20.
- Parents are expected to make school attendance a top priority. Students must attend school regularly to benefit from school instruction. A written excuse for all days absent is required.
- Parents are expected to participate in all fundraising activities.

The 3-D School Board:

Andy Stetelman - Chairman

Nancy Steen – Board Attorney

Brad Holifield – Financial Officer

Cena Holifield – Executive Director

Barry Morris – Board Member

Lisa Vickers – Board Member

Mary Louise Polk – Board Member

Martha Sibley – Board Member

Donations

Dynamic Dyslexia Design, The 3-D School, is a non-profit 501c-3 IRS approved program. The 3-D School depends on the generosity of others through donations and grants to meet the operational expenses of the school.

Donations are tax deductible and greatly appreciated.

**Dynamic Dyslexia Design
The 3-D School
120 South George Street
Petal, MS 39465
601-450-3333**

“I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me”. Matthew 25:40.