



Student & Parent Handbook 2026–2027

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

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Section A — Welcome to St. George's Episcopal School

Mission

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 (SGES) provides each child 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 reach their highest individual potential.
- Respects different learning styles and encourages the risk-taking associated with growth.
- Provides creative experiences that build problem-solving and critical thinking.
- Promotes spiritual growth through worship, service, and education that respects each student's heritage.
- Nurtures self-worth and a sense of duty to family, community, and God.
- Fosters respect and tolerance for others' opinions and feelings.
- Encourages service to needs beyond the school campus.

St. George's Commitments

- St. George's strives to offer an engaging curriculum that challenges students to achieve their highest individual potential.
- St. George's 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.
- St. George's provides stimulating and creative experiences that will empower students to problem solve and to think critically and creatively, and to work collaboratively.
- St. George's promotes spiritual growth through worship, service, and educational opportunities that respect the religious and cultural heritage of each student while honoring our Episcopal tradition.
- St. George's nurtures in each student a sense of self-worth and instills an awareness of one's duties and responsibilities to family, community, and God.
- St. George's engenders respect and tolerance for the opinions, thoughts, and feelings of others.
- St. George's encourages students to participate in activities that benefit a variety of specific needs beyond the school campus.

St. George's Core Values

- Providing a highly enriched and challenging curriculum
- Promoting the development of the whole child
- Valuing honesty, integrity, and respect for others
- Striving for excellence
- Providing a safe and nurturing learning environment
- Promoting religious education and spiritual growth
- Promoting service to others and civic responsibility
- Valuing diversity
- Valuing fine arts, physical education, and extracurricular activities

- Valuing experiential learning and education through travel
- Cultivating global mindedness and citizenship

About the School

St. George's Episcopal School is an independent, coeducational, not-for-profit (501(c)(3)) day school serving Pre-K through grade 12. SGES welcomes a diverse student body and faculty and provides an excellent education in the tradition of independent and Episcopal schools, developing each student's mind, heart, spirit, and body while inspiring a commitment to community service and social responsibility. Students are prepared for college and for life.

SGES is accredited by the Southern Association of Independent Schools (SAIS), the Southern Association of Colleges and Schools (SACS), and the Georgia Accrediting Commission (Quality award). SGES 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).

SGES admits students of any race, color, religion, disability, and national or ethnic origin, and accords them all the rights, privileges, programs, and activities of the school.

This handbook is for school-related use only; names and contact information may not be used for other purposes without written permission from the Head of School. Please keep it for reference and review it with your children.

Section B — Trustees, Administration, Faculty & Staff

Board of Trustees (2026–2027)

Name	Title
Jessica Deen	Chair
Tom Inglis	Vice-Chair
Bobby Bickley	Treasurer
Laura Edwards	Secretary
Daniel Searcy	Past-Chair
Marie Broder	
Turner Burson	
Amy Coble	
Heath English	
Kelly Hughes	
June Jones	
Marie Knight	
Dr. Blake Monts de Oca	Head of School, Ex-Officio
Nathan Moorefield	
Mark Peek	
Rev. Wesley Smith	

Name	Title
John Stover	
Dusty Takle	
Chad Thompson	

Administration

Role	Name	Email
Head of School	Blake Monts de Oca	bmontsdeoca@sges.org
Dean of Academics & Lower/Middle School Director	Jennifer McDaniel	mcdaniel@sges.org
Early Childhood Division Director	Crista Stubbs	cstubbs@sges.org
High School Director	Diana Pearson	dpearson@sges.org
Director of College Counseling	Leigh Hancher	lhancher@sges.org
Director of Finance	Mitzi Hammock	mhammock@sges.org
Athletic Director	Mike McCart	mikemccart@sges.org
Assistant Athletic Director	Nathan Suddeth	nsuddeth@sges.org
Director of Admissions	Meredith Thacker	mthacker@sges.org
Director of Advancement & Marketing	Sydney Armistead	sarmistead@sges.org
Office Manager	Andrea Boyt	aboyt@sges.org
Registrar & Technology Coordinator	Nicole Walters	nwalters@sges.org
Chaplain	Julie O'Neill	joneill@sges.org
Facilities Director	Kevin Powell	—

Faculty Directory

Early Childhood (PK3–2nd)

Grade/Role	Teacher(s)
Pre-K 3	Amanda Copeland
Pre-K 4	Kelly Bell, Katie Moltrum
Kindergarten	Shannon Doughtie, Honey Teal
1st Grade	Maddie Carrillo, Crista Stubbs (Division Director)
2nd Grade	Natalie Davis, Abbey Teal
Teacher's Assistants	Carol Baldwin, Erin Blair, Susan Drake, Tiffaney Elliott, Peyton Larsen, Shelly Melton, Ashley Smith, Maddie Wilson

Lower School (3rd–5th)

Subject/Grade	Teacher(s)
3rd Grade	Melody Gaskins, Jennifer Hoffman
4th Math & Technology	Holly Minter
5th Language Arts & History	Emily Brown
4th Language Arts	Jill Matlock-Carter
4th & 5th Science / STEAM	Katie Buffington
4th History & 5th Math	Ben Wilson

Middle School (6th–8th)

Subject/Grade	Teacher(s)
6th & 7th Science	Ashley Payton
8th Science	Tracey Muise
7th & 8th Social Studies	Jennifer McDaniel (Division Director)
6th Social Studies	Madison McCart
6th – 8th Math	Madison McCart
6th Language Arts	Jill Matlock-Carter
8th Language Arts	Diana Pearson
Spanish (6th–8th)	Shirley Hallman
7th Grade Language Arts	Logan Fagin

