



Student and Parent Handbook

2025–2026

Inspiring children to LEARN with passion, SERVE with respect, LIVE with purpose, and LEAD with integrity.

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www.sges.org

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**SECTION A:
WELCOME TO ST. GEORGE'S EPISCOPAL SCHOOL**

Mission and Beliefs

MISSION STATEMENT:

Inspiring children to LEARN with passion, SERVE with respect, LIVE with purpose and LEAD with integrity.

In an environment grounded in spiritual values, St. George's Episcopal School provides each child with an opportunity for an excellent education through active learning and independent thinking.

Beliefs

SGES believes students excel when the school:

- Offers an engaging curriculum that challenges students to achieve their highest individual potential.
- Provides a learning environment with a respect for different learning styles in which students are allowed and encouraged to take those risks associated with student success.
- Provides stimulating and creative experiences that will empower students to solve problems and to think critically and creatively.
- Promotes spiritual growth through worship, service and educational opportunities which respect the religious and cultural heritage of each student.
- Nurtures in each student a sense of self-worth and instills an awareness of one's duties and responsibilities to family, community, and God.
- Engenders respect and tolerance for the opinions, thoughts and feelings of others.
- Encourages students to participate in activities that benefit a variety of specific needs beyond the school campus.

History of St. George's Episcopal School

The School

St. George's Episcopal School is an independent, coeducational, not-for-profit 501(C)3, day school serving students in pre-kindergarten through the twelfth grade. The school seeks to enroll students of good character who give evidence of being able to benefit from a challenging learning experience. St. George's seeks a diverse student body and faculty, welcoming persons from a variety of ethnic, cultural, religious, socio-economic, and racial backgrounds. The goal of the school is to provide an excellent education in the long tradition of both independent and Episcopal schools in this country. Both the curricular and extra-curricular programs address the total person and strive to meet the needs of each individual student in developing the mind, heart, spirit, and body. The goal is to enable each student to achieve the highest academic excellence possible and to guide the student in the formation and further development of character, faith, and an attentive consideration of others. Furthermore, a St. George's Episcopal School education is expected to inspire a commitment to community service and social responsibility. This mission is accomplished within a student-centered, loving and nurturing environment and in a setting which reflects the faith and traditions of the Episcopal Church. Students are prepared for college and for life beyond the academic institution.

The school is accredited by the Southern Association of Independent Schools (SAIS), the Southern Association of Colleges and Schools (SACS), and by the Georgia Accrediting Commission, with Quality, their highest award. St. George's Episcopal School holds membership in the National Association of Episcopal Schools (NAES), Georgia Independent School Association (GISA), Education Records Bureau (ERB), Council for Spiritual and Ethical Education (CSEE), and Independent School Management (ISM).

St. George's Episcopal School admits students of any race, color, religion, disability, and national or ethnic origin, and accords to them all the privileges, programs, and activities made available at the School.

This handbook has been prepared for your information. **It is for school-related use only. Information, names, and phone numbers herein are exclusively for school-related uses. Use for any other purpose requires written permission from the Head of School.** We ask that you retain it for reference throughout the year. It is important for both you and your child(ren) to be familiar with the policies and procedures of the school. Please take the time to read this information thoroughly and discuss it with your children. Your cooperation and support at home are essential in fostering a positive school experience.

SECTION B:

Trustees, Administration, Faculty and Staff

2025-2026 Board of Trustees

Daniel Searcy, Chair
Jessica Deen, Vice-Chair
Tom Inglis, Treasurer
Amy Matthews, Secretary
Neal Wheaton, Past Chair
Bobby Bickley
Marie Broder
Turner Burson
Laura Edwards, Ph.D.
Heath English
June Jones
Leslie LaBriola
Krik LaFon, Ex-Officio
Blake Monts de Oca, Head of School, Ex-Officio
Nathan Moorefield
Mark Peek
Cathy Rahn
Dusty Takle
Chad Thompson

Administration Team

Head of School	Blake Monts de Oca bmontsdeoca@sges.org
Dean of Academics & Lower and Middle School Division Director	Jennifer McDaniel mcdaniel@sges.org
Early Childhood Division Director	Crista Stubbs cstubbs@sges.org
High School Director	John French jfrench@sges.org
Director of College Counseling	Leigh Hancher lhancher@sges.org
Director of Finance	Mitzi Hammock mhammock@sges.org
Athletic Director	Tim Knecht tknecht@sges.org
Director of Admissions	Meredith Thacker mthacker@sges.org

Campus Support Staff

Director of Advancement	Katie Inglis kinglis@sges.org
Director of Marketing	Sydney Armistead sarmistead@sges.org
Office Manager	Amanda Melton amelton@sges.org
Registrar & Technology Coordinator	Nicole Walters nwalters@sges.org
Chaplain	Julie O'Neill joneill@sges.org

Facilities Director

Kevin Powell

Faculty and Staff

Early Childhood Teachers:

Pre-K 3

Amanda Copeland
acopeland@sges.org

Pre-K 4

Kelly Bell
kbell@sges.org

Katie Moltrum
kmoltrum@sges.org

Kindergarten

Shannon Doughtie
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Honey Teal
hteal@sges.org

1st grade

Anna Clowe
aclowe@sges.org

Crista Stubbs, Division Director
cstubbs@sges.org

2nd Grade

Natalie Davis
ndavis@sges.org

Elizabeth Tyson
etyson@sges.org

Teacher's Assistants:

Carol Baldwin
cbaldwin@sges.org

Erin Blair
eblair@sges.org

Susan Drake
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Tiffany Elliott
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Logan Fagin
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Shelly Melton
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Camille Mercer
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Crystal Waldrop
cwaldrop@sges.org

Lower School Teachers:

3rd Grade

Rachel Schott
rschott@sges.org

Jennifer Hoffman
jhoffman@sges.org

4th & 5th Grade Math

Holly Minter
hminter@sges.org

4th & 5th Grade
Language Arts

Emily Brown
ebrown@sges.org

4th & 5th grade History

Jill Matlock-Carter
jmatlockcarter@sges.org

4th & 5th Grade
Science

Katie Buffington
kbuffington@sges.org

Middle School Teachers:

6th and 7th Grade
Science

Ashley Payton
apayton@sges.org

8th Grade Science

Tracey Muise
tmuise@sges.org

7th and 8th Social Studies
Division Director

Jennifer McDaniel
mcdaniel@sges.org

Middle School Math

Madison McCart
mmccart@sges.org

6 th Grade Language Arts	Jill Matlock-Carter jmatlockcarter@sges.org
7 th and 8 th Grade Language Arts	Diana Pearson dpearson@sges.org
6 th Grade Social Studies	Madison McCart mmccart@sges.org
6 th -8 th Grade Spanish	Shirley Hallman shallman@sges.org

Co-curricular and Enrichment Programs:

After School	Tammy Hill thill@sges.org
	Jan Levin jlevin@sges.org
Learning Enrichment Coordinator	Michelle Norris mnorris@sges.org
Family Engagement Coordinator & LEADS Advisor	Jannellen Rigg jrigg@sges.org
PK3 -5 th Art	Wendy Daniel wdaniel@sges.org
6 th – 12 th Art	Meredith Thacker mthacker@sges.org
PK-3 – 5 th Bible	Joan Voight jvoight@sges.org
6 th -8 th Bible	Julie O'Neill joneill@sges.org
Library	Wendy Daniel wdaniel@sges.org

Zibi Davidson
z davidson@sges.org

Physical Education Nathan Suddeth
nsuddeth@sges.org

STEAM Katie Buffington
kbuffington@sges.org

Spanish-PK3-3rd grade Jill Matlock Carter
Jmatlockcarter@sges.org

Spanish 4th & 5th grade Shirley Hallman
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Speech Leigh Hancher
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High School Teachers:

Algebra 1 Kasey Letson
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Accelerated Algebra 2;
Statistic; AP Precalculus Ashley Moran
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Geometry; AP Calculus;
Algebra 2 Dee Joiner
djoiner@sges.org

Chemistry & AP Biology Tracey Muise
tmuise@sges.org
tmuise@sges.org

Biology and
Anatomy & Physiology Ashley Payton
apayton@sges.org

9th Grade English;
AP Seminar/English 10;
Advanced Lang & Composition (11);
American Literature & World Literature (12) Liz Jester (ljester@sges.org)

AP English
English 10 / AP Seminar Diana Pearson
dpearson@sges.org

AP Human Geography/
World Geography (9)
AP European History (12)
US History (11)
World History (10) David Graf
dgraf@sges.org

AP US History & AP
Government

John French
jfrench@sges.org

Spanish 2; Spanish 3;
Spanish 4; AP Spanish

Candy Holland
cholland@sges.org

Interscholastic Activities:

Boys' Basketball

Tim Knecht

Girls' Basketball

Madison McCart and Mike McCart

Middle School Boys'
Basketball

Seth Brown and David Graf

Middle School Girls'
Basketball

Emily Brown and Mike McCart

Clay Targets

TBA

Cross Country

John French and Charles Jones

Boys Soccer

Nathan Suddeth and Denny Jones

Golf

Brian Remington

Literary

Liz Jester and Logan Fagin

Middle School Golf

Brian Remington

One Act Play

Logan Fagan

Tennis

Butch Dixon and Anna Clowe

Girls' Varsity &
Middle School Soccer

Greg Hammock, Drew Taylor, Josh Adams

Volleyball

Scott Henson, Shawn Goelz, Camille Mercer

SECTION C:

Philosophy, Policies, Governance, and Finances

Episcopal Identity

The essence of an Episcopal school is ably described in a publication entitled, The Idea of an Episcopal School, which is published by NAES. The key points are summarized below:

An Episcopal school is comprehensive and inclusive.