High School (9th–12th)

Subject	Teacher(s)
Algebra 1 & 2	Jan Duke
Accelerated Algebra 2, AP Precalculus, AP Calculus AB & BC	Ashley Moran
Geometry, DE Statistics	James Wilson
Chemistry, AP Chemistry	Tracey Muise
AP Environmental Science, Anatomy & Physiology	Ashley Payton
AP Seminar; Adv. Lang & Comp (11); American/World Lit (12); AP Psychology	Liz Jester
AP English	Diana Pearson

Subject	Teacher(s)
English 9; English 10	Logan Fagin
AP Human Geography, World Geography (9), AP European History (12), US History (11), World History (10)	David Graf
AP US History, AP Government	Richard Hills
Spanish 1–4, AP Spanish	Candy Holland

Co-Curricular, Arts & Enrichment

Program	Staff
After School Care	Peyton Larsen & Tammy Hill
Learning Enrichment Coordinator	Michelle Norris
Learning Enrichment Center Tutor	Lindy Eady
Family Engagement Coordinator / LEADS Advisor	Jannellen Rigg
Art (PK3–5th)	Wendy Daniel
Art (6th–12th)	Meredith Thacker
Bible (PK3–5th)	Joan Voight
Bible (6th–8th)	Julie O'Neill
Library	Wendy Daniel, Zibi Davidson
Physical Education	Nathan Suddeth
Spanish (PK3–3rd)	Jill Matlock-Carter
Spanish (4th–5th)	Shirley Hallman
Speech	Leigh Hancher

Athletics & Interscholastic Activities

Activity	Coach(es)/Sponsor(s)
Boys' Basketball	Mike McCart & Jamey Lawrence
Girls' Basketball	Madison McCart & Emily Brown
MS Boys' Basketball	
MS Girls' Basketball	Emily Brown
Boys' Baseball	Mike McCart

Activity	Coach(es)/Sponsor(s)
Cross Country	Charles Jones & Holly Minter
Boys' Soccer	Nathan Suddeth & Denny Jones
Flag Football	Nathan Suddeth & Madison McCart
Golf / MS Golf	Dr. Brian Remington
Literary Team	Liz Jester & Logan Fagin
One Act Play	Logan Fagin
Tennis	Butch Dixon & Nicole Walters
Girls' Varsity & MS Soccer	Greg Hammock, Jason Teal, Ashley Webb & Josh Adams
Volleyball	Shawn Goelz, Claire Barnes & Scott Knight

Section C — Philosophy, Policies & Governance

Episcopal Identity

SGES follows the principles outlined in The Idea of an Episcopal School (NAES). As an Episcopal school, SGES is:

- Comprehensive and inclusive - welcoming diverse backgrounds and traditions, seeking what unites rather than divides.
- Rooted in shared worship and ritual rather than a single fixed doctrine.
- Committed to reason as a path to understanding - encouraging inquiry rather than indoctrination, and treating faculty, students, and staff as a community of explorers.
- Concerned for the well-being of society, with a tradition of civic engagement.
- Founded on love for students, their gifts, and their value as children of God.

SGES is dedicated to fostering academic excellence, spiritual growth, and ethical leadership within a nurturing and inclusive community. Rooted in the Episcopal tradition, we embrace diversity, encourage intellectual curiosity, and promote a commitment to service. Our mission as an Episcopal school is to develop compassionate, confident, and well-rounded individuals who are prepared to make a positive impact in the world, guided by the principles of faith, reason, and love.

What distinguishes an Episcopal school from other independent schools?

SGES is a member of the National Association of Episcopal Schools (NAES), a 501c3 organization serving nearly 1,200 schools across the country, seeking to integrate spiritual formation into all aspects of the educational experience in a Christian community. Episcopal schools have been established not solely as communities for Christians, like a parish church, but as ecumenical and diverse ministries of educational and human formation for people of all faiths and backgrounds. A hallmark of an Episcopal school is its inclusivity of all peoples, Episcopal or non-Episcopal, Christian and non-Christian, and those with no faith tradition.

What are the values and ideals of an Episcopal school?

SGES is committed to serving God in Christ in the individual, respecting the dignity of all people, and striving for justice and peace, as outlined in the Baptismal Covenant. We believe that in teaching through the lens of the Christian tradition, there is opportunity to learn about other faiths, and increase an appreciation for both the similarities and differences. We value matters of social justice and seek meaningful opportunities to practice leadership in our community. We recognize diversity as the vast expression of God, and inclusion as practice of God's love. An Episcopal

education fosters the growth of mind, body, and spirit through academic, athletic, and liturgical worship opportunities.

What is liturgical worship? Will my children attend chapel and other religious classes?

The Episcopal Church is structured by a common set of worship practices that are outlined in The Book of Common Prayer (BCP). These practices, also known as liturgical worship, include scripture readings from the Old Testament, the Psalms, the New Testament, and the Gospel, song, prayer, and reflection. The BCP is the format used during school Chapel services for all grades. Lower grades will learn age-appropriate Bible stories; middle grades will examine the different parts of the Bible over the course of three years; and high schoolers will learn about the world's major religions.

Chapel

Worship is central to SGES life, and all students, faculty, and staff participate. Holy Eucharist is celebrated on special occasions for grades 3–12; students may receive communion or a blessing, as the family decides. Services typically include hymns, a reading, prayers, and a homily, and are tailored to each division.

Day	Format
Monday	PK–8th grade chapel
Tuesday	Homeroom/advisement groups (social-emotional program)
Wednesday	Whole-school formal chapel
Thursday	Division-specific services
Friday	Whole-school Celebration Chapel

Governance

SGES, Inc. is governed by an independent, self-perpetuating Board of Trustees, serving staggered three-year terms (about one-third elected each summer). The Board sets financial policy, approves the budget, appoints the Head of School, and participates in strategic planning; it is not involved in daily operations, personnel decisions, admissions, or student discipline, and does not serve as an appellate body for administrative decisions.

Neither the Board nor any individual trustee is involved in the daily operation of the school. Thus, the Board does not serve as an appellate review body of the administrative decisions of the Head of School or other school personnel. Furthermore, the Board is not responsible for the selection, evaluation, or dismissal of any faculty, staff, or student.

The Head of School is the chief executive officer, responsible for implementing the mission, hiring and evaluating faculty/staff, curriculum, discipline, and daily management, assisted by the Director of Finance, Director of Admissions, Athletic Director, Director of College Counseling, Office Manager, and three Division Directors.

Board-level policies are set by Trustee vote; operational policies by the Head of School. The school directory and name may not be used for non-school purposes or implied endorsements without Board approval. 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, submit a request for view.

Section D — Finances

Tuition Payment Options

A non-refundable deposit of 10% of tuition (plus new-student fee, if applicable) is due with the enrollment contract. Remaining tuition may be paid as follows:

Plan	Schedule	Fees
Annual	Full balance due by May 1	None
Quarterly	4 installments: Apr 1, Jul 1, Oct 1, Jan 1	\$62.50/quarter billing fee + \$225/student tuition insurance
Monthly	10 equal payments, Apr 1–Jan 1	\$25/month billing fee + \$225/student tuition insurance

Fees

Fee	Amount
Application / testing fee	\$100
New student fee	\$300
Late re-enrollment fee	\$250
Returned check fee	\$50
Late tuition payment	\$50

Tuition & Account Policies

- Tuition is not discounted or prorated for absences, closures, dismissal, or withdrawal, regardless of the reason.
- Accounts unpaid 30+ days past due (with no hardship request or payment plan on file) are delinquent; accounts delinquent 2+ months are substantially in arrears.
- For accounts substantially in arrears, the Head of School may: bar participation in activities/athletics/trips, withhold records and report cards, exclude the student from class, cancel enrollment, withhold re-enrollment, or refer the account to collections.
- An unsatisfactory payment record may affect the decision to offer a re-enrollment contract; no re-enrollment contract is issued while an account is not current.

SGES uses the FACTS platform to manage billing and payments. Because tuition is guaranteed for the full year, SGES offers an optional Tuition Insurance Plan (details available from the Admissions or Business Office) protecting families in case of withdrawal or dismissal.

Financial Aid

SGES offers need-based financial aid to admitted students of any background, using Financial Aid for School Tuition (FAST, by Independent School Management) to help evaluate need alongside federal tax returns. Aid must be applied for annually after re-enrollment, by early February for returning families and mid-to-late March for new families; final awards depend on available funds. There is no obligation to repay aid, though gifts back to the scholarship fund are always welcome.

Fundraising

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 and the Advancement Director or of the board of trustees.

Giving

Ways to give include annual fund contributions, capital gifts, planned giving, memorial and honorary gifts, and gifts-in-kind.

Section E — Admissions, Enrollment & Records Request

Initial Application and Admission

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.

SGES 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.

Additional admission guidelines may be found in the enrollment/re-enrollment contract as well as in the relevant grade-level division portions of this Handbook.

Continued Enrollment

Initial enrollment at SGES is not a guarantee of continued enrollment in any given academic year, nor is it a guaranteed offer or re-enrollment for any subsequent academic year.

SGES reserves the right to cancel any student's enrollment contract and/or decline to offer re-enrollment to any student should any of the following conditions occur: a family or student fails to satisfy any material condition contained within the enrollment or re-enrollment contract; a student's account becomes "delinquent" or is "substantially in arrears" (as defined in "Tuition," below); a student fails to meet behavioral expectations or guidelines for continued enrollment; or under any other circumstances that SGES determines, in its sole discretion, that the student no longer meets the criteria for enrollment or re-enrollment, regardless of when such circumstances occur.

Section F — Parent/Guardian & School Relations

Raising Concerns

Classroom concerns should go first to the teacher; if unresolved, next to the Division Director and then to the Dean of Academics. Concerns should always be raised adult-to-adult, never through students. Insulting, abusive, or persistently uncooperative conduct toward staff or the school will not be tolerated and may lead to non-renewal or involuntary withdrawal of a student's enrollment.

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.

What SGES Asks of Parents

- Treat every member of the school community with respect and strive to maintain productive relationships with faculty and staff.
- Follow and support handbook guidelines, behavior policies, and attendance policies.
- Raise classroom concerns with the teacher first and division director next.
- Foster good study habits and homework responsibility.
- Send children to school daily in proper uniform.

- Contribute to the Annual Fund and support fundraising and school events.
- Serve as an ambassador for the school in the community.

Getting Involved

All parents/guardians are invited to take part in the Parents' Association (PA), which coordinates volunteering and meets several times a year, often featuring updates from the Head of School. The Booster Club, liaising through the Athletic Director, supports school spirit and the athletics program (concessions, uniforms, equipment, travel); members receive admission to home games and spirit gear.

Section G — The School Year

The Master Calendar (holidays, early dismissals, conference days, special events) is posted at www.sges.org.