Our church encourages respect for the other person's beliefs. An Episcopal school may be expected not to discriminate on the basis of race, creed, or national origin, and actively seek out faculty and students of diverse backgrounds and traditions in the belief that they bring something to be valued and respected, and because we would like to be broadly inclusive of the community we serve. An Episcopal school will look for the values that unite people rather than those that divide, and not allow factionalism to undermine the life of the whole. The unity of an Episcopal school is based on rite and tradition rather than doctrine.

If you want to understand what it means to be an Episcopalian, you have to come worship with us.

In an Episcopal school there will likely be no single dogma to which we all subscribe, no lists of rules that define who we must be as a community. An Episcopal school ought to be able to point to its own rites and traditions without getting stuck in them, recognizing that these embody the common values of school community. Its rituals may not all derive from the *Book of Common Prayer*, but every member of the community should be able to join in celebrating the life of the community in some ritual ways (rituals can be formal or informal). There is at work here too a sacramental principle which we hold dear: God makes sacred the things of this world as they are offered to God in worship. Students should have the opportunity to experience the best of Episcopal worship if they are to understand the heart of the Church's teaching.

An Episcopal school values reason as a way to true understanding.

Anglicanism has always put faith and revelation first, like most Protestants. But Anglican theologians have suggested since the 17th century that human reason offers a tool to interpret Scripture and to wrestle with the most difficult spiritual issues. (Again, because there is no human authority to tell us how to think, the responsibility to reason our way to understanding becomes essentially an individual enterprise, in good Protestant fashion, which in turns underlies the idea of respect for individual beliefs.) So, in the Episcopal tradition, learning is important *not* to find the right answers to be used as weapons against "unbelievers," but, in order to arrive at God's truth.

Clearly, then, an Episcopal education is not indoctrination, not about enforcing an unquestioning acceptance of a fore-ordained set of doctrines. An Episcopal education should begin from the premise that we (faculty, students, administrators, and staff) are all a community of explorers that we all need to continue to learn and to grow. It should encourage all students, faculty, and staff to pursue questions wherever they lead, to use their critical faculties, to value the learning and thought we have inherited from the past. It should also, one would think – and here we part company with secular education – refuse to allow students to separate religion and spirituality from the rest of the curriculum, since the Anglican insight is that reason and learning are ultimately intended to serve our exploration of the deepest issues of humankind. An Episcopal education will raise issues of meaning, identity, and ultimate truth at every opportunity in all parts of its program but also will acknowledge the limits of human reason.

An Episcopal school has a concern for the well-being of society.

The Episcopal Church began its life in this country as an established church and has had a hard time, some would argue, admitting that it is not. The positive side of this is that despite its essentially conservative nature, the Church has maintained a commitment to be involved in shaping society.

An Episcopal school is founded on love.

This is not a peculiarly Anglican idea but so fundamental to the Christian view that it can get overlooked. Love for students, for their value as children of God, for their unique gifts, must undergird everything we do. We must act out of love, teach love, model love, and love one another in our community above all else, or all else will be meaningless.

Chapel

Worship lies at the heart of St. George's Episcopal School. It forms the center of our spiritual and religious growth, and it provides the community with biblical and liturgical stories and actions which shape its very identity, mission, and ministry. All students, faculty, staff, and administration are required to participate.

While the Episcopal Church's central act of worship is the Holy Eucharist or Holy Communion, St. George's school, with its ecumenical congregation, celebrates this sacrament only on special occasions and only for students in grades three through 12th. There are several ways students may participate in the Eucharist service. The following options are available:

- Students may go to the altar and receive communion (bread and wine or bread only)
- Students may go to the altar for a blessing from the Priest.

Parents and students should discuss the options concerning communion and make a family decision as to what extent each student will participate in these services.

Most chapel services consist of hymns or songs, a biblical reading, prayers, and a homily or chapel talk. Every effort is made to create chapel services which are grade level and developmentally appropriate for the students. Students also may take leadership roles by serving as readers, leaders of prayer, or acolytes.

Wednesday morning is set aside for the school's formal chapel which enables the entire school to begin each morning together in worship. Monday chapels are PK – 8th grade and Thursdays' chapels are held with each division having a service designed for their division. Tuesday chapel times are held by homeroom or advisement groups to utilize the school's social and emotional program. On Fridays, the entire school concludes the week together by sharing in our special "Celebration Chapel", where a wide variety of student accomplishments are recognized, where birthdays are celebrated, and where our mission and ministry as an Episcopal school are joyously expressed. **Parents are invited to attend any chapel services with their children, although attendance at Friday chapels is especially appropriate.** Although the Book of Common Prayer (BCP) is not used at each service, services ascribe to the traditional worship form and often use prayers from this historic worship book of the Episcopal Church. All celebrations of the Holy Eucharist use the BCP rites.

Philosophy

We seek to discover the potential of each SGES student and to help that young person become the most academically prepared, thoughtful, skilled, caring person possible. Through our academic program and our social and emotional work with children, we aim to prepare our students thoroughly for high school and life, and to help them develop a true love of learning and an understanding of the rich possibilities found in diverse people and cultures.

Structure and Governance

Board of Trustees

St. George's Episcopal School, Inc. is a not-for-profit educational corporation governed by an independent and self-perpetuating Board of Trustees. The board is composed of business and professional people, community leaders, educators, and school parents, a number of whom must be members of the Episcopal Church. The Head of School is an ex officio member with voice but no vote. The roles of the Board of Trustees are to set major school policy in compliance with the school's established mission and goals, to develop long range strategic plans, to monitor the school's established missions and goals, and to support the school with their time, talent, and treasure. The two main responsibilities are to appoint the head of school and manage the school's finances.

The Board of Trustees is not responsible for the selection, evaluation, or dismissal of any faculty, staff, or students. **While the head of school keeps the board informed of the issues and concerns in regards to all aspects of the management of the school, the board itself and individual trustees are not involved in the daily operation of the school and thus do not serve as an appellate review body of the administrative decisions of the head of school or other school personnel.**

The board is divided into three classes of trustees who serve a three-year term. In other words, usually one third of the board is elected each summer. Persons interested in suggesting names of potential trustees should relay that information to the chairman of the board committee of trustees.

The board meets monthly at the school and has several standing committees, including finance, buildings and grounds, advancement, planning, and the committee on trustees. Officers include the chairman, vice-chairman, treasurer, and secretary.

Administration

The Head of School is the chief executive officer of the school. As an ex officio member of the Board of Trustees he/she joins in the formation of policy and procedures with the trustees and is responsible for implementation of policies related to the daily management of the school. When the Head of School is away from campus, division directors or director of finance may be designated to act on his/her behalf in routine situations.

The Head of School is responsible for implementation of the school's mission, including appointing all faculty and staff, creating and teaching the curriculum, all matters of disciplinary nature regarding students or personnel, and all professional evaluation of the faculty and staff.

The Head of School sets the vision for the school and establishes, with the faculty and staff, the school climate and environment.

Assisting the head of school in the administration of the school and responsible directly to him are: the director of finance, the director of admissions, the director of athletics, the director of college counseling, the office manager, and three division directors.

Policies

Board policies are adopted by votes of the Board of Trustees. Operational policies are created by the Head of School. Of particular importance to parents and guardians is the policy on the use of the school's name and its family roster. Policy expressly forbids the use of the school directory and other lists for other than authorized school business. The school name may not be used in a manner that suggests that the school endorses any program or idea unless expressly approved by the Board of Trustees through formal resolution. It is not possible to list all policies in this handbook, but parents and guardians can request information about school policies from the Head of School or Chair of the Board of Trustees. In the event that a member of the community feels that a policy has been violated, and after making all good-faith efforts to address the issue with school administration, including the Head of School, said individual may, through a letter addressed to the Board of Trustees (care of SGES), file a grievance

SECTION D:

Finances and Fundraising

Budget

Each year the Board of Trustees approves the budget for the upcoming academic year as a financial expression of policy decisions. A breakdown of operating revenue and operating expense can be found in the Annual Report.

Payments

Tuition and fees for the following year are set in January by the Board of Trustees. Immediately following, re-enrollment contracts for the next academic year are emailed to parents and guardians of current students. Please refer to the enrollment contract or call the Business Office for additional information.

When families send in enrollment contracts for the upcoming year, a non-refundable deposit of 10% of full tuition, plus the new student fee if applicable, is required to hold a place for each student. Tuition payments may be made in a variety of ways:

- Annual: All tuition (less the deposit) and fees for the year prepaid on or by May 1.
- Quarterly: Quarterly tuition (less deposit) is divided into four installments payable on April 1, July 1, October 1 and January 1. A per family billing fee of \$62.50 is charged each quarter. Tuition Insurance (\$225 per student) is required and payable with the April 1 payment.
- Monthly: Tuition (less deposit) is payable in ten equal monthly payments (beginning April 1 and ending January 1). A per family billing fee of \$25 is added to each payment. Tuition Refund Insurance (\$225 per student) is required and payable with the April 1 payment.

Fees: The School charges an application/testing fee (\$100) and a new student fee (\$300). There is a \$250 Late Registration Fee for any returning student not enrolled by the re-enrollment deadline and a \$50.00 fee for any returned checks..

Tuition

St. George's Episcopal School is supported and operated from the income derived from tuition, fees, and gifts. Payments of tuition and fees must be made on the date due and announced on the enrollment contract signed by parents each school year. The business office will contact any parent whose payments are not received on time. **The school does not accept partial payment unless the Head of School provides written waiver of this policy. Tuition is not discounted for days missed due to any reasons or is not discounted regardless of type of instruction.** Any extenuating circumstances regarding late payment must be made known to the head of school.