Conferences

Parents/guardians of PK3–8th graders meet with classroom teachers in the first month of school and again in February. High School Conferences are scheduled yearly in November. Additional conferences (any grade) may be scheduled on request.

Standardized Testing

As required for accreditation (SAIS, NAES, Cognia, Georgia Accrediting Commission), grades 3–8 take the Education Records Bureau (ERB) exam each spring, used to evaluate curriculum and track development — one data point among many, not a complete picture of a student. High School students take the PSAT/NMSQT, SAT, ACT, and AP exams at appropriate points in their high school career.

Section H — The School Day

Arrival & Dismissal

	Location	Time
Early morning supervision (Dragon Cave)	King Media Center	7:00–7:45 a.m.
Early Childhood & Lower School drop-off	Birch Street carpool circle	7:45–8:00 a.m.
Middle & High School drop-off	Cedar Street back parking lot	7:45–8:00 a.m.
Early Childhood pick-up (and any carpool with an EC student)	Birch Street carpool circle	3:00 p.m.
Lower/Middle/High School pick-up	Cedar Street back parking lot	3:00 p.m.

Overflow carpool cars line up single-file on First Street (no double lines, no blocked driveways); once space allows, cars cross Birch Street to join the driveway loop. Families must remain in vehicles — walk-up pickups aren't permitted; personal early/late dismissals must go through the office before 2:45 p.m. or after 3:30 p.m. Once a student is in the car, the driver is responsible for seatbelts/car seats. On early-dismissal days (11:30 a.m.), students not picked up by 11:45 a.m. are signed into After School Care (unavailable the day before Christmas break and the last day of school).

High School students may drive to campus as a privilege and must park in the Cedar Street lot, obeying all traffic laws; violations can suspend driving privileges. Visitors should park in the Birch Street lot and sign in at the office. The front

parking lot is reserved for visitors, some faculty, and emergencies, and doubles as carpool overflow from 7:45–8:00 a.m. and 2:45–3:15 p.m.

Attendance, Absences & Tardiness

Regular attendance is essential to learning; students are expected at all classes, chapel, advisory, and assemblies. Parents should email or call the school by 8:00 a.m. for any absence, and are asked not to schedule travel or extend holidays during instructional periods — such absences are generally unexcused. Students absent 3+ consecutive days for illness may need a doctor's note to make up work. Excessive absences, regardless of cause, may affect re-enrollment or course credit.

Situation	Policy
Arrival after 8:00 a.m.	Report to the Administrative Office for a tardy slip; a written excuse is required where applicable (e.g., medical/dental appointment).
Excused absence/tardy	Health appointments, illness, traffic accidents, extreme circumstances, and family events (weddings, funerals).
Chronic tardiness	Excessive tardies/semester trigger a meeting with the Division Director and an improvement plan.
Leaving campus during the day	Parent must sign the student out in the school office.
Excessive unexcused absences	10+ in a year triggers written notice and possible review by an attendance committee, which may affect course credit, grade promotion, or referral to authorities.

Medical & Medications

- A current health form is required on file before a student may participate in any school activity; sports additionally require a physical.
- Students must stay home at least 24 hours after being free of fever, vomiting, or diarrhea without medication.
- SGES has a part-time nurse. All medication — prescription or over-the-counter — must be kept in the Administrative Office in its original, labeled container with written dosage/timing instructions; none may be kept in lockers, backpacks, or on a student's person.
- On field trips, High School students may carry their own medication with parental consent, except controlled substances (e.g., Adderall, Ritalin), which an adult chaperone must administer.

Head Lice: “No Nits” Policy

Students found with lice or nits are sent home for treatment and may return once lice-free; classmates' families receive a notice of exposure and treatment information.

Books & Library

Students are responsible for assigned textbooks and are billed for lost or damaged copies at replacement cost. The library is open 7:45 a.m.–4:00 p.m. (Mon–Thu) and 7:45 a.m.–3:15 p.m. (Friday).

Rule	Detail
Checkout period	2 weeks; renewable in person unless another student has requested the item
Reference/reserve items	Overnight checkout with librarian approval

Rule	Detail
Project materials	One item at a time; no renewal if requested by another student
Overdue items	Notice sent via homeroom teacher; parents called if significantly overdue
Lost/damaged items	\$20 replacement fee (refunded minus a handling fee if found and returned before replacement is ordered)

Section I — Student Life

Behavioral Expectations

SGES aims for a safe, respectful community where students are accountable for their own behavior, with logical consequences matched to infractions. Division Directors handle detentions; the Head of School handles suspensions and expulsions. Students are expected to:

- Treat faculty, staff, classmates, and visitors with respect, kindness, and courtesy.
- Honor others' right to learn and teachers' right to teach.
- Be honest in social and academic situations.
- Follow classroom rules, school policies and relevant law on campus and on school related events, activities and trips.
- Care for school and others' property.
- Comply with the uniform policy and be prompt with assignments and attendance.
- Take responsibility for their actions.

These expectations extend to all school functions and, because students represent SGES, to conduct off campus that reflects on the school's reputation.

Discipline Framework

Minor infractions (disrespect, classroom disruption, dishonesty, misuse of devices, inappropriate contact, teasing) generally result in demerits. Major infractions — continued disruption, stealing or property damage, obscene language/gestures, racist or seriously hurtful speech, fighting or bullying, academic dishonesty, possession/use of drugs, alcohol, tobacco, or weapons — may result in suspension or expulsion.

Substance-related incidents are treated case by case: a student who voluntarily discloses a struggle with drugs or alcohol before being caught is treated as a medical, not disciplinary, matter, though continued eligibility depends on the school's ability to support them effectively. Selling, misusing, or possessing illegal drugs or alcohol on campus or under school supervision may lead to dismissal, with federal/local law also applying. Tobacco and e-cigarette use is prohibited on campus and while in uniform off campus. SGES does not admit married students, and current students who marry must withdraw.

Demerits (Minor Infractions) — High School

Demerits	Consequence
1–3	Warning
4–6	Work detail/detention; communication home; possible loss of the related privilege
7–9	Loss of privileges; communication home

Demerits	Consequence
10+	High School Director/Head of School determines consequences — may include revoked privileges, in-school detention, suspension, disciplinary probation, or dismissal

Discipline Violations (Major Infractions)

More serious behaviors — direct disobedience, disruption, unauthorized absence, disrespect, profanity, bullying, inappropriate sexual conduct (including digital images), leaving without permission, possession/use of prohibited substances, fighting, technology misuse, forged documents, or failing to follow trip rules — can result in immediate loss of privileges, in-school detention, suspension, disciplinary probation, or dismissal.

By Division

Division	Approach
Early Childhood / Lower School	Progressive: friendly warning → time-out from class/lunch → time-out at recess → parent communication, scaled to student age; repeated/severe behavior is referred to the Division Director.
Middle School	Demerits for minor issues (parents notified by email); 3 demerits/quarter triggers a Division Director meeting and detention; continued or serious issues may involve the Head of School and a parent conference. Major infractions range from detention to suspension or expulsion.
High School	See demerit table above; major discipline violations can bring immediate loss of privileges up to dismissal.

Good Standing

High School students in Good Standing must have passing grades (an academic record with 2 D's or 1 F is not in good standing), no significant conduct or honor code violations, and must follow handbook guidelines. Students not in good standing may lose eligibility for extracurricular activities and off-campus trips.

Search & Seizure

To protect student and staff safety, SGES may search a student's person or property at any time without notice — including clothing, bags, devices, lockers, desks, vehicles, and (on trips) hotel rooms or buses. Inclusion in this handbook constitutes consent to such searches; refusal to grant access may lead to discipline up to expulsion. Searches are conducted respectfully and with sensitivity to student maturity.

Bullying & Sexual Harassment

Bullying (verbal, physical, or cyber) and sexual harassment are serious offenses that will not be tolerated and can result in suspension or expulsion. Sexual harassment includes unwelcome sexual comments, jokes, rumors, gestures, or contact; displaying sexually suggestive material; and retaliation against someone who reports or investigates a complaint. A student who experiences harassment should first tell the other person the conduct is unwelcome, if possible; if unresolved, report it to a teacher or Division Director, then the Head of School if needed (or the Board Chair, if the concern involves the Head of School).

Additional Prohibited Conduct

The following behaviors are strictly prohibited and may result in disciplinary action, including suspension, expulsion, and referral to law enforcement:

- Making or communicating terroristic threats, whether verbal, written, electronic, or implied
- False reports of emergencies, including bomb threats or active shooter hoaxes
- Any act intended to disrupt school operations or create fear or panic
- Possession, use, or threat of use of a weapon or dangerous object
- Harassment, intimidation, or bullying that escalates to safety concerns

Students may also be subject to prosecution under applicable Georgia criminal laws.

Duty to Report Safety Concerns

All members of the school community share responsibility for safety.

- Students are strongly encouraged to report any threat, suspicious behavior, or safety concern immediately.
- Parents/guardians should report concerns to school administration as soon as possible.
- Staff are required to report all safety concerns without delay.

Reports may be made through:

- Direct communication with a teacher, administrator, or staff member
- Report to the Head of School
- All reports will be taken seriously and investigated promptly.

Threat Assessment and Response

St. George's maintains a threat assessment process to evaluate and respond to potential risks.

- Reports are reviewed by designated school personnel.
- The school may involve staff, administrators, and/or law enforcement as appropriate.
- Actions may include investigation, intervention, disciplinary measures, or emergency response.
- The school reserves the right to take immediate action when a threat to safety is identified.

Coordination with Law Enforcement: the school works in cooperation with local law enforcement and emergency services. Certain behaviors, including threats or acts of violence, will be reported to law enforcement. The school may share information as permitted or required by law. In emergencies, the school will follow established protocols, including contacting 911.

Student Records and Transfers

To support student safety and appropriate placement:

- Parents/guardians must disclose relevant disciplinary and behavioral history during the admissions process, as permitted by law.
- The school may request records from a student's previous school, including academic and disciplinary information.
- Failure to provide accurate information may result in denial of admission or disciplinary action.
- All student records are maintained in accordance with applicable privacy standards.

Emergency Preparedness

The school maintains safety procedures designed to protect students and staff. Regular drills (e.g., lockdown, evacuation) may be conducted. Students are expected to follow all instructions during drills and actual emergencies. Emergency response procedures are reviewed and updated periodically.

Training and Prevention

Faculty and staff receive training on: recognizing and responding to safety threats; student well-being and crisis indicators; emergency response procedures; the school may provide age-appropriate safety education to students.

Disciplinary Action

Violations of this policy will result in appropriate disciplinary action, which may include:

- Warning or probation
- Suspension
- Expulsion
- Referral to law enforcement

Disciplinary decisions will be made at the sole discretion of the school, based on the severity of the conduct and the need to maintain a safe environment.

Policy Review and Updates

This policy is reviewed periodically and may be updated to reflect changes in law, best practices, or school operations.