When a student's account is not current, the student may be prohibited any involvement in school activities, such as athletics, clubs, class trips, etc. **No records of any kind, including report cards and test scores, will be released on behalf of any student whose account is in arrears.** The Head of School, after conferring with parents whose accounts are in arrears, may prohibit the student from attending classes until such time the accounts are made current.

The Head of School has the final jurisdiction in the enforcement of these policies as established by the Board of Trustees. Every effort is made to be responsive to the needs of SGES families and to ensure fairness in the implementation of the financial policies. An unsatisfactory record of tuition and fees payment, however, is considered a factor in the decision to offer a student a re-enrollment contract for

the next year. No family whose financial accounts are not current will be extended a re-enrollment contract until the accounts are made current.

Late Payments

A penalty of \$50.00 will be charged for tuition payments not received by the due date of the contract. Tuition is not discounted or prorated for days missed, school closures, disputes related to quality of instruction, dismissal, withdrawal, or any other circumstances whatsoever.

Delinquent and Accounts Substantially In Arrears

A student's account will be deemed "delinquent" at any time payment is due and has not been made within 30 days of the stated deadline, and there has been no hardship request submitted to SGES or FACTS, and no payment plan has been approved by SGES or FACTS related to the past due amount.

No additional charges shall be permitted to any delinquent student account.

A student's account will be deemed "substantially in arrears" if it has been delinquent for two months or more.

At any time a student account becomes substantially in arrears, SGES may, subject to the sole discretion of the Head of School: prohibit the student from participating in school activities, such as athletics, clubs, class trips, etc.; withhold student records, including report cards and test scores; prohibit a student from attending class until the arrearage is satisfied; cancel a student's current year enrollment contract; withhold a student's reenrollment contract; close the student account and forward it to a debt collection agency; and/or any other remedy available to it under state and federal law.

FACTS

SGES utilizes FACTS, a financial program of our database, which manages billing and receipt of payments.

Tuition Insurance Plan

The school has many expenses of a continuing nature, such as faculty salaries and plant maintenance. Therefore, it is essential that annual income be assured. Students are enrolled for the entire school year and no reduction or remission of fees or tuition can be allowed by the school for absence, withdrawal, or dismissal. The fact that tuition and fees can be made in two or more installments does not constitute a fractional contract.

Because of this necessary policy, the school makes available the Tuition Insurance Plan according to the terms of the policy. **The guidelines of the Tuition Insurance Plan is available in both the admissions and business offices.**

Financial Aid

Based upon the belief that a diverse student body adds important breadth to the educational experience of all its students, St. George's Episcopal School maintains a commitment to providing need-based financial aid. Any student who has been accepted to the school may apply for this assistance. To meet eligibility requirements, parents are required to complete a financial statement and submit 1040-tax forms that are sent to Financial Aid for School Tuition (FAST) powered by Independent School Management (ISM). FAST analyzes this information and suggests to the school the amount the family can reasonably afford to spend on tuition. After reviewing FAST recommendations and within the limits of available funds, the school determines the amount of financial assistance. Consideration of financial aid requests begins in February for the next school year.

Financial aid must be applied for on an annual basis after a student has been re-enrolled.

While there is no obligation to repay the grant, it is hoped that the recipient or his family will contribute to the scholarship funds of the school in the future so that others may benefit from this special financial assistance.

St. George's Episcopal School financial aid is based solely on demonstrated financial need and students of any race, color, creed, ethnic origin, religion or sex may apply.

St. George's Episcopal School is committed to an economically diverse community. The financial aid program aims to support this commitment to diversity by providing strictly need-based tuition assistance to a broad range of families. Families must apply for financial assistance each year by the stated deadlines, which are generally early February for returning families and mid-to-late March for new families. The School utilizes Financial Aid for Student Tuition (FAST) by Independent School management as an outside resource to help determine a family's need. This application is supported by other materials, such as federal tax returns. Families are encouraged to contact the Business Office with questions about the program or view the information on the SGES website.

Financial Contribution and Volunteer Giving

St. George's Episcopal School relies on private funding for its operational budget. The Episcopal church does not provide regular financial support to Episcopal schools, and as an independent school, it receives no funding from the public sector. For these reasons, voluntary contributions are essential. Because the school is a not-for-profit, tax-exempt organization under section 501(c) 3 of the Internal Revenue Code, financial contributions may be tax deductible.

Since tuition payments at independent schools typically cover approximately 85% of the costs of educating the students, schools like St. George's are totally dependent on additional voluntary contributions to meet the operating budget and to provide for special student-centered programs or equipment. In addition, the school also regularly requires significant capital donations to enhance and improve the campus and the facilities and to fund financial aid programs, to endow faculty positions, and to fund capital expansion.

The Annual Giving fund is the school's chief fundraising program. Coordinated by the Head of School, the Board of Trustees and the Director of Advancement it solicits all parents, grandparents, friends, corporations, and foundations for annual gifts to the school's operating budget.

Substantial gifts may be given to the school at any time and may be designated for endowment. Parents and grandparents are encouraged to review the many opportunities for planned giving and estate planning which provide them with significant tax and livelihood options and eventually provide generous financial assistance to St. George's.

The school is also a wonderfully appropriate place to honor a friend or family member or to memorialize a loved one. Throughout the year the school receives donations to celebrate such events as birthdays or graduations, to honor grandchildren or teachers and staff persons, or to remember the faithful life of one who has died. Those so honored and the families of those memorialized receive notice of such gifts directly from the school.

There are also times when a gift-in-kind is appropriate. These gifts of tangible property or professional services designated by the individual donor for a one-time project such as the annual Get Away Gig or for some educational purpose not included in the current operation budget.

General Information

Fundraising of any kind in the name of St. George's Episcopal School or any school group is subject to approval of the head of school and may not take place without the prior written approval of the head of school. All fundraising events are coordinated through the head of school or the development committee of the board of trustees.

The St. George's Fund

Coordinated through the Head of School, Board of Trustees, and the Director of Advancement, the Annual Giving Fund helps to close the gap between tuition and the actual cost of educating your child at SGES. Each fall, all parents and guardians, Board members, faculty, alumni, friends, and many of our grandparents receive a letter asking for a tax-deductible contribution to the School. In addition to providing essential revenue for the operating budget, a broadly supported St. George's Fund also demonstrates to corporations and foundations from which we seek funding that SGES is an organization worthy of support. Because participation is important, we count on every family to participate, even if the gift is modest. In recent years, SGES has been grateful for the St. George's Fund support of nearly 80% of all families and 100% of faculty, staff and Board of Trustees.

SECTION E:

Admissions

Admissions

In selecting students for admission, SGES looks for children and families who will flourish at SGES, who are developmentally prepared for the grade to which they are applying, and who will contribute academically, socially, and personally to the diversity and balance of the class and the SGES community.

Priority Applications

St. George's Episcopal School admits students of all ethnic, cultural, racial, religious and socio-economic backgrounds who possess strong character, personal integrity, academic and intellectual promise, a motivation to succeed, and a willingness to participate in the life of the school. Admission is based on a student's academic history, personal interview, entrance testing and teacher recommendations.

Section F:
Parent/Guardian and School Relations

Statement of Parent/Guardian Support

It is vital that if parents and guardians have opinions, concerns, and/or comments about a teacher's program or decisions, they take the issue directly to the teacher in question. If parents and guardians do not receive a satisfactory response, they should then take their concern to the Division Director, who will work with the parent/guardian and teacher to come to a resolution. If parents and guardians still do not receive a satisfactory response, they should contact the Head of School. In all cases, it is appropriate to voice these concerns from adult to adult, not to students.

While the School encourages proper communication and will steadfastly attempt to address your concerns, parents and guardians must bear in mind that persons who engage in insulting or abusive behavior or who demonstrate a conspicuously uncooperative or destructive attitude toward any teacher or staff member will not be tolerated. Their actions may lead to the cancellation of their child's contract through non-renewal or involuntary withdrawal.

Parental Involvement/Opportunities

The mission of St. George's Episcopal School is important in all facets of school life. Fulfilling this mission requires a firm commitment on the part of all those involved in the life of our school. We expect all parents:

- To treat each member of the school community with respect
- To support the school's commitment to a diverse, inclusive community
- To follow guidelines and policies as stated in the handbook
- To support the school's behavior policies

- To communicate classroom concerns first to the appropriate teacher
- To foster good study habits and student responsibility for homework
- To follow the school's attendance policies
- To send their children to school each day properly attired in the uniform
- To contribute to the Annual Fund and other essential fund- raising events
- To attend and/or support the special events of the school
- To serve as an "ambassador" for the school to the greater community

Involvement Opportunities

St. George's Episcopal School knows that the strength of any school is clearly enhanced by the active and positive support of its parents through volunteer work and other activities. Here at school, volunteer activities are coordinated through the Parents' Association, an official school group with its own by-laws and officers. Parents receive a "Volunteer Inventory" at the beginning of school to choose ways to be involved in their children's class parties, driving for field trips, or reading to students. Other ways to serve beyond the classroom include assisting in the library at school.

All parents are automatically members of the Parents' Association. Meetings are held at school several times during the school year. At several of them, the head of school makes a presentation about some aspect of the school and responds to parent questions. The Parents' Association provides good help to St. George's parents in many wonderful ways.

The **Booster Club** seeks parents who are enthusiastic about the school's sport program and who want to bolster school spirit. Membership includes admissions to all home athletic events and spirit gear gift. to staff the concession stands at various athletic events on campus. Funds raised by the club are currently used to supplement the athletic budget (purchase uniforms, equipment, trophies, etc.) and, occasionally, to fund travel to competition outside the area. The liaison between the Booster Club and the school administration is the Athletic Director.

SECTION: G

The School Year

Master Calendar

The Master Calendar can be found on the school website at www.sges.org.

Parents and guardians will want to note in their own calendars information about early dismissal days, holidays, parent/teacher/student conference days, and special events.

Conferences

Parents and guardians of students in grades PK3-8 have an initial conference meeting or conversation with classroom teachers during the first month of school. Conferences are offered again in February. Additional conferences (for all grades) can be scheduled at the request of the teacher or parent/ guardian.

Standardized Testing

As an accredited member school of the Southern Association of Independent Schools (SAIS), National Association of Episcopal Schools (NAES), Cognia, Georgia Accrediting Commission, we are required to administer standardized tests to all students in grades 3-8. In the spring, the School administers the Education Records Bureau (ERB). The school believes that the tests can be an effective tool in a student's educational career. Test results allow the school to evaluate curriculum, to assess a child's development over the course of many years, and to compare our students with those in public, suburban and independent schools. St. George's holds that these tests provide only one picture of a student's academic assessment that is neither complete nor definitive.

High School Students take the PSAT, NSMQT, SAT, ACT, and AP examinations at various points throughout their academic careers.

SECTION H:
The School Day

Arrival and Dismissal

Students may arrive daily between 7:00 – 7:45 a.m. for early morning supervision in the Dragon Cave held in King Media Center. From 7:45-8:00, Early Childhood and Lower School students should be dropped off in the Birch Street carpool circle and Middle School and High School students should be dropped off in the Cedar Street back parking lot.

Afternoon Carpool Procedures

Students in Early Childhood (pre-k through 2nd grade) should be picked up in the Birch Street carpool circle. In addition, older students riding in a carpool with an Early Childhood student should be picked up in the Birch Street carpool circle.

Cars may line up single file in front of the carpool slots labeled 1, 2, 3, and 4. Overflow cars will need to form a **single line** on First Street on the right side of the road **we are not permitted to create a double line using the easement**. We are not allowed to block personal driveways for any reason. Cars will be instructed to cross Birch Street and join the other cars in the SGES driveway loop as traffic and space allows. Should the carpool line become longer than First Street allows, cars will need to circle the block or park behind the gym and wait for a space in the line on First Street to become available.

Students in Lower, Middle, and High School should be picked up in the Cedar Street back parking lot.

Cars may line up in the parking lot and “loop” around to pick up areas. If the carpool line backs up, teachers will assist in the pick up process.

You are not allowed to park and walk up to get your children. (Personal dismissals must occur through the office before 2:45pm or after 3:30pm.) Families are expected to remain in their cars and follow the carpool procedure.

Students are dismissed at 3:00 P.M. in the carpool areas.

There are occasional early dismissal days throughout the school year.

Early dismissal time is: 11:30 a.m. Any student not picked up by 11:45 a.m. will be signed into the After School Program when available. After School is not available on the day before Christmas vacation and the last day of school.

Car Seats and Seat Belts. SGES staff will oversee all carpool and making the best attempt to have students picked up by the appropriate person. Once the student is inside the car, the driver takes responsibility for the care of the student including the students wearing seat belts, car seats, and other safety features.

High School Student Parking Driving on campus is a privilege for students. Students should use the Cedar Street back parking lot. Students must park in the designated parking lot. Students who do not adhere to driving guidelines may have his or her driving privileges suspended. During school hours and while under school guidance student drivers **MUST** obey ALL applicable driving laws.

Parents and guests visiting during the school day should use the Birch Street carpool lot to park and sign in at the administrative office.

Front Parking Lot Use

The front parking lot is reserved for visitors (5 spaces total), some faculty members and emergencies during the school day. It is used for carpool between the hours of 7:45-8:00 am and 2:45-3:15pm.

Attendance, Absences, Lateness

St. George's attendance policy promotes regular class attendance as an integral part of the learning process - when students are tardy or miss class or activities their absences can seriously impact their academic progress. Therefore, students are expected to attend all classes, advisory, chapel services, assemblies, class meetings, and relevant club meetings for their Division during the school day.

St. George's requests that parents and students thoughtfully consider the impact of any absence other than one of a medical or family emergency. Parents and guardians are requested not to remove their children for travel during regular instructional periods or to extend school holidays. Absences for vacations will be considered unexcused unless otherwise determined by the Head of School.

Safety is the school's priority. Any time your student is not at school, we need parental verification either through email or a phone call to the school. When a student is absent from school, a parent should call or email the school before 8:00 a.m.

Students are expected to be at school on time. Parents and guardians are requested not to remove their children for travel during regular instructional periods or to extend school holidays. Parents and guardians are asked to contact the School by 8:00 a.m. each day when a child is absent.

Parents of student-drivers should call school office when their child will be late to school for safety precautions. Students are responsible for all work missed during absences.

Parents/guardians/students should request missed assignments through classroom teachers.

Students who are absent for more than three consecutive school days because of illness may be asked to bring a written doctor's excuse to the office in order to be able to make up work missed. St. George's Episcopal School must comply with state laws regarding school attendance and an undue number of absences, regardless of the reason, may be a factor in deciding whether or not a re-enrollment contract for the next school year will be offered, or if class credit is awarded.

Late arrivals/Early dismissals

Classes begin immediately after chapel. **Students who arrive after 8:00 a.m. must report to the Administrative Office to get a tardy slip.**

Students must explain their tardiness and provide a written excuse when appropriate (e.g., medical or dental appointment). When an appointment is anticipated, please inform the teacher in advance. Excused absences include health appointments, sickness, traffic accidents (not traffic), and extreme situations and family events such as weddings or funerals. Most other reasons will result in an unexcused absence or tardy. Parents whose students are chronically tardy (i.e. more than five tardies to school per semester) will meet with the Division Director. The outcome of this meeting will be an agreed-upon plan that will include specific consequences for continued tardiness. We appreciate your collaboration in getting your children to school on time.

Parents taking a student off campus during the school day for whatever reason must sign the student out in the school office.

Excessive Absences

Students who have excessive unexcused absences may not get credit for a given course or be promoted to the next grade. After exceeding 10 unexcused absences, the parent or guardian will receive written communication from the division director. The case may be presented to an

attendance review committee to determine next steps, such as the determination of whether the student will be able to pass the class or be promoted to the next grade, as well as possibly reporting to local authorities. Another appropriate punishment may be the recommendation of the committee, which may include some type of probationary period. If illness causes a student to exceed the 10 absences in a year, a written verification from the doctor should be included in the appeal for course credit.

Medical and Medications

The school is required by the State of Georgia to have on file a health form for every student enrolled. No student will participate in any school activity until this form is on file.

Special medical, mental, psychological, social, or emotional needs of students must be made known to the school.

Physicals are required to participate in school athletics.

When students are injured or feeling ill, they go to the designated sick area. If a student is running a fever, the Administrative Office will notify parents and guardians and ask them to pick up their child as soon as possible. Students are required to remain at home for at least 24 hours after they are free from vomiting, diarrhea, or fever without the assistance of medication. The school does not have a registered nurse on staff. The school, therefore, cannot accept responsibility for the administration of medicines. If students need to take medication during school hours or at After School Care, the medication must be kept in the Administrative Office and administered by office personnel or a member of the After School Care staff. All prescription medications must be in the original container with the child's name, times for administration and dosage information on the label. Written permission with clear instructions for times and dosage must be submitted with the medication. **No medication should be kept in student lockers, cubbies, book bags or on their persons. All medicine must be delivered to the office.**

On field trips and with parental consent, high school students (high school only) are permitted to take their own medication UNLESS it is a controlled substance (i.e. Adderall, Ritalin, etc.), in which case it MUST be administered by an adult chaperone.

Non-prescription medications must be labeled with the child's name and accompanied by a signed note from the parent indicating time and dosage information. Students may not keep medication (other than prescription inhalers or diabetic resources) in their classrooms, backpacks, or in pockets. A log of all medications and first aid administered is kept in the Administrative Office.

Head Lice Policy: No Nits (Lice Eggs)

To decrease the duration of outbreaks, SGES has a "no lice, no nits" policy. We ask parents/guardians to notify us immediately. Students with lice or nits will be removed from class and sent home for treatment, along with information on treatment options. Other families in the class will receive an email notice that there has been an outbreak, along with information on treatment. Students who have been sent home can return to school once they are free of lice

Books

Students will be given textbooks to use during the year. Students are responsible for the books assigned to them and are expected to return them in good condition when the work is completed or at the end of the academic year. Families will be billed for lost or damaged books. The general charge is the replacement cost of a non-returned book.

Library

The library is open at 7:45 a.m. each day and remains open until 4:00 p.m. Monday – Thursday. Pre-Kindergarten through fifth grades have a scheduled library period weekly during which time the librarian reads stories and gives instruction in library use, literature appreciation, and research skills. Parents and guardians are invited to assist with weekly classes by helping to check out and shelve books. Middle School students use the library during class for research projects. Additionally, Middle School and High School students are allowed to utilize the Library until 4:00 p.m., Monday- Thursday. **Students are expected to work quietly on schoolwork during this time.** If student behavior

becomes a distraction, he or she will be sent to the afterschool program and the parent of the student will be billed for afterschool care.

Circulation Procedures:

1. Students are responsible for all materials checked out in their name.
2. Materials are checked out for two weeks and may be renewed by the student unless they have been requested by another student. It is necessary to bring the material(s) to the library for renewal.
3. Reference or special reserve materials may be checked out overnight with the librarian's approval.
4. Project materials are designated by teachers. Students may check out one project item at a time and there will be no renewals of an item that has been requested by another student.
5. Overdue notices are sent to students via homeroom teachers. A phone call to parents will be made for materials excessively overdue.

The library will charge a replacement value of \$20.00 per item. If lost materials are returned during the same school year and a replacement has not yet been ordered, the money minus the handling fee will be returned.