Academic Integrity

Division	Approach
Early Childhood / Lower School	Teachers guide students in understanding collaborative vs. independent work and plagiarism; violations are addressed by the teacher, with serious cases going to parents and the Division Director.
Middle School	Plagiarism/violations bring parent notification, possible loss of credit for the work, and a detention with the Division Director; repeat violations are handled case-by-case with the Division Director / Academic Dean
High School	High School Students are expected to the Honor Code. Students must properly cite sources, submit only their own independent work, and should rely on teacher guidance with regard to the appropriate use of AI generated material in classroom assignments. Violations will be sent to the honor council and could lead to dismissal.

High School Honor Code

A St. George's student will not lie, cheat, or act dishonorably; violations are subject to discipline. The student-led Honor Council — one 9th grader and two students each from 10th, 11th, and 12th grade, nominated by teachers and elected by their grade — oversees and educates on the code.

Academic & Behavioral Probation

Middle School: a student failing two or more core subjects (English, foreign language, history, math, science) for the year may not be offered re-enrollment; a “D” average may require tutoring. A student is placed on probation the following quarter after one “F” or two-plus “D” grades, and comes off probation by finishing the next quarter with no “F” and no more than one “D.” Probation- and expulsion-eligible records are reviewed each quarter by the Division Directors and Head of School.

Athletic Eligibility

Middle & High School: students must attend at least half a day (arrival by 11:40 a.m. at the latest) to practice or play that day, and may not participate if they left school ill. Students must be academically eligible; a failing midterm grade may limit participation, decided in consultation with the student, Division Director, and parents. Under GISA rules, 8th

graders competing at varsity level must meet GISA eligibility requirements. High School students (grades 8–12) must be in Good Standing (see above) to take part in extracurricular activities.

Section I (continued) — Academics

Graduation Requirements

A minimum of 22 course credits in compliance with the University System of Georgia required high school curriculum, including:

Subject	Units Required
English	4
Mathematics	4
Science	4
Social Studies	3
Foreign Language (same language, beyond 8th grade)	2
Electives	3
Religious Studies	1
Physical Education	1

No student may take more than two credit-recovery courses over four years, except by rare Head of School permission. All students carry a full load of six periods, with at least four core subjects each semester; students are advised against more than four AP courses (a fifth requires High School Director and Academic Dean/Head of School approval; a sixth is not permitted). Seniors must take at least four core classes plus one elective each semester. Only SGES-issued regalia and cords may be worn at graduation.

Grading Scale

Lower/Middle School	Meaning	High School	Meaning	GPA
A	Excellent	A+ / A / A-	Excellent	4.5 / 4.3 / 4.0
B	Commendable	B+ / B / B-	Commendable	3.5 / 3.3 / 3.0
C	Satisfactory	C+ / C	Satisfactory	2.5 / 2.3
C-	Needs Improvement	C-	Needs Improvement	2.0
D / F	Failing	D / F	Failing	0 / 0

An incomplete may be granted at the end of a grading period for extended illness or extenuating circumstances — not simply for a late assignment. Grade point averages are computed to two decimal places using only SGES coursework; the Core GPA (core classes from fall of 9th grade onward) determines class honors, distinctions, and college reporting. SGES does not rank students, apart from naming a Valedictorian and Salutatorian. GAVS courses do not count toward SGES GPA unless the Academic Dean and High School Director decide otherwise.

Exams

Level	Policy
Middle School – 6th grade, Sem. 1	Exams in Math & English count 10% of the semester grade; History/Science exams count as chapter tests.
Middle School – 6th grade, Sem. 2	Exams in Math, English, History & Science each count 10% of the semester grade.
Middle School – 7th & 8th grade	End-of-semester exams in all core courses count 20% of the semester grade.
High School	Exams in December and May, weighted by the teacher (Director-approved); finals count up to 20% of the yearly average (10% each). Seniors with a B- or higher may exempt May exams. AP students may have an April final in lieu of a May exam but must sit for all AP exams in May.

Homework

Grade	Typical Daily Homework
Kindergarten	10–15 minutes
1st–2nd	20–30 minutes
3rd	30–45 minutes
4th	45–60 minutes
5th	60–75 minutes
6th	60–90 minutes
7th–8th	90–120 minutes
High School	2–3 hours

Assignments (grades 3–12) and tests (announced a week ahead) are posted on FACTS; see course syllabi for specific late-work policies. Extra help is available from teachers Monday, Wednesday, and/or Thursday afternoons until 4:00 p.m.; the Learning Enrichment Center can help match students with additional tutoring resources (teachers may not be paid to tutor their own students).

Honors & Recognition

Recognition	Criteria
Headmaster's List (grades 4–8)	No grade lower than “A” in any subject for the quarter
Honor Roll (grades 4–8)	No grade lower than “B” in any subject for the quarter
High Honor Graduate	Cumulative GPA ≥ 3.75 by the end of the 3rd grading period, senior year
Honor Graduate	Cumulative GPA ≥ 3.50 by the end of the 3rd grading period, senior year
Valedictorian / Salutatorian	3+ years in SGES High School; ties within 0.01 GPA are declared co-honorees

Recognition	Criteria
Beta Club (High School)	Cumulative core GPA $\geq$ 3.6 after 1st semester of sophomore year

Academic Advising & Course Selection

Beginning in 8th grade, students will receive course recommendations for the upcoming academic year. Individual course recommendations are made based on performance in current year courses, relevant standardized testing, and are intentionally designed to set up students for future success in the high school and in the college admissions process. The school strongly urges all students and families to follow the recommendations as made and if parents have questions/concerns about the individual courses, they should schedule time to meet with the High School Director and/or Academic Dean. In certain circumstances, and for good cause shown, it may be possible for students to take a course other than the recommended course if the student and parent so require. Any deviation from the recommended courses must be in writing and signed by the parents.