SECTION I:
Student Life

Behavioral Guidelines/Expectations

The goal of St. George's Episcopal School is to ensure a community where everyone is safe, respectful, and responsible for their personal behavior. Our goal is to provide each student with the support needed to make the learning environment positive for everyone. In cases of inappropriate behavior, it is the school's intent to match logical consequences to infractions. These guidelines do not cover all situations that may arise, and the school reserves the right to address issues that develop. The Division Director is responsible for detentions, while the Head of School administers suspensions and expulsions.

We expect our students to:

1. Treat faculty, staff, classmates and visitors with respect, kindness and courtesy.
2. Honor the rights of other students to learn and the rights of teachers to teach.
3. Be honest in all situations, both social and academic.
4. Obey rules established in the classroom.
5. Exhibit good manners throughout the school campus and on field trips and address all adults with respect.
6. Treat school property and the property of others with care and respect.
7. Comply with school uniform policy.
8. Be prompt in regard to assignments and attendance.
9. Be accountable for their actions.

These expectations apply to all school functions, such as athletic events and field trips, as well as to the regular school day.

Because we believe that our students represent the school, even when not directly involved in a school-sponsored event, we seek to encourage students to exercise good citizenship and integrity at all times. Conduct of students on or off campus that negatively impact the reputation of that student, group of students, and/or the school may result in disciplinary action, including dismissal from St. George's.

Inappropriate Behavior

Minor inappropriate behavior includes, but is not limited to:

1. Disrespect shown to others
2. Inappropriate or disruptive behavior in the classroom, chapel, or while attending a school event
3. Dishonesty
4. Inappropriate use of school owned/issued computer, personal computer or electronic devices
5. Hitting or other inappropriate physical contact
6. Teasing or improper comments

There are some extreme cases in which a student may be suspended or expelled. Major infractions are, but not limited to:

1. Continued classroom disruption
2. Stealing or damaging school property or personal property of others
3. Improper or obscene language or gestures
4. Any speech or conduct that is seriously hurtful, such as a racist remark or drawing
5. Fighting or bullying
6. Academic Dishonesty
7. Possession or use of drugs, alcohol, and/or tobacco products on school property or at a school function.

8. Possession of weapons (including knives, guns, or any type of tool/ gadget that may be used as weapon).

St. George's primary concerns are the safety, health, and well-being of individuals as well as the entire school community. In the event of an incident involving illicit or illegal substances, depending on its nature and the school's legal disposition, the school may make any number of recommendations and suggest courses of action including a professional assessment, counseling, or possible withdrawal from the school. The school will treat as a medical issue, and not a disciplinary issue, students who voluntarily indicate that they are struggling with a drug or alcohol problem prior to being caught violating St. George's rules surrounding these issues. The school's ability to work effectively with and support such an individual may affect his/her eligibility to remain at the school.

Any student who sells, misuses legal drugs, or uses or possesses illegal drugs or alcohol while at school or under the school's supervision, custody or control may be dismissed. Depending on the nature of the incident, federal and local laws may also apply.

The use of tobacco, e-cigarettes, or similar products are prohibited on campus or while a student is under the school's jurisdiction or while in school uniform off campus. This infraction is punishable by suspension or other guidelines set by the head of school.

St. George's does not admit married students. Current students who become married will withdraw from school.

Consequences for High School Students

High School students whose behavior is lower than the school's expectations will lose his or her privileges for an appropriate amount of time depending on frequency and severity of behavior. High School students who continue to fall short of the level of expectations or commit a major infraction may be expelled, suspended, or subject to some other action determined by the Head of School.

St. George's reserves the right to suspend or dismiss at any time a student whose conduct, spirit, or academic standing become unacceptable to the SGES community. The entire disciplinary record of the student and the seriousness of the infraction will be considered when developing the school's response.

Demerits for Minor Infractions or Misbehavior

Students who have a minor infraction or misbehavior will incur a demerit. These types of infractions include but are not limited to uniform infractions, tardies, disrupting class, failure to clean-up after oneself etc.

- 1-3 Demerits – Warning
- 4-6 Demerits - Work Detail/Detention and communication sent home; If the demerits involve one specific privilege a loss of that privilege may occur at this point
- 7-9 Demerits - Loss of Privileges and Communication sent home
- 10 Demerits - High School Director or Head of School will determine consequences which can include revoked privileges, in-school detention, suspension, disciplinary probation and dismissal.

Discipline Violations

A discipline violation is more serious and refers to behaviors that go beyond minor infractions. They can include, but are not limited to direct disobedience, disruptive behavior or inappropriate behavior, unauthorized absence from class, rude conduct/disrespect, profanity/ obscenity, bullying, inappropriate sexual conduct including graphic images sent digitally, failure to report or leaving school without

permission, possession and/or use of any prohibited substance (i.e., vape, alcohol, cannabis, tobacco, or any other illegal drug), fighting, inappropriate use of technology, forged school documents, failure to follow rules on a class trip, or any behavior that does not meet the expectations of the St. George's school community.

Discipline violations can result in an immediate loss of privileges, in-school detention, suspension, disciplinary probation and dismissal.

Search and Seizure Policies

To maintain order and discipline on School property and at School events and to protect the safety and welfare of students and School personnel, the School may perform physical searches of students' person or property at any time without notice, including, for example, pockets of clothing, purses, backpacks, gym bags, electronic devices, athletic equipment, lockers, desks, student automobiles (whether it is on school grounds or at any school related event whether on or off campus), and during field trips and overnight trips: hotel rooms, buses, or other facilities. Failure by a student, parent or guardian to immediately grant access to any such student property for the purpose of any such search will result in disciplinary consequences up to and including expulsion. Parents and students acknowledge that consent to any such search is granted by inclusion in this Handbook. School personnel may seize inappropriate student property located during any such search. All personal searches will be performed in a manner that is respectful of the norms of decency and the emotional maturity of the student.

Student in Good Standing

To be in Good Standing, high school students are expected to have passing grades in their classes, no significant conduct or honor code violations, and should adhere to the guidelines put forth in this handbook. An academic record that contains 2 D's or 1 F is NOT in good standing. Students who are not in Good Standing may forfeit the right to participate in extra-curricular activities or attend off-school activities such as field trips or class trips.

Consequences for Middle School Students

Demerits (minor infractions) and detentions (major infractions) will be given to students depending on the severity of the offense. In certain cases, a second demerit can be given based on the severity of the offense.

If a demerit is issued, parents will be notified by email.

If a student receives three demerits in the same quarter, the student will meet with the Division Director and a detention will be assigned.

If the disruptive behavior continues (or in the case of a serious infraction), the student will meet with the Division Director and may be required to meet with the Head of School. The student may be asked to call a parent or guardian to inform the parent/guardian of the problem. Alternatively, the Division Director may find it more appropriate to call the parent or guardian directly, with consultation from the teacher involved. A parent/teacher/student conference may be set up at this time.

An automatic detention will be given whenever deemed appropriate.

Consequences for major infractions range from after school detention, suspension, or expulsion. Only major academic work missed in classes may be made up during suspensions.

In some cases, other disciplinary actions may be taken where deemed appropriate by the Division Director.

Consequences for Lower School and Early Childhood Students

Teachers in the lower school division and early childhood division use a similar system to reinforce appropriate behavior. The specific consequences vary to allow for appropriate developmental traits. Typically, in these two divisions the following is followed:

- First Infraction – Friendly Warning
- Second Infraction – Time out of class or lunch
- Third Infraction – Time out at recess
- Fourth Infraction – Communication with parents

The length of time out of class, lunch, or recess is based on the age of student.

Repeated behavior or severe behavior may result in a referral to the Division Director.

Bullying, Sexual Harassment

Bullying is intimidation or harassment-verbal, physical, cyber bullying, etc.. These are serious offenses and are subject to disciplinary action up to and including immediate suspension and/or expulsion.

Bullying and/or sexual harassment will not be tolerated and could result in suspension and/or expulsion.

Examples of sexual harassment:

- unwelcome leering, sexual flirtation or propositions
- unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- graphic verbal comments about an individual's body or overly personal conversation
- sexual jokes, stories, drawings, pictures, or gestures
- spreading sexual rumors
- teasing or sexual remarks
- touching an individual's body or clothing in a sexual way
- cornering or blocking normal movements
- displaying sexually suggestive objects
- any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or against an individual who participates in the investigation of a sexual harassment complaint

In the event an individual believes he or she is the subject of sexual harassment, the first and best thing to do is to let the other person know that his or her conduct is unwelcome and unacceptable. If this does not resolve the problem, the situation should be reported to a teacher or one of the Division Directors. If an individual is not satisfied with the results of this first round informal process, the situation may be appealed to the Head. If the conduct of the Head of School is being questioned, the situation should be reported to the Chair of the Board of Trustees.

Academic Integrity

Academic integrity is essential at St. George's Episcopal School.

In Early Childhood and Lower School, core teachers guide students to understand when work should

be done collaboratively and when it should be done independently. Furthermore, Lower School teachers work with students to clearly understand plagiarism and its implications. Violations of academic integrity will be addressed directly by the teacher. Any serious violations will also be brought to the attention of the parents or guardians and the Division Director.

In Middle School, students understand when work should be done collaboratively and when it should be done independently. Plagiarism and any other academic violations will result in the following:

1. Parents/guardians will be notified;
2. Students may not receive credit for their work;
3. A detention may be assigned to that student, during which time the Middle school Director and the student will be able to discuss further the importance of academic integrity.
4. Continued violation may become a behavioral issue and will be dealt with on a case-by-case basis with the Head of School.

In High School, students should give an appropriate account of all references both paraphrased and quoted. Students should ensure each assignment is his or her own work and they have worked independently. Students should not submit AI-generated material as their own. Doing so will be considered a violation of this policy. Students should encourage other students to honor our academic standards and display the highest level of integrity with their work. Students who do not maintain this high level of integrity may be dismissed from SGES.

High School Honor Code

The high school students have developed an honor code while at St. George's. Students agree to follow the honor code and sign the code as a commitment. St. George's Episcopal School promotes honesty and integrity in all aspects of academic life and is committed to being a community of tolerance, respect, and compassion for others.

A St. George's student will not lie.

A St. George's student will not cheat.

A St. George's student will not act dishonorably.

A Student who violates the Honor Code is subject to disciplinary action.

High School Honor Council

The High School Honor Council oversees the Honor Code. The Council provides education at various times to help reinforce the Honor Code. The Council consists of one 9th grader, two students from each of the 10th, 11th and 12th grade. Teachers nominate students to the council, and then each grade selects the members from the nominated list.

Academic and Behavioral Probation

Middle School Pass/Fail Policy

Any student failing two or more core subjects (English, Foreign Language, History, Math or Science) in the **final year average** may not be offered a re-enrollment contract for the next school year. Any student failing or with a "D" final year average may be required to have tutoring.

A student in Middle School may be placed on academic probation during the following quarter if he/she receives any of the following combinations of grades at the end of a quarter:

1. One grade of "F"
2. Two or more grades of "D"

Students with a “D” in any class may be required to attend academic support sessions.

Students may remove themselves from probation by completing the following quarter with **no grade of “F” and no more than one grades of “D”**.

Academic and behavioral records of students eligible for probation or expulsion may be reviewed at the end of each quarter by Division Directors and the Head of School concerning appropriate action.

Middle and High School Athletic Academic Requirements

Students should be present in school for at least half a day (11:40am arrival, at the latest) in order to participate in athletic practices and games. In the event of an afternoon absence due to illness, the student may not participate in athletic events. Students must be eligible academically to participate in Middle School sports. The middle school faculty and administration reserve the right to limit athletic participation for any student when it is in the student’s best academic interest. For example, a failing grade at midterm in a core subject may require some action in this area. Such a decision will be made in conversation with the student, the Division Director, and the parents or guardian. Under GISA rules, 8th graders are eligible for varsity competition and therefore 8th graders doing so must meet GISA eligibility rules.

Students who miss class for athletic or other school events are responsible for completing all missed work in a timely manner. Students will not be permitted to participate in any athletic event, including routine practice, if they have been absent from class during any part of that day without the specific permission of the Head of School. In addition, students who habitually fail to attend classes or who are tardy following an athletic event may, for the sake of their physical health and academic well-being, be prohibited from further participation.

High School Athletic/Academic requirements.

Students in grades 8-12 must be in good standing to participate in extracurricular activities. Refer to pg. 44 for further explanation.

Graduation Requirements

Minimum course credits to graduate are 22 units that includes the following minimum from each subject area

- 4 units of English
- 4 units of mathematics
- 4 units of science
- 3 units of social studies
- 2 units of foreign language (must be the same language and taken beyond 8th grade)
- 3 units of electives
- 1 unit of religious studies
- 1 unit of physical education

No student may take more than two courses for credit recovery (by SGES or any other provider, face to face or virtual) in the 4-year high school period, except by permission from the Head of School in rare instances of extreme extenuating circumstances.

High School Course Load and Academic Expectations

All students are expected to take a full course load which includes six (6) periods. Each semester, a minimum of four (4) subjects must be from the core disciplines. Students are advised not to take more than four (4) AP courses. However, a student who takes a course load of four (4) Advanced Placement courses is not required to take additional elective courses. Students who desire five (5) AP courses must have the permission of the High School Director and of the Academic Dean or Head of School and must realize that the normal Drop/Add policy still applies. No student will be permitted to take six (6) AP courses. Regardless of their credit count, seniors must enroll in at least four core academic classes, plus one elective, in each semester.

Graduation Attire

Only SGES issued regalia and cords (Honors, High Honors, and Order of the Sword and Shield) will be allowed during the ceremony. Graduates may not wear anything on the Caps and/or Gowns.

Grading System

It is important for students and parents to have a clear understanding of academic progress. Students in grades 3rd through 12th receive letter grades along with narratives. Grades are based upon both formative and summative assessments. The overall weight of summative grades increases as students progress through Lower and Middle School.

The grading system for Lower and Middle School is as follows:

- A = Excellent
- B = Commendable
- C = Satisfactory
- D = Needs Improvement
- F = Failing

The grading system for High School is as follows:

- A+, A, A- Excellent
- B+, B, B- Commendable
- C+, C, Satisfactory
- C- Needs Improvement
- D/F Failing

Grade Point Average

- A+ 4.5
- A 4.3
- A- 4.0
- B+ 3.5
- B, 3.3
- B- 3.0
- C+ 2.5
- C 2.3
- C- 2.0
- D 1.0

An **incomplete** may be given at the end of any grading period if a student has been unable to complete all of the required work due to an extended illness or other extenuating circumstances. An incomplete is not given merely because a student has failed to turn in an assignment on time.

Drop/Add Procedure

Courses should be selected with consideration of academic rigor and balance. If after the first few weeks of school it is determined that there should be a course change, courses can be dropped or added. Students who wish to drop/add a course must petition to during the drop/add period.

Grade Point Average

Students should keep in mind that grades earned in grades 9-12 become a part of the permanent high school record used by college admissions, officers, employers, and others. Students should work to assure that this record reflects their best efforts.

Grade point averages are computed to two decimal places. Only coursework completed at or required by St. George's Episcopal School will be included in this GPA. A student's Core GPA is based on end-of-year grades in core classes beginning with the fall term of the ninth grade and is cumulative for grades 9-12. Courses from core academic classes and academic electives.

The High School uses the Core GPA for determining class honors and distinctions for graduation and other academic recognition. Core GPA is also used to report to colleges, universities, and other institutions; however, colleges typically have their own methods of evaluating student transcripts and calculating GPA as does the HOPE scholarship and NCAA student-athlete. St. George's does not provide a class ranking. Only Valedictorian and Salutatorian are singled out with specific ranks for the purposes of graduation.

Unless the academic dean and high school director decide otherwise, GAVS courses do NOT count toward their SGES GPA.

Additional Coursework

Additional coursework must be approved by the appropriate Division Director or Academic Dean. A student may ONLY earn up to two credits for credit recovery, in which case a C is the maximum grade attainable for SGES purposes.

Middle School Exams

In the first semester of the 6th grade, students will take exams in Math and English with exam grades counting 10% of the semester grades. History and Science exams will count as chapter tests. In the second semester, 6th grade students will take exams in Math, English, History, and Science with exam grades counting 10% of the semester grade. The semester grades will be averaged together to determine a final year grade. Students in 7th and 8th grades will take exams covering material from the two previous quarters in all core courses at the conclusion of each semester. Exam grades will count 20% of the semester grade. The semester grades will be averaged together to determine a final year grade.

High School Finals and Midterms

High School exams will occur for all classes in December and May. The weight of each exam is determined by the teacher with approval of the High School Director. Final exams will count no more than 20 percent of the yearly average (10% for each one). While students in AP courses do not sit for traditional final exams in May, teachers may give them a final exam prior to their actual AP exam administration (i.e. in late April).

Seniors who have a “B-“ or higher may exempt all exams in the May of their Senior year.

All students MUST sit for all AP exams in May.

Homework

Homework, beginning in kindergarten, is given to complement work done in class. Students should expect the following amount of homework daily:

Kindergarten	- 10-15 minutes
1 st and 2 nd grades	- 20-30 minutes
3 rd grade	- 30-45 minutes
4 th grade	- 45-60 minutes
5 th grade	- 60-75 minutes
6 th grade	- 60-90 minutes
7 th and 8 th grades	- 90-120 minutes
High School	- 2-3 hours

Homework assignments for 3rd grade through high school are posted on FACTS. Tests are announced in FACTS one week prior to the test date. Students and parents should check with class syllabi on homework expectations and specific policies.

Division specific late assignment policies can be found on course syllabi or other supporting documents.

Tutoring

There may be times when a student needs help over and above that which the regular schedule provides. St. George’s teachers are available for extra help Monday, Wednesday and /or Thursday afternoon until 4:00pm. Division Directors may set specific days for tutoring to assist in a more effective method. If additional help is needed, parents should contact the teacher to make arrangements for extra help sessions before, during, or after the normal school day.

The Learning Enrichment Center may assist the family with additional tutoring and resources. The LEC Coordinator will help families and teachers find the appropriate path for each student. Teachers may not be paid to tutor their own students.

Honor Rolls

The pursuit of academic excellence is paramount for all students. To reward those in 4th through 8th grade who have achieved a commendable success in academics, the school offers several forms of recognition.

The Headmaster’s List

Students achieve this highest honor by earning no lower than an “A” in all subject areas for any given quarterly grading period.

The Honor Roll

Students achieve this honor by earning no grade lower than a “B” in all subject areas for any given quarterly grading period.

Graduation Honors Determination

To be recognized as a HIGH HONOR graduate at St. George’s, a student must have earned a cumulative grade point average of 3.75 at the end of the third grading period of the senior year. To be recognized as an HONOR graduate at St. George’s, a student must have earned a cumulative grade point average of 3.50 at the end of the third grading period of the senior year.

Only students who have attended St. George’s for three years or more in the High School are eligible to be salutatorian or valedictorian. Only grades earned at St. George’s in core academic classes are used to determine honor graduates, salutatorian, or valedictorian. A tie will be declared for students whose GPA’s are within a one-hundredth of a point of each other. To determine Honor and High Honor graduate distinction, core academic class grades will be calculated a specified date in April.