Other Academic Policies

- Challenged Material: concerns about assigned material should first go to the teacher/librarian and Division Director; unresolved concerns may be submitted via a Challenged Materials form.
- Electronic Devices: discouraged in Early Childhood/Lower School (kept in bags if brought); Middle School devices stay out of sight unless a teacher permits use; High School students may use devices at morning break, lunch, and teacher discretion. Students in 8th grade or below need permission to make phone calls at school.

Section I (continued) — Uniforms

All uniform items are purchased through the St. George's page on www.landsend.com (school code) unless noted. Dress Uniform is worn for Eucharist (grades 3–8), most field trips, and special events, as announced; Everyday Uniform is worn all other days.

Everyday Uniform by Division

Division	Girls	Boys
Early Childhood (PK3–2nd)	Navy/gray/white polo (embroidered); khaki, navy or navy/white houndstooth skort/skirt (navy bike shorts underneath) or khaki pants; OR navy jumper/houndstooth jumper with white Peter Pan shirt; polo dress option.	Navy/gray/white polo (embroidered); khaki chino shorts/pants; belt required.
Lower School (3rd–5th)	Navy/gray/white polo (embroidered); khaki, navy or navy/white houndstooth skort/skirt (bike shorts underneath) or khaki pants (belt); PE shorts required for 5th, optional 3rd–4th.	Navy/gray/white polo (embroidered); khaki chino shorts/pants; navy mesh PE shorts (required 5th, optional 3rd–4th); belt required.
Middle School (6th–8th)	Navy/gray/white polo (embroidered); khaki, navy or navy/white houndstooth skort/skirt (bike shorts underneath) or khaki pants (belt); mesh/knit PE shorts.	Navy/gray/white polo (embroidered); khaki chino shorts/pants; belt required.

Division	Girls	Boys
High School (9th–12th)	Navy/gray/white polo (embroidered); khaki, navy or navy/white houndstooth skort/skirt (bike shorts underneath, appropriate length) or khaki pants (belt).	Navy/gray/white polo (embroidered), tucked in; khaki chino shorts/pants; belt required

Dress Uniform by Division

Division	Girls	Boys
Early Childhood (PK3–2nd)	Houndstooth jumper (not embroidered); white Peter Pan collar shirt; white knee socks.	White long-sleeve oxford shirt; navy/red striped tie; red V-neck vest (embroidered); khaki chino pants; belt.
Lower School (3rd–5th)	Navy/white houndstooth skort/skirt; red V-neck vest (embroidered); white button-down shirt; white knee socks.	White long-sleeve oxford shirt; navy/red striped tie; red V-neck vest (embroidered); khaki chino pants; belt.
Middle School (6th–8th)	Navy/white houndstooth skort/skirt or khaki pants (belt); navy blazer (embroidered); white button-down shirt; white knee socks.	White long-sleeve oxford shirt; navy/red striped tie; navy blazer (embroidered); khaki chino pants; belt.
High School (9th–12th)	Khaki skort or khaki pants (belt); navy cardigan; white button-down shirt; argyle knee socks (purchased from SGES).	White long-sleeve oxford shirt; navy/red striped tie; navy blazer (not embroidered); khaki chino pants; belt.

Winter outerwear options are available from Lands' End or the school spirit/athletic shops for all divisions. High School everyday outerwear may also be solid navy, gray, white, black, or red (no objectionable graphics); school spirit/athletic wear with sports logos may be worn with the everyday uniform.

General Uniform Guidelines (All Divisions)

- No fluorescent, patterned, or extreme colors/styles in clothing, shoes, accessories, or hair; hair must be a natural color and conservative style (no mullets, mohawks, spikes, etc.).
- Boys: clean-shaven, hair trimmed above the ears, off the shoulders, and out of the eyes; no piercings; no makeup.
- Girls: earrings limited to a stud (PK3–8th); High School girls may wear earrings, as long as not extreme. Visible facial piercings are not permitted. Makeup, if worn, must not be extreme.
- Clothing should adequately cover the chest, midriff, back, buttocks, and undergarments during typical school activities. No oversized tops that cover the skort/short are permitted.
- Shoes: closed-toe and closed-back are required for students in 8th and below; socks in brown, black, navy, gray, or white; hair accessories in black, navy, red, or white; flat boots (girls) in brown, black, navy, or grey are allowed; rain boots in black, brown, navy, white, red, or grey.
- Girls may wear navy/black leggings or tights (no embellishments) under skirts; yoga pants/sweatpants may not be worn under skirts.
- Belts (black or brown) are required with belt-loop pants; undergarments and tattoos should not be visible; only white short-sleeve undershirts are allowed beneath uniform shirts.

- PE uniforms are required in 5th–8th grade and optional in 3rd–4th.
- Uniform pieces should be in good physical condition.
- Cowboy boots are not allowed for students in 8th and below.
- Boys and anyone wearing the uniform unisex shirt should tuck shirts in

Dress Uniform Days — Additional Requirements

Boys: brown or black dress shoes and belt, brown/black/navy socks. Girls: black or navy flat dress shoes under 1" heel (High School may wear brown); accessories limited to black, navy, red, or white. A student out of dress code on a Dress Uniform Day must wear Dress Uniform the next school day (five school days for a second offense).