High School Beta Club

High School students are eligible for High School Beta Club if after the first semester of their sophomore year they have a cumulative grade point average of 3.6 or higher in their core academic classes taken at St. George's.

Challenged Material Policy

If parents have concerns regarding assignments, topics, novels, etc. they are encouraged to speak with the teacher/librarian and division director. If these conversations do not yield a satisfactory resolution, parents may fill out and submit a challenged materials form.

Electronic Devices

The use of cell phones, smart watches, personal computers or other electronic devices is discouraged in early childhood and lower school divisions. If brought to school, these devices should remain in backpacks, cubbies and/or lockers. Middle students must keep electronic devices out of sight, unless given permission for use by the teacher. High School students are allowed use of electronic devices during morning break, lunch and the discretion of the teacher. If the need arises, the school reserves the right to change this policy mid-year.

If a student in 8th grade or below must make a phone call at school – including after school – he or she must request permission.

High School students are allowed to use electronic devices during morning break and lunch in the lounge or in the grove.

Uniform Requirements

Early Childhood (PK3-2nd) Uniform Requirements:

All items should be purchased from www.landsend.com

Everyday Uniform Girls

School Uniform Polo Shirt—Long or Short Sleeve

Colors: Navy or White (Embroidered)

School Uniform Skort/Skirt—Khaki or Navy/White Hounds tooth (Hounds tooth not available in smaller sizes from Lands' End, but available from the SGES uniform swap)

(Navy bike shorts must be worn with skirt)

Solid Navy (Embroidered) or Navy/White Hounds tooth (Not Embroidered) Jumper

Worn with White Peter Pan Collar Shirt

School Uniform Polo Dress— Long or Short Sleeve (Embroidered)

School Uniform Khaki Pants (Belt)

Dress Uniform Girls

School Uniform Hounds-tooth Jumper (Not Embroidered) OR

Houndstooth Skort & Red Vest School Uniform Short Sleeve Peter Pan Collar Shirt

White knee socks

Everyday Uniform Boys

School Uniform Polo Shirt—Long or Short Sleeve

Colors: Navy or White (Embroidered)

School Uniform Chino Shorts/Pants—Khaki
Belt required

Dress Uniform Boys

Long sleeved White Oxford Shirt
Classic Navy/Red Striped Tie
V-Neck Vest in Red (Embroidered)
School Uniform Chino Pants– Khaki
Belt required

Additional Winter Outerwear Options Available from Lands’ End.

Lower School (3rd-5th) Uniform Requirements:
All items should be purchased from www.landsend.com

Everyday Uniform Girls

School Uniform Polo Shirt—Long or Short Sleeve
Colors: Navy or White (Embroidered)
School Uniform Skort/Skirt—Khaki or Navy/White Hounds tooth
(Navy bike shorts must be worn with skirt)
School Uniform Khaki Pants (Belt required)
School Uniform Girls Mesh shorts or Essential Knit Shorts (PE Uniform Shorts*)
*Required for 5th grade; optional for 3rd-4th

Dress Uniform Girls

School Uniform Skort/Skirt—Navy/White Hounds tooth
V-Neck Vest in Red (Embroidered)
School Uniform Short Sleeve Button Down Shirt
White knee socks
*For the 2022-2023 school year, 3rd grade girls may also wear the houndstooth jumper.

Everyday Uniform Boys

School Uniform Polo Shirt—Long or Short Sleeve
Colors: Navy or White (Embroidered)
School Uniform Chino Shorts/Pants—Khaki
School Uniform Mesh shorts – Navy (PE Uniform Shorts*)
*Required for 5th grade; optional for 3rd-4th

Belt required.

Dress Uniform Boys

Long sleeved White Oxford Shirt
Classic Navy/Red Striped Tie
V- Neck Vest in Red (Embroidered)
School Uniform Chino Pants–Khaki
Belt required

Additional Winter Outerwear Options Available from Lands’ End.

Middle School (6th-8th) Uniform Requirements:

All items should be purchased from www.landsend.com

Everyday Uniform Girls

School Uniform Polo Shirt—Long or Short Sleeve

Colors: Navy or White (Embroidered)

School Uniform Skort/Skirt—Khaki or Navy/White Hounds tooth

(Navy bike shorts must be worn with skirt)

School Uniform Khaki Pants (Belt required)

School Uniform Girls Mesh shorts or Essential Knit Shorts (PE Uniform Shorts)

Dress Uniform Girls

School Uniform Skort/Skirt—Navy/White Hounds tooth

School Uniform Khaki Pants (Belt required)

School Uniform Navy Blazer (Embroidered)

School Uniform Short Sleeve Button Down Shirt

White knee socks

Everyday Uniform Boys

School Uniform Polo Shirt—Long or Short Sleeve

Colors: Navy or White (Embroidered)

School Uniform Chino Shorts/Pants—Khaki

Belt Required

Dress Uniform Boys

Long sleeved White Oxford Shirt

Classic Navy/Red Striped Tie

School Uniform Navy Blazer (Embroidered)

School Uniform Chino Pants—Khaki

Belt Required

Additional Winter Outerwear Options Available from Lands' End.

High School (9th-12th) Uniform Requirements:

All items should be purchased from www.landsend.com

Everyday Uniform Girls

School Uniform Polo Shirt—Long or Short Sleeve

Colors: Navy or White (Embroidered)

School Uniform Skort/Skirt—Khaki or Navy/White Houndstooth

(Navy bike shorts must be worn with skirt, and skirts must be worn at an appropriate length)

School Uniform Khaki Pants (Belt required)

Dress Uniform Girls

School Uniform Skort—Khaki

School Uniform Khaki Pants (Belt)

School Uniform Navy Cardigan

School Uniform Short Sleeve Button Down Shirt

Argyle knee socks (Purchased from SGES)

Everyday Uniform Boys

School Uniform Polo Shirt—Long or Short Sleeve
Colors: Navy or White (Embroidered)
School Uniform Chino Shorts/Pants—Khaki
Shirts must be tucked in

Dress Uniform Boys

Long sleeved White Oxford Shirt
Classic Navy/Red Striped Tie
School Uniform Navy Blazer (NOT Embroidered)
School Uniform Chino Pants— Khaki
Belt required

Every Day Outerwear Options for High School

Outerwear should be solid in one of the following colors: **Navy Blue, Gray, White, Black, or Red.**
No inappropriate or objectionable words or symbols are allowed.
New spirit wear/athletic wear options with sports logos will be offered and can be worn with the everyday uniform.

Additional Guidelines for Dress Uniform Days:

Dress days are announced by the school. Dress day attire is required for all students. Dress days are eucharist (3rd – 8th grades), most field trips, and special school events.

For Boys:

- a. Brown or Black Dress Shoes and Belt
- b. Socks must be brown, black, navy

For Girls:

- a. Black or Navy Flat Dress Shoes (less than one inch heel) High School may wear brown
- b. Accessories may only be black, navy, red, or white

Students out of dress code on Dress Uniform Days will be required to wear their Dress Uniform the next school day. Second offences will be required to wear their Dress Uniform for the next five school days. A student is considered out of dress uniform if they do not wear all required components of the uniform, including prescribed footwear.

Guidelines for Every Day Uniforms:

Students will be in every day uniforms unless specified. Students out of every day dress code will receive one demerit and will be required to fix the violation before returning to class.

General Guidelines for Dress and Every Day Uniforms:

- Students in grades PK3 -12th may not wear any articles of clothing, shoes, accessories, or wear their hair with fluorescent, patterned, or extreme colors, designs, or fashions.
- Students in grades PK3 – 8th may only wear SGES outerwear clothing inside school buildings during the school day; must be SGES approved. Other items may be worn outside, but must be taken off once in class, chapel, etc.
- Students' hair in all grades should be natural in color and conservative style. For example, hair may not be pink, purple, or other extreme color and may not be cut with mullet, mohawk, spike,

or other extreme styles.

- Boys must be clean shaven and hair must be trimmed so that is worn above the ears, off the shoulders, and out of the eyes.
- Girls skorts must be an appropriate length that can be seen below a long shirt when the student is both sitting and standing (all grades).
- No oversized sweatshirts or oversized polo shirts that cover the student skort or shorts when standing or sitting are permitted.

Additional Guidelines for Every Day Uniforms:

1. Students will be in Every Day Uniforms unless specified.
2. Boys and Girls:
 - a. Closed toe and back shoes
 - b. Socks should be brown, black, navy, grey or white
 - c. Hair accessories should be black, navy, red, or white
 - d. Rainboots may be worn but should be black, brown, navy, white, red, or grey
 - e. High School- footwear and accessories should NOT be extreme in style or otherwise inappropriate. Bedroom slippers are not permitted.
 - f. If necessary (i.e. shorts are ill-fitting and thus falling down), a belt is required.
3. Girls Only:
 - a. Flat boots (Ugg style) may be worn in brown, black, navy, or grey.
 - b. Navy blue or black leggings or tights without embellishments may be worn.
 - c. Yoga pants and sweatpants are NOT permitted to be worn under skirts

Students out of Every Day dress code will receive one demerit and will be required to fix the violation (if able) before returning to class.

- Girls' Piercings should be limited to the ear and be either a stud or an earring less than 1/8" long (PK3-8th). High School girls may wear earrings that are not extreme in design.
- Students should not have visible facial piercings.
- Boys may not have any piercings, including the ear (all grades).
- Boys should be clean shaven with no facial hair (all grades).
- Belts should be worn with pants that have belt loops, and belts should be either black or brown (all grades).
- Boys cannot wear makeup (all grades)
- Girls' makeup must not be extreme (all grades)
- Undergarments should not be visible (all grades).
- Visible tattoos are not permitted (all grades).
- Only white, short-sleeve shirts are allowed under uniform shirts.