Everyday Uniform Violations

A student out of Everyday dress code receives one demerit and must correct the violation before returning to class.

Dress-Down Days

- Athletic shorts/leggings must reach an appropriate length when seated or standing; excessively short shorts are not permitted. The bottom of the skirt or shorts should be no shorter than the end of the students' longer fingertip when standing straight up, shoulders relaxed, and arms are extended over the front of the body.
- Not allowed: excessive tears/holes above mid-thigh, skin-tight or excessively baggy clothing, pajamas as clothing, undershirts as outerwear, bare midriffs, spaghetti straps, visible undergarments, inappropriate or political graphics/wording.
- No bike shorts can be worn at any time.
- Hats may be worn outside (recess/break) but not inside buildings.
- Closed shoes required at all times for 8th and below; only non-marking athletic shoes on the gym floor; no wheeled shoes, flip-flops, or open-toed shoes.

If attire is deemed inappropriate, parents may be notified and the student asked to change (using the uniform swap if available, or bringing appropriate clothing to school).

Section I (continued) — Daily Life on Campus

Food & Lunch

Loose nuts are not permitted on campus, and students in PK3–8th may not have soft drinks or caffeinated or energy drinks at school. High school students may have soft drinks but not energy drinks. Energy drinks are not permitted on campus for any student and are also not allowed at school-related events. If a student forgets lunch, the office provides one and bills the family via FACTS. Pre-made lunches can be ordered online through Formstack (billed via FACTS). Students share responsibility for keeping the campus clean.

Lost & Found / Supplies

Lost items go to the Lost & Found bucket in each building (valuables go to the Administrative Office); please check regularly, as unclaimed items are periodically donated to charity, and unlabeled uniform pieces go into the Uniform Swap. SGEs provides textbooks and workbooks (students are billed for lost/damaged copies); families supply paper, pencils, and other classroom basics per the supply lists at www.sges.org.

Section J — Extracurricular Activities

After School Extended Care

Available for PK–8th grade from dismissal until 6:00 p.m., offering structured and free-play activities plus a daily snack. The \$15 fee begins at 3:30 unless the student is involved in an SGES activity. Students must be signed out daily by an authorized adult (written authorization is required for anyone other than a parent/guardian). Late pickup is billed at \$25 for the first five minutes and \$1/minute thereafter; excessive lateness may result in loss of after-school privileges. Reach staff at (770) 358-3598 during program hours, or contact Tammy Hill (thill@sges.org) with questions.

Birthdays

Birthday party invitations must be mailed outside of school unless the whole class is included. With advance teacher approval, students may bring a classroom treat on their birthday (mindful of allergies). Birthday students are recognized at Friday's Celebration Chapel, and families may donate a commemorative book to the library in their child's honor (contact Wendy Daniel, wdaniel@sges.org, for details).

Field Trips

Teachers arrange trips as part of the curriculum; parents complete permission/emergency forms annually. Volunteer chaperones must be at least 21, physically able to assist, and pass a background check; those driving need a valid license and proof of insurance, and a clear background check is required whenever the chaperone ratio is not one-to-one. Standard school rules apply on trips, and the Head of School may deny a student's participation for prior conduct, attendance, or academic concerns.

Interscholastic Athletics

SGES offers after-school athletics (grades 6–12, with 5th graders sometimes eligible) — cross country, basketball, volleyball, clay targets, golf, soccer, and tennis — competing through GIAA. Coaches report to the Athletic Director and Head of School.

- Students must be in school at least 3½ hours that day to practice or compete, and may not participate if sent home ill.
- Practices run under two hours and require the designated coach's presence; academic obligations take precedence over athletics.
- Holiday practices/team meetings need Head of School approval and are voluntary — no penalty for students who can't attend.
- Unsportsmanlike conduct (alcohol/drugs, fighting, profanity, derogatory remarks toward players, officials, or fans) is inconsistent with SGES's standards for players, coaches, and spectators alike.

Inclement Weather

If SGES closes early or cancels school, families are notified by email and text so please keep all contact information current with the office.

Section K — General Information

Donations and Fundraising

All fundraising must be approved by the Head of School. All use of the SGES name, logo or other proprietary information must be approved in advance by the Head of School.

In-Kind Donations

Gifts of equipment, furniture, or other in-kind donations should be coordinated with the Head of School beforehand to ensure compatibility with existing assets; a tax-deductible gift form is available from the Business Office.

Emergency Preparedness & Security

Students take part in scheduled fire and tornado drills, and staff receive annual emergency training. Exterior doors remain locked during the school day; all visitors must sign in at the Administrative Office, which is staffed at drop-off and pick-up for added safety.

Dismissal / Withdrawal

Situation	Policy
Dismissal by the school	The Head of School may dismiss a student for medical, behavioral, academic, or financial reasons, or when continued enrollment is not in the best interest of the student or school (including drug, alcohol, criminal or harassment-related conduct). No tuition is refunded.
Voluntary withdrawal	Parents contact the Head of School and complete a Student Withdrawal Form, returning all textbooks/library materials and settling financial obligations. No tuition is refunded.

Potty Training Policy (PK3/PK4)

Children must be reliably potty trained (very few accidents) before starting PK3 or PK4. Wearing pull-ups does not count as being potty trained.

Parents' Association

SGES parents/guardian are invited to participate in the SGES Parents' Association (PA), which builds community among parents, faculty, and administration and supports students' education through volunteerism and philanthropy by organizing volunteer opportunities and events, supporting the school's mission and strategic plan, and facilitating communication between families and the school. Visit www.sges.org for the current calendar of PA activities.