PE Uniforms are required in 5th – 8th grades. PE Uniforms are optional in 3rd and 4th grades.

Dress Code for Dress Down Days

- Students will be permitted to wear loose fitting athletic shorts as long as they are an appropriate length that can be seen below a long shirt when the student is both sitting and standing. However, any students wearing shorts that are considered too short (by the discretion of the admin team) will be asked to change.
- Girls will also be permitted to wear yoga pants or solid-colored leggings as long as they are worn with a top that provides adequate coverage.
- **Not allowed:** excessive tears or holes (tears and holes must be mid-thigh or lower), skin-tight or excessively baggy clothing; pajamas worn as clothing; undershirts worn as outer shirts; bare

midribs; spaghetti straps; underwear that shows; inappropriate graphics, wording, or material, or any clothing with political messaging.

- **Shirts:** may be sleeveless, but no tank tops or spaghetti straps allowed.
- **Hats are not to be worn inside school buildings;** they may be worn outside during recess and break and should be worn appropriately.
- **Shoes must be worn at all times on school property.** No “wheely” shoes are allowed. Only athletic (non-marking) shoes may be worn on the gym floor. Comfortable, practical shoes are best for school. Keep in mind that in Early Childhood and Lower School students need to be able to run and climb. Flip-flops and open-toed shoes are not allowed.

Note: If a student’s attire is determined to be inappropriate, parents and guardians may be notified, and the child will be required to change. If alternative uniform garments are available from the uniform swap those may be used, otherwise parents will be asked to bring appropriate clothing to school immediately.

Food and Lunch

Please be certain that your child has an adequate lunch each day. Loose nuts are not permitted on campus. Students in PK3 -8th grade are not allowed to have soft drinks or caffeinated drinks at school. If a student does not have a lunch, the office will provide a lunch for the student and parents will be billed through FACTS.

On occasion, when weather permits, food will be eaten outdoors at the picnic tables. Students should not bring items that require kitchen preparation; there is a microwave available for students. Premade lunches are available for purchase through local vendors. Order forms are available on-line through Formstack at www.sges.org and will be billed through FACTS.

It is the collective responsibility of students to be certain that the campus is clean and litter-free.

Lost & Found

Items left or misplaced throughout the building or on the playground will be put in the Lost & Found bucket, which can be found in each building. Valuable items will be left with the Administrative Office. Please check the Lost & Found periodically to help avoid the large accumulation of items that occurs monthly. Unclaimed items are delivered to local charities throughout the year. Uniform items that do not have a student's name will be placed in the Uniform Swap.

Student Supplies

SGES provides textbooks, books, and workbooks to all students. Students are responsible for the books assigned to them and are expected to return them in good condition. Students are asked to provide paper, pencils, and other necessary supplies for individual classroom use. Supply lists are published at www.sges.org

SECTION J:

Extra-Curricular Activities

After School Extended Care

Our after-school program for grades PK-8th grades is designed to provide a safe and engaging place for students to interact from dismissal-6:00 p.m. We strive to provide the necessary balance between structure and free play. We offer sports, games, and daily activity taught by our staff. We serve a snack daily.

All students must be signed out daily by an authorized individual. Written authorization must be on file for any non-parent/guardian picking up a student or if a student leaves school unattended.

Students who are picked up late will be charged \$25.00 for the first five minutes and \$1.00 for each additional minute. Excessive late pickup of students will result in loss of after school privileges.

To reach Extended Care staff between 3:00 and 6:00 p.m., please call (770) 358-3598. For any questions about the program, please contact Tammy Hill at thill@sges.org.

Birthdays

It is hoped that all children might be included in birthday parties and celebrations. However, when that is not possible, invitations to birthday parties must be mailed outside school. On the student's birthday, with prior teacher approval, special treats may be brought at lunch to share with classmates on his/her birthday. In choosing a snack, please stay cognizant of classroom allergies. Parents, guardians, and students must check with the teacher or advisor in advance to discuss grade-level guidelines and any food allergies among classmates.

On Friday mornings during the Celebration Chapel, students whose birthdays are that week receive special recognition and a birthday blessing. Parents are welcome to attend.

The library has available special books for parents to donate in honor of their children's birthdays. Parents may choose one or may prefer that their children select their own. An inscribed bookplate is placed inside the book with the birthday child's name and date of birth, along with the name of the donor(s). The book is given to the child during Friday's Celebration Chapel and then returned to the school library after it has been enjoyed at home. Please contact Wendy Daniel at wdaniel@sges.org for additional information, including cost.

Field Trips

Field trips are arranged by faculty and are an integral part of the curriculum. Parents and guardians must complete permission and emergency forms each year. Classroom teachers coordinate transportation.

Volunteer chaperones on field trips must:

- be at least 21 years old
- physically able to do the job
- pass a background check

Volunteer chaperones who drive must obey all rules and laws. They must have a valid driver's license, proof of insurance and proof of a clear background check. Further, chaperones attending trips where there is not a one-to-one parent/guardian ratio must have a clear background check.

Students on field trips are subject to all school rules and regulations. The Head of School may deny permission for a student to participate in a field trip if the student has had difficulty with conduct including misconduct on previous field trips, attendance concerns, or is having significant academic difficulty.

Interscholastic Sports

St. George's offers a variety of after-school athletics for grades 6-12, including cross country, girls' volleyball, clay targets, basketball, golf, soccer, & tennis. Fifth grade students may participate in when appropriate. Sports are played interscholastically with other independent and public schools in the Middle Georgia area through the GIAA. Coaches, in consultation with the Athletic Director and Head of School, are the supervisors of all matters related to the program.

Practice/Games

Athletes are expected to attend regularly scheduled practices. When academic and athletic obligations conflict, the academic obligation will take precedence. Students must be present at school to attend practices and/or games. To be considered present, the student must be at school for at least 3 ½ hours. If a student leaves school due to illness, they may not participate in a practice or game.

The length of practice sessions for any sport is generally less than two hours. Practices may be conducted only when the officially designated coach is present. Practices and team meetings may be held during a school holiday only with the Head of School's approval and will be voluntary. Students unable or unwilling to attend such team events during holidays will not be penalized. High School students will have practices and events more frequently and will, therefore, have to make a stronger commitment to participating on these teams.

Sportsmanship

St. George's expects only the very best sportsmanship from players, coaches, and spectators – both students and family members. All constituencies at an athletic event, whether at home or away, represent the school to the community. Unsportsmanlike behavior of any kind is counter to the standards of the school and to its mission and ministry. For purposes of this policy, "unsportsmanlike conduct" includes – but is not limited to – the use of alcohol or drugs, fighting, use of profanity, making derogatory remarks or insults to opposing players, coaches, fans, game officials, or any other conduct which could represent a potential embarrassment or liability to St. George's Episcopal School.

Inclement Weather

If the school makes the decision to close early or cancel school for a day due to inclement weather, an e-mail and text notifications will be sent to each family.

Please make sure the office has been notified of all e-mail addresses, and all phone numbers.

SECTION K:

Details for Parents and Guardians

Donations

Donation offers of computer equipment, office furniture, or other gifts-in-kind should be coordinated through the Head of School. St. George's Episcopal School tries to keep its equipment current and compatible with existing assets. Therefore, please contact the appropriate staff member before bringing in your donation. People donating items to the School may request a tax-deductible gift form from the Business Office.

Emergency Preparedness

Students participate in regularly scheduled fire & tornado drills throughout the year. Faculty and staff are annually trained in emergency procedures.

Security and Visitors

St. George's Episcopal School strives to maintain a safe and secure campus. We have staff personnel at morning drop-off and after school for pick-up to ensure safety. All exterior doors remain locked during the school day in all buildings. **All visitors are required to sign in at the Administrative Office.**

Dismissal from School

The school reserves the right to dismiss a student during the school year for justifiable causes (i.e. medical, behavioral, academic, or financial). A student is dismissed from St. George's Episcopal School when the student's continued enrollment is deemed not in the best interest of the student or the school, or if the student's behavior has become unduly disruptive to the school's educational environment. Involvement in any abuse or harassment may be cause for dismissal. Students involved with the use of illegal drugs or abuse of other drugs or those involved with the use of alcohol may be dismissed. The decision to dismiss a student is made solely by the Head of School. There is no refund of tuition.

Voluntary Withdrawal from School

Parents wishing to withdraw their children from the school must contact the head of school and complete the Student Withdrawal Form, ensuring that all textbooks, library books, and other school property have been returned to the school and that the student's financial obligations are met in full. There is no refund of tuition.

SGES Potty Accident Agreement

Children enrolled in PK3 and PK4 at SGES must be potty trained before attending preschool. Children must be wearing underwear with very few accidents. A child having accidents daily would not be considered potty trained. Please note that wearing pull ups isn't considered being potty trained.

Parents' Association

Mission:

The St. George's Episcopal School Parents' Association is a parent- and guardian-run organization that enriches the School experience by building community among parents, faculty, and administration, fostering community and friendship, and supporting our children's education through volunteerism and philanthropy.

Through its work:

- promotes volunteer opportunities, parent education programs, and school events that foster community and encourage participation
- supports the School's mission, philosophy, and strategic plan
- facilitates communication between the parent and guardian body and the School

Every St. George's Episcopal School parent and guardian is a member of the Parents' Association (PA) and is encouraged to participate. The PA committees include one-time and on-going opportunities; there are volunteer opportunities that will meet all parents' and guardians' schedules.

We believe that parent/guardian involvement helps enrich and create a better environment for all SGES students and fosters a better community overall. To access more information about the SGESPA, including a current calendar of activities, please visit our section of the SGES website at: www.sges.org